Positive Solutions for Families

Session 3:
Behavior Has Meaning

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What's Happening Today?

- ✓ Review of Earlier Sessions
- ✓ *Behavior* is a Message
- ✓ Being a *Behavior Detective*
- ✓ Time-Out

Reviewing Previous Sessions

Meaningful Interactions	Keeping it Positive
Just a few fun moments each day	Put care and thought into what children *can* do and less into what they can't do.

Behavior

- Behavior – it's something we all do, young people, middle age people and old what people do,
  - Actions
  - Manners
  - Performance
- Behavior – how we perceive it
  - Compliant, Agreeable, Cooperative
  - Challenging, Uncooperative

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Examples of Behavior

- Follows Directions
- Plays well with siblings
- Shares

- Tantrums
- Hits Siblings
- Takes Toys Used by others

Behavior Has Meaning

Challenging Behaviors work:

- 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

A

Antecedent

What happens **BEFORE** the behavior

B

Behavior

The behavior

C

Consequence

What happens **AFTER** the behavior.

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ABC's and the Meaning of Behavior

A

You tell your child to clean up

B

Child cries and screams

C

You say they can have more time to play

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

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Behavior Detectives

Look for clues:

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

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A Angelo Before (Antecedent)

What happened before his behavior?

What does that tell you?

B Angelo During (Behavior)

What did he do?

C 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?

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ABC Summary

A

Provided direction

→

B

Kicking and screaming

→

C

Got out of eating

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?

___ I told or asked my child to do something

___ My child was playing alone

___ Changed or ended my child's activity

___ My child moved from one activity to another

___ I removed an object from my child

___ I told my child "No," "Don't," "Stop"

___ An object was out of reach

___ I was giving attention to others

___ My child was doing an activity they didn't like

___ The task/activity was difficult for my child

___ My child requested something

___ Other (specify) _____

What Happened After? How did it end?

___ I gave my child attention

___ I punished or scolded my child

___ I gave my child an object/activity/food

___ I withdrew my request or demand

___ I removed my child from activity/area

___ I hugged my child

___ I ignored my child

___ I helped my child

___ I used "time-out"

___ Other (specify) _____

Why do you think your child was using this behavior?

What do you think they were trying to tell you?

Relax
(For a Moment)

When unbecoming behaviors occur:

Try to relax

Don't take your child's behavior personally

Remind yourself that your preschool child is experiencing a lot and does not always know how to handle feelings and situations

A challenging behavior may be the only way they know hot to tell you I'm not hungry or I want more time to ply or help me.

It's our task as adults to teach them how to get their needs met reasonably. n their best effort, they are telling you how frustrated or sad they might feel.

- Coming Up:
  - Time Out
  - House Rules

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Time Out

- A “ time” to calm down – to interrupt a challenging behavior
- If possible, use the same ‘toy free’ place
- Identify “Time Out” as an opportunity to Think about calming down
- Parental guidance is necessary
  - Understand it is temporary – only a few minutes
  - When they are calm, they can go to playing

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.

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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

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