

Family Friendly Behavior Supports for Everyday Routines

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And you are...?



What we are going to cover today:

- ❖ Behavior
 - > What is behavior?
 - > What causes behavior?
 - > What is typical behavior between birth and 36 months
- ❖ Emotions
 - > Defining basic emotions
 - > Should we teach emotions?
 - > What does typical emotional development look like?
- ❖ Adult Interaction
 - > Responsive Caregiving Practices
 - > Basic Strategies
 - > Communication

What we are going to cover today:

- ❖ Routines Based Interview
 - > Pinpoint behaviors within a routine
 - > Emotional State of the Child
 - > Emotional State of the Parent/Caregiver
- ❖ Interventions and Strategies for Behavior within Routines
 - > Define Behavior
 - > Define Emotions
 - > Responsive Parenting
 - > Suggestions for Strategies and Interventions
- ❖ Role Playing
- ❖ Questions and Wrap Up

What do you see?

Behavior 101

Behavior is a puzzle...one piece will not let you see the whole picture!

- 1. What causes behavior?
 - a. Attention seeking
 - b. Escape/Avoidance
 - c. Communicative
 - d. Frustration
 - 2. Why do behaviors continue?
 - 3. Who can cause behaviors?
 - 4. Are all behaviors purposeful?
- ★ How do you decide what behaviors need to be changed?
 - ★ Why do you need to know what happened before the behavior?
 - ★ What happens directly after the behavior?
 - ★ There are always teaching opportunities for families.

Typical Behavior

- 1. What does typical behavior look like in infancy?
- 2. For a 12-18 month old?
- 3. For a 24-36 month old?

Are you teaching parents about typical development of behavior and emotions??? If so, then how are you doing this???

http://csefel.vanderbilt.edu/resources/parent/mod6/family_routine_guide.pdf

Emotions and Feelings 101





Do parents/caregivers need to teach emotions?

- ❖ Yes. Just like we teach our children ABC's, numbers and colors, we also need to teach them feelings and emotions.
- ❖ For infants, post pictures of them with a variety of faces or with parent imitating facial expressions.
- ❖ Label feelings/emotions on your child and yourself
- ❖ Label what happens with feelings/emotions
- ❖ Use real pictures of child (happy, sad, mad, surprised)
- ❖ Have child begin to identify own feelings/emotions with pictures and then imitation of these

<http://csefel.vanderbilt.edu/resources/family.html>

Think about it...

"es tut uns leid"

Understanding emotions and empathy

When your child is physically aggressive...	Say what you see (body mirror) For example: kicking	Say: Your feet are going like this and your face is like this, your body is telling me you might be feeling mad.
When your child is verbally aggressive...	Say what you think they are feeling (emotion mirror) For example: I hate you	Say: You seem angry, something happened.
When your child is negative/whining...	Say what you think they need (thought mirror) For example: I'm bored	Say: You would like to do something different. It is hard to go shopping with mom.

Bailey, Becky (2010). *Conscious Discipline*. Loving Guidance, Oviedo, Florida

Adult Interaction



Adult Interaction

Teaching parents about the importance of responsive parenting and parent-child interaction is key to effective early intervention

Empower your parents to improve their parent/caregiver interaction by:

- increasing proximity
- look their child in the face
- speak to them by name
- positive attention should always outweigh the negative
- use a calm and gentle voice
- spend special time with your child
- use appropriate physical touch
- using appropriate communication skills

Characteristics of Responsive Parent/Caregiver-Child Interactions

Three primary components of responsive caregiving:

- responsiveness by the adult depending on the child's initiation and intent
- adult responses are empathetic depending upon the child's mood and needs
- occurs during the natural environment within daily routines

Davis, F. A. (March 2014). Promoting responsive parent/caregiver-child interactions during natural learning activities. CASEinPoint , pp. 1-12

Evidence Based Strategies

- | | |
|----------------------------|----------------------------------|
| → Engagement | → Elaborating play |
| → Turn Taking | → Extending play |
| → Animated, excited affect | → Reciprocal communication |
| → Warm, comforting affect | → Modeling |
| → Developmental level | → Face-to-face interaction |
| → Emotional Regulation | → Direct Information/instruction |
| → Joint Action | → Facilitation/shared/guided |
| → Acceptance, validation | → Follow child's lead |
| → Contingent responses | → Expectant waiting |

Davis, F. A. (March 2014). Promoting responsive parent/caregiver-child interactions during natural learning activities. CASEinPoint , pp. 1-12

Building parental confidence in addressing challenging behaviors

- ★ Active listening and inviting parents to share information has been shown to empower parents
- ★ When parents concerns are validated they feel empowered to advocate for their children
- ★ Using empathic statements and understanding the family's priorities and needs can help the family feel valued and build confidence to address challenging behaviors
- ★ Providers need to support families by being aware of stressors including changes in relationships, housing, employment and other fundamental resources
- ★ Evidenced based strategies within family centered routines improve parent well being and reduced children's problem behavior.

Maria J. Pighini, H. G.-R. (August 2014). Learning from parents' stories about what works in early intervention. International Journal of Psychology , 263-270.

Evidenced based strategies for behaviors

- ❖ Calm, relaxed body language and tone
- ❖ Use empathic statements and recognize your child's feelings
- ❖ Use gestures, sign language and visuals to communicate and reduce anxiety
- ❖ Use redirection or distractions
- ❖ Use calming strategies such as sensory outlets
- ❖ Try to develop and maintain a predictable routine and use visuals as needed
- ❖ Keep expectations realistic
- ❖ Avoid empty threats
- ❖ Give positive attention and meaningful praise
- ❖ Offer reasonable choices
- ❖ Know your child's limitation based on their internal state and plan for it
- ❖ Use physical proximity
- ❖ Prompt/cue children
- ❖ Model and label emotions, feelings, and consequences
- ❖ Teach parents how to coach their children much like you are coaching the family

Lentini, R., Vaughn, B. J., & Fox, L. (2005). *Teaching Tools for Young Children with Challenging Behavior*. Tampa, Florida: University of South Florida, Early Intervention Positive Behavior Support.

Complete your puzzle...

Road Rage

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
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Waking Up Routine

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child is throwing everything out of crib and stripping naked after waking up in the morning. Crib is located in bedroom.	<ul style="list-style-type: none"> • Set an alarm and wake up before child • Proximity- come up to the crib and get face to face • Turn on calming music 	<ul style="list-style-type: none"> • Give child a preferred object or item to help calm down • Turn on calming music • Give reassuring hug 	<ul style="list-style-type: none"> • Label emotions that you are seeing • Teach a variety of expressive skills • Teach dressing skills • Help to clean up

Waking Up Routine

Oh no... You just came into a home visit ready to help support Bobby's breakfast routine and the mother is frantic. The two year old had taken off his soiled diaper and wiped it on his crib and wall. The mother is about to cry and Bobby is crying now.

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
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Diaper Changing and Dressing

What behavior did I observe and where?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skill should I teach?
Child runs and away and hides when it's time to change the diaper. Diaper changing happens on living room floor.	<ul style="list-style-type: none"> • visuals • predictable routine • adult stays calm and gathers supplies before approaching the child 	<ul style="list-style-type: none"> • remain calm and use a soft voice • sing a transition or calming song • introduce a game to this routine to increase enjoyment 	<ul style="list-style-type: none"> • following direction (gathering the supplies and throwing away the diaper) • increasing independence • begin potty training

Diaper Changing and Dressing

Father has a difficult time changing two year old Maelyn's clothes in the morning. She wants to stay in pajamas but it is time to go to daycare.

VIDEO

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
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Meal Times

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skill should I teach?
Almost three year old refuses to eat food during any mealtime and only takes a bottle. Family doctor has ruled out any medical condition. There are not any oral motor concerns.	<ul style="list-style-type: none"> • First-then visual, choices visual • Provide choices to child • Provide variety of foods • Predictable feeding routine 	<ul style="list-style-type: none"> • depends on the function of the behavior • LET'S DISCUSS 	<ul style="list-style-type: none"> • visual supports • increase smell, touch, taste of foods one by one • one preferred and two not preferred items • no thank you serving

Meal Times

Almost two year old, Micheal, throws spoon and cup on floor during all mealtimes. He is not always finished eating or drinking when he does this.

VIDEO

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Play time

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skill should I teach?
Child walks away and climbs on and off objects when an adult gets near to play. This happens anytime adult approaches.	<ul style="list-style-type: none"> • Increase responsive parenting skills • Increase positive adult interaction 	<ul style="list-style-type: none"> • Use a variety of gross motor play, follow child's lead • Extend child's lead of play with adding other play skills - make fort 	<ul style="list-style-type: none"> • Extending play • Increasing communication • Increasing positive interactions • Decreasing leaving the area

Play time

Almost two year old Mariah throws toys as her form of playing. Mom is concerned she will continue to hit younger brother, 4 months old.

VIDEO

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
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Transitions/Clean Up Time

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skill should I teach?
Child does not want to stop playing outside to come inside for nap time.	<ul style="list-style-type: none"> • Changing routine so that calming activity is right before nap time • Give visuals such as pictures, social story or a time timer to prompt child 	<ul style="list-style-type: none"> • Transition song - teach parents to make up songs to familiar tunes • Active movements such as "let's hop hop hop" • Visuals 	<ul style="list-style-type: none"> • Implementing routine • Communication - visuals, social story and songs

Transitions/Clean Up Time

Almost three year old, Jayden does not prefer to pick up toys after he is done playing in his home environment.

VIDEO

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
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Bathtime

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skill should I teach?
After bath water is gone, two year old child will scream, lay on bottom of tub and kicks feet after every bath. They enjoyed bath time itself.	<ul style="list-style-type: none"> Time timer or visual warning to transition out of tub First-then visual 	<ul style="list-style-type: none"> Give choice to child Use sensory activities to calm child down use preferred item to get child to transition to next routine 	<ul style="list-style-type: none"> transition object from bath to next routine clean up activity in bath to show that one routine has stopped

Bathtime

1 and a half year old, Cameron, screams and cries everytime he gets near the bath. He enjoys water play but does not like the routine of taking a bath.

VIDEO

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Naptime/Bedtime

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skill should I teach?
Child will not go to sleep, they run out of bed, scream and wake up other kids during bedtime	<ul style="list-style-type: none"> Implement bedtime routine including calming activities Positive attention right before bed 	<ul style="list-style-type: none"> Consistency when putting child back into bed Stay calm with body language and tone 	<ul style="list-style-type: none"> Coping skills to put self to sleep Implement routine Calming activities may include sensory

Naptime/Bedtime

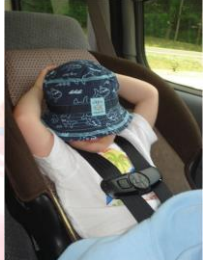
During nap time, almost three year old Gavin becomes very angry and throws everything out of bedroom because he does not want to go to bed.

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
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Community Outings

What behavior did I observe?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skill should I teach?
Child grabs food off the shelves, cries and tries to get out of shopping cart at grocery store.	<ul style="list-style-type: none"> Bring activity bag with snacks and small toys/activities to keep child busy Social story about shopping 	<ul style="list-style-type: none"> Use shopping list to get child engaged Do not leave Give choice 	<ul style="list-style-type: none"> Shopping video Shopping list Independence skills - walking by cart, putting food into cart

Exhausted yet...?





"Promoting Resilience For Now and Forever: A Family Guide for Supporting the Social and Emotional Development of Infants and Toddlers", Second Edition supports families in understanding what social and emotional health of infants and toddlers is, how to recognize key behaviors, and how to support children's social/emotional health in the home setting in simple ways every day.

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