

Creative Strategies Utilizing
Positive Behavioral Supports
for
Children
Birth to Three

“When one door of happiness closes
another opens; but often we look so
long at the closed door that we do
not see the one which has been
opened for us.”

-Helen Keller-



BEHAVIOR

is our unique way of
handling events that
happen in our lives

All Behavior
Whether
Positive or Negative
has been
REINFORCED



IN WORKING WITH CHILDREN
WITH PROBLEM
BEHAVIORS YOU
ARE ONLY
LIMITED BY
YOUR
CREATIVITY

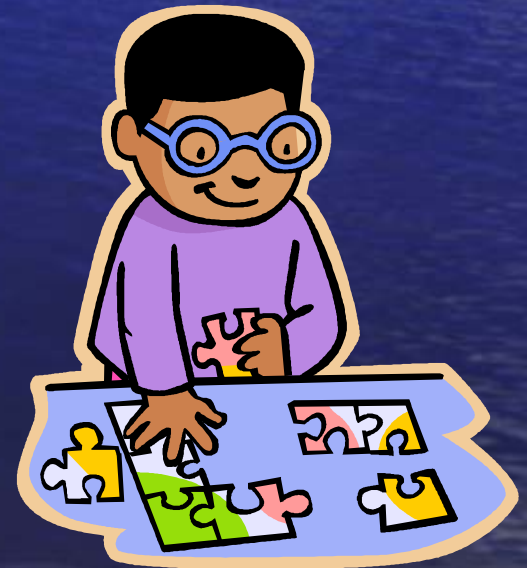


"If the facts don't fit the theory,
change the facts."

"When I examine myself and my methods
of thought, I come to the conclusion that
the gift of fantasy has meant more to me
than any talent for abstract, positive
thinking."

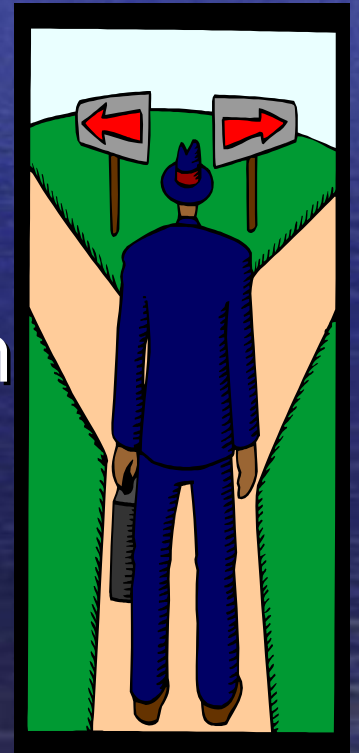
--Albert Einstein

Behaviors are influenced through
routine and repetition



"Two roads diverged in a wood,
and I--I took the one less traveled
by,
and that has made all the
difference."

--Robert Frost, from his poem
"The Road Not Taken"



Developmental Milestones



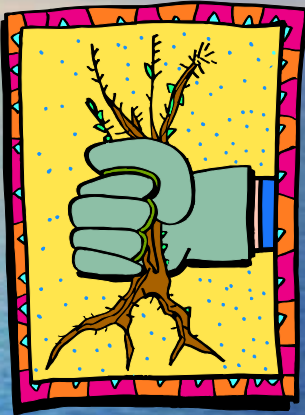
- Birth to eight months of age.
- Eight months to eighteen months of age.
- Eighteen to three years of age.

How Do We Process Information?

- Verbally
 - Visually
 - Combination of Both
- Most children are a combination of both.
- We find a significant amount of problem behaviors in visual learners.



Getting to the Root of Behaviors



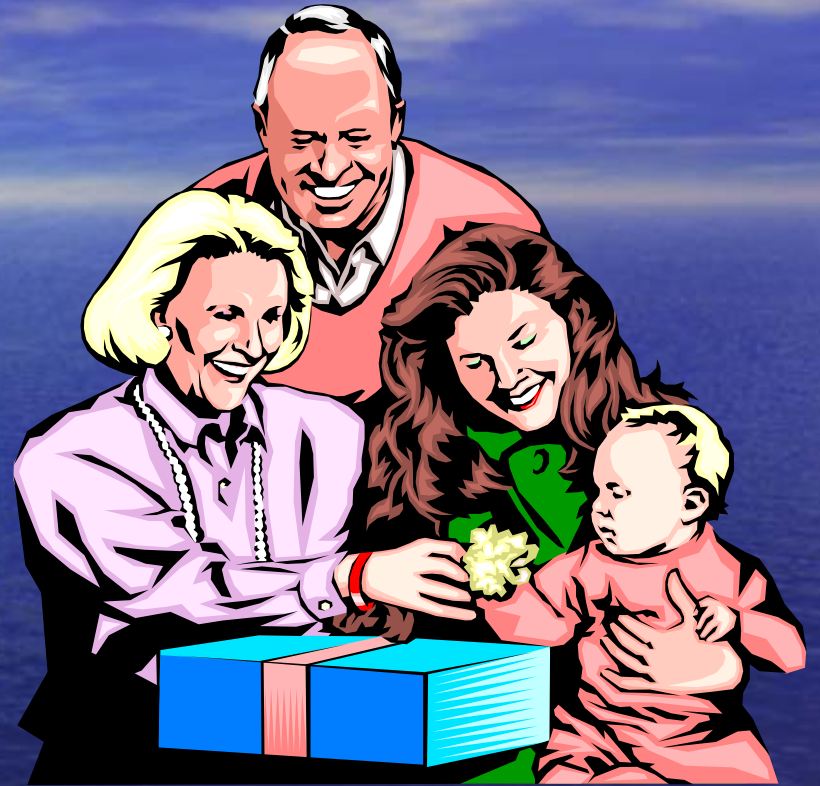
- Is it Impulse or Calculated?
- Does the behavior make the child feel more secure?
- Has the child witnessed this behavior in the past?
- What is the child getting from the behavior? (attention, etc.)
- What residual characteristics are seen in the child?






PILLS DO NOT
TEACH
SKILLS

REGOGNIZE THAT
FAMILY
INTERACTIONS
ARE RECIPROCAL





You cannot depend on your eyes
when your imagination is out of
focus.

-Mark Twain-

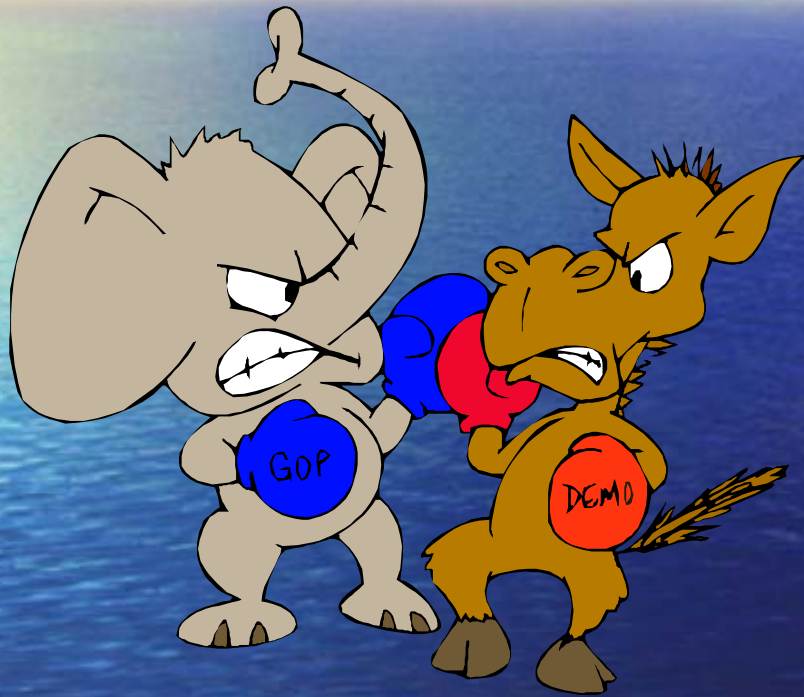


EXPECT SMALL
GAINS

“Mighty Oaks from
Little Acorns Grow”

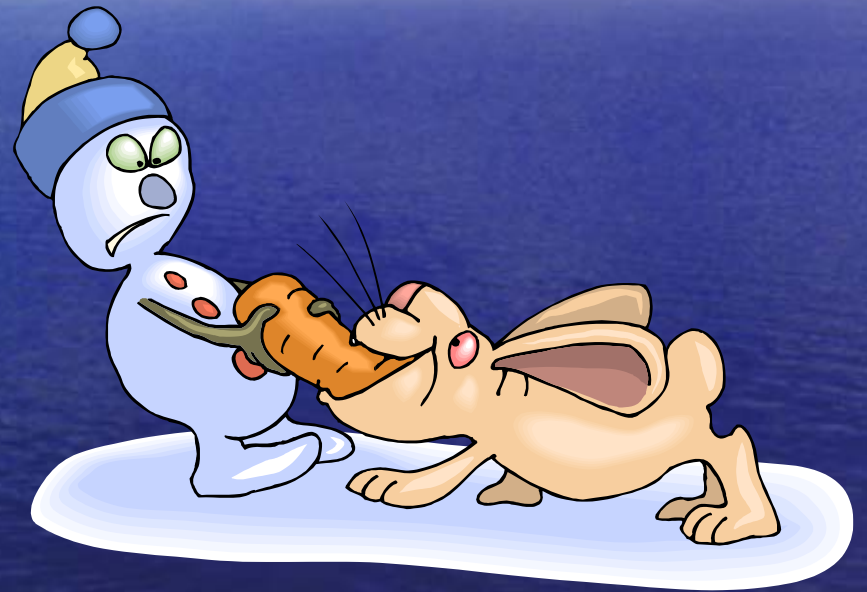
CHOOSE YOUR
BATTLES
WISELY

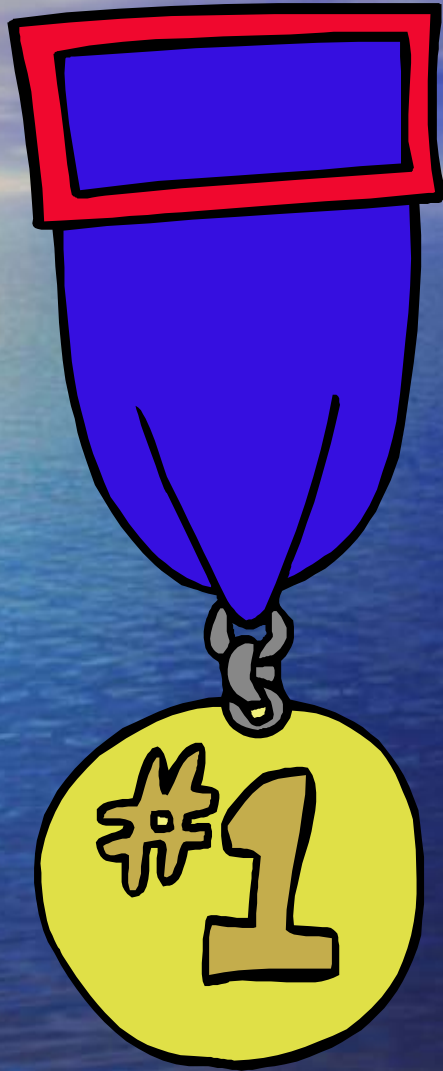




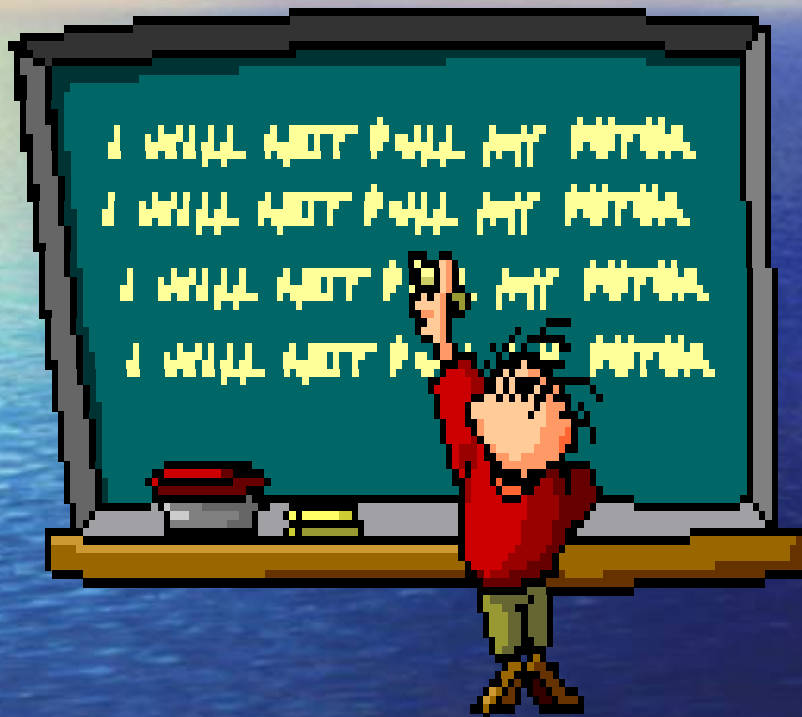
Distinguish Between
Negotiable and
Non-Negotiable
Issues.

ANTICIPATE
AND
PLAN
FOR
MISBEHAVIOR





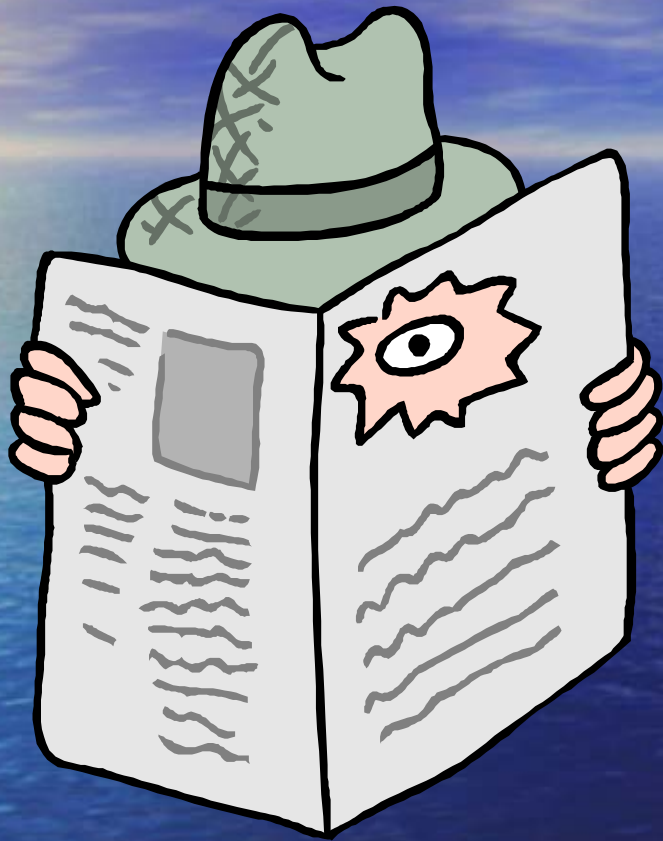
ESTABLISH
INCENTIVE
PROGRAMS BEFORE
PUNISHMENT



MAKE
CONSEQUENCES
SPECIFIC,
CONSISTENT,
AND IMMEDIATE

IT GETS WORSE
BEFORE IT GETS
BETTER





CATCH THEM
BEING GOOD

Strategies for Behaviors

- Re-direction
 - Visual Prompts
 - Replacement Behaviors
 - Changing Care Giver's Approach
- » These strategies are interdependent and interchangeable.

Re-Direction

Slowly intertwine a second subject or object or activity that the person likes with his current mood.

Most problems about being ineffective come from forcing re-direction, choosing inappropriate re-direction, or lack of consistency.

What Does Redirection Look Like?

- Taking child from a stimulus into a neutral environment?
- Changing a subject that is upsetting the child into one the child finds more enticing, then reverting back to subject once child has maintained composure.
- Supplying a security item to break initial stimulus.
- What are some others?

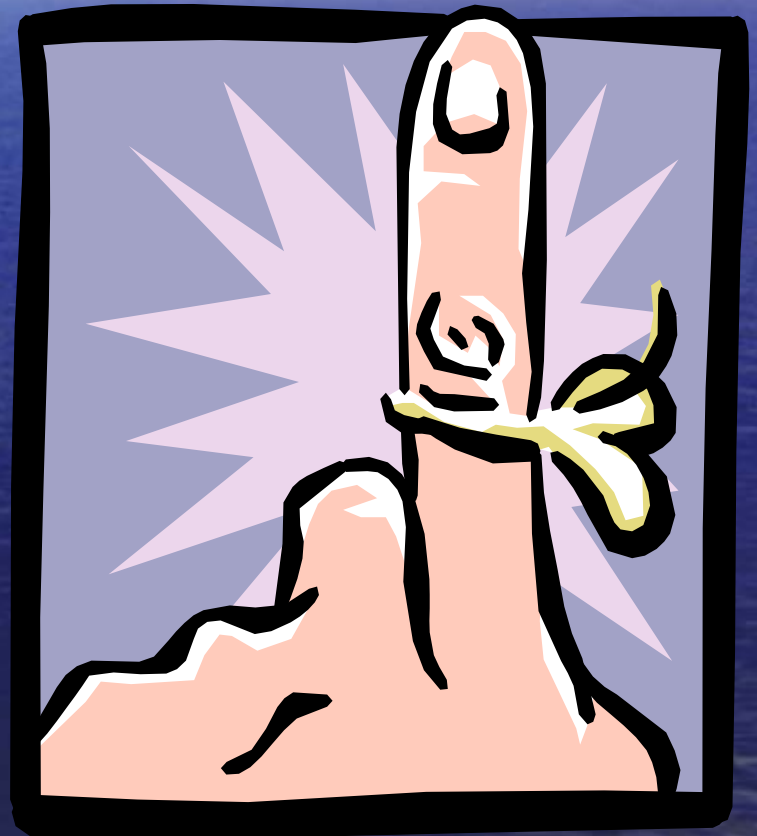
Visual Prompts

Most children that exhibit aggressive behaviors also have trouble with impulse control and function in the present.

Visual Prompts allow children to stay in touch with the past and future events, consequences, etc.

What are some Visual Prompt Techniques?

- Schedules
- Story Boards
- Power Cards
- Modeling
- Scaffolding
- What visual prompts do you use?



Replacement Behaviors

If a child is utilizing a behavior because he or she needs it to feel secure, then it is more difficult to extinguish.

Replacing an appropriate behavior for the less desirable behavior works best.

Examples of When Replacement Behaviors have been Beneficial

- Biting
- Head banging
- Screaming
- Panic over losing something
- Inappropriate touching

Changing Care Giver's Approach

- Speak softly and slowly
- Be conscious of body language
 - Take deep breaths to relax
 - Place yourself at eye level of the child
- Use simple concrete words paired with gestures
- Consistency

Approaches Continued

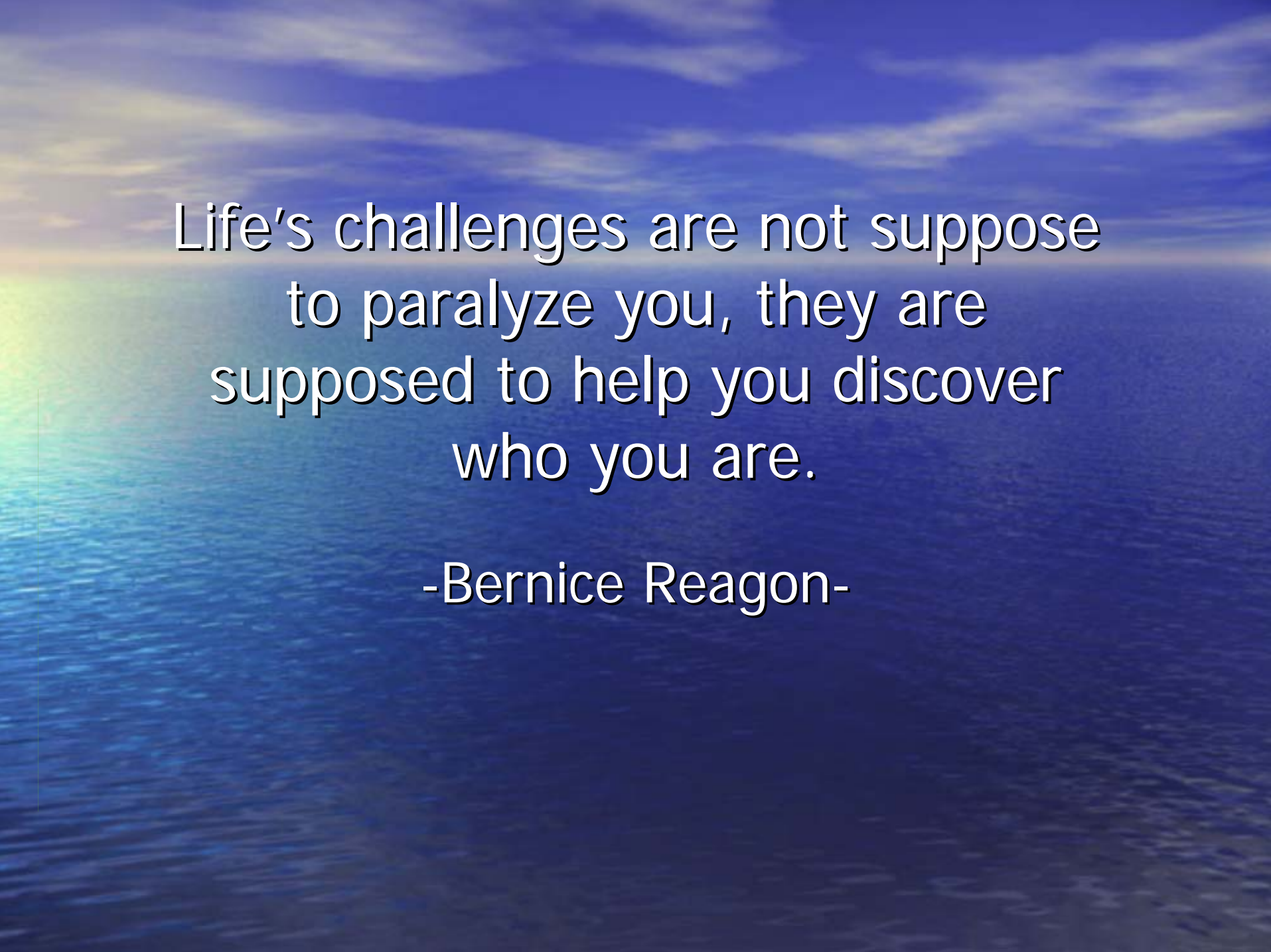
- Mirror more appropriate behavior and demeanor
- Allow child his or her ventilation time
(We all need to ventilate)



WHY AM I NOT EFFECTIVE?

- I do not understand those around me.
- I try to put people in a box.
- I am inflexible to new ideas.
- I do not want to be here. (I don't want the child here.)
- I have a poor attitude.





Life's challenges are not suppose
to paralyze you, they are
supposed to help you discover
who you are.

-Bernice Reagon-