

**WELCOME TO
PARENT TRAINING
AND
EMPOWERMENT:
BEHAVIORS!!**

GOALS:



1. Be able to recognize 4 reasons for behaviors
2. Come up with several things to do before a behavior happens (Set up surroundings for success).
3. Understand how to respond to a behavior
4. Be able to come up with a replacement behavior

WHY IS MY CHILD HAVING A BEHAVIOR

There are 4 main reasons why a child will have a behavior:

1. Attention (this could be positive attention or negative attention)
2. Escape (the child does not want to do what you are asking)
3. Access (the child wants an item or activity such as phone or playing outside)
4. Sensory (they are trying to GET or AVOID a feeling)

BE A DETECTIVE

We need to find out WHY the behavior is occurring.

This is the only way to come up with strategies to prevent.

Focus on what is happening before or after the behavior, this will help you figure out the WHY. The same behavior can occur for different reasons, and if we focus on the behavior itself it will be hard to help change the behavior.

<https://youtu.be/0T2R8pTpcoo>



ATTENTION



Some things that *MAY* point to an attention *REASON*:

1. They engage in behavior when you are busy with something else or you have not attended to them in a while
2. They are looking at you when they engage in the behavior.
3. If you ignore the behavior, they attempt to get your attention and do it again
4. The behavior might increase if you ignore it at first

ESCAPE



Reducing Escape
Behaviors

Some things that *MAY* point to an escape *REASON*:

1. You are giving them an instruction before a behavior
2. They are supposed to engage in an activity they do not like to do
3. During the behavior, it stops when they no longer have to do what you had asked them to do

ACCESS



Some things that *MAY* point to an access *REASON*:

1. They are asking for an item and they were told no.
2. You are trying to get an item back
3. If you give the item back, the behavior stops

SENSORY



Some things that *MAY* point to a Sensory *REASON*:

1. There is nothing that seems to “trigger” the behavior
2. What happens after the behavior does not seem to affect the behavior
3. They are doing things that are repetitive such as scratching arm in same spot, biting hand, spinning in circles, running.

NOW THAT I KNOW WHY, WHAT DO I DO??

Always look for a way to have your child get their needs and wants met in a more appropriate way. We call this **REPLACEMENT** behavior.

Example: If they are crying for attention, replace that with the child tugging your arm for attention.

Example: If your child is flapping hands for sensory input, have them play a game or dance with hand movements.

Now your turn, what is the **REASON** for your child's behavior and what can you do as a **REPLACEMENT** behavior

WHAT TO DO BEFORE A BEHAVIOR

Set up the environment for SUCCESS!

Eliminate the need for the child to engage in the behavior

Work to teach the replacement behavior (Lot's of Times!)

Specific changes depending on the reason is important



WHAT TO DO BEFORE A BEHAVIOR ATTENTION

1. Give your child lots of attention
2. Give your child attention on a set schedule (every 10 minutes)
3. Practice having them wait multiple times per day, short periods of time, and earning a motivator.
4. Write down a schedule or use pictures to show when attention is available during day
5. Make a routine! For example, give your child attention every day after dinner.
6. Have them ask for specific things such as hug, playing game, etc. Have a picture or sign for each thing if they are non verbal.

WHAT TO DO BEFORE A BEHAVIOR ESCAPE

1. Break tasks down into smaller amounts. For example: instead of having them color for 2 minutes do 30 seconds.
2. Allow them to ask for breaks (verbally or non verbally)
3. Have a set routine so your child knows that something fun will come after the task they do not want to do.
4. Behavioral momentum: Have them comply with preferred demands several times before giving the non preferred demand.
5. Set expectations: ensure your child knows exactly what is required of them to earn the reinforcer.
6. Set up a reinforcer before giving the demand. What is your motivator and does your child know what exactly they have to do to earn.

WHAT TO DO BEFORE A BEHAVIOR ACCESS

1. Remove “free access” to items. Your child should earn items, even if it is a small skill with help. Can use a FIRST/Then strategy.
2. Item or activity use can be on a set schedule. For example, you get phone for 30 minutes after lunch and after dinner.
3. Train them to ask for desired items. Immediately give them access when they ask at first. Over time, train them to have a delay. At first, this delay can be just 1 second and over time increase the delay.
4. Set timers. Can be used to signal when time is up with an item or signal when items are accessible.
5. Use choices. If an item is not available, give the child several other choices. Do not state what is not available, state what is.

WHAT TO DO BEFORE A BEHAVIOR SENSORY

1. Have sensory items in environment such as appropriate items to chew on.
2. Give them sensory breaks. For example, if they like to run, allow them to run multiple times a day. Can do this on a schedule.
3. Figure out what sensory input they are seeking or avoiding, and find other ways for that input to occur regularly. For example, if they bite the same spot on their hand and are seeking sensory input on their hand, do things such as hold the hand or squeeze the hand throughout the day.

WHY IS THE PLAN NOT WORKING???

1. Not being implemented **consistently**
2. Not the correct REASON

Keep in mind:

Behavior will get **worse** before it gets better! It takes up to 3 weeks of consistently following a plan before you see a change.

If I reward a child for engaging inappropriately just one time over the 3 weeks, the behavior may stay around.

Focus on the **POSITIVE!!**

WHAT TO DO AFTER A BEHAVIOR OCCURS

1. DO NOT respond in a way that allows the behavior to happen more in the future.
 - a. If they are trying to get attention, do not give attention.
 - b. If they are trying to gain access, do not give them access
 - c. If they are trying to escape, do not remove the demand
 - d. If they are seeking sensory input, attempt to interrupt and redirect.
2. Always work to help them use the replacement behavior to get what they want.



WHAT TO DO AFTER A BEHAVIOR OCCURS

1. **Escape:** Follow through with original instruction (can reduce this), keep helping them use their replacement behavior.
2. **Attention:** Active ignoring. You can prompt the replacement behavior and allow the attention after they request the right way.
3. **Access:** Keep item out of reach. Only give back when they request the right way.
4. **Sensory:** Interrupt the behavior and help them use the replacement behavior.

DANGEROUS BEHAVIORS

1. If you have a dangerous behavior where your child may seriously hurt themselves or others, at times we will reinforce the inappropriate behavior to ensure no injury occurs.
2. If we do this, we will reinforce the first instance of the behavior and wait until the behavior is extreme.
3. In this case, the behavior continues to be likely to occur, so teaching the replacement behaviors in advance before the behavior and prompting them to use becomes the most important thing!

QUESTIONS? WHAT BEHAVIORS DO YOU WANT TO CHANGE?

