

STAND & CELEBRATE 2011

**“HELP!
WHAT WORKS?”**

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

"HELP! WHAT WORKS?" ~ PART II

Wyoming Children's Action Alliance

Stand & Celebrate 2011

&

Child Development Center ~ Sheridan

"HELP! WHAT WORKS?" ~ PART II

Wyoming Children's Action Alliance

Stand & Celebrate 2011

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Child Development Center ~ Sheridan

"HELP! WHAT WORKS?" ~ PART II

This is a green
presentation

"HELP! WHAT WORKS?" ~ PART II

Find your "green" handouts

at

www.cdcregion2.org

"Social-Emotional Development"

"HELP! WHAT WORKS?" ~ PART II

~ 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, mentor 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 II

Overview - Part I

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

Overview - Part II

- ✓ Choices
- ✓ Four Goals of Misbehavior

"HELP! WHAT WORKS?" ~ PART II

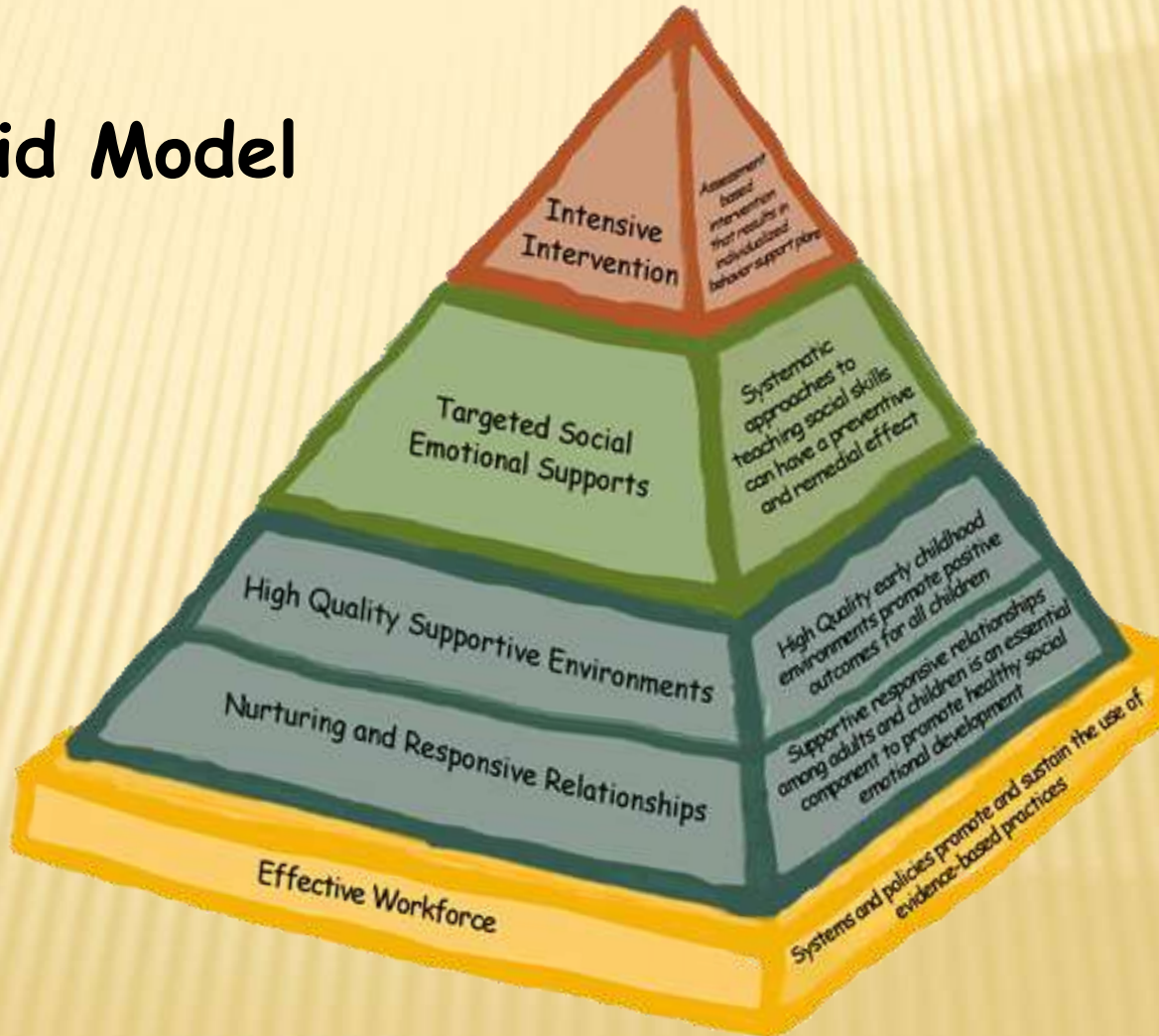
A "significant learning" is that ONE concept or idea that sticks out in your mind the most in all the presentation.

The brain is goal-directed, problem-solving.

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

"HELP! WHAT WORKS?" ~ PART II

Pyramid Model



"HELP! WHAT WORKS?" ~ PART II





“You Got It!”

- ✘ Teaching Social and
- ✘ Emotional Skills

“THE PYRAMID WORKS!”

"HELP! WHAT WORKS?" ~ PART II

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 II

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 II

Lynn Says

"Who we are influences
who they become"

"HELP! WHAT WORKS?" ~ PART II

**"Behavior
is
communication"**

"HELP! WHAT WORKS?" ~ PART II



The Key - Choose what
you want to reinforce.

"HELP! WHAT WORKS?" ~ PART II

- ✓ NEED Statements
- ✓ Reinforcement
- ✓ Natural and Logical Consequences
- ✓ Pop Machine
- ✓ Choices
- ✓ Comments



Four Goals of Misbehavior

"HELP! WHAT WORKS?" ~ PART II

Choices

"HELP! WHAT WORKS?" ~ PART II

- 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:

"HELP! WHAT WORKS?" ~ PART II

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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's like creating a video in their minds. Avoid using the word "good" as it does not create a picture.

"HELP! WHAT WORKS?" ~ PART II

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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's 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 can lead to more attention getting behaviors or power struggles between the child and the adult.

"HELP! WHAT WORKS?" ~ PART II

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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's 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 can lead to more attention getting behaviors or power struggles between the child and the adult.
- A clear NEED Statement will reduce the number of choices you will have to give.

"HELP! WHAT WORKS?" ~ PART II

- If the child continues with the inappropriate behavior, then give a choice.

"HELP! WHAT WORKS?" ~ PART II

- If the child continues with the inappropriate behavior, then give a choice. Try to give the positive half of the choice first.
- "You have a choice. You can (positive outcome) or you can (negative outcome) ."

"HELP! WHAT WORKS?" ~ PART II

- If the child continues with the inappropriate behavior, then give a choice. Try to give the positive half of the choice first.
- "You have a choice. You can (positive outcome) or you can (negative outcome) ."
- 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 II

- If the child continues with the inappropriate behavior, then give a choice. Try to give the positive half of the choice first.
- "You have a choice. You can _____ (positive outcome) _____ or you can _____ (negative outcome) _____."
- Choose only consequences that you are willing to carry out, and carry through with the choices and consequences that you give.
- Be pleasant when giving a choice or 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.

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

Consequences & Choices

- 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. 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.
- Children, as well as adults, make choices **ALL** of the time. Helping a child learn how to make appropriate choices early in life, has power to influence the child all of his life.
- Consequences must fit the event and must be **age appropriate**.
- 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.
- If the child continues with the inappropriate behavior, then give a choice. Try to give the positive half of the choice first.

“You have a choice. You can (positive outcome) or you can (negative outcome).”
- Choose only consequences that you are willing to carry out, and carry through with the choices and consequences that you give.
- Be pleasant when giving a choice or 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.
- A clean **NEED Statement** will reduce the number of choices you will have to give.

"HELP! WHAT WORKS?" ~ PART II

Four Goals of Misbehavior

"HELP! WHAT WORKS?" ~ PART II

- All behavior has purpose, and the purpose has positive intent to the person.

"HELP! WHAT WORKS?" ~ PART II

- All behavior has purpose, and the purpose has positive intent to the person.
- Children up through the age of ten either act on the goals of positive behavior or misbehavior.

"HELP! WHAT WORKS?" ~ PART II

- All behavior has purpose, and the purpose has positive intent to the person.
- Children up through the age of ten either act on the goals of positive behavior or misbehavior.
- Because the children are doing what is expected of them when they are acting on the goals of positive behavior, as adults, we may not reinforce or recognize their positive behavior as often as would be most helpful to the child.

"HELP! WHAT WORKS?" ~ PART II

- All behavior has purpose, and the purpose has positive intent to the person.
- Children up through the age of ten either act on the goals of positive behavior or misbehavior.
- Because the children are doing what is expected of them when they are acting on the goals of positive behavior, as adults, we may not reinforce or recognize their positive behavior as often as would be most helpful to the child.
- Children, after the age of ten, still act on the goals of misbehavior, but also additionally affected by peer influence and sexual development and interest.

"HELP! WHAT WORKS?" ~ PART II

The Child Feels -

Unnoticed

Powerless

Hurt

Flawed, inadequate, incapable

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Becomes --
Unnoticed	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --
Unnoticed	Attention Getting

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --
Unnoticed	Attention Getting
Powerless	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --
Unnoticed	Attention Getting
Powerless	Power Struggle

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --
Unnoticed	Attention Getting
Powerless	Power Struggle
Hurt	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --
Unnoticed	Attention Getting
Powerless	Power Struggle
Hurt	Revenge

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --
Unnoticed	Attention Getting
Powerless	Power Struggle
Hurt	Revenge
Flawed, inadequate, incapable	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --
Unnoticed	Attention Getting
Powerless	Power Struggle
Hurt	Revenge
Flawed, inadequate, incapable	Display of Inadequacy – also called Assumed Disability

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --
Unnoticed	Attention Getting	Annoyed or irritated

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --
Unnoticed	Attention Getting	Annoyed or irritated
Powerless	Power Struggle	Angry or Challenged

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --
Unnoticed	Attention Getting	Annoyed or irritated
Powerless	Power Struggle	Angry or Challenged
Hurt	Revenge	Hurt

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --
Unnoticed	Attention Getting	Annoyed or irritated
Powerless	Power Struggle	Angry or Challenged
Hurt	Revenge	Hurt
Flawed, inadequate, incapable	Display of Inadequacy – also called Assumed Disability	Lost, don't know what to do

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --
Flawed, inadequate, incapable	Display of Inadequacy – also called Assumed Disability	Lost, don't know what to do

Often you may hear a "sigh."

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --
Unnoticed	Attention Getting	Annoyed or irritated
Powerless	Power Struggle	Angry or Challenged
Hurt	Revenge	Hurt
Flawed, inadequate, incapable	Display of Inadequacy – also called Assumed Disability	Lost, don't know what to do

"HELP! WHAT WORKS?" ~ PART II

What to do?

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --	Therefore, Your Action Is --
Unnoticed	Attention Getting	Annoyed or irritated	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --	Therefore, Your Action Is --
Unnoticed	Attention Getting	Annoyed or irritated	
Powerless	Power Struggle	Angry or Challenged	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --	Therefore, Your Action Is --
Unnoticed	Attention Getting	Annoyed or irritated	Choose what you want to do AND THEN do the <u>opposite</u> .
Powerless	Power Struggle	Angry or Challenged	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --	Therefore, Your Action Is --
Unnoticed	Attention Getting	Annoyed or irritated	Choose what you want to do AND THEN do the <u>opposite</u> .
Powerless	Power Struggle	Angry or Challenged	
Hurt	Revenge	Hurt	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --	Therefore, Your Action Is --
Unnoticed	Attention Getting	Annoyed or irritated	Choose what you want to do AND THEN do the <u>opposite</u> .
Powerless	Power Struggle	Angry or Challenged	
Hurt	Revenge	Hurt	Apologize

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --	Therefore, Your Action Is --
Unnoticed	Attention Getting	Annoyed or irritated	Choose what you want to do AND THEN do the <u>opposite</u> .
Powerless	Power Struggle	Angry or Challenged	
Hurt	Revenge	Hurt	Apologize
Flawed, inadequate, incapable	Display of Inadequacy – also called Assumed Disability	Lost, don't know what to do	

"HELP! WHAT WORKS?" ~ PART II

The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --	Therefore, Your Action Is --
Unnoticed	Attention Getting	Annoyed or irritated	Choose what you want to do AND THEN do the <u>opposite</u> .
Powerless	Power Struggle	Angry or Challenged	
Hurt	Revenge	Hurt	Apologize
Flawed, inadequate, incapable	Display of Inadequacy – also called Assumed Disability	Lost, don't know what to do	Find something they will invest in, something they will try

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

The Four Goals of Misbehavior

- ◆ All behavior has purpose, and the purpose has positive intent to the person.
- ◆ Children up through the age of ten often either act on the goals of positive behavior or misbehavior.
- ◆ Because the children are doing what is expected of them when they are acting on the goals of positive behavior, as adults, we may not reinforce or recognize their positive behavior as often as would be most helpful to the child.
- ◆ Children, after the age of ten, still act on the goals of misbehavior, but are then also affected by peer influence and sexual development and interest.

The Four Goals of Misbehavior*

The Child Feels –	and Thus, Their Goal Becomes –	and You Feel –	Therefore, Your Action Is –
Unnoticed	Attention Getting	Annoyed or irritated	Choose what you want to do
Powerless	Power Struggle	Angry or challenged	AND THEN do the opposite
Hurt	Revenge	Hurt	Apologize
Flawed, inadequate, incapable	Display of Inadequacy – also called Assumed Disability	Lost, don't know what to do	Find something they will invest in, something they will try

*Rudolph Dreikurs, Children the Challenge

Lynn Gordon, MS, LPC, NCC, RYT
Offered under the auspices of the
Child Development Center, Region II

"HELP! WHAT WORKS?" ~ PART II

The Worksheet

**How to Make It Work
for
You And The Child**

"HELP! WHAT WORKS?" ~ PART II

1. Start with how you're feeling

"HELP! WHAT WORKS?" ~ PART II

1. Start with how you're feeling
2. Take your action

"HELP! WHAT WORKS?" ~ PART II

1. Start with how you're feeling
2. Take your action
3. Decide what is the child's goal

"HELP! WHAT WORKS?" ~ PART II

1. Start with how you're feeling
2. Take your action
3. Decide what is the child's goal
4. What caused the child to feel that way?

"HELP! WHAT WORKS?" ~ PART II

1. Start with how you're feeling
2. Take your action
3. Decide what is the child's goal
4. What caused the child to feel that way?

This will lead you to discover how the behavior began and what you can do to change the environment (YOU and/or the situation) to help the child develop new and more successful and resourceful behaviors.

"HELP! WHAT WORKS?" ~ PART II

**"Behavior
is
communication"**

"HELP! WHAT WORKS?" ~ PART II

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
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<ul style="list-style-type: none">• Quick Fix	<ul style="list-style-type: none">• Long-term interventions

"HELP! WHAT WORKS?" ~ PART II

		START Here	
		AND YOU FEEL --	
		Annoyed or irritated	
		Angry or Challenged	
		Hurt	
		Lost, don't know what to do	

"HELP! WHAT WORKS?" ~ PART II

			Step Two
			THEREFORE, YOUR ACTION IS --
			Choose what you want to do AND THEN Do the <u>opposite</u> .
			Apologize
			Find something they will invest in, something they will try

"HELP! WHAT WORKS?" ~ PART II

	Step Three		
	and Thus, Their Goal Is and Their Behavior Becomes --		
	Attention Getting		
	Power Struggle		
	Revenge		
	Display of Inadequacy – also called Assumed Disability		

"HELP! WHAT WORKS?" ~ PART II

Step Four			
The Child Feels --			
Unnoticed			
Powerless			
Hurt			
Flawed, inadequate, incapable			

"HELP! WHAT WORKS?" ~ PART II

The answer is___?	The answer is___?	The answer is___?	The answer is___?
The Child Feels --	and Thus, Their Goal Is and Their Behavior Becomes --	And You Feel --	Therefore, Your Action Is --
Unnoticed	Attention Getting	Annoyed or irritated	Choose what you want to do AND THEN do the <u>opposite</u> .
Powerless	Power Struggle	Angry or Challenged	
Hurt	Revenge	Hurt	Apologize
Flawed, inadequate, incapable	Display of Inadequacy – also called Assumed Disability	Lost, don't know what to do	Find something they will invest in, something they will try

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

The Four Goals of Misbehavior Worksheet

The Four Goals of Misbehavior*			
Step four	Step three	Start Here – Step One	Step Two
The Child Feels –	and Thus, Their Goal Is and Their Behavior Becomes –	and You Feel –	Therefore, Your Action Is –
Unnoticed <i>What do you think is happening for your child that they feel unnoticed?</i>	Attention Getting <i>What is the behavior that your child is demonstrating?</i>	Annoyed or irritated <i>What is your feeling?</i>	Choose what you want to do AND THEN do the opposite <i>What do you want to do?</i> <i>What is its opposite?</i>
Powerless <i>How is it that your child is feeling powerless?</i>	Power Struggle <i>What is the power struggle in which your child has you engaged?</i>	Angry or challenged <i>What is your feeling?</i>	
Hurt <i>What do you think happened to make your child feel hurt?</i>	Revenge <i>What is your child's behavior that is hurtful to you?</i>	Hurt <i>How are you feeling hurt?</i>	Apologize <i>What will you say or do to apologize?</i>
Hawed, inadequate, incapable <i>What do you think has happened to make your child feel "less than"?</i>	Display of inadequacy or also called ASSUMED DISABILITY <i>What behaviors do you notice that let you know your child feels "less than"? Do you hear signing?</i>	Lost, don't know what to do <i>What feelings of being "lost," uncertain or confused do you have?</i>	Find something they will invest in, something they will try <i>What do you think your child would be willing to try?</i>

*Rudolph Dreikurs, *Children the Challenge*

"HELP! WHAT WORKS?" ~ PART II

Questions?

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"HELP! WHAT WORKS?" ~ PART II

~ Lynn Gordon, MS, LPC, NCC

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"HELP! WHAT WORKS?" ~ PART II

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!

