

# Positive Solutions for Families



---

## Session 6: Challenging Behaviors: Responding Consistently with Thoughtful Strategies



# What's Happening Today?

- ✓ Review Emotional Literacy  
And Emotional Regulation
- ✓ Challenging Behaviors
- ✓ Strategies for Compliance
  - ✓ Prevention is Powerful
  - ✓ Response Strategies:
    - ✓ Logical Consequences
    - ✓ Redirection
    - ✓ Ignoring the behavior?
- ✓ Keeping it Positive





## Emotions

## Calm down or problem-solving strategy

What emotion words did your child learn?

How did you feel about trying the strategies?

What happened?

How did your child respond?

Was any of this challenging?



# Review

## Learning about emotions

- Teach your children to label their own emotions and other people's emotions
- Help them understand that our bodies feel changed with different emotions
- Emotions feel comfortable and uncomfortable

## Manage unpleasant feelings

- Breathing
- Tucking into ourselves
- Talk about solutions



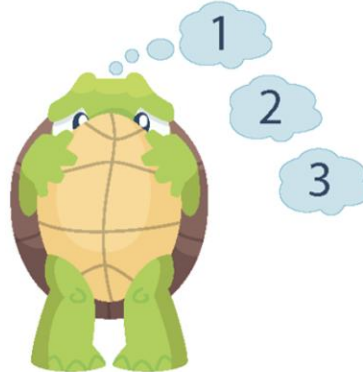
# Turtle Technique



**Step 1.** Recognize your feelings.



**Step 2.** Stop your body.



**Step 3.** Tuck inside your shell and take three deep breaths.



**Step 4.** Come out when you are calm and think of a solution.



# Help Us Have a Good Day

## Help Us Have a Good Day!

### Positive Strategies for Families

- Give me choices**  
Do you want your breakfast in the orange bowl or the green bowl?
- Remind me of the rules**  
Remember, we keep ourselves safe, so go up the steps, down the slide.
- Help me know when something is going to end/change**  
Five more minutes until dinner.
- Catch me being good**  
Wow, thanks for trying something new. I hope you feel proud when you try new things!
- Tell me exactly what to do**  
First we get into the bathtub and then we do bubbles.
- Show me what is going to happen**

National Center for  
Pyramid Model  
INNOVATIONS

More family resources at  
[ChallengingBehavior.org/Implementation/Family.html](http://ChallengingBehavior.org/Implementation/Family.html)

UNIVERSITY of  
SOUTH FLORIDA

IDEAS  
in the  
Work

Office of  
Special Education Programs  
U.S. Department of Education

The reproduction of this document is encouraged. Permission to copy is not required. If modified or used in another format, please cite original source. This is a product of the National Center for Pyramid Model Innovations and was made possible by Cooperative Agreement #H326B170003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Rev. 12/11/20

# What is a Challenging Behavior?

- What are *challenging behaviors*?
  - What's the feeling?
  - It varies across families, personalities
- Are challenging behaviors manageable?

**Yes, Yes, Yes, Yes**

Along with a strategy, consistency, practice  
and patience



# Strategies To Prevent Challenging Behaviors

- Review the ABCs of Behavior
  - What happened before the behavior
  - What happened after
- Logical Consequences
- Redirection
- Ignoring and Staying Calm
- Keeping it Positive
- Safety Net procedures





# Let's Review the ABC's of Behavior



# Plan Ahead

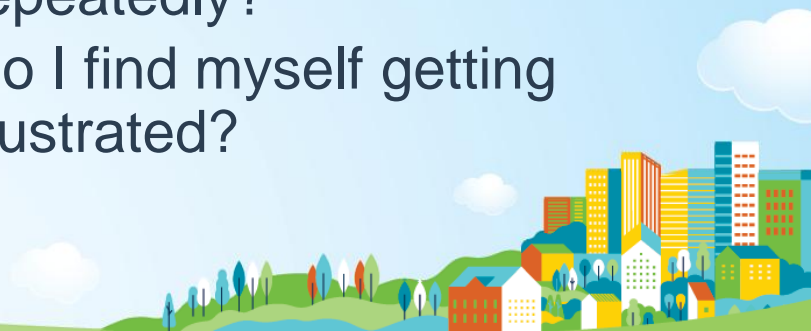
- Try to anticipate what your child might do or might need
- Talk with your child about upcoming events
- Plan ahead to set your child up for success, including back-up plans
- Hope for the best (but be prepared!)



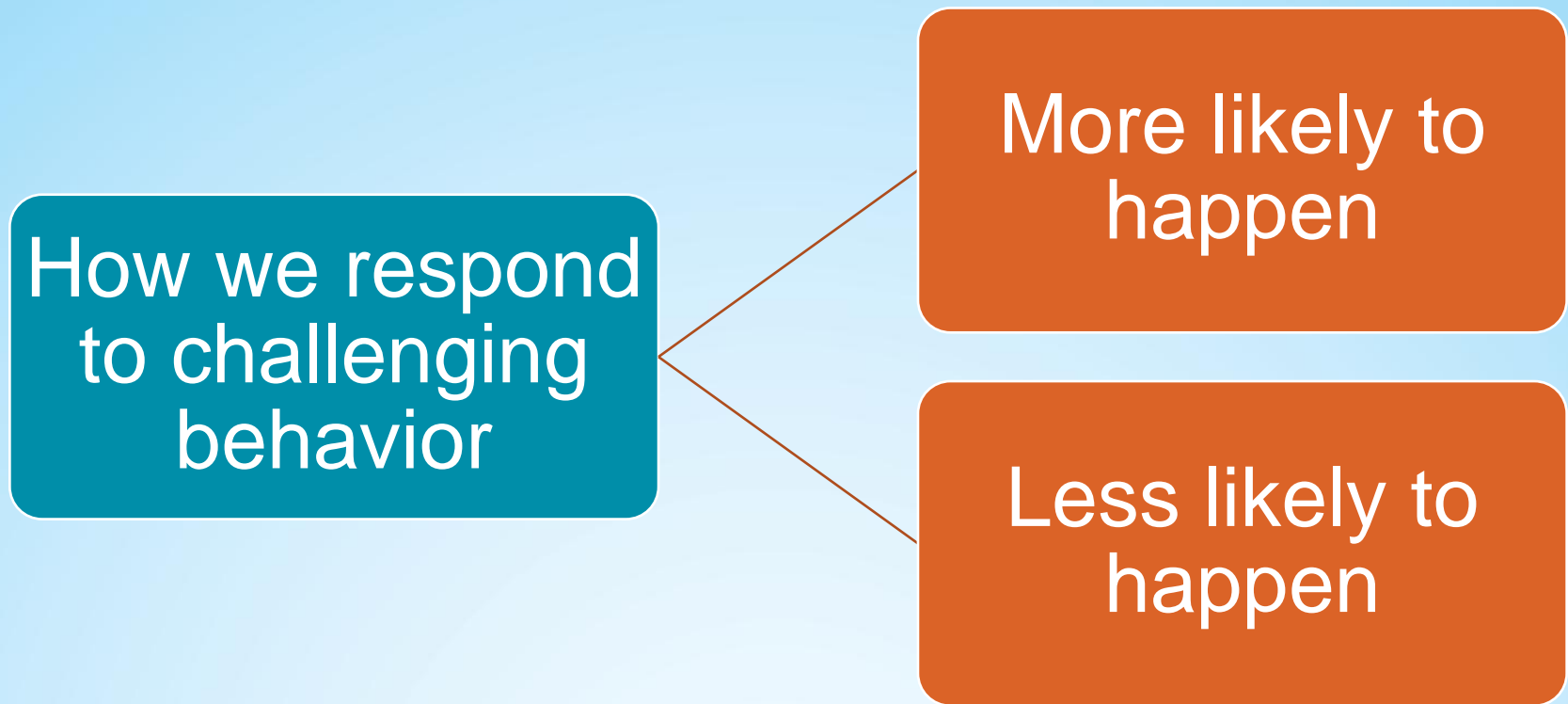


# Know What is Reasonable

- Know your child's abilities and limitations
  - Does my child know what this means?
  - Is my child physically able to do this?
- Keep expectations realistic
  - Do I have to remind them repeatedly?
  - Do I find myself getting frustrated?



# Understanding Response Strategies





# Logical Consequences



## Logical Consequences...

- ...are an alternative to punishment
- ...are logically-related responses to the child's behavior
- ...must be practical and enforced



## Tips

- Only select options you are willing to enforce
- State choices calmly, clearly, and respectfully
- Plan consequences ahead of time



# Logical Consequences in Action

## Scenario 1:

### Dustin refuses to wash his hands before snack

Dustin's mother restates the rule to Dustin:

*"You must wash your hands to eat."*

Dustin continues to refuse.

His mother responds,

*"You can wash your hands and have a snack, or you can continue playing while your brothers have a snack. If you need my help with washing hands, I can help you."*





# Logical Consequences in Action

## Scenario 2:

### Kyra throws blocks in the kitchen

Her dad reminds her of the rule,  
*“Toys need to stay on the floor in the kitchen.”*

When Kyra continues to throw the blocks,  
her dad provides her with a choice:

*“Blocks stay on the floor in the kitchen,  
or they will need to be put away.”*



# Logical Consequence Challenge

1. Child leaves their toys on floor.
2. Child paints the table and floor with finger paint.
3. Child does not put on their pajamas in time for their favorite show.
4. Child continues to bang a toy when asked to be quiet.



# Redirection

Interrupting a behavior and redirecting a child to another activity.



- Gently guide your child away from the sink to a set of toys.
- Sit and begin to play with your child.



- “Let’s go upstairs and read some of your new library books.”



# Redirection for Teaching

Redirection can also be used to prompt a child to use an appropriate skill

*Example:* A child begins to scream and hit because they are frustrated with putting a toy together.

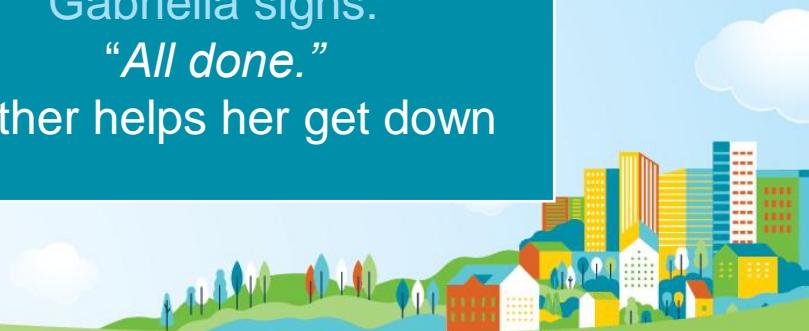
Father to child:  
*"Marcus, you can say  
'Help please.'"*

Marcus: *"Help please."*  
Father puts the toy together

*Example:* A toddler begins to fuss while sitting in the highchair after dinner.

Mother to child:  
*"Gabriella, you can say  
'All done.'" (using the all  
done sign while speaking)*

Gabriella signs:  
*"All done."*  
Mother helps her get down



# Redirection Activity

1. Child grabs a toy from their sibling.
2. Child throws sand in the sand box.
3. Child pulls hair when patting the dog.
4. Child cries “I don’t want to clean up” when asked to pick up toys.
5. Child begins whining for attention when their parent is making dinner.



# Ignore and Stay Calm

- When a child's behavior is challenging, you can either respond to it or ignore it.
- If reaction is necessary, remember that less is usually best.





# Keeping It Positive!

## The Power of Encouragement and Positive Comments

- The more positive attention we give to a child following a behavior, the more likely they will engage in the behavior in the future.
- This is called reinforcement; you are reinforcing the likelihood a behavior will happen again.



# Safety Net Procedures

Respond in a way that makes sure your child and family are safe.

1. Block unsafe behaviors
2. Help your child to calm down, redirect, and re-engage



# Things to try at Home

- Did any strategy make sense to you?
- Try using it
  - Make a plan
  - Give your children some warning about changes
  - Enforce any consequences
  - Revise your plan if necessary
  - Praise your children if they are responding as you want
  - Give yourself a “thumbs up”



# Links to Emotional Literacy Handouts

- 
- [https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces\\_Wheel\\_EN-Blank.pdf](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_Wheel_EN-Blank.pdf)
- 
- This is How I Feel Today board (Feeling Check-In)  
[https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces\\_chart\\_template.pdf](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_template.pdf)
- 
- Tucker Turtle Takes Time to Tuck and Think at Home scripted story  
[https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle\\_Story\\_Home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf)
- 
- Self-Regulation Skills: Breathing Strategies  
<https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf>
- 
- [https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills\\_problem-solving-steps\\_poster.pdf](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf)
- 
- [https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving\\_Story\\_Home\\_EN.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_Home_EN.pdf)



# Next Session

More information on strategies for managing  
challenging behaviors

Using Storybooks to Teach Emotional Literacy

Thanks for joining us today!  
See you March 25 and in early April!



