

STAND & CELEBRATE 2011

**“HELP!
WHAT WORKS?”**

**METHODS FOR DEALING WITH
CHALLENGING BEHAVIOR - PART I**

"HELP! WHAT WORKS?" ~ PART I

Wyoming Children's Action Alliance

Stand & Celebrate 2011

&

Child Development Center ~ Sheridan

"HELP! WHAT WORKS?" ~ PART I

This is a green
presentation

"HELP! WHAT WORKS?" ~ PART I

Find your "green" handouts

at

www.cdcregion2.org

"Social-Emotional Development"

"HELP! WHAT WORKS?" ~ PART I

~ Lynn Gordon, MS, LPC, NCC

- ❖ Developmental Guidance Counselor
 - ❖ Child Development Center, Sheridan
- ❖ Long-time educator and counselor - 40+ years
 - ❖ Began teaching in a one-room country school, no plumbing, no running water, K-8
 - ❖ Elementary classroom teacher - no preschool in the "those" days
 - ❖ Counselor - Community Counseling Center, toddlers-elders
- ❖ Licensed Professional Counselor
- ❖ Mom, friend, colleague and yoga teacher

"HELP! WHAT WORKS?" ~ PART I

Discussion Guidelines

- ~ If you wish to speak about a particular child, make them anonymous; rather refer to them as, "a child," "the kiddo," etc.
- ~ Choose details that are vague or not descriptive, rather than giving details that could identify the child.
- ~ You can, though, describe the behavior as specifically as you like and are comfortable sharing, but keeps the child anonymous.

"HELP! WHAT WORKS?" ~ PART I

Overview - Part I

- ✓ Need Statements
- ✓ Reinforcement
- ✓ Pop Machine
- ✓ Comments
- ✓ Consequences

Overview - Part II

- ✓ Choices
- ✓ Four Goals of Misbehavior

"HELP! WHAT WORKS?" ~ PART I

A "significant learning" is that ONE concept or idea that sticks out in your mind the most in all the presentation.

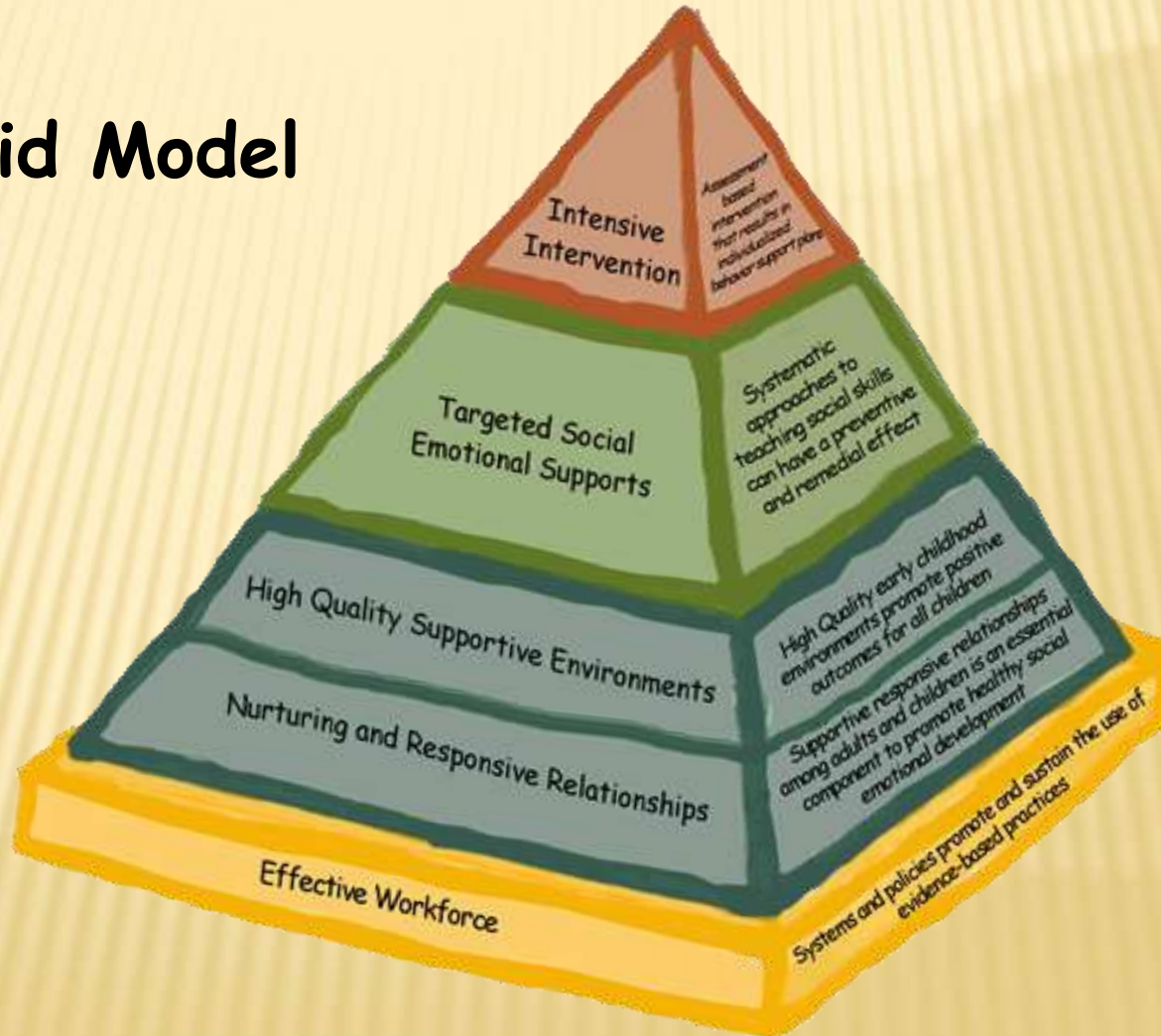
The brain is goal-directed, problem-solving.

What will your "significant learning" be from this presentation?

"HELP! WHAT WORKS?" ~ PART

I

Pyramid Model



"HELP! WHAT WORKS?" ~ PART I





"You Got It!"

- × Teaching Social and
- × Emotional Skills

"THE PYRAMID WORKS!"

"HELP! WHAT WORKS?" ~ PART I

The Pyramid Model

Technical Assistance Center on Social Emotional Intervention
for Young Children (TACSEI)

www.challengingbehavior.org

Center on the Social and Emotional Foundations for Early
Learning (CSEFEL) promotes the social emotional development
and school readiness of young children birth to age 5

www.vanderbilt.edu/csefel

"HELP! WHAT WORKS?" ~ PART I

How and Why Behavior Occurs

Classical Conditioning

Ivan Pavlov & John B. Watson

Stimulus  Response

Involuntary & Automatic

Unconditioned Stimuli + Neutral Stimuli

"HELP! WHAT WORKS?" ~ PART I



"HELP! WHAT WORKS?" ~ PART I



"HELP! WHAT WORKS?" ~ PART I



"HELP! WHAT WORKS?" ~ PART I



"HELP! WHAT WORKS?" ~ PART I

Operating Conditioning

B. F. Skinner and E. L. Thorndike

Through reinforcement the behavior can be changed.

"HELP! WHAT WORKS?" ~ PART I

Social Learning

Albert Bandura

Because people do think, observe and remember things, they can learn through modeling and imitation.

"HELP! WHAT WORKS?" ~ PART I

Lynn Says

"Who we are influences
who they become"

"HELP! WHAT WORKS?" ~ PART I

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- Children are cause and effect learners

"HELP! WHAT WORKS?" ~ PART I

Old Way	New Way
<ul style="list-style-type: none">• General intervention for all behavior challenges	<ul style="list-style-type: none">• Intervention matched to purpose of the behavior
<ul style="list-style-type: none">• Intervention is reactive	<ul style="list-style-type: none">• Intervention is proactive
<ul style="list-style-type: none">• Focus on behavior reduction	<ul style="list-style-type: none">• Focus on teaching new skills
<ul style="list-style-type: none">• Quick Fix	<ul style="list-style-type: none">• Long-term interventions

"HELP! WHAT WORKS?" ~ PART I

**"Behavior
is
communication"**

"HELP! WHAT WORKS?" ~ PART I

Cause & Effect

When something happens that **CAUSES** an outcome or result - the **EFFECT**

"HELP! WHAT WORKS?" ~ PART I

Cause & Effect

~

Form & Function

Form - the behavior used to communicate (effect)

Function - the reason or purpose of the
communicative behavior (cause)

“HELP! WHAT WORKS?” ~ PART I

New Concept

Avoid ✧ Escape

Seek ✧ Request

"HELP! WHAT WORKS?" ~ PART I

NEED Statements

"HELP! WHAT WORKS?" ~ PART I

What Are NEED STATEMENTS?

NEED STATEMENTS are verbal directions that describe what action is necessary or required. NEED STATEMENTS are generally simple, single item requests. An example: "*I need you to sit in the chair.*"

"HELP! WHAT WORKS?" ~ PART I

Why Are NEED STATEMENTS Effective?

NEED STATEMENTS are effective because the receiver can make a picture or movie in his/her head and do as asked. The clarity of the request, the specific construction of the statement, and the delivery brings about the outcome

"HELP! WHAT WORKS?" ~ PART I

Why Do You Use NEED STATEMENTS?

Children tend to cooperate with requests given as NEED STATEMENTS, which saves the adult time. Adults do not have to coerce, scold or punish the child who is not following directions. They reduce power struggles and the need to give choices and consequences (i.e., time out, loss of privileges, etc.).

"HELP! WHAT WORKS?" ~ PART I

Are NEED STATEMENTS Always Effective?

Because of the clarity of the request (the picture or movie), the receiver of the NEED STATEMENT will usually follow what is asked. Of course, there are times when the receiver does not respond to the need statement and chooses a different outcome, (human nature at work)

"HELP! WHAT WORKS?" ~ PART I

- It is important to tell a child what is expected of them and their behavior in a given situation. An effective way to do so is to give a NEED STATEMENT. The format of a NEED STATEMENT is:

"I need you to_____." filling in the blank with a behavioral descriptor, words that create a picture for the child. It's like creating a video in their minds. Avoid using the word "good" as it does not create a picture.

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" *I need you to* _____ . " filling in the blank with a behavioral descriptor, words that create a picture for the child. It is like creating a video in their minds. Avoid using the word "good" as it does not create a picture.
- Keep from "over talking" to the child when using NEED STATEMENTS or choices. Too much discussion or explanation of "why" the child needs to do something negatively reinforces the inappropriate behavior. It also leads to more attention getting behaviors or power struggles between the child and the adult.

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- A clear NEED STATEMENT will reduce the number of choices you will have to give.

"HELP! WHAT WORKS?" ~ PART I

How Is A NEED STATEMENT Constructed?

The receiver of the NEED STATEMENT needs to be able to see a picture or run a movie in his/her head of the request. NEED STATEMENTS use behaviorally specific words - words that will create the picture or movie. They should be genuine requests and not manipulative. The NEED STATEMENT is about helping the receiver complete the necessary or required task.

A NEED STATEMENT is a fill-in-the-blank statement (i.e., "I need you to _____").

"HELP! WHAT WORKS?" ~ PART I

How Is A NEED STATEMENT Constructed?

- ❖ Avoid statements that do not create clear pictures, such as "be good," "be nice," or "be respectful." Examples of behaviorally descriptive phrases are, "say 'thank you' to _____," "hold the puppy with both hands" and "speak to me in an 'inside' voice."
- ❖ They need to be delivered with respect and in as neutral or positive tone as possible.
- ❖ Avoid ending needs statements with "please."

"HELP! WHAT WORKS?" ~ PART I

Examples of NEED STATEMENTS

- ❖ "I need you to stand in line by the door."
- ❖ "I need you to hold your own hands when we go down the hall."
- ❖ "I need you to do as I say and sit in your chair," or "I need you to sit in your chair."
- ❖ "I need you to take your bath now."
- ❖ "I need you to put your glass on the counter by the sink."

"HELP! WHAT WORKS?" ~ PART I

No "Pleases," Please

Most requests of children really are demands, not requests.

Requests imply that the child has a choice. If the child does have a choice, then "please" is appropriate. Often, adults use "please" with a request.

- ✓ First, this is confusing to the child because at some level they know they really do not have a choice.
- ✓ Secondly, it gives them "wiggle room" and potentially control of the situation. If they do not comply, the adult has to re-engage with them and they then are in control.

"HELP! WHAT WORKS?" ~ PART I

PREFER STATEMENTS

If the child can have some part of a decision, the parent or teacher, using a statement with the word "Prefer" can be used. An example would be, "You have a choice of wear this or this, but I'd prefer you to wear this."

The adult can always change their mind when the child's participation in the choice is no longer an option. When the situation changes and the child can no longer have part of the decision, the adult may find it helpful to use the phrase, "*I have been thinking ---. (i.e., because the weather is cold, etc.) you will need to ---.*" This is a form a of a NEED STATEMENT.

"HELP! WHAT WORKS?" ~ PART I

NEED & PREFER STATEMENTS

Reinforce the Desired Result

Children do best when they know they have correctly done as asked. Two ways of reinforcing appropriate behavior are "thank you," and "Good _____."

Examples (after they have followed through with the request of the NEED STATEMENT):

- ~ "Thank you for putting up your coat.
- ~ "Thank you for getting your clothes off and ready to take your bath."
- ~ "Thank you for standing in line with me while we check out."

"HELP! WHAT WORKS?" ~ PART I

Reinforce the Desired Result

- ~ "Good putting up your coat."
- ~ "Good getting your clothes off and ready to take your bath."
- ~ "Good standing in line with me while we check out."
- ~ "Thank you for picking up your toys."
- ~ "That was a gentle way to pet the kitty."

"HELP! WHAT WORKS?" ~ PART I



When CAN I use "please?"

"HELP! WHAT WORKS?" ~ PART I

When CAN I use "please?"

"Please" is a socially appropriate way to ask something of someone. It's good manners.



"HELP! WHAT WORKS?" ~ PART I

Thoughts about NEED Statements-

- ✓ Hard to not use "please" at the end of the statement
- ✓ Helped the teacher/caregiver focus
- ✓ Took the pressure off the teacher/caregiver
- ✓ Less arguments from the child
- ✓ The teachers/caregivers saw the children change
- ✓ The children listened and did it.

"HELP! WHAT WORKS?" ~ PART I

Thoughts about Need Statements -

- ✓ The children used them with each other
- ✓ The teachers/caregivers were afraid to use them
- ✓ Allowed the child to be recognized as an "adult"
- ✓ The teachers/caregivers saw the children change behaviors
- ✓ The children could self-correct

NEED STATEMENTS

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“Help! What Works?” Methods for Dealing with Challenging Behavior – Part I

NEED Statements

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- Children are cause and effect learners
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Age Appropriate Maturity

When a child displays a behavior that demonstrates their effort and eagerness to "do" or "be" their age.

"HELP! WHAT WORKS?" ~ PART I

Reinforcement

"HELP! WHAT WORKS?" ~ PART I

Reinforcement Types

Fixed

Variable

"HELP! WHAT WORKS?" ~ PART I

Reinforcement Schedules

FIXED -

Interval - behavior reinforced after a specific time



Scheduled tests like "finals"

"HELP! WHAT WORKS?" ~ PART I

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Scheduled tests like "finals"

Ratio - behavior is reinforced after a specified number of responses



"Buy 3, get 4th one free!"

"HELP! WHAT WORKS?" ~ PART I

Reinforcement Schedules

FIXED -

Interval - behavior reinforced after a specific time

➡ Scheduled tests like "finals"

Ratio - behavior is reinforced after a specified number of responses

➡ "Buy 3, get 4th one free!"

VARIABLE -

Interval - behavior is reinforced on a random time schedule

➡ Mail delivery times

"HELP! WHAT WORKS?" ~ PART I

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Interval - behavior reinforced after a specific time

➔ Scheduled tests like "finals"

Ratio - behavior is reinforced after a specified number of responses

➔ "Buy 3, get 4th one free!"

VARIABLE -

Interval - behavior is reinforced on a random time schedule

➔ Mail delivery times

Ratio - behavior is reinforced after an undefined number of responses

➔ Pop quizzes & Slot machines

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"HELP! WHAT WORKS?" ~ PART I

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- The most powerful reinforcement or reward is one that is given unexpectedly and without a predictable pattern.

"HELP! WHAT WORKS?" ~ PART I

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- It is best to reinforce the desired behavior within five (5) seconds of it happening. If that is not possible, then reward even if it's longer than five seconds as soon as is possible.

"HELP! WHAT WORKS?" ~ PART I

Pop Machine

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- **Pop Machine** is the principle of extinguishing behavior by not reinforcing the outcome sought by the child. Children, and adults, will try all the behaviors that have been successful for them in the past, to achieve their goal. If the child or adult cannot "out last" you, like a pop machine that will not give you the pop for which you paid, then the behavior will cease. Remember, as a good pop machine, you only have to outlast the child one minute more (than their behavior).

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Be vigilant and mindful - DO NOT reinforce the inappropriate behavior by "getting caught" and "giving in" to the inappropriate behavior. If that should happen, start over and be an even better good pop machine the next time.

"HELP! WHAT WORKS?" ~ PART I

Comments

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- What you say positively to someone else about the child, with deep sincerity, doubles or triples the benefits to the child.

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Consequences

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 - Natural Consequences follow the laws of nature. When nature can teach the lesson safely and quickly, it is one of the most powerful ways for a child to learn. Example: the child runs outside without shoes in the winter and their feet get cold.

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- Children cannot tell time. If the consequence lasts too long, it loses its meaning and power to change behavior. A half-day is a very long time to a young child. A full day is a really, really long time for a young child. It's too long.

"HELP! WHAT WORKS?" ~ PART I

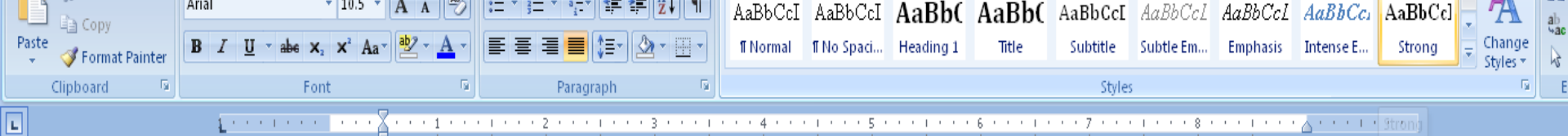
- There are two kinds of consequences to behavior. They are:
 - Natural Consequences follow the laws of nature. When nature can teach the lesson safely and quickly, it is one of the most powerful ways for a child to learn. Example: the child runs outside without shoes in the winter and their feet get cold.
 - Logical Consequences follow the laws of the social system - the rules of the family, peers, the school, the community, the society, what ever makes up the social world of the child.
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"HELP! WHAT WORKS?" ~ PART I

- Choose only consequences that you are willing to carry out, and carry through with the choices and consequences that you give.

"HELP! WHAT WORKS?" ~ PART I

- Choose only consequences that you are willing to carry out, and carry through with the choices and consequences that you give.
- Be pleasant when helping the child carry out the consequence of their choice. It's a learning situation - a teaching moment and works because you are calm.



“Help! What Works?” Methods for Dealing with Challenging Behavior – Part I

Consequences

- There are two kinds of consequences to behavior. They are:
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"HELP! WHAT WORKS?" ~ PART I

Questions?

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"HELP! WHAT WORKS?" ~ PART I

~ Lynn Gordon, MS, LPC, NCC

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"HELP! WHAT WORKS?" ~ PART I

Significant Learning

A "significant learning" is that ONE concept or idea that sticks out in your mind the most in all the presentation.

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- ❖ What is the significant learning that you take away from this session?
- ❖ What 1-2 things will you first try and then master, beginning next week?

THANKS FOR ATTENDING!

