



HIGHLIGHTS FROM THE BEHAVIOR CORNER: DEALING WITH BEHAVIOR AT HOME

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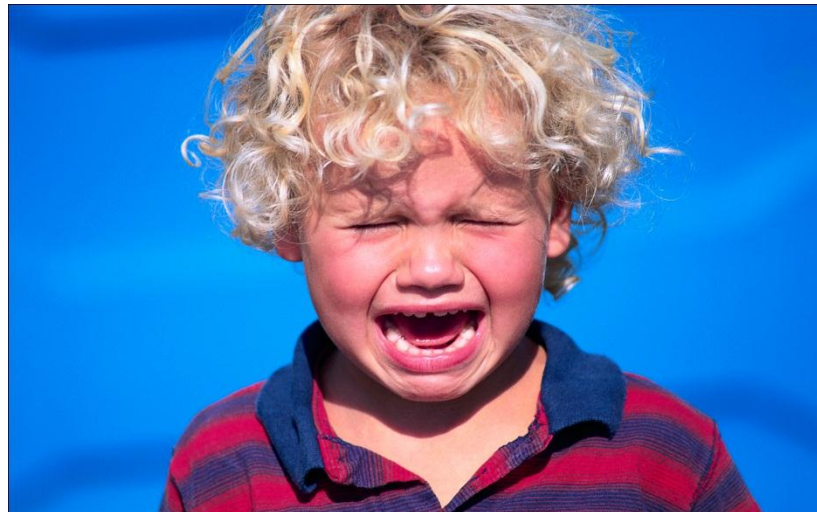
COMMON ISSUES AT HOME

- Homework battles
- TV/Internet/ Electronics usage
- Emotional Outbursts (especially in public)
- Following self-care routines
- Meal time
- Appropriate play skills
- Sleep issues and bedtime
- Relationships with siblings
- Following directions/non-compliance



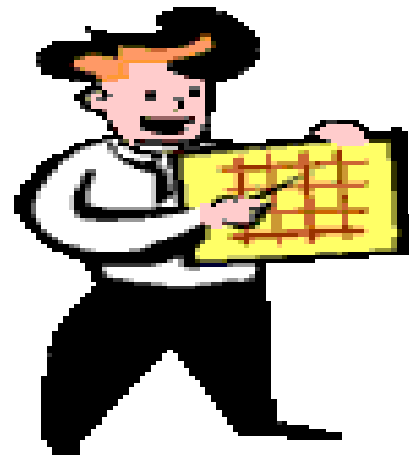
BEHAVIOR SQUARED

- All children engage in problematic behaviors at home but children with special needs tend to have these behaviors to a much more intense level making consistent behavior management challenging for any parent.



YOU MAY NOT NEED A STICKER CHART!

- Behavior intervention is not always about sticker charts.
- You need to determine what is controlling your child's behavior and how to intervene to make a positive change for your child and your family



WHAT IS YOUR GOAL?

- Before deciding how to handle a problematic behavior or even a behavior you want to change or increase you need to determine what your goal is.
 - Do you want to eliminate it?
 - Do you want to simply decrease it?
 - Increase it?
 - Change its form?



BEHAVIORS ARE NOT RANDOM

- Behaviors are always tied to some type of function. Also it is important to remember that we continue behaviors that get reinforced. Most behavior for most people regardless of age or ability is tied to one of four or five primary functions:
 - Escape
 - Attention
 - Tangibles (getting something)
 - Sensory (too much or not enough)
 - Power and control



ESCAPE

- Any behavior whose primary function is to get away from something:
 - Homework or other tasks
 - Too much noise or other environmental factors
 - Particular people or events or environments
 - Anxiety or panic



ESCAPE- INTERVENTIONS

- Remove the stressful environmental conditions such as lighting, noise, other people, distractions
- Decrease the amount of homework by working something out with the teacher to do less or present only piece of it at a time. Talk to the teacher and prioritize.
- Set a reasonable amount of time to stay in a stressful situation and then allow escape (family dinners, special events, parties)
- Build in breaks even if they are behaving appropriately.
- Use escape as the reinforcer- (homework passes, extra TV or computer breaks, free time)
- Don't allow the target behavior to work as an escape.



ATTENTION

- Any behavior whose primary function is to get attention from another person or group of people. It can be positive attention or negative attention



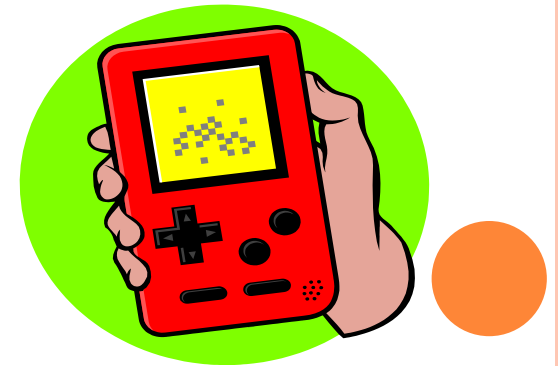
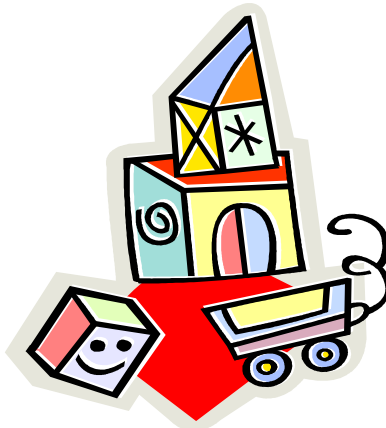
ATTENTION- INTERVENTIONS

- Non-contingent access to attention from you (if you work at a donut shop you don't crave donuts)
- Reward appropriate behavior with positive attention even if you have to overdo it initially
- Ignore the target behavior by leaving the room or not making eye contact
- Teach child to ask for attention in more appropriate ways
- Don't assume its always attention....



TANGIBLE

- Any behavior whose primary function is to get something.
 - Candy or food
 - Toys or other things
 - Activities
 - Money



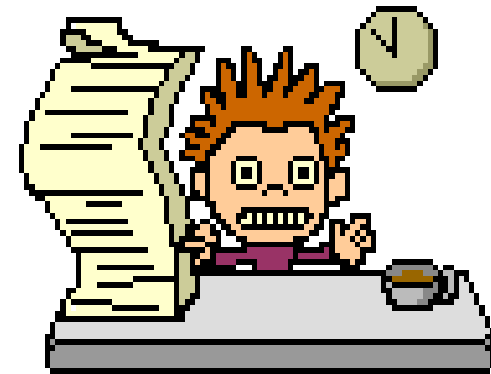
TANGIBLES- INTERVENTIONS

- Tokens
- Money (allowance)
- Stickers and sticker charts (yes sometimes)
- Special treats or activities
- TV and electronics time
- Make sure that the reinforcer is appropriate in size
- Everyone needs tangible reinforcement



SENSORY

- Any behavior whose primary function is to increase or decrease sensory input or to regulate sensory experiences.
 - Stereotypic behaviors
 - Smoking, drinking, eating
 - Impulsive behaviors
 - Self-injury
 - Sometimes crying, screaming, noises
 - Physical activity



SENSORY- INTERVENTIONS

- Sensory breaks
- Sports activities
- Quiet time
- Fidgets
- Comfortable supportive chairs
- Important to observe what type of sensory behaviors your child is engaging in and then try and find more appropriate ways for them to get that feedback.
- Remember that your sensory levels are not theirs, everyone is different



POWER AND CONTROL

- Engaging in a behavior in order to have control or power over another person or situation.
- Typical of 2-3 year olds and middle schoolers
- “You are not the boss of me”



POWER AND CONTROL- INTERVENTIONS

- Avoid the power struggle
- Give choices and use “it is your choice language”
- Avoid threatening
- Stay calm and in control- if you “lose control” they gain it
- Pick your battles
- Set specific expectations and have them agree to them (based on verbal levels)
- Allow them to have control when they can



KEEP IT SIMPLE!

The best intervention is the one that you can do consistently.

Pick only one or two behaviors at a time.

Set reasonable goals so you can build success

When possible involve your child in the intervention process.

Keep data or notes so you can determine if its working

Don't give up if it doesn't work right away



BUILD ON SUCCESS

- If an intervention works don't stop...
- Build on the success by fading the intervention out or increasing the demand to build more skills or greater responsibility or independence for your child.
- Remember to encourage your child even for small successes



FRONT LOAD FOR GREATER SUCCESS

Always “front load” by reminding your child what the plan is and what is the expectation is for him or her as well as what the consequences both positive and negative will be.

Don't assume that they know or remember from the last time.

Practice with them for unusual situations



REINFORCE APPROXIMATIONS

- Shorter bouts of screaming
- Shorter tantrums with quicker recovery
- Hitting the floor rather than you
- Sitting at the table for 1 minute
- Following your direction even if they are mumbling under their breath.
- Told you to “go away” rather than hit you
- Stomped through the house but didn't throw things



BE CONSISTENT

- If your child engages in the target behavior be consistent with your plan. Inconsistency is main reason that behavior plans fail.
- If privileges are lost then apply this consistently
- If something is earned make sure they get it right away



OTHER TIPS TO REMEMBER

Don'ts

Don't try and reason with a angry child

Don't give in and reinforce a behavior you are trying to eliminate

Don't model the inappropriate behavior

Don't threaten

Don't scream (try not to I know its hard sometimes)

Dos

Do encourage your child and let them know they can do it

Do consistently reinforce even if you are busy

Do practice positive replacement skills

Do set appropriate goals

Do remain calm even when your child isn't

Do ask for help



IT HAPPENS TO OTHER PARENTS

- It is important to remember that no matter what the behavior is that you are dealing with there are other parents dealing with the same thing and feeling just as frustrated.
- Don't think you are the only one
- Look for resources and ideas and talk to other parents.
- Ask your behavior analyst!! I need more column ideas!



DON'T TAKE IT PERSONALLY!



QUESTIONS????

