



SUPPORTING CHALLENGING BEHAVIORS IN THE HOME

N O C S E L P A C A C M E E T I N G
S E P T E M B E R 1 2 , 2 0 2 4



CHALLENGING BEHAVIORS

Occur in every home

May impact anything from sleep and meals
to homework and sibling interactions

Can cause a lot of stress in the home

Are often exhausting!



EXAMPLES FROM YOU!

Monitoring iPad use
Siblings fighting over toys
Managing meltdowns

What about....

Getting ready for school or bed
Completing homework
Doing chores



OVERVIEW



1

Behavior Basics

2

Antecedents

3

General Proactive Strategies

4

De-Escalation

5

Questions and Problem Solving



ALL BEHAVIOR

is a form Of

COMMUNICATION



WHY DO KIDS DO THE THINGS THEY DO?

- ALL behaviors (even problem behaviors) serve a purpose
- This is true even when the goal of the behavior isn't achieved
- The form (what the behavior looks like) may be unrelated to the function (the purpose of the behavior)

FOUR FUNCTIONS OF BEHAVIOR



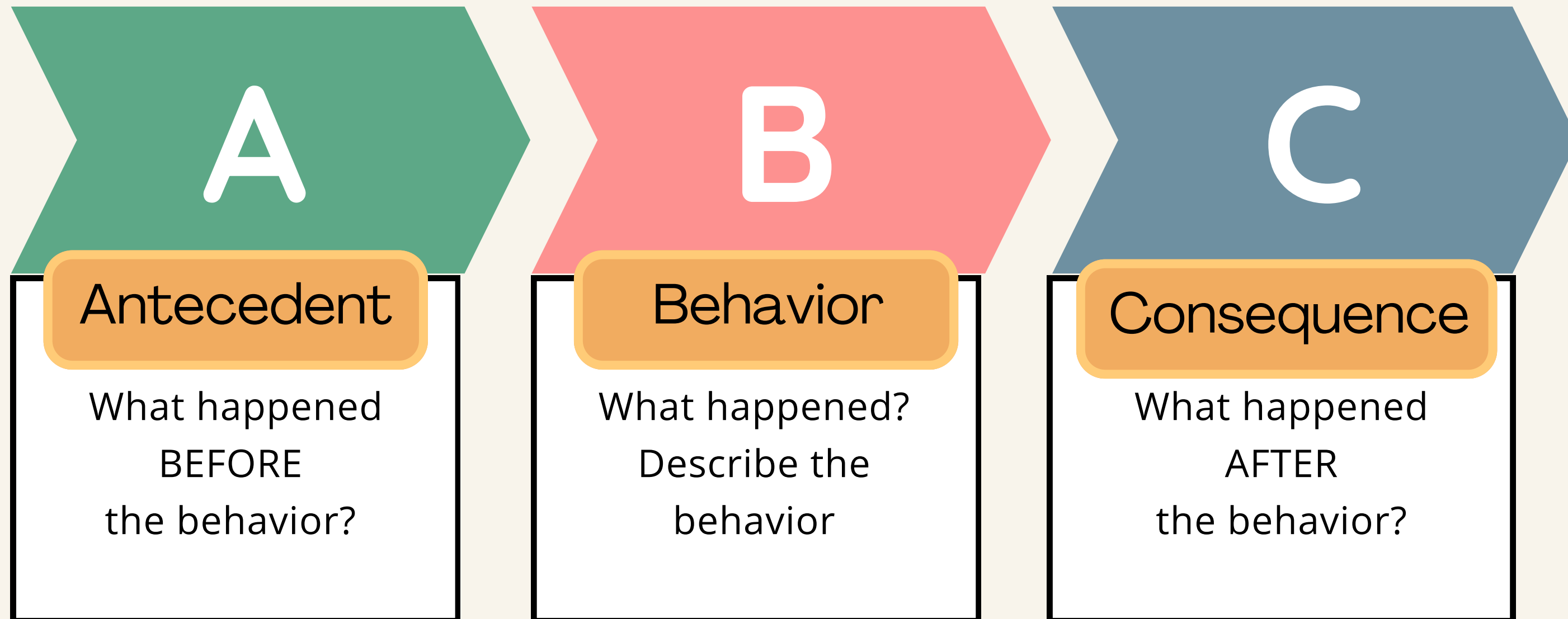
ESCAPE

ATTENTION

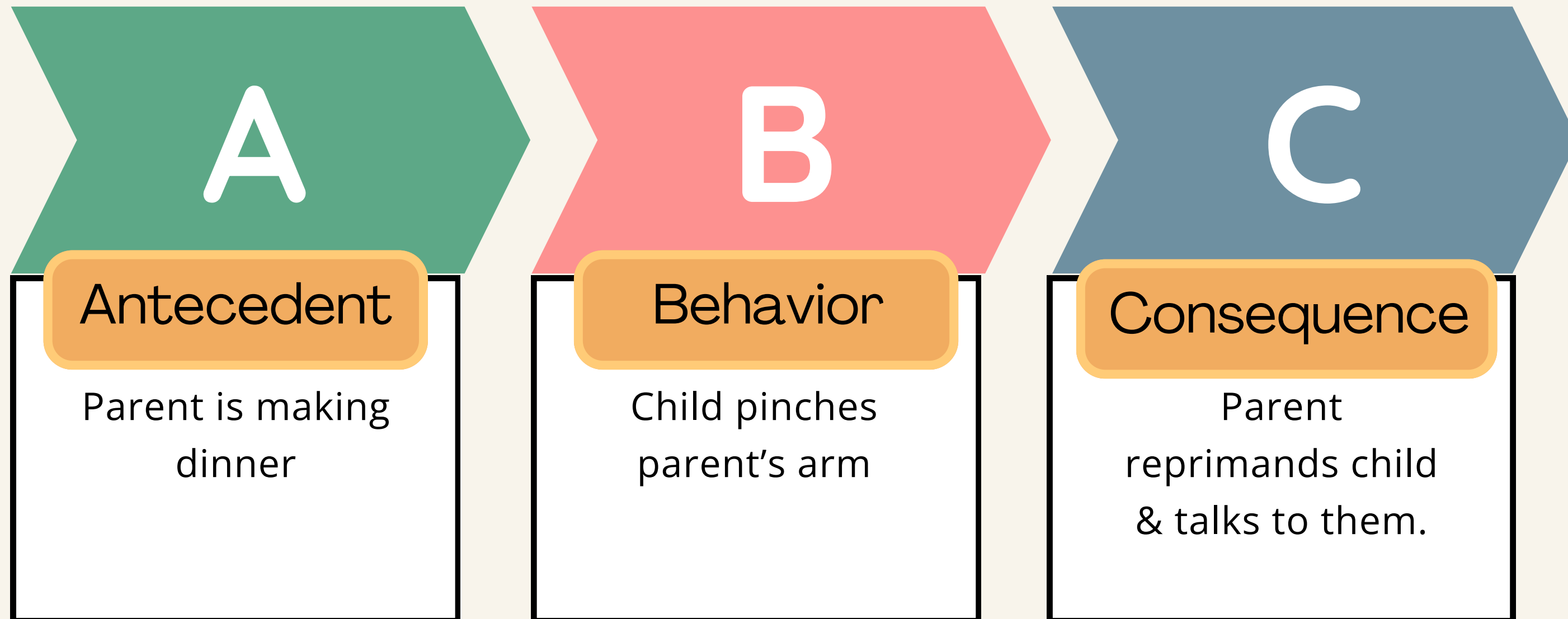
TANGIBLE

SENSORY

BEHAVIORS ARE CONTROLLED BY ANTECEDENTS AND CONSEQUENCES



ABCs in Action





COMMON ANTECEDENTS AT HOME

Asked to do homework

Getting ready for school or for bed

Having to turn off a video game

Parent is talking on the phone or making dinner

Needing to share toys with siblings

What else?

SO WHAT DO YOU DO?

Be Proactive!

It is more effective to **PREVENT** behavior than it is to RESPOND to behavior

Focus on situations where you often see behavior and **PLAN AHEAD** with strategies



BE PATIENT

Parenting is not always easy, so it's important to be patient with yourself and your children.

If you make a mistake, don't worry we all do! Just take a deep breath and try again.



PROACTIVE STRATEGIES



SET EXPECTATIONS

Be consistent so your children know what to expect

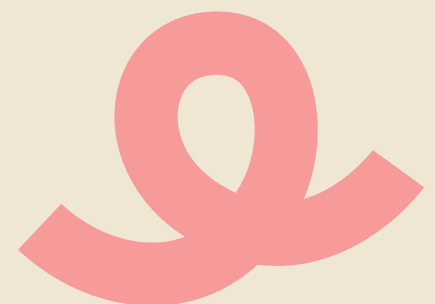
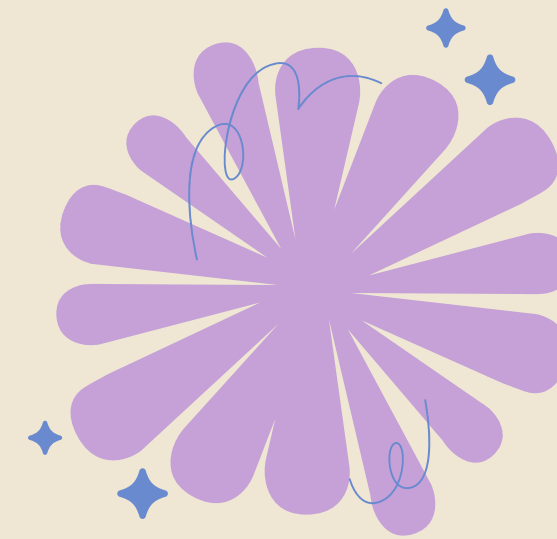
Provide CLEAR expectations BEFORE activities begin

Be aware of what your child can understand

- “First let’s get dressed, then you can play with the iPad.”
- “In the parking lot I need you to hold my hand and use walking feet.”
- “First dinner. Then ice cream.”

Visual supports First/Then boards, schedules, choice boards

Example: Siblings fighting over toys





House Rules



Keep safe and calm hands



Use nice & kind words



Shoes off at the door



Clean up your messes



Tell the truth



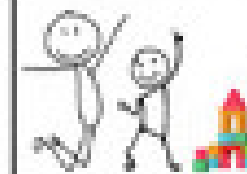
Stay in the house (unless you have permission to go outside)



No hitting, kicking, or throwing

SIBLINGS PLAY SAFE SOCIAL STORY

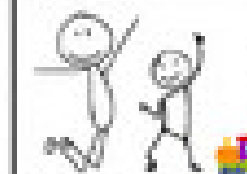
Siblings Play Safe



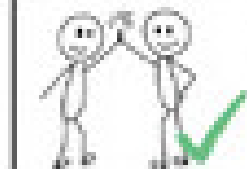
Joseph and Matthew are **brothers**.
They like to play together.



Sometimes Matthew wants to play
with new friends on his own and
that is okay.



Sometimes Matthew wants to play
with Joseph and **that is okay too**.



When Joseph and Matthew play
together they need to **play safe**.

Page 1 of 1

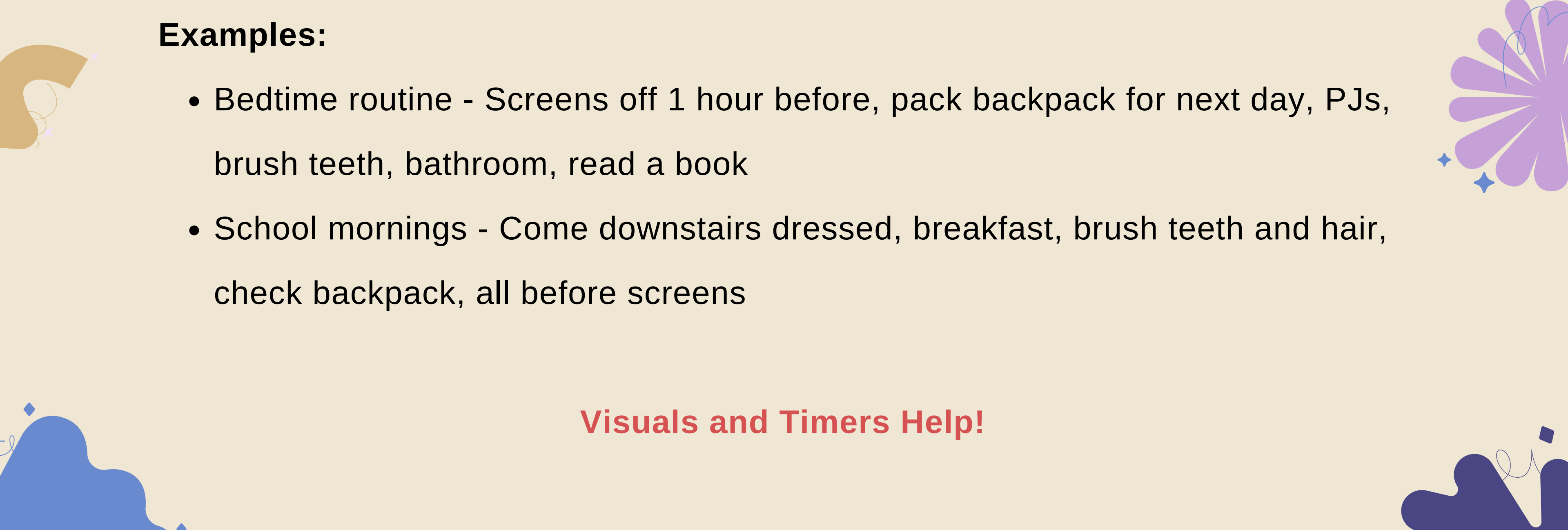




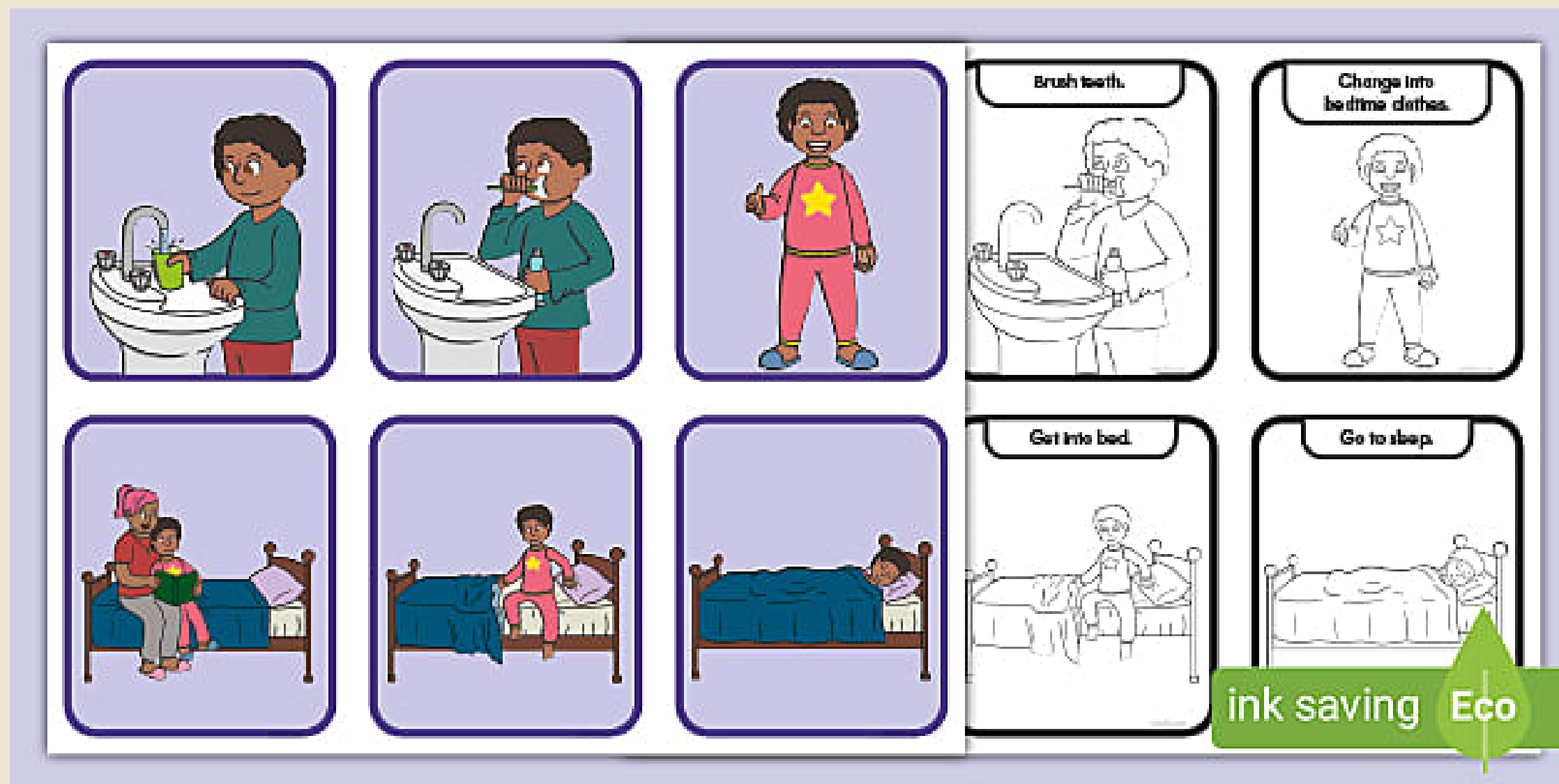
DEVELOP ROUTINES

Develop predictable routines for activities and times of day that tend to result in behavior OR those activities that have a lot of steps or expectations

Examples:

- Bedtime routine - Screens off 1 hour before, pack backpack for next day, PJs, brush teeth, bathroom, read a book
 - School mornings - Come downstairs dressed, breakfast, brush teeth and hair, check backpack, all before screens
- 

Visuals and Timers Help!



Morning Checklist:

- ☐ Make bed
- ☐ Eat Breakfast
- ☐ Take vitamin
- ☐ Shower
- ☐ Get dressed
- ☐ Fix hair
- ☐ Brush teeth
- ☐ Backpack by door
- ☐ Shoes on
- ☐ Morning job done

I Love you!

tipsfromaTypicalmomblog.com



Brushing Teeth

1

wet toothbrush



2

toothpaste on brush



3

brush teeth



4

spit in sink

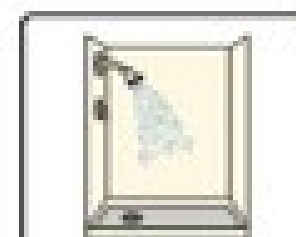


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rinse toothbrush



Taking a Shower



Turn on water



Stand under water



Get shampoo



Wash hair



Get body wash



wash face



wash arms



wash chest and stomach



wash legs and feet



Rinse body

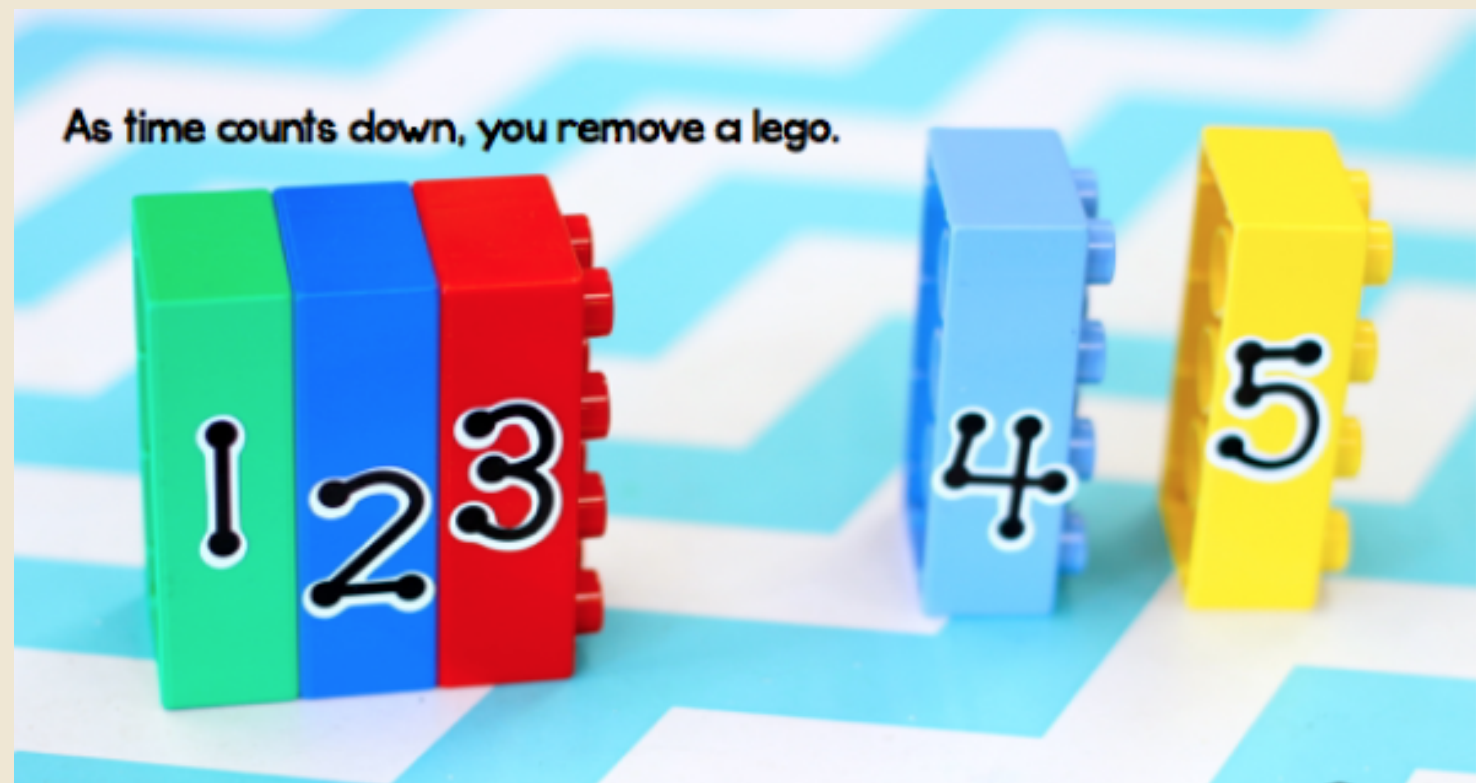


TRANSITION WARNINGS

Use verbal, visual, and/or auditory reminders about when activities will end or change (especially with preferred activities)

Good opportunity to repeat routine expectations

A visual or written schedule can be helpful



CLEAR BOUNDARIES

Be clear and consistent with your boundaries (across family members)

Ex. When/where screens are allowed and for how long, rules around accessing snacks, items/activities that are off limits

Consistency across family members

Example: Managing iPad time



THE POWER OF CHOICE

Providing choices gives a sense of control and autonomy

Choices can be provided for:

- Tasks
- Location
- Materials
- Length/Amount



THE BEST CHOICES ARE

Desirable

You should be
happy with
EITHER choice

Reasonable

Do not provide
choices that you
can't follow
through on

Clear

Closed choices
that are clear and
discrete
Not a negotiation













Make a List ♦ Mix Them Up ♦ Use Visuals ♦ Keep It Positive

Tic-Tac-Toe
 Your first activity gets an X.
 The second gets an O.
 Alternate until you get 3 in a row!

Math	Reading	Coding
 Freckle		
		
		



My Choice Board

 write name	 cook	 board game	 iPod
 Play dough	 color	 worksheet	 craft
 blocks	 yoga	 book	 shovel

For more free activities + visuals, visit SimplyFreeLibrary.com

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SET THE TABLE <small>(Set the table each night before dinner including placemats, plates, utensils, cups and napkins)</small>	CLEAR THE TABLE <small>(Clear the table each night and rinse dishes)</small>
DUST <small>(Using a Swiffer duster, dust all the tables in the Living Room, Dining Room, Office and any other rooms on the main floor)</small>	LAUNDRY <small>(Fold, Put away or Hang 1 load of clean laundry from the dryer)</small>
WASH DISHES <small>(Wash any remaining dishes that were not loaded in the dishwasher after breakfast/lunch/dinner) (circle one)</small>	VACUUM <small>(Vacuum the main level of the house including the Living Room, Dining Room, any Hallways or Offices)</small>
VACUUM <small>(Vacuum the upper level of the house including all bedrooms and hallways)</small>	BATHROOMS <small>(Clean all toilets in all bathrooms and wipe down counters with Lysol wipes)</small>
KITCHEN HELP <small>(Help Mom cut up veggies and prep for dinner)</small>	GARBAGE <small>(Using a large paper bag, gather all the garbage from around the house and put in trash outside)</small>

REINFORCEMENT

Part of changing behavior is reinforcement - giving your child something that will make them want to repeat the positive behavior again

ALWAYS give specific praise for what your child is doing BUT sometimes children need more incentive for a time



I can make good choices

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Think before
I act or speak



My
feelings



Be
calm



Problem
solve



Use my
words



BE
kind

I am kind
to others

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Star reward chart

How many stars can you get? Stick them on the chart below!

My name is _____

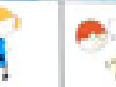
Day	My stars									
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										




Listen to
teachers




Quiet
voice



Safe hands
and body




Use my
words




Do good
work




I am working for _____




Bubbles




Walk



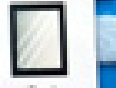
Coloring




Play



Bubbles




iPod



Toy bin

Not Available





Well

That didn't go as planned

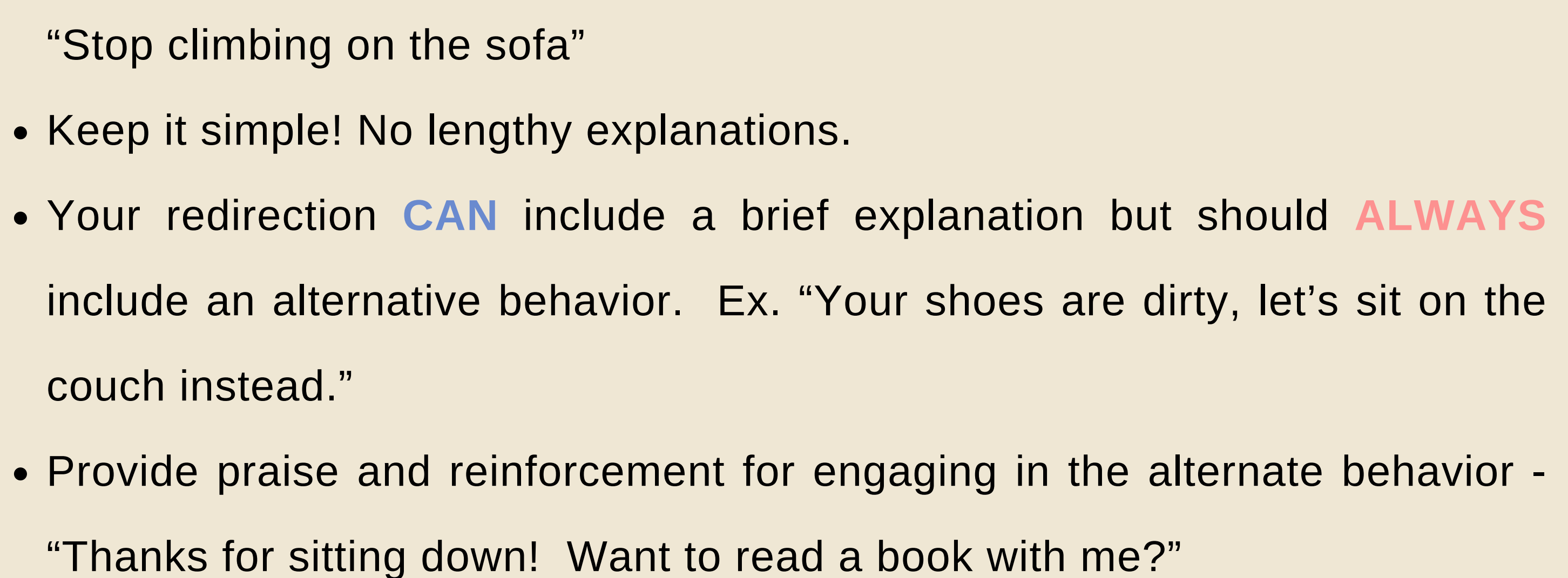
REMAIN CALM



- When you see behavior start to happen, remain calm
- Usually a child demonstrates precursor behaviors - mild behavior before bigger escalations
- When your child shows you precursors, they need **REDIRECTION** and **SUPPORT**



TIPS FOR REDIRECTING BEHAVIOR

- The goal when behavior first starts is to prevent further escalation
 - Positively phrased redirections are the first step - “Sit down” instead of “Stop climbing on the sofa”
 - Keep it simple! No lengthy explanations.
 - Your redirection **CAN** include a brief explanation but should **ALWAYS** include an alternative behavior. Ex. “Your shoes are dirty, let’s sit on the couch instead.”
 - Provide praise and reinforcement for engaging in the alternate behavior - “Thanks for sitting down! Want to read a book with me?”
- 


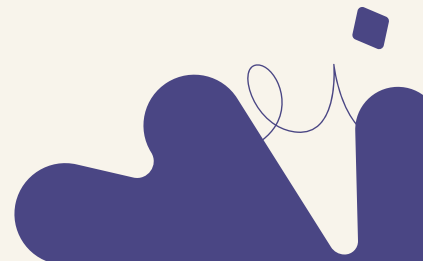
FURTHER ESCALATION



- If initial redirection and distraction doesn't work, continue to **REMAIN CALM**
- Don't get pulled into an argument - **STAY NEUTRAL**
- Provide choices when possible - Ex. "You can do it now or later, it's your choice."
- **PICK YOUR BATTLES**



DE-ESCALATION STRATEGIES

- Remain Calm and Neutral
 - Offer Choices
 - Show empathy
 - Redirect
 - Prompt alternate replacement behaviors
 - Reinforce attempts and approximations
 - Provide space
 - Practice and model self-regulation strategies
 - Keep language clear, calm, and concise
 - Provide independent tasks when de-escalating
- 
- 

RECONNECTING

After your child de-escalates, everyone may need a little time and space

After some time, focus on reconnection.

Unless it re-escalates your child, talk about what happened and what they can do next time




HAVE FUN!

Remember to make time for fun with your kids!

Behavioral challenges can be so draining, so take advantage of opportunities for positive interaction





THANK YOU!

Please feel free to contact me with any
questions!

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