Inspirational and Empowering Positive Behavior Supports for the Home

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Whose behavior can we control?

We can... 

*guide*, 

*direct*, and 

*Impact*!
Know Behavior

Easy as A B C . . .

- Antecedent
- Behavior
- Consequent Event

https://safeshare.tv/x/Mdbruas9CAg#v
# Expectations for cleaning room

| Looks Like: | Sounds Like: |
DIRECT:
For every action there is a REACTION

Know what you want
Teach what you want
When you get what you want, encourage it
When you get something else, correct it

Encourage to Inspire
Encouragement

- Everyone enjoys recognition for what they have done
  - Be sure how they like to hear praise
  - Be sincere with praise
  - Be specific with praise
You Said-He Heard

**Adults says**

1. You’re the best!
2. Watch your language!
3. Don’t worry — it’ll be okay.
4. Make sure you share.
5. Why did you (hit your sister, etc.)?

**Child hears**

1. “Your job in life is to make me happy.”
2. “I’ve tuned out what you’re really trying to say.”
3. “You’re such a drama queen!”
4. “Give away your stuff.”
5. “You messed up again.”
THREE ESSENTIAL COMMUNICATION MOVES

I will NOT give up on you.

You can do this.

This is important.
# Encouraging with Power

## Encouragement vs. Praise

<table>
<thead>
<tr>
<th>Encouragement</th>
<th>Praise</th>
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<tbody>
<tr>
<td><img src="image" alt="Encourage Definition" /></td>
<td><img src="image" alt="Praise Hands" /></td>
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## Kid-Centered Rationales

<table>
<thead>
<tr>
<th>Social Skill</th>
<th>Rationale</th>
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| Accepting Criticism or a Consequence | 1. Keeps you from more trouble  
2. Might get more privileges  
3. Shows maturity |
| 1. Look at the person  
2. Say Okay  
3. Don’t Argue | |
Do you ever feel like this?

Don’t let your anxiety push them to get motivated.

It then becomes about reacting to you instead of focusing on themselves and finding some internal motivation.
Phases of Acting-Out Behavior

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-Escalation
7. Recovery
Phase One: *Calm*

**Characteristics:**

- Follows rules and expectations
- Responsive to praise
- Initiates behavior
- Goal oriented
- Socially appropriate
- On-task
Phase Two: Triggers/Antecedents

- Conflicts
- Denial of something needed
- Something negative is inflicted
- Changes in routine
- Provocations

- Pressure
- Interruptions
- Ineffective problem-solving
- Corrections
Phase Three: *Agitation*

**Increase in Behavior**
- Eyes dart
- Language non-conversational
- Busy hands
- Pacing

**Decrease in Behavior**
- Stares into space
- Language subdued
- Hands contained
- Withdraws from group
- Off-task, “Frozen”
Strategies for AGITATION

1. Empathy
2. Space
3. Preferred activities
4. Proximity
5. Reminders of options
6. Choice of independent activities
7. Movement activities (jobs)
8. Increased/decreased involvement
9. Relaxation techniques
10. Pre-arranged break signal
Phase Four: *Acceleration*

- Questioning & arguing
- Non-compliance & defiance
- Whining & crying
- Avoidance & escape
- Threats & intimidation

"T-Rex's jaw is not big enough to bite this Lego-man's head."
Strategies for ACCELERATION

1. Avoid escalation responses.
2. Re-direct & maintain on task behavior.
3. Set clear and enforceable limits.
4. Allow for natural consequences.
Setting Limits:

The result of recognizing that you cannot force Individuals to act “appropriately”.

To be Effective:
• Offer choices
• State *reasonable* and *enforceable* consequences
• Use simple, clear language

Example: “I’ll be glad to listen when your voice is as soft as mine.”
Phase Six: *De-escalation*

- Confusion
- Withdrawal
- Denial
- Blaming others
- Sleeping
- Avoidance of discussing accountability
Strategies for DE-ESCALATION

• Provide opportunity for non-judgmental discussion
• Provide easy/concrete/active tasks
• Determine appropriate time to debrief
Phase Seven: *Recovery*

- Eagerness for independent work
- Subdued in work
- Subdued in discussion
- Defensive
- Avoidance of debriefing
IMPACT: Debriefing Session

- What did you do?
- Where did the problem behavior occur?
- When did it happen?
- What could you do differently next time?
- What do you need to do next?
- How can I help you with this?
1) What do you really want?
2) How well is what you’re doing getting you what you really want?
3) What is your current approach really costing you?
4) If there were another way to get what you're looking for with much less cost, how interested would you be in learning it?
Points to REMEMBER

• Speak respectfully
• Use clear language
• Acknowledge cooperation
• Avoid communicating “urgency to gain control”
• No “assumicide”
• You can guide, direct, and impact the behavior choices of others
Lead to Self Motivation and face the consequences.

- Let your child make their own choices—
- When it’s a poor choice, hold him/her accountable by letting him/her face the natural consequences that come with it.

Accept their choice!