

Positive Solutions for Families



Session 3: Behavior Has Meaning



What's Happening Today?



- ✓ Review of Earlier Sessions
- ✓ Determining the Meaning of *Behavior*
- ✓ Being a *Behavior Detective*
- ✓ Time-Out





Reviewing Previous Sessions

Meaningful Interactions

Just a few fun
moments each day

Keeping it Positive

Put care and thought
into what children *can*
do and less into what
they can't do.



Behavior Has Meaning

- Challenging behavior works!
- It sends a powerful message:
 - I want something (Get or Obtain)
 - I don't want something (Avoid or Escape)
- **Function** = What a child is trying to communicate



The ABC's of Behavior



ABC's and the Meaning of Behavior



Meaning of behavior (function):
I wanted more time to play.



Behavior Detectives

Look for clues:

- Before the behavior
- What the child did or the behavior
- After the behavior





Angelo Before (Antecedent)



What happened before his behavior?

What does that tell you?





Angelo During (Behavior)



What did he do?





Angelo After (Consequence)



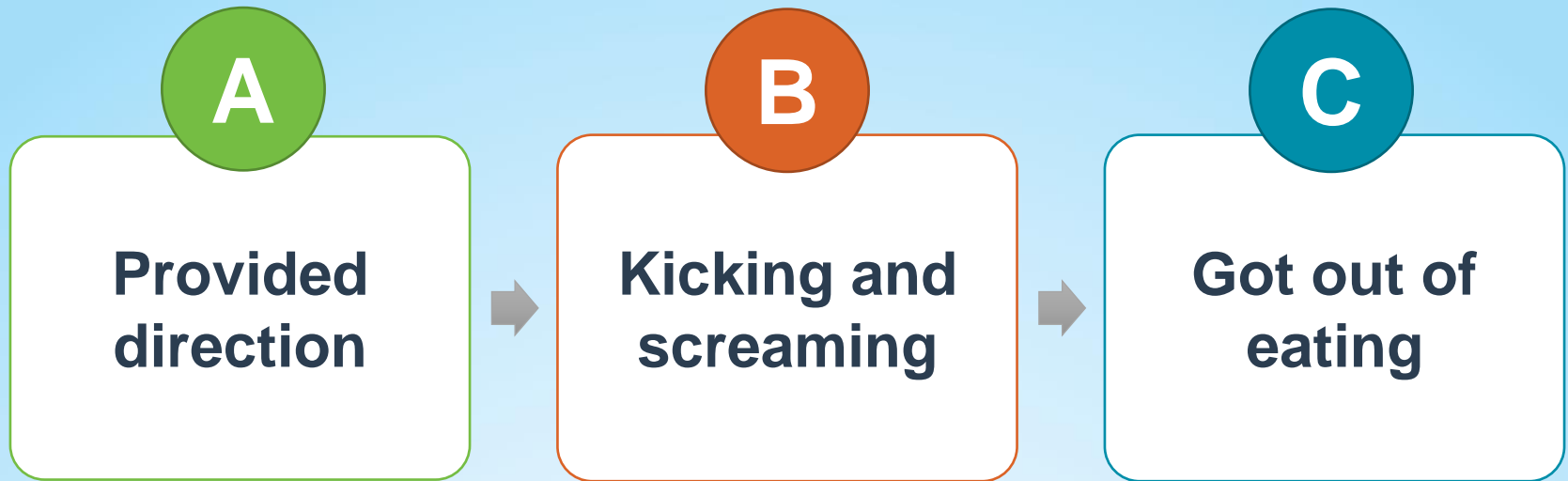
What did Angelo eventually get?

Do you think he might try this behavior again?

What might be the meaning of Angelo's behavior. What is he trying to tell his mother?



ABC Summary



Meaning of behavior:
Avoid dinner





Session 3: Behavior Has Meaning

Activity 2: Apply It and Try It. Why Do Children Do What They Do?

Describe the *behavior*:

How long
the behavior lasted:

What happened before?

- | | |
|--|--|
| <input type="checkbox"/> I told or asked my child to do something | <input type="checkbox"/> An object was out of reach |
| <input type="checkbox"/> My child was playing alone | <input type="checkbox"/> I was giving attention to others |
| <input type="checkbox"/> Changed or ended my child's activity | <input type="checkbox"/> My child was doing an activity they didn't like |
| <input type="checkbox"/> My child moved from one activity to another | <input type="checkbox"/> The task/activity was difficult for my child |
| <input type="checkbox"/> I removed an object from my child | <input type="checkbox"/> My child requested something |
| <input type="checkbox"/> I told my child "No," "Don't," "Stop" | <input type="checkbox"/> Other (specify) _____ |

What Happened After? How did it end?

- | | |
|--|--|
| <input type="checkbox"/> I gave my child attention | <input type="checkbox"/> I hugged my child |
| <input type="checkbox"/> I punished or scolded my child | <input type="checkbox"/> I ignored my child |
| <input type="checkbox"/> I gave my child an object/activity/food | <input type="checkbox"/> I helped my child |
| <input type="checkbox"/> I withdrew my request or demand | <input type="checkbox"/> I used "time-out" |
| <input type="checkbox"/> I removed my child from activity/area | <input type="checkbox"/> Other (specify) _____ |

Why do you think your child was using this behavior?

What do you think they were trying to tell you?





Try being a Behavior Detective

Why Do Children Do What They Do?



Activity 2

- Observe your child
- Use the form to keep track of:
 - What happened before the behavior
 - The behavior
 - What happened after the behavior
- Determine what your child is communicating:
 - To get or obtain
 - To escape or avoid



Relax (For a Moment)

- Sip water, tea, coffee
 - Do a few, quick exercises or movements
 - Look at something else
-
- Coming Up:
 - Temper Tantrums
 - House Rules



Time Out

- **Step 1:** Stay Calm! Guide child to time-out.
- **Step 2:** Set timer for 3-4 minutes. Tell child that when the timer goes off and they are calm, they can get up.
- **Step 3:** When time is over, allow child to return to activity. Provide encouragement and positive feedback for appropriate behavior in the activity.



Common Time-Out Mistakes

- Angrily threatening child with time-out
- Allowing other children to tease the child in time-out
- Talking to your child during time-out
- Applying time-out long after behavior occurred
- Scolding or shaming when putting child in time out.
- Using it as the only approach



Give yourselves a pat on the back. You sat through a lot of information .

I will try to answer any questions you may have about today's information. Our next workshop is all about emotions!

Thanks for joining us!

Jeanne and Sylvia



Setting Up Household Rules



Household Rules

Rules for Rules:

- Keep it simple (3 to 5 rules).
- State the behavior you want to see.
- Pick rules that can be applied in a lot of situations.
- Use visuals to explain the rule.



Rule Examples

1. Clean up after yourself
2. Use an inside voice
3. Ask before you use something that is not yours
4. Use words to solve problems

Our Rules

1. Listening Ears



2. Gentle hands and feet



3. Clean-up messes



What Do You Think of These Rules?

1. Don't tease or hit
2. Put your laundry in the hamper
3. Be nice to everyone

Is this a
good rule?

Would your
child know
what this
means?

Does it state
the behavior
you want to
see?



More on Teaching the Rules

Teach Children What to Do!



Show and Tell



Practice Makes
Perfect



You Got It!



Fun Ways to Teach

- Use photographs
 - Take a picture of your child doing what you want them to do
- Write a story
 - Use scripted steps and photographs
 - Walk your child through the steps of following the rules
- Make it fun!
 - Get creative. Sing a song, act it out, make rules poster together.

I Can Follow the Family Rules!



The first family rule is to use gentle hands and feet.
I use gentle hands and feet every day.
Gentle means I am soft and kind with my touches.
Using gentle hands and feet keeps my family



The next family rule is to use listening ears.
I use listening ears all the time. I use my listening ears to listen
to my family when they talk, and then I follow their directions.
Using listening ears shows my family I care.