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Solving the Challenge Beneath the Behavior

WVBMHTAC Annual Conference
Charleston Coliseum and Convention Center
June 11, 2024   1:00-2:30

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Establishing Systems
Empowering Individuals
Enhancing Skills

West Virginia
Behavior/Mental Health
Technical Assistance Center

WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY

The West Virginia Behavior/Mental Health Technical Assistance Center is proud to be a collaboration between the West Virginia Department of Education and the West Virginia Autism Training Center at Marshall University.

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WV ECPBIS
Early Childhood Positive Behavioral Interventions and Supports

WV PBIS
Positive Behavioral Interventions and Supports

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The Pyramid Model for Promoting Social-Emotional Competence in Young Children

challengingbehavior.org

Intensive Intervention
Targeted Social Emotional Supports
High Quality Supportive Environments
Nurturing & Responsive Relationships
Effective Workforce

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COUNT BY 2s TO 20

in English

in Spanish

in Mandarin Chinese

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Slide 8

Students succeed if ...

Students are doing the best they can with the skills they have.

Teach them the skills they need.
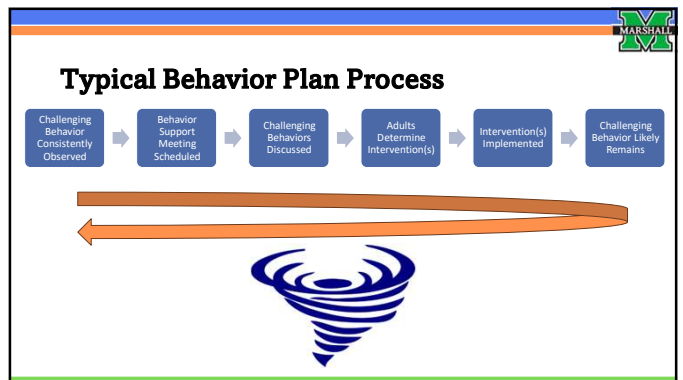

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Behavior Equation

Skills $>$ Demands/Expectations/Stressors $=$ Desired Behavior

Demands/Expectations/Stressors $>$ Skills $=$ Challenging behavior

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Typical Behavior Plan Process

Challenging Behavior Consistently Observed → Behavior Support Meeting Scheduled → Challenging Behaviors Discussed → Adults Determine Intervention(s) → Intervention(s) Implemented → Challenging Behavior Likely Remains

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Step 1: CHALLENGING BEHAVIORS

List the behaviors you see. These are behavioral responses to difficult triggers, situations, or expectations.

Ex. Yelling, swearing, refusing

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"It happens <u>all day</u> long!"

"He acts out <u>all the time</u>!" → We need more information.

"His behavior comes <u>out of nowhere</u>!"

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Problem   Behavior

The specific situations when the challenging behavior occurs (expectations, triggers, antecedents).

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Step 2: PROBLEMS TO BE SOLVED

List the situations when the challenging behaviors occur. These are also known as expectations, triggers, antecedents, precipitants, or contexts. Identify the Problem as *specifically as possible*, including what, when, where, and/or with whom the Problem happens. If assigning Plan A (imposing will) or Plan C (drop it for now), describe who will be responsible for following the Plan and what they will do.

The Problem to be Solved is...	Need to gather more specific info from others?	Plan (A,B,C)	What will Plan A/C look like in action?
Ex. Transitioning from lunch to group on time	☐	C	Group leader will allow them to enter late without comment or consequences.
When expected to participate in the listening center	☐	B	
When transitioning from breakfast to the carpet	☐		
When asked to clean up from dramatic play center	☐		
When expected to sit quietly during read aloud	☐		
When asked to wash hands before lunch	☐		
	☐		
	☐		
	☐		
	☐		
	☐		
	☐		
	☐		

Pick ONE problem to solve with a Plan B conversation to start.

Consider prioritizing by considering safety, frequency, or starting with problems that occur early in the day.

Once this problem is solved, you'll come back to the list to pick another.

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"IF I HAD AN HOUR TO SOLVE A PROBLEM I'D SPEND 55 MINUTES THINKING ABOUT THE PROBLEM AND 5 MINUTES THINKING ABOUT SOLUTIONS."

ALBERT EINSTEIN

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"The key to managing the difficult behaviors of young children is to **shift our thinking** to manage our own behaviors and responses to behaviors."

–Dr. Rosemarie Allen

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Reflecting on Behaviors that Challenge Us

What behaviors push your buttons?

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A — Impose will
B — Solve the problem collaboratively
C — Drop or reduce the demand

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Plan A Responses:
IMPOSE WILL

- Using punishments and/or rewards
- Move clip/flip card systems
- *"Because I said so!"*
- *"By the time I count to three…"*
- Threat: *"If you don't _____, you can't _____."*
- Offering rewards: *"If you _____, you can _____."*
- Bribing, negotiating, nagging

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Plan C Responses:
DROP OR REDUCE DEMAND

- "When you start the activity, we hope you'll join us—but if you don't, we're not going to make you."
- "I know that writing can be hard, so for today, let's try having you tell me what you want to write, and I'll write it for you."

"You only need to worry about giving in or backing down if you're engaged in a power struggle. If you're solving problems with your child, there is no power struggle."
(p.64 The Explosive Child)

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GOALS
Pursue expectations
Reduce challenging behavior
Build skills
Solve problems durably
Build a helping relationship

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Respond by Asking Two Questions

!   ?

1. WHY?   2. WHY NOW?

CHILDREN DO WELL IF THEY CAN. IF THEY CAN'T, WE ADULTS NEED TO FIGURE OUT WHAT'S GETTING IN THE WAY, SO WE CAN HELP.
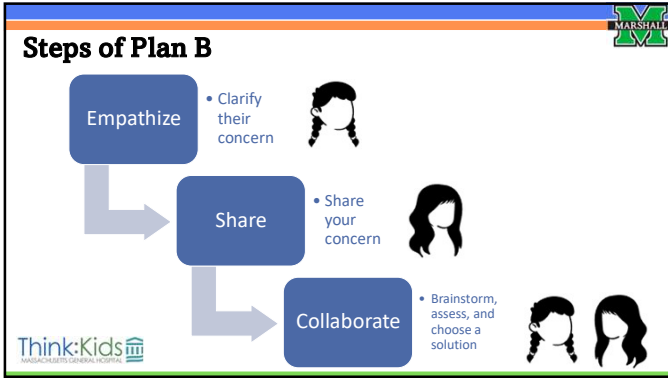Dr. Ross Greene

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Step 2: PROBLEMS TO BE SOLVED

List the situations *when* the challenging behaviors occur. These are also known as expectations, triggers, antecedents, precipitants, or contexts. Identify the Problem as *specifically* as possible, including what, when, where, and/or with whom the Problem happens. If assigning Plan A (imposing will) or Plan C (drop it for now), describe who will be responsible for following the Plan and what they will do.

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When transitioning from breakfast to the carpet	☐	C	
When asked to clean up from dramatic play center	☐	C	
When expected to sit quietly during read aloud	☐	C	
When asked to wash hands before lunch	☐	A	
	☐		
	☐		
	☐		
	☐		
	☐		
	☐		

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Steps of Plan B

Empathize • Clarify their concern

Share • Share your concern

Collaborate • Brainstorm, assess, and choose a solution

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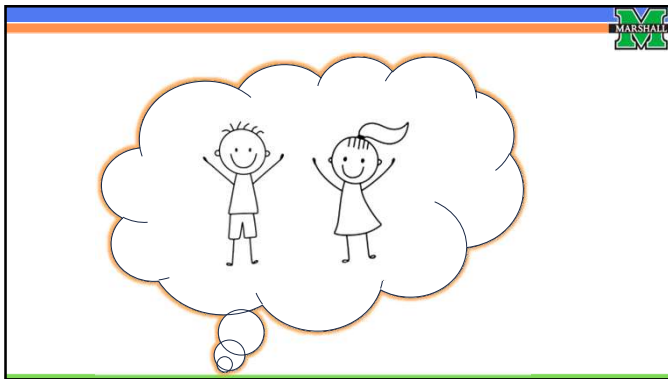
- I noticed you've had a hard time during _____ lately. What's up?

- It's ok. You're not in trouble. I want to understand what's going on.

- Tell me more. (Ask questions!)

- So you are saying that _____. Is that right?

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- My concern is that (health, safety, learning, impact).

- I wonder if there's a way we can _____ that matters to you and also _____ that matters to me.

- Do you have any ideas?

- Does it address both concerns? Is it doable?

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INGREDIENT #3: COLLABORATE

FRAME THE PROBLEM.

WHICH SOLUTION(S) WILL YOU TRY?

NOTES ABOUT CHOSEN SOLUTION(S) (optional):

WHEN AND HOW WILL YOU REVISIT?

POTENTIAL SOLUTIONS

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When, where, and while doing what?

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Teach Problem Vocabulary

"Something is the matter."

"Something is wrong."

"I need help."

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Sign Language

help

hungry

bathroom

thirsty

sleep

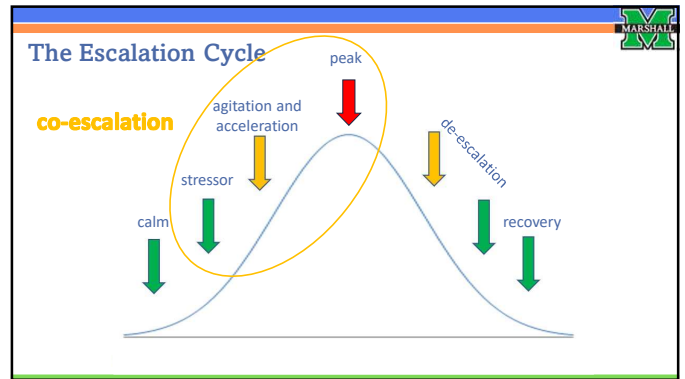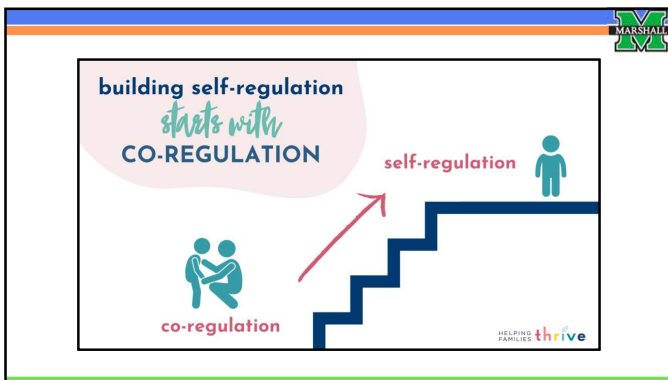https://babysignlanguage.com/dictionary/

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Core Boards

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Solution Kit and Feeling Faces

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The Escalation Cycle

co-escalation

peak

agitation and acceleration

stressor

de-escalation

calm

recovery

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building self-regulation
starts with
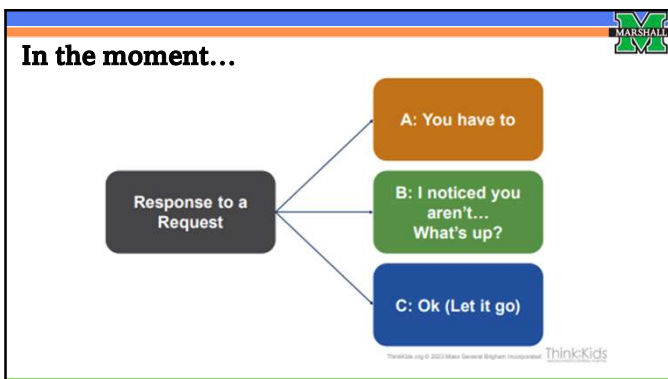CO-REGULATION

self-regulation

co-regulation

HELPING FAMILIES thrive

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When you co-regulate:

Simplify your language

Slow your movement

Match child's affect

Soften your tone

Get on child's level

Validate child's feelings, no matter how irrational

Listen; let them know what you hear

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In the moment…

Response to a Request

A: You have to

B: I noticed you aren't… What's up?

C: Ok (Let it go)

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In the moment…

Already not complying with an expectation

A: Comply now, or else

B: I see you don't want to do this. I'm not mad. What's tough about…?

C: Drop it (for now)

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In the moment…

Already in the middle of an escalation or shut down

A: You have to, and if the behavior continues, you will have a consequence

B: I see that this situation really upset you, can you fill me in?

C: You don't have to, and I will not consequence your behavior (for now)

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With a group…

Problem that Impacts whole or majority of group

A: Whole group incentive plan

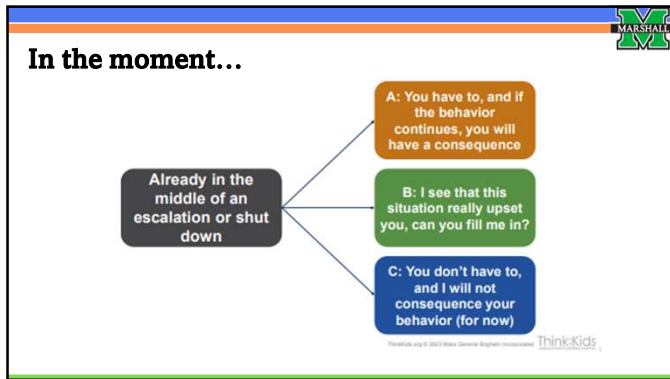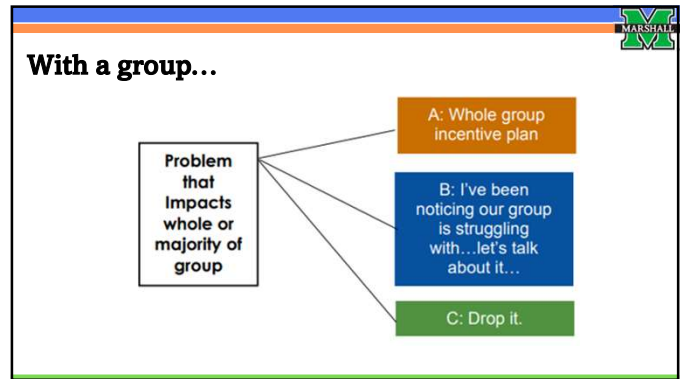B: I've been noticing our group is struggling with…let's talk about it…

C: Drop it.

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A — Impose will

B — Solve the problem collaboratively

C — Drop or reduce the demand

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THE SCHOOL DISCIPLINE FIX

change·able — How Collaborative Problem Solving Changes Lives at Home, at School, and at Work — J. Stuart Ablon, PhD

LOST AT SCHOOL — Ross W. Greene, Ph.D.

THE EXPLOSIVE CHILD — Ross W. Greene, Ph.D.

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Thank you!

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SCAN HERE!

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