




FDLRS Parent Information Sessions

**Empowering Families
Enriching Communication
Navigating Education**

**A Free Parent Enrichment Program from
FDLRS Parent Services and
Hillsborough County Public Schools**



Promoting Positive Behavior

Presented by: Carol Pauline,
Janine Thiemkey, Lauren Masino
and Mary Merryday

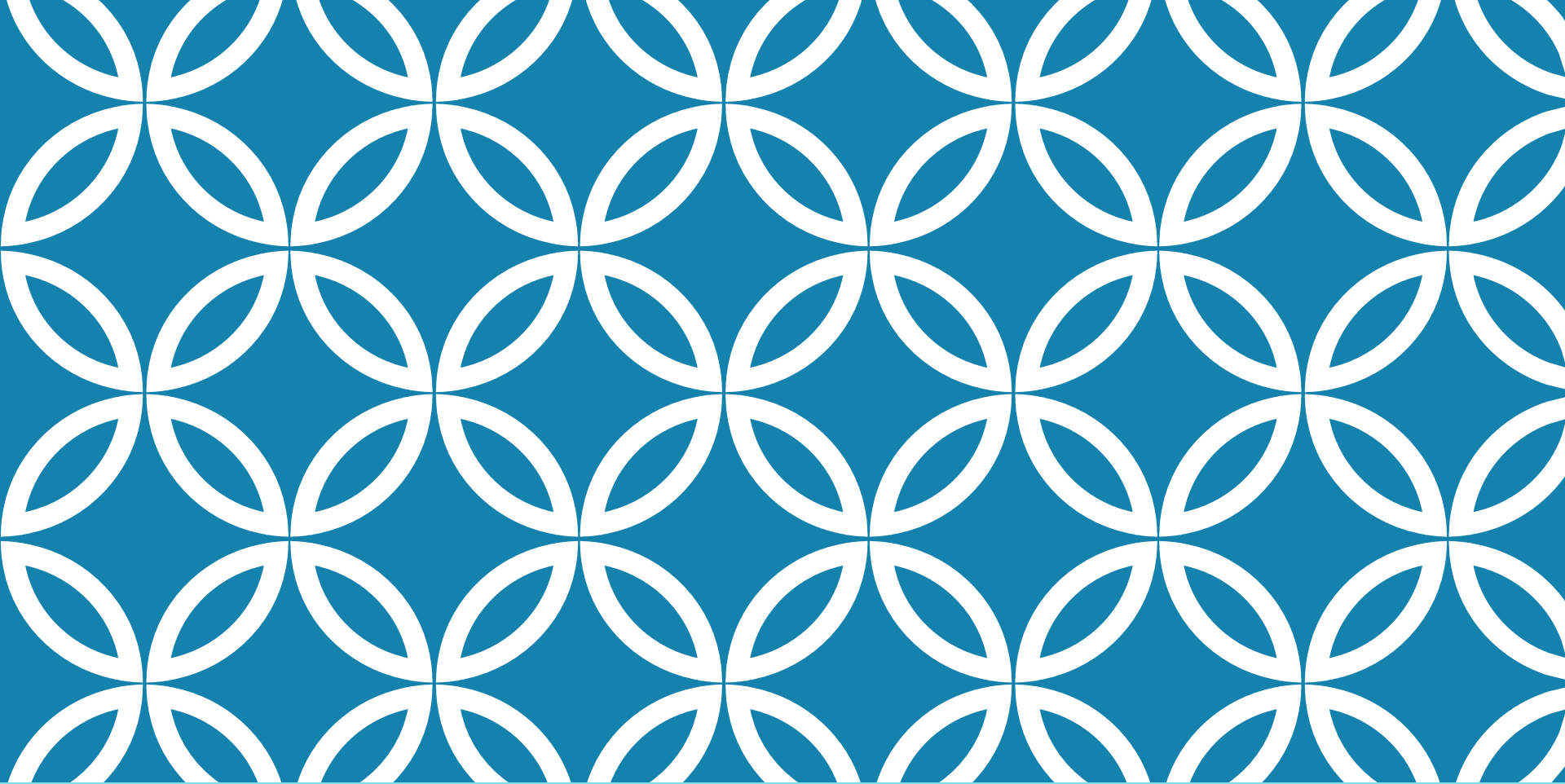
NORMS

Keep questions or comments general in nature and posed to the group

Listen and participate actively

Take calls and texts outside the presentation room

Ask for individual assistance or further guidance directly following the presentation



**WHAT ARE
“BEHAVIORS”?**



WHAT ARE “BEHAVIORS”?

Behavior is active movement that is observable and measurable.

- What movement can be seen?
- What can be heard?
- What environmental product is left?
 - Examples: Torn pages, broken toy

Every action is behavior:

- Good (acceptable, appropriate, adaptive)
- Bad (problem, challenging, unacceptable, inappropriate, maladaptive)

WHAT ARE “BEHAVIORS”?

Some behaviors are serious problems

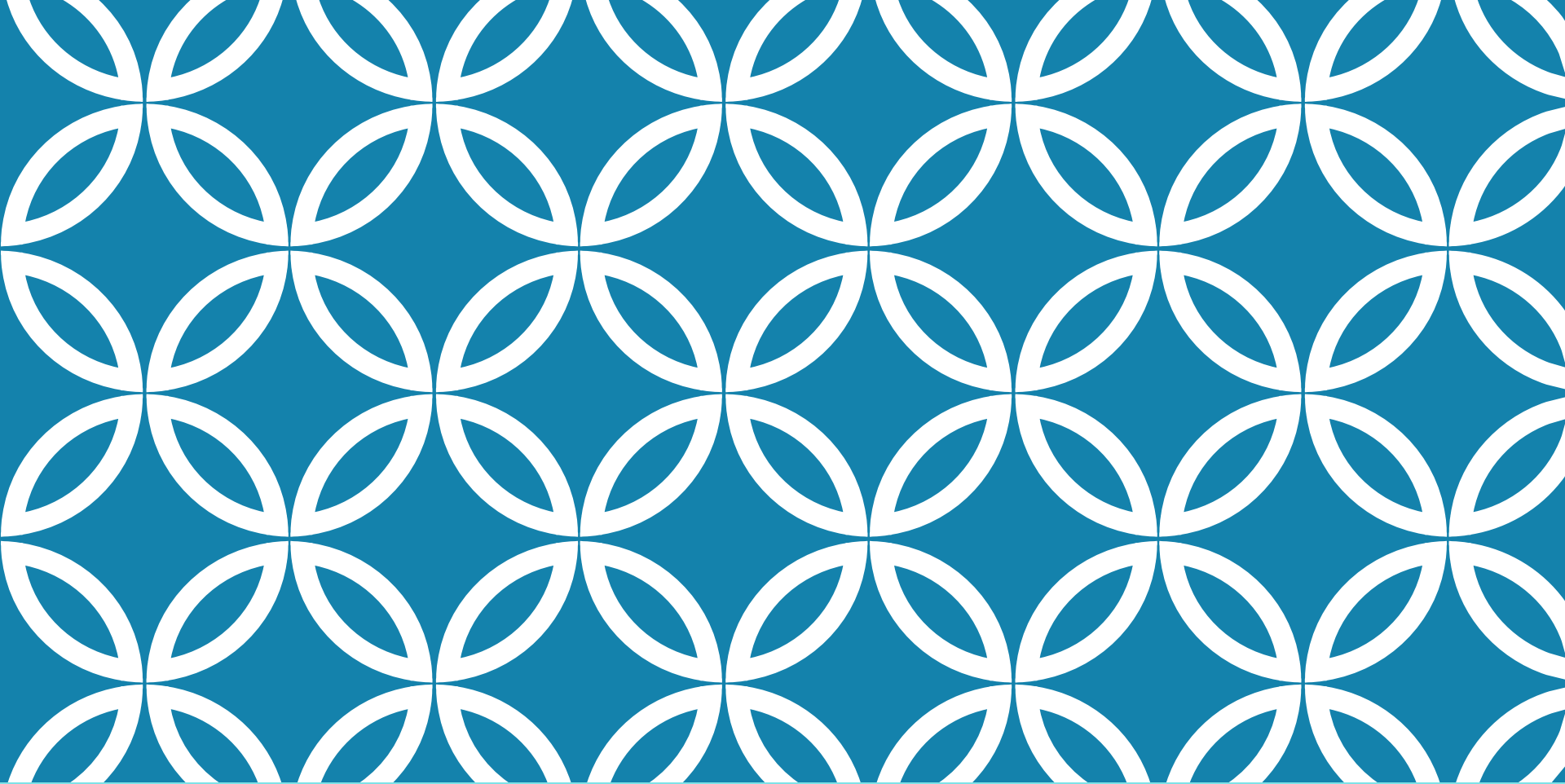
- aggression, self-injury, elopement, severe disruption to instruction

Other behaviors are annoying (“junk”) or minimally interfering and may not warrant intervention

- in other words pick your battles carefully

Beware of “It’s typical for his age. He’ll grow out of it. It’s just a phase.”

Every behavior serves a purpose (has a payoff)



HOME/SCHOOL COMMUNICATION



HOME/SCHOOL COMMUNICATION

You are a key member of the
problem-solving team

More progress is likely when an intervention is
consistently implemented by all persons across
all relevant settings (school, home, and
community)

and

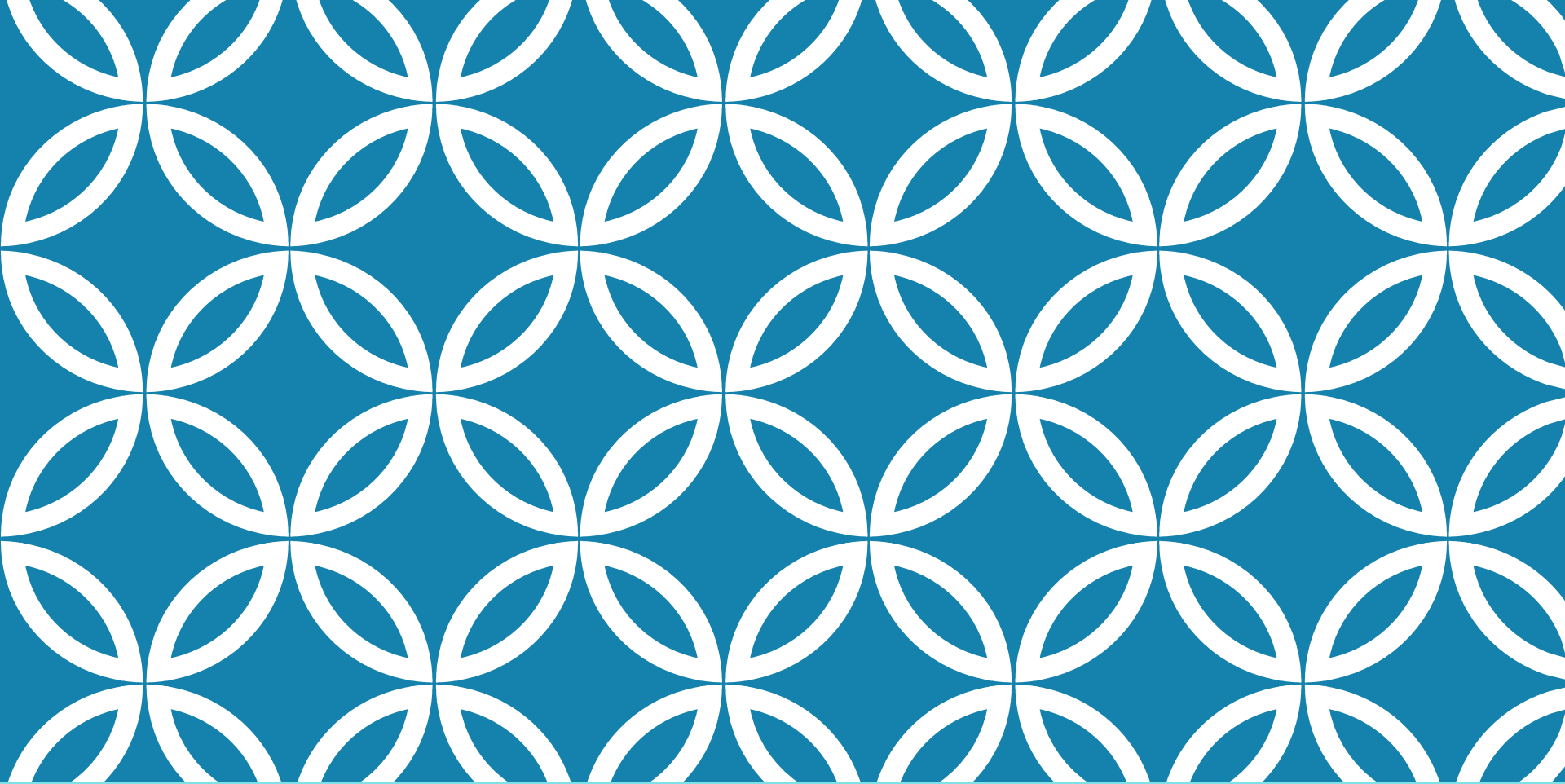
progress is reviewed on a regular basis as
defined by the team

HOME/SCHOOL COMMUNICATION

Stay positive

Share ideas from all stakeholders-
therapists, medical personnel, etc.

Be forthcoming with relevant
information



**SUPPORT FOR YOU
AS THE PARENT**



SUPPORT FOR YOU AS THE PARENT

It's easy to feel overwhelmed

Give yourself permission to take a “time out,” when possible

Sometimes it's good to ask for help – be specific in your request

It is OK to politely decline help – for example, when you are dealing with a tantrum in public

Network with other parents – participate in Parent Information Sessions with FDLRS

Ask your child's school about parent information sessions

Connect with professional groups, such as CARD

SUPPORT FOR YOU AS THE PARENT

Here are some people that can help you problem solve:

School personnel:

- ESE case manager
- Classroom teacher
- Administrator (s)
- Guidance counselor(s)
- ESE Specialist

Area Office personnel:

- Area ESE Supervisor
- Other Area ESE Personnel
- Parent Liaison

SUPPORT FOR YOU AS THE PARENT

There are many independent behavior supports in your community who may:

- Come to your home
- Provide consultation
- Complete assessment
- Provide intervention services
- May be covered through your insurance policy

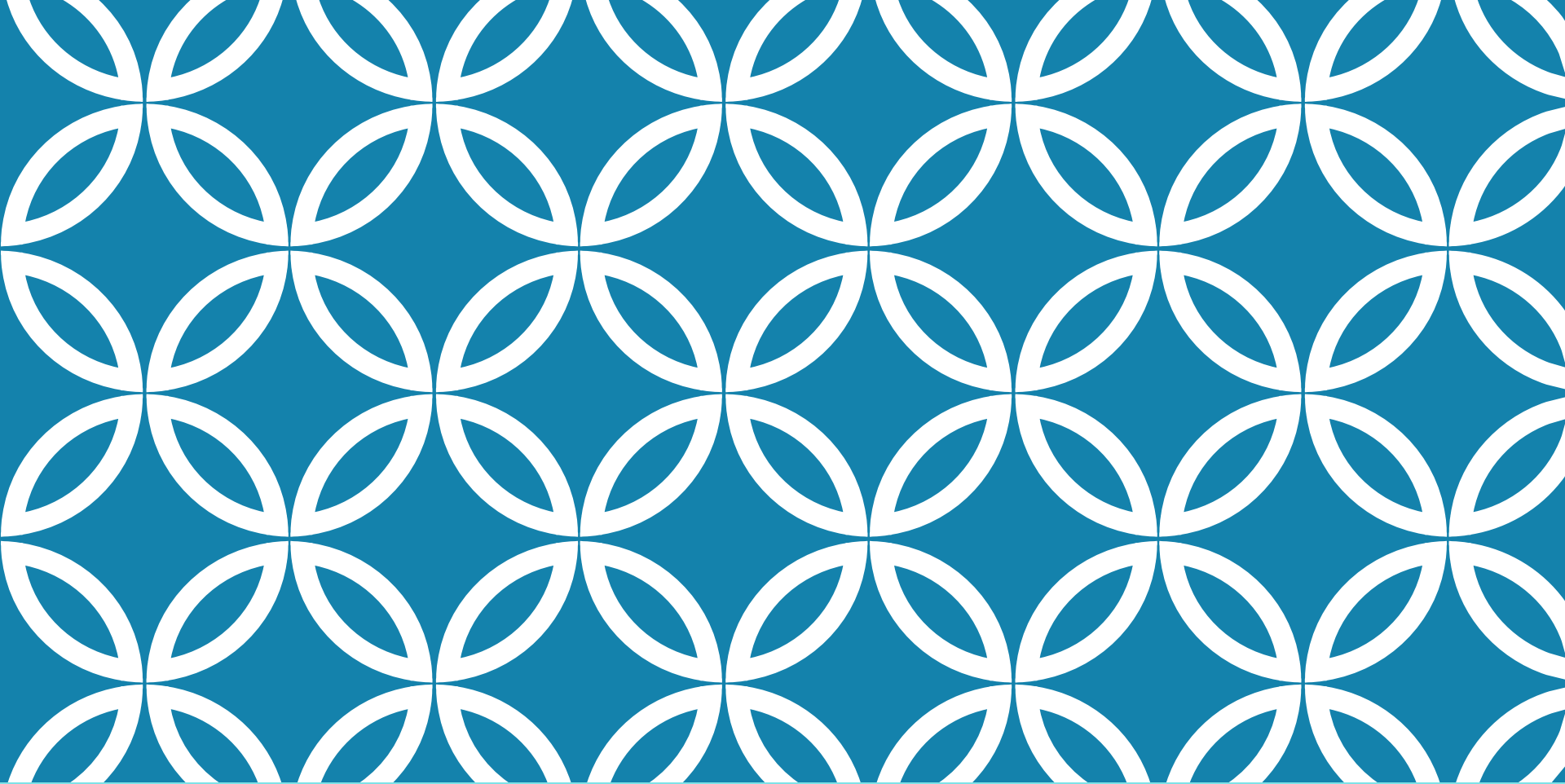
***Note: These are not services provided or funded by HCPS**

SUPPORT FOR YOU AS THE PARENT

Finding a local behavior analyst

- Go to www.bacb.com
- Click "Find a Certificant"
- Search by zip code
- Send email to ask about services

***Note: These are not services provided or funded by HCPS**



KNOW THE LINGO |

KNOW THE LINGO



When working with school teams it may be helpful to know the lingo.

Multi-tier Support Systems (MTSS)

Response to Intervention (RtI)

Problem-Solving (PS) as in team or strategy

Applied Behavior Analysis (ABA)

Functional Behavior Assessment (FBA)

Positive Behavior Intervention Plan (PBIP)

MULTI-TIERED SUPPORT SYSTEM (MTSS)

Tier 1 - supports are first provided at a “core” or universal level to effectively address the needs of **all** students in a school

- School wide rules and expectations are established, posted, and taught to all students
- Reward and recognition system is used:
 - Random good behavior tickets are distributed and entered in a random weekly drawing
 - School wide monetary system
- A checklist is used to monitor intervention fidelity
- Discipline referral data is reviewed to assess student behavior outcomes

MULTI-TIERED SUPPORT SYSTEM (MTSS)

Tier 2 - some students with identified needs receive supplemental or targeted instruction and intervention

- **Examples:**
 - Good Behavior Game
 - Mystery Motivator
 - Beat the Timer
 - Random Beeper System
 - Success Chain
 - Class wide Behavior Lottery

MULTI-TIERED SUPPORT SYSTEM (MTSS)

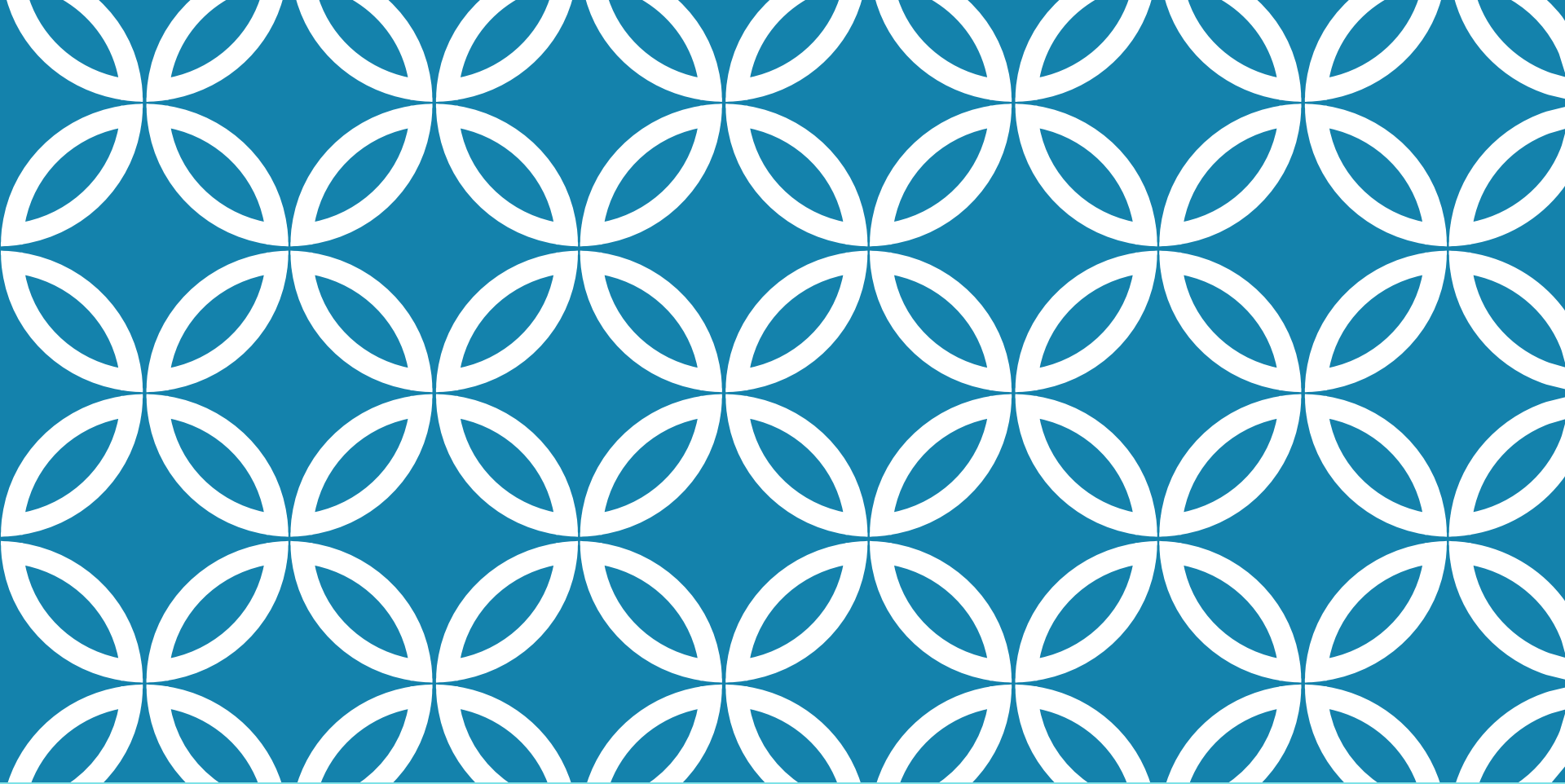
Tier 3 - a **few** students with the most severe needs receive ***intensive and individualized support.***

- Comprehensive, individualized assessment
 - *Functional Behavior Assessment (FBA)*
- Intensive, individualized intervention
 - *Positive Behavior Intervention Plan (PBIP)*-
 - Measurement /monitoring strategies
 - Student progress on decreasing problem behaviors and increasing replacement behaviors
 - Integrity of the intervention
 - Data-based decisions to continue, modify, intensify, or fade the intervention; or sometimes consider the need for additional resources

RESPONSE TO INSTRUCTION/INTERVENTION (RtI)

Response to Intervention (RtI) is providing high-quality instruction and interventions that are:

- matched to student need
- monitored to make decisions about changes in instruction or goals
- in order for school teams to make important educational decisions.



**WHY DOES
BEHAVIOR OCCUR?**



***THERE ARE 2 MAJOR FUNCTIONS OF
BEHAVIOR:***

1)WHAT THE CHILD GETS

OR

2)WHAT THE CHILD GETS OUT OF

Get Something

Attention

Object

Activity

Sensory Experience

Get Out of Something

Task

Demand

Location

Sensory Experience

WHAT WOULD YOU DO IF.....

Your child seeks attention in an appropriate way?

- Positive praise
- Nonverbal gestures (high five, thumbs up)
- Grant request

What about an inappropriate way?

- Use planned ignoring
- Delayed reinforcement
- Reward other's appropriate behaviors

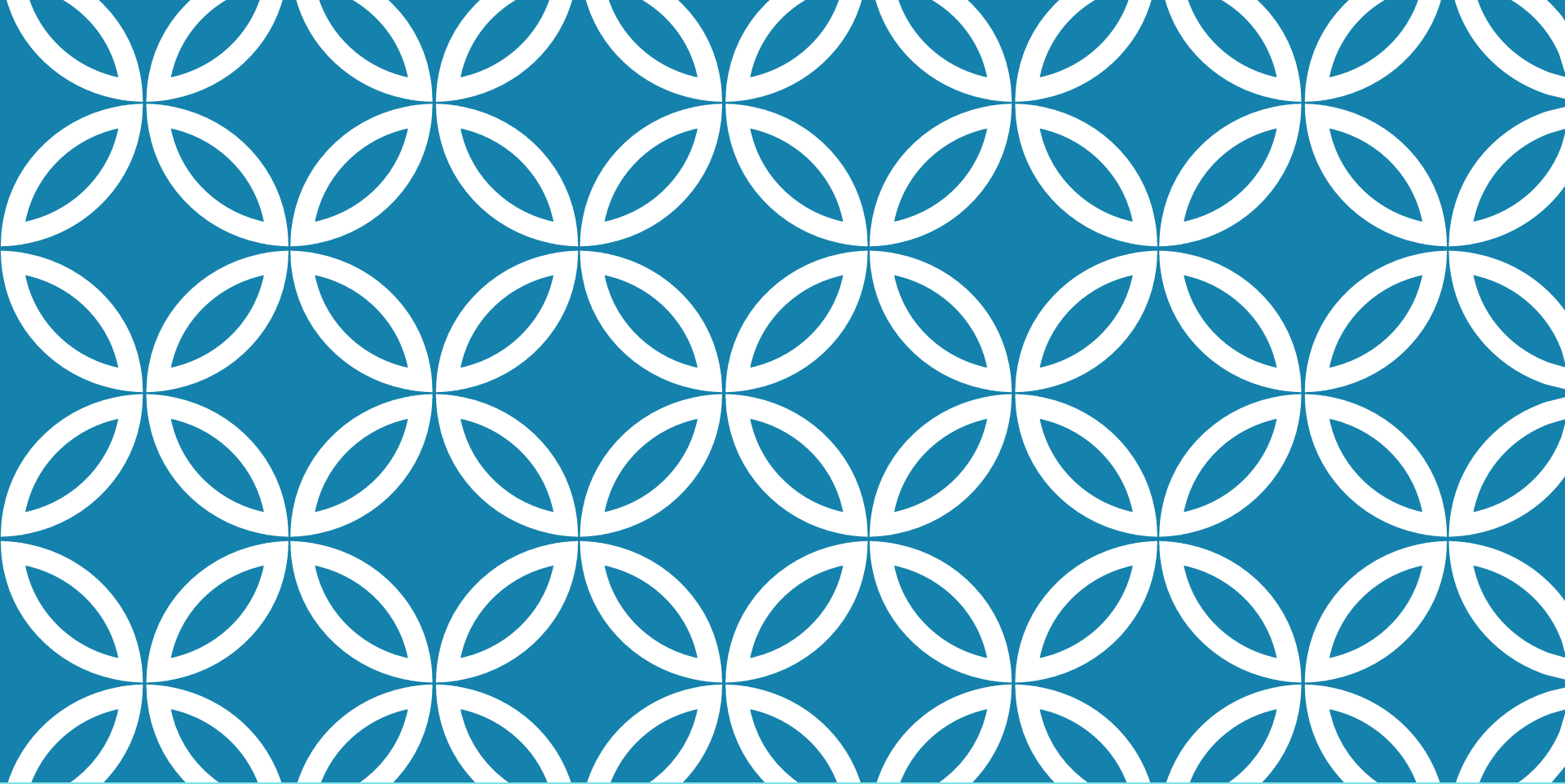
WHAT WOULD YOU DO IF.....

Your child is avoiding a task/demand in an appropriate way?

- Establish parameters for the delay collaboratively
- Reinforce when the parameters are followed
- *Shaping behavior is a good thing!

What about in an inappropriate way?

- Provide a choice
- Set a time limit
- Reduce distractions
- Praise every step that is attempted and/or completed



BEHAVIOR INTERVENTIONS



BEHAVIOR INTERVENTIONS

Based on the identified *function* of the behavior there are three broad types of intervention:

- Prevention – proactive strategies before the behavior occurs
- Teaching and increasing the replacement behaviors-those behaviors we want to see
- Managing the consequences-what happens after an instance of behavior

PREVENTION-PROACTIVE STRATEGIES

“Set the Child Up for Success”

Make sure basic needs are met (food, sleep, illness)

Prevent boredom (provide appropriate stimulation and enriching activities)

Provide clear expectations (e.g., verbal, visual schedules)

Be consistent

Minimize exposure to known triggers that precede a behavior, or increase the likelihood of that behavior

- Examples: noisy transitions, non-preferred tasks

Teaching and increasing the replacement behaviors

Example problem behavior: scream and grab food

Example replacement behavior: ask for food

Teach new skills (acquisition) – Example strategies:

- Verbal-teach a phrase “more please”
- Gestural-teach a sign
- Modeling
- Physical prompts
- Incidental learning

Increase skills to fluency (automaticity)

Transfer (generalize) the skills to all relevant settings, people, activities, etc.

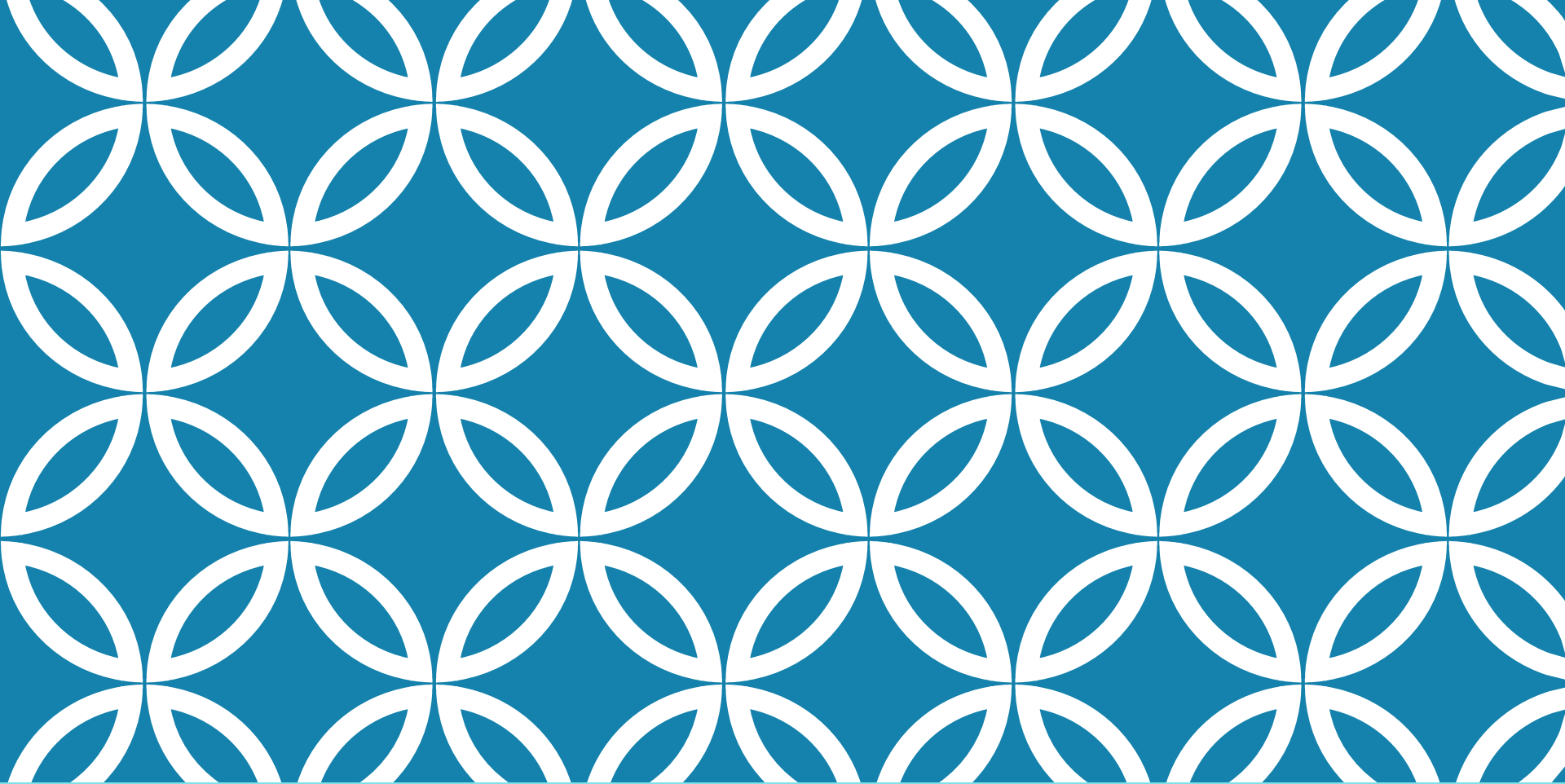
Maintain the skills through periodic checks and booster training

MANAGING THE CONSEQUENCES

Reinforce replacement and/or desired behaviors

Minimize access to reinforcement for challenging behaviors

Be consistent

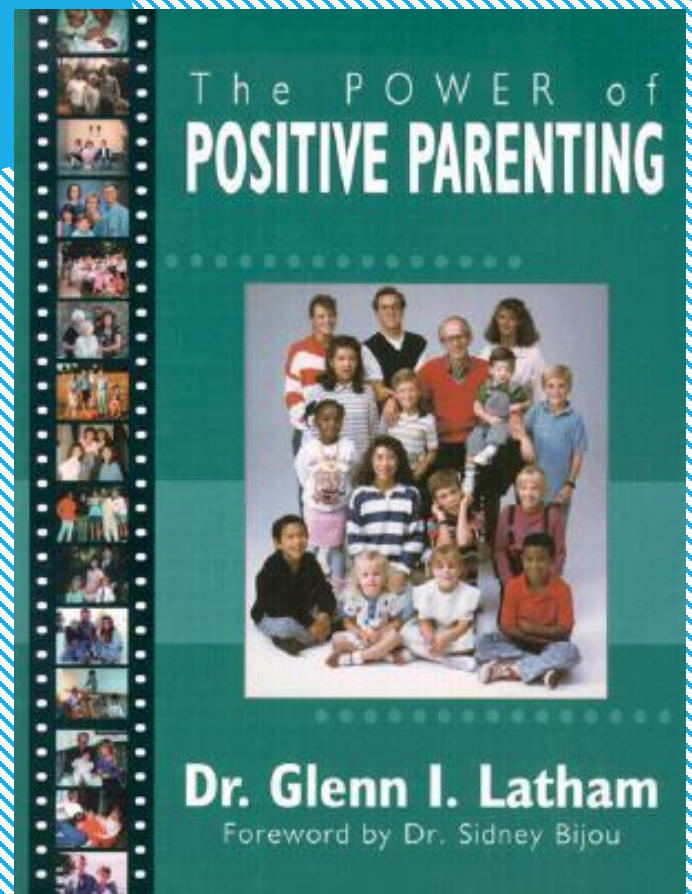


RESOURCES



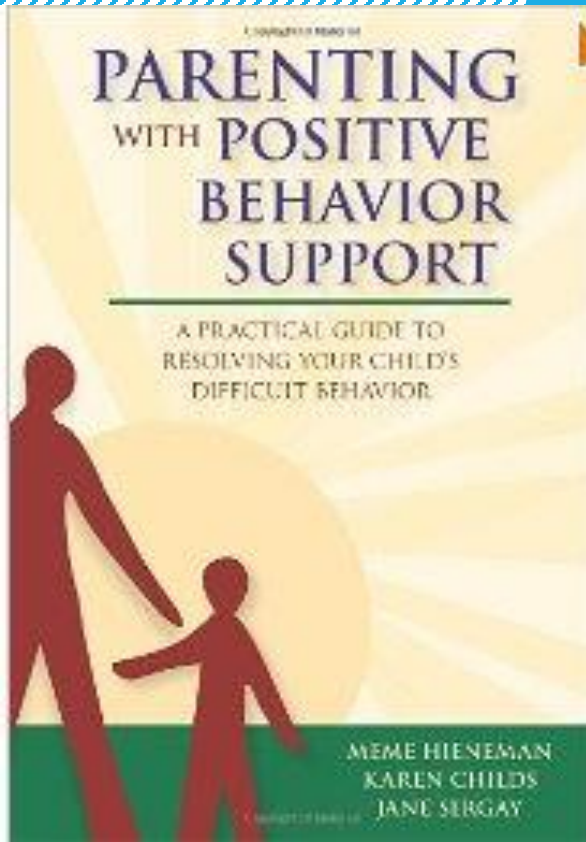
The Power of Positive Parenting

Glenn I. Latham



Parenting with
Positive Behavior Support:
a Practical Guide to Resolving Your
Child's Difficult Behavior

Hieneman, Childs & Sergay



Hot DOCS/DOCS for Success at USF
hotdocs@health.usf.edu

**CARD (Center for Autism and Related
Disabilities at USF)**

13301 Bruce B Downs Blvd

MHC 2113A

Tampa, FL 33612

813-974-2532

**Triple –P: Positive Parenting Program with
Champions for Children**

813-673-4646

PLAN-Parent Leadership Advocacy Network

<http://www.tampahope.org/plan-parent-leadership-advocacy-network.html>

Provides curriculum to parents and children to help them learn to take care of themselves. Also offers parents techniques of advocating for their child and other trainings.

KidsNeedBoth.org

1-888-310-6630

Smartparentingclass.com

813-758-9052

daneen316@gmail.com

Parenting classes offered by UF

Diana Converse, Family Life Educator

813-744-5519 x 54140