

Be a Team!

Strategies to Include and Support Parents in Behavior Reduction



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Objectives



1. Keywords and terminology
2. Why: Building Connections that Last.
3. Strategies for Effective Connections
4. Strategies to for Behavior Support in ALL environments.



Important Terminology

Behavior

- anything a person says or does (raising hand, saying hello, writing name, etc.)
- not a “negative” word

Inclusion

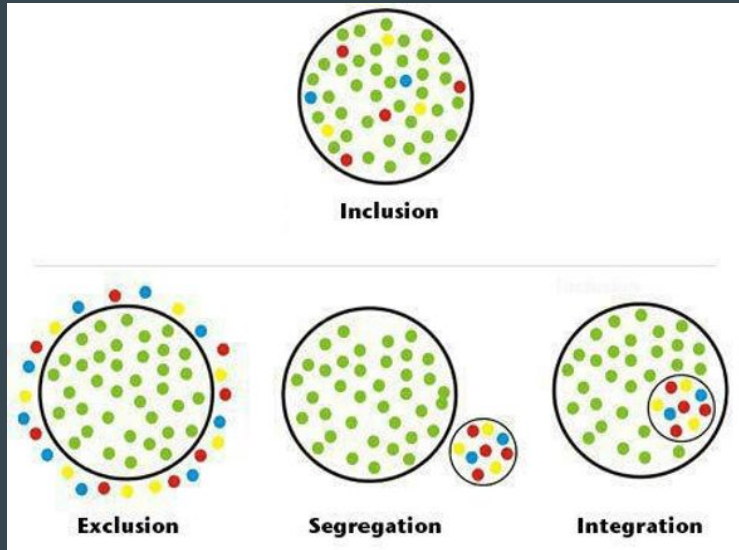
- being included in a group or structure

Reinforcement

- the process of adding or removing something to increase the likelihood of a behavior occurring again.



Important Terminology



REINFORCEMENT VS BRIBERY

REINFORCEMENT	BRIBERY
Rewards are earned as an incentive for a job well done	Bribes are given in response to a challenging behavior
Creates a lasting positive change on behavior	Changes behavior in the moment but not over time
Planned ahead of time and delivered with praise	Reactive and delivered in frustration
Adult is in control - They decide when (and if) reward has been earned.	Child is in control - Negotiation is made in exchange for compliance.



Important Terminology

Generalization

-when a behavior or skill occurs outside of the learning environment, in different environments, times, and with different people.

Maintenance

-when a behavior or skill continues to occur without direct teaching

Parent Training

-the process of teaching a parent guardian the skills to teach, generalize, and maintain skills outside of the learning environment.



Important Terminology

RESPONSE GENERALIZATION

Response generalization refers to situations where one stimulus can lead to a range of different responses upon each exposure.

OVERVIEW

Response and stimulus generalization are often confused:

- **Response generalization:** when the same stimulus may evoke various variations of responses.
- **Stimulus generalization:** refers to different but similar stimuli evoking the same response.

EXAMPLES

- **Getting Mom's Attention:** An infant gets their mother's attention by fake crying, making a loud shrieking noise, or banging an object on the table.
- **Eating Cereal:** A toddler was taught to use a spoon to eat cereal. The next day, the child spontaneously uses their small toy shovel to eat cereal.



“Why” is Parent Involvement so Important?

Children who have parents actively involved in their education are more likely to..

- Maintain skills outside of the classroom
- Generalize skills they have learned
- Decrease maladaptive behaviors while increasing appropriate, alternative behaviors.

Parents who are involved are more likely to

- Have increased confidence when working with their child.
- Accept child’s limitations and strengths
- Increase collaboration efforts to help their child succeed.

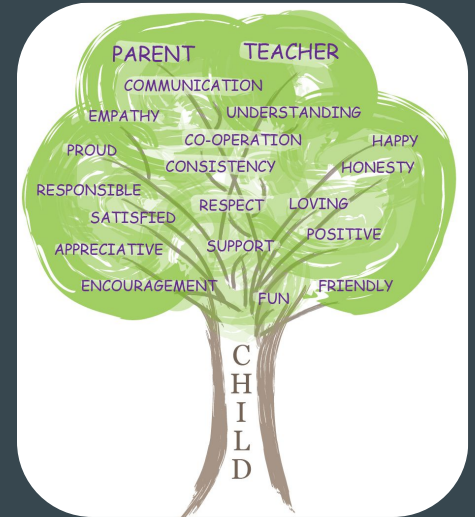


Connection: Where to start

The first part of any successful partnership is developing a positive connection with your student's families. When beginning, consider your mindset.

Am I...

- Looking at the student and their family with a “fresh” and unbiased perspective?
- Being sympathetic or empathetic towards their situation?
- Am I unknowingly passing judgement on the child or family?
- Am I open and willing to take steps to opening a positive partnership, with clear boundaries for families?



Connection: Where to start



Sympathy

- Having thoughts about what someone feels
- When in conversation, giving unasked advice
- Passing judgment
- Only noticing the surface level
- Understanding from your perspective
- Ignoring or suppressing emotions



Empathy

- Feeling with what someone else feels
- Just listening to what he or she has to say
- No judgment
- Awareness of nuances and non-verbal cues
- Discovering their perspective
- Acknowledging everyone's feelings

Connections: Where to start



Connections: Barriers & Where to Start

When building connections, think of what may separate or hinder a relationship with the parents.

- Economic Gaps
- Social Gaps
- Gender/Race Gapes
- Ideology Gaps

It's important to reflect on your own point of views and identify how this can be a strength of weakness when developing positive relationships.



Connections: Barriers & Where to Start

When working with children with disabilities, it is important to understand that ideologies may differ.

- Individuals involved may...
 - Have different perspectives on disabilities.
 - Not agree or not want to “accept” a diagnosis
 - May not understand how the diagnosis impedes their child’s learning and how learning may look different for the child.
 - May have bias or may not want to include external reinforcement.
 - May have cultural differences and different perspectives on disabilities due to cultural biases.



Strategies: Beginning a Successful Partnership

When initially meeting with families and opening the communication lines, consider the following conversation starters.

Tell me the...

Best things about your child.

Thing anyone working with your child NEEDS to know.

Goals you have for your child.

Strengths your child has.

Concerns you have for your child.

Things your child does not like.



Strategies: Beginning a Successful Partnership

When setting up a plan to engage parents, think of the following.

- How will I communicate?
- How consistent can I be? When will this occur?
- How can I collaborate with parents.
 - We may have different goals for the child, how can we work together?

PARENT-TEACHER PARTNERSHIPS: THE THREE C'S

COMMUNICATION

Frequent, two-way communication is important to stay apprised of what is happening at school, and to let teachers know important things about your child.

CONSISTENCY

Creating routines and providing consistent opportunities to enhance your child's learning at home reinforces the notion that you and his teacher are working together to support him.

COLLABORATION

A collaborative, cooperative partnership involves planning and problem-solving to develop specific, positive strategies to help children achieve to their highest potential.

Strategies: Communication

Communication

How can I communicate with families?

- Online Communication Tools
 - Weebly, Class Dojo, Remind, phone calls etc.
- In-Person Meetings
 - Scheduled conferences, Zoom Meetings to Update
- Communication Logs
 - Daily, weekly, monthly



Strategies: Consistency

Consistency

- How often can I commit to communication.
 - In a class of 25 students, daily communication logs may not be the most consistent.
- If I start a system, I can modify it, but be clear with families.
- What am I constantly telling parents during communication?



Strategies: Collaboration

Collaboration

- Include a way for parents to respond.
Communication shouldn't be one way.
- No response? Contact parents and come up with a plan that meets everyone's needs.
 - If your communication tool is technology based, consider not all families may have access.
- Be willing to change your mindset and be flexible.
- Make a plan for “non-traditional” families.
How can we get everyone on the same page.



Strategies: Collaboration

Collaboration

- Identify **WHAT** you are communicating.
- Don't get used to “only makes negative phone calls”
- When delivering negative news, make sure to include positives.
- If nothing “negative” happens, don't forget to share something positive that happened!



**The big question: How do we use our
communication/partnership skills to decrease
maladaptive behaviors**



Strategies: Working with Challenging Behaviors and Families

If we truly want to decrease maladaptive behaviors and increase socially appropriate behaviors, we must be consistent in all environments.

Behavior Notes:

- All behaviors serve a **function**. (EATS: Escape, Attention, Tangible, Sensory/Automatic)
- A negative behavior will not just disappear, it needs to be replaced with a new behavior that service the same function.
- By increasing appropriate behaviors, we can naturally decrease negative behaviors.



Strategies: Working with Challenging Behaviors and Families



Do you know your **ABCs**?

ANTECEDENT
What happened before the behavior occurred?

BEHAVIOR
What did the student/child do?

CONSEQUENCE
What happened after the behavior occurred?

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Strategies: Working with Challenging Behaviors and Families

ABCs OF BEHAVIOR
(THREE-TERM CONTINGENCY)

Evaluate antecedents and consequences to explain, predict & change behavior.

ANTECEDENT - BEHAVIOR - CONSEQUENCE **FUNCTION**

An event that occurs immediately before a behavior. An observable and measurable action. A response that follows the behavior. Reason WHY the behavior occurred.

ANTECEDENTS INFLUENCE OUR ACTIONS & CONSEQUENCES HELP US TO DECIDE WHETHER OR NOT WE WANT TO ENGAGE IN THAT SAME BEHAVIOR AGAIN IN THE FUTURE.

FUNCTIONS OF BEHAVIOR

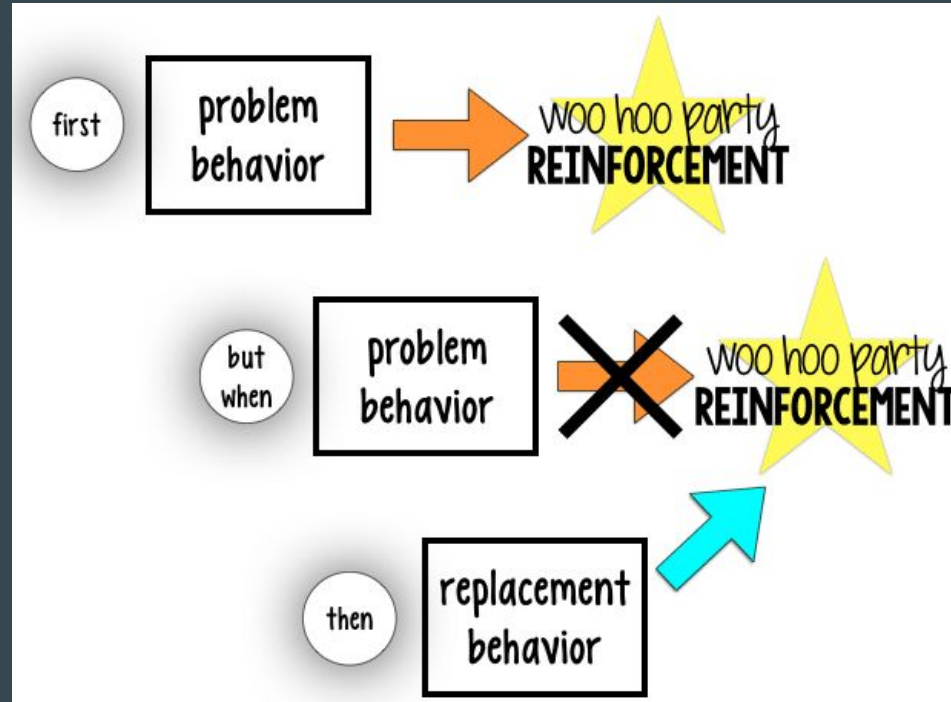
- ACCESS (obtain a tangible item)
- AVOID (escape from a task/demand)
- ATTENTION (engage in a social interaction)
- AUTOMATIC (sensory input/"feels good")

DON'T FORGET TO COLLECT DATA!
When you analyze antecedents and consequences, you are more likely to discover patterns in behavior.

Then you can...
Prevent - Teach - Reinforce

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Strategies: Working with Challenging Behaviors and Families

When working with challenging behaviors the following should occur in the most consistent environment.

- Open communication about what is occurring and any patterns that have been identified.
- Identify that behaviors may look different in different environments. Some behaviors may not occur in certain environments.
- Avoid bias and “blaming” others for the behavior occurring.
- Come up with a plan that is feasible in all environments.
- Consider that all parties involved may need to work on a “mindset” change when it comes to behavior. This doesn’t occur overnight.



Strategies: Working with Challenging Behaviors and Families

Starting Point

- Identify and clearly define the behavior of concern.
 - When talking to parents about this, avoid any bias or “emotional” terms. Keep it professional, non-judgemental, and clear.
 - Know that this may be a difficult topic for parents to hear and accept.
- Come to the table with a plan.
 - “We have noticed Johnny is crying more during test times, so we are implementing the following strategies _____, _____, and _____.
- Ask their thoughts!
 - “What are your thoughts?” “What strategies have you tried at home that are beneficial.” etc.



Strategies: Working with Challenging Behaviors and Families

Starting Point

- Come up with a plan on how to communicate strategies and behaviors.
- This should be ongoing, and be created with the parents.
- When parents are involved in the planning procedure, it develops ownership and confidence that they can follow out the strategies included.

For behaviors that may not happen at home, develop a way for parents to communicate positives and negatives about their day with their child when they get home.

- Don't focus on the negative only!



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Strategies: Working with Challenging Behaviors and Families

Middle Point

- Come up with a plan to share with the team that is clear and condensed.
 - This may look different than a formal BIP that would be used in the school. Think of it as the “short, sweet, and to the point” plan.
- Sit with the team: read, review, and model the strategies presented.
- Have an honest discussion.
 - Review everyone’s “buy-in”, their confidence level, and if they think this is something they can do consistently at home and school
 - Remember → you can have a perfect solution, but without buy in and consistency, it’s not going to happen.



Strategies: Working with Challenging Behaviors and Families

Middle Point

- Start small!
 - You can add more strategies once the smaller ones are being run through consistently.
- Don't stop the conversation at the initial meeting.
 - Check in, see what is working, and what needs to be modified.
- BE FLEXIBLE.
 - It is sometimes challenging to get all parties on the same page, especially when a solution seems “simple”

keep
going
you've
got this



Strategies: Working with Challenging Behaviors and Families

Middle Point

Start small with attainable goals.

- Goal is to decrease aggression.
 - Skills involved: tolerating no, asking for help, using a replacement strategy
 - Antecedent skills: preparing for hearing no, breaking down instructions, etc.
- Consider what are the first and most important steps that should be followed through at home.



Strategies: Working with Challenging Behaviors and Families

Ending Point (not really!)

- There shouldn't be an "end point" when it comes to effective collaboration and communication.
- Even if the problematic behaviors have been reduced, continue to keep that relationship open!
- You can share positives, strengths, etc.



Strategies: Working with Challenging Behaviors and Families

Throughout the process, make sure to document all communication and strategies utilized.

This can assist throughout the collaboration process!



Final Thoughts and Q&A

Task 1:

Work with a partner alongside you. Come up with 1 thing that you can take away from this and one question you may have.

Task 2: Q&A -

Please write down one question on the post it notes provided and pass them up. We will use these to continue our discussion.



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