

Positive Solutions for Families



Session 6: Responding With Purpose



What's Happening Today?



- ✓ Apply It and Try It Reflections
- ✓ Affirmations
- ✓ Prevention is Powerful
- ✓ Response Strategies:
 - ✓ Logical Consequences
 - ✓ Redirection
- ✓ Keeping it Positive





Apply It and Try It Reflection

Emotions

Calm down or problem-solving strategy

What emotion words did your child learn?

How did you feel about trying the strategies?

What happened?

How did your child respond?

Was any of this challenging?



Affirmations



Statements that
are **encouraging**
and **motivating**



Help us
feel strong



Help us feel
optimistic about
change

Make a note!

Reflect on the changes you have made
or your efforts with your child.



Let's Review the ABC's



Help Us Have a Good Day

Help Us Have a Good Day!

Positive Strategies for Families



-  **Give me choices**
Do you want your breakfast in the orange bowl or the green bowl?
-  **Remind me of the rules**
Remember, we keep ourselves safe, so go up the steps, down the slide.
-  **Help me know when something is going to end/change**
Five more minutes until dinner.
-  **Catch me being good**
Wow, thanks for trying something new. I hope you feel proud when you try new things!
-  **Tell me exactly what to do**
First we get into the bathtub and then we do bubbles.
-  **Show me what is going to happen**




More family resources at
ChallengingBehavior.org/Implementation/Family.html





The reproduction of this document is encouraged. Permission to copy is not required. If modified or used in another format, please cite original source. This is a product of the National Center for Pyramid Model Innovations and was made possible by Cooperative Agreement #H326B170003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Rev. 12/11/20

Plan Ahead

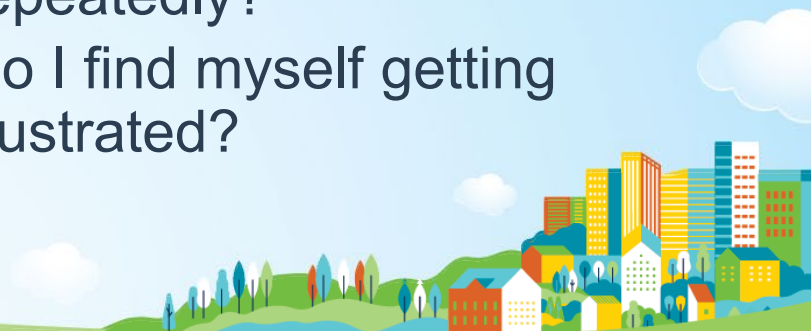
- Try to anticipate what your child might do or might need
- Talk with your child about upcoming events
- Plan ahead to set your child up for success, including back-up plans
- Hope for the best (but be prepared!)



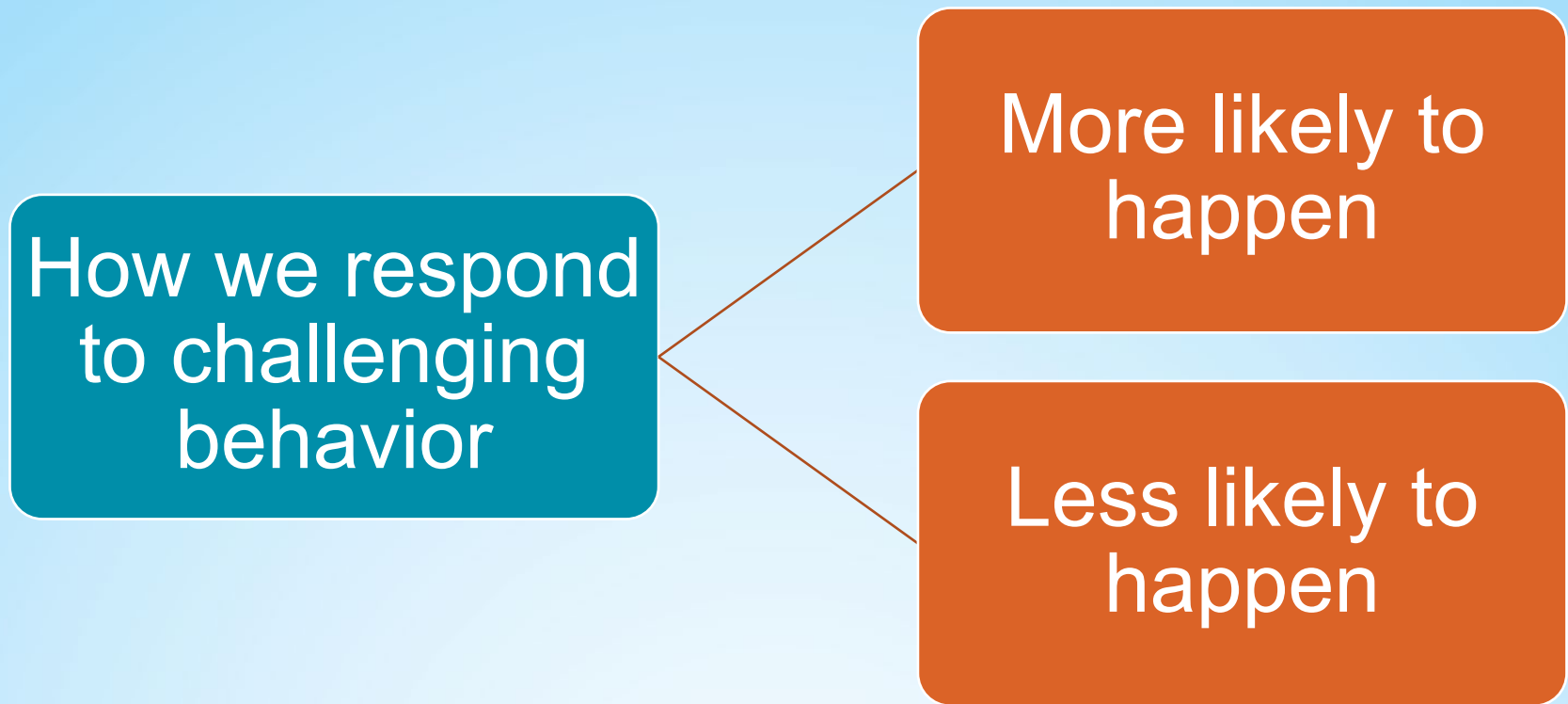


Know What is Reasonable

- Know your child's abilities and limitations
 - Does my child know what this means?
 - Is my child physically able to do this?
- Keep expectations realistic
 - Do I have to remind them repeatedly?
 - Do I find myself getting frustrated?



Understanding Response Strategies



Logical Consequences



Logical Consequences...

- ...are an alternative to punishment
- ...are logically-related responses to the child's behavior
- ...must be practical and enforced



Tips

- Only select options you are willing to enforce
- State choices calmly, clearly, and respectfully
- Plan consequences ahead of time



Logical Consequences in Action

Scenario 1:

Dustin refuses to wash his hands before snack

Dustin's mother restates the rule to Dustin:

"You must wash your hands to eat."

Dustin continues to refuse.

His mother responds,

"You can wash your hands and have a snack, or you can continue playing while your brothers have a snack. If you need my help with washing hands, I can help you."



Logical Consequences in Action

Scenario 2:

Kyra throws blocks in the kitchen

Her dad reminds her of the rule,
“Toys need to stay on the floor in the kitchen.”

When Kyra continues to throw the blocks,
her dad provides her with a choice:

*“Blocks stay on the floor in the kitchen,
or they will need to be put away.”*



Logical Consequence Challenge

1. Child keeps dumping water out of the bathtub.
2. Child leaves their toys on floor.
3. Child paints the table and floor with finger paint.
4. Child does not put on their pajamas in time for their favorite show.
5. Child continues to bang a toy when asked to be quiet.





Apply It and Try It

- List a few challenging situations
- Write down possible logical consequences for each situation



Activity 2



Redirection

Interrupting a behavior and redirecting a child to another activity.



- Gently guide your child away from the sink to a set of toys.
- Sit and begin to play with your child.



- “Let’s go upstairs and read some of your new library books.”



Redirection for Teaching

Redirection can also be used to prompt a child to use an appropriate skill

Example: A child begins to scream and hit because they are frustrated with putting a toy together.

Father to child:
“*Marcus, you can say ‘Help please.’*”

Marcus: “*Help please.*”
Father puts the toy together

Example: A toddler begins to fuss while sitting in the highchair after dinner.

Mother to child:
“*Gabriella, you can say ‘All done.’ (using the all done sign while speaking)*”

Gabriella signs:
“*All done.*”
Mother helps her get down



Redirection Activity

1. Child grabs a toy from their sibling.
2. Child throws sand in the sand box.
3. Child pulls hair when patting the dog.
4. Child cries “I don’t want to clean up” when asked to pick up toys.
5. Child says, “This is yucky” and spits out food.
6. Child begins whining for attention when their parent is making dinner.



Ignore and Stay Calm

- When a child's behavior is challenging, you can either respond to it or ignore it.
- If reaction is necessary, remember that less is usually best.



Keeping It Positive!

The Power of Encouragement and Positive Comments

- The more positive attention we give to a child following a behavior, the more likely they will engage in the behavior in the future.
- This is called reinforcement; you are reinforcing the likelihood a behavior will happen again.
- **Reinforcer Inventory:** *What motivates your child to engage in new behaviors or learn new skills?*



Safety Net Procedures

Respond in a way that makes sure your child and family are safe.

1. Block unsafe behaviors
2. Help your child to calm down, redirect, and re-engage





Apply It and Try It Review

Things to Try at Home:

1. Logical Consequence: the behavior, the **logical consequence** you attempted, and what happened next (Handbook Activity 2)



Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Sunyoung Ahn.



Office of
Special Education Programs
US. Department of Education

