

Webinar #4: Science of Behavior

We Will Begin at 6pm

Please, say “Hi” in the Chat Box &

- ☐ Be Thoughtful
 - ☐ Session is being recorded
- ☐ Be Kind
 - ☐ Ask how others are doing
 - ☐ Offer support
 - ☐ Plan to connect with others
- ☐ Be Present
 - ☐ Take notes, chat & engage
 - ☐ Close unnecessary screens



To Actively Participate

If you'd like to **answer questions**, **ask questions** or **interact with others**:

- Please click on the “**Chat**” icon
- Then click on the “**To:**” section
- Then select “**All panelists and Attendees**” or a specific person to chat
- For most things, you will choose “**All panelists and Attendees**”



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WELCOME!



Rosedale Family Webinar #4

Science of Behavior



I'm Happy to Join You

Virtual coach for sustainable change: supporting school, district, county, regional and state teams

>20 years as a PBIS implementer & trainer

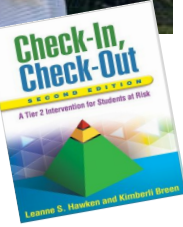
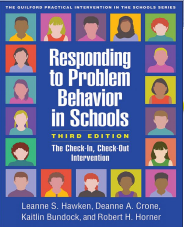
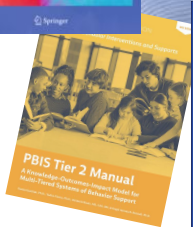
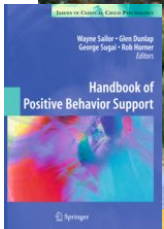
Home & Community PBS Network (www.hcpbs.org) & www.ResilienceNowforParents.org contributor

Parent implementing PBS at home

Published on CICO, Tier 2, Function-based support (FBA/BIP), Tier 3, and Family Partnerships

Supported statewide MTSS/PBIS in HI, NY, IL & CA

Driven school reform as a School Counselor, School Psychologist and PBIS District Coach



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For More Information

- Parenting with Positive Behavior Support by Meme Hieneman
- Families & Positive Behavior Support by Joseph Lucyshyn
- Optimistic Parenting by V. Mark Durand
- The Strength Switch by Lea Water
- The Compassionate Mind by Paul Gilbert

We Wish You Well

- These times are hard
- We wish you peace
- Thank you for everything
- You are appreciated
- Please take care
- We're grateful you are here



Participants Will:

- Reflect on the current strategies you're already using at home to identify strengths
- Identify simple ways to provide even more support to your child and family
- Increase school success by using similar strategies at home and at school

Topics for Today

- Identify ways you are **already** using behavioral science in your home
- Understand behavior as a **form of communication**
- Increase success at home and at school by better understanding and **applying the science** of behavior

Disclaimer: You know your child/ren and family best; **please select (or modify)** ideas that you think would be the **best fit** for your unique lives.

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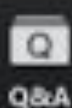
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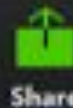
Start Video



Participants



Q&A



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Chat



More

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Session 1 Next Steps

- Be **very clear** about what behaviors are **expected** of everyone (esp. during challenging times)
 - Ex. “When you feel angry...”
 - Ex. “When your sister bothers you...”
 - Ex. “When you want my attention but I’m busy...”
- Teach (**practice**) what’s expected (**multiple times**)
- Have a plan to **reinforce** good choices/behaviors
- **Have a plan** for when things don’t go well
 - Better to have youth ‘**practice again**’ rather than get punished while they are still learning new routines

Session 2 Behavioral Feedback

- Youth need to know:
 - **When they do it right**
 - When and how they need to improve
- Goal of feedback is to support youth, and make a better behavior **more likely to happen** next time
- Reinforcements should come with adult **connection** & micro-instruction (e.g. tell youth why earning acknowledgement)
- Negative/constructive feedback and consequences need to be delivered with **compassion** and in peaceful, non-aggressive manner
- Best when appropriate behavior is **modeled** (e.g. apologizing, saying thank you and please to children)

Session 3 Reflection

- What strategies are you already using at home to create **predictable** and **helpful routines**?
 - Consider listing current routines:
 - Ex. Bedtime, school day mornings, dinner time etc.
- What have you done to **install** those routines?
 - Adults talked to get on 'same page'?
 - Youth were **told**?
 - Youth were **taught**? (**modeled, practiced**)
 - Routines were posted on wall?
 - Reinforcements?
 - Consequences?

*"If you can predict it,
you can prevent it"*

Time to Process & Chat

Have you been able to use any of these strategies yet?



If so, how are they working?
If not, please let us know how we can help

Coaching Support Available

- “Coaching is a form of **development** in which an experienced person, called a coach, supports a learner in achieving a specific personal or professional goal by **providing training and guidance.**” (Wikipedia)
- One-to-one and small group sessions
- **Customized** to your questions/needs
- In-the-moment, organic dialog (not a presentation)
- **Let us know** in the chat if you’re interested



Empowering Families

Families & Positive Behavior Support by Joseph Lucyshyn et al

“The second aim (of this book) is to ensure that Positive Behavior Support does not perpetuate a history of professional dominance over families (Darling, 1988); instead it is to **serve parent goals and aspirations** for the child and family to **empower family members** with the **confidence and skills** that are necessary to achieve these goals (Rappaport, 1987; Turnbull & Turnbull, 2001; Webster-Statton, 1998).”

Please Reflect

How has it felt when you have been given unwanted “parenting” advice?

Where have you typically gotten your parenting/family ideas from?





The Compassionate Mind

“Bowlby helped us to recognize that, from the day we’re born, our brains are **biologically designed** to respond to the **care and kindness** of others. Indeed, his work has stimulated a revolution in our understanding of the importance of **affection at many stages** of our lives.”

“I became convinced that, whatever intervention you used, you had to ensure that the patient experienced it with feelings of **kindness and warmth**.”

The Compassionate Mind

“Given the way our thoughts, imaginations and fantasies affect our brains, you can imagine what it does to our heads to concentrate on the things **we don't like** about ourselves. But people do – day in and day out. Indeed, recent research has shown that, for many people who have **mental health problems**, a typical thing they have in common is **self-criticism**. ”

Optimistic Parenting

“In this study, my colleagues and I found that teaching parents to be **more optimistic about their child** and their **own abilities** led to much better results with their children’s behavior problems.”

“Although a number of factors seemed to contribute to the outcomes for these children, the **best predictor** of successful outcomes was **parental optimism**.”

Emotion Contagion

”This **emotion contagion** happens with children as well. Awhile back, my colleagues and I conducted some research showing that if a **teacher** approaches a difficult task with a **smile and a lot of positive energy**, the child is more likely to **attempt and complete** the task; however, if the teacher shows **hesitancy and is more neutral**, the child is more likely to **resist** the work.”

Flourishing

“Aristotle also described a second type of **positive experience** – what he called eudaimonia – sometimes translated as ‘**human flourishing**’ or the fulfillment that comes from engaging in **meaningful activity** and the **actualization of one’s potential**.”

Positive Psychology is the scientific study of the strengths that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play.

www.ResilienceNowforParents.org

<https://ppc.sas.upenn.edu/>

V. Mark Durand, 2011

Mindful Parenting Exercise

1. Choose activity to do with child that's unlikely to lead to any challenges (coloring together, watching them play video games)
2. Participate. Be non-judgmental (no corrections). Notice how you both behave and feel. Stay fully present.
3. Practice being aware of your thoughts, emotions, physical feelings. Refocus your attention if your thoughts begin to wander (no blame).
4. Use all senses to experience (what do you hear, smell etc.).
5. Pay attention to your breathing. Take deep, slow breathes.
6. Be deliberate and aware of your actions/participation.
7. At end, praise child just for participating, ex. "That was fun; I really enjoyed reading with you." (Not for accomplishment: ex. "You're great at coloring.")

Please Reflect

What do you think
might result from
using this exercise?

Anyone ever
intentionally do this?

Anyone willing to
commit to try this
before 1/25/21?





SWEET
LOVE

ME &
YOU

TEXT
ME

PUPPY
LOVE

SOUL
MATE

LOVE
ME

TWEET
ME

LOVE
BUG

YOU
ROCK

SWEET
PEA

Behavior Change is Possible

- We can change our own behavior
- We can help change the behavior of other adults
- We can help change the behavior of our children

“Pessimists see positive things as being caused by some outside influence and not as something they accomplished.”

Strengths Exercise

- “Grab a sheet of paper and pen and give yourself (1 minute) to jot down as many of your child’s strengths as you can think of.”
- If you have more than one child, choose a child you are currently having some challenges with and/or who is struggling in some way.

Strengths Exercise 2

- Now, jot down all the challenges/problems you can think of related to this same child
- Try to name in terms of their traits (ex. Painfully shy, argumentative)

Strengths Exercise 2.1

- Next, take 1 minute to find possible positives connected to these challenges
 - Ex. Painfully shy could be = Good sense of stranger-danger
 - Ex. Argumentative could be = Stands up for themselves

“Where attention goes, energy flows.”

(Lea Waters, 2017)



Understanding Behavior

“Problem behaviors occur because **they work** – they enable youth to get or avoid certain things.”

“Ultimately, our goal when managing consequences of behavior is to make sure the **purpose** or function of the youth’s behavior is **achieved** through **positive** rather than problem behavior.”

(Hieneman et al 2006)

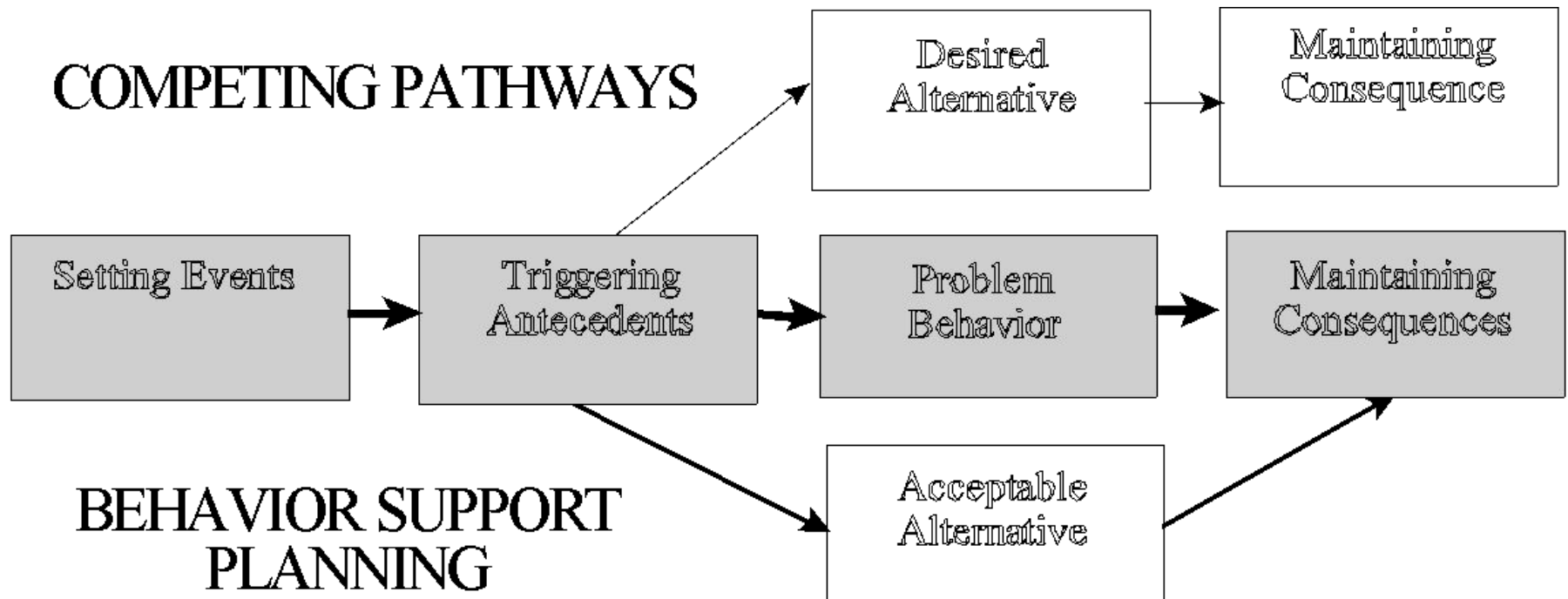
Functions of Behavior

To Gain or Escape something

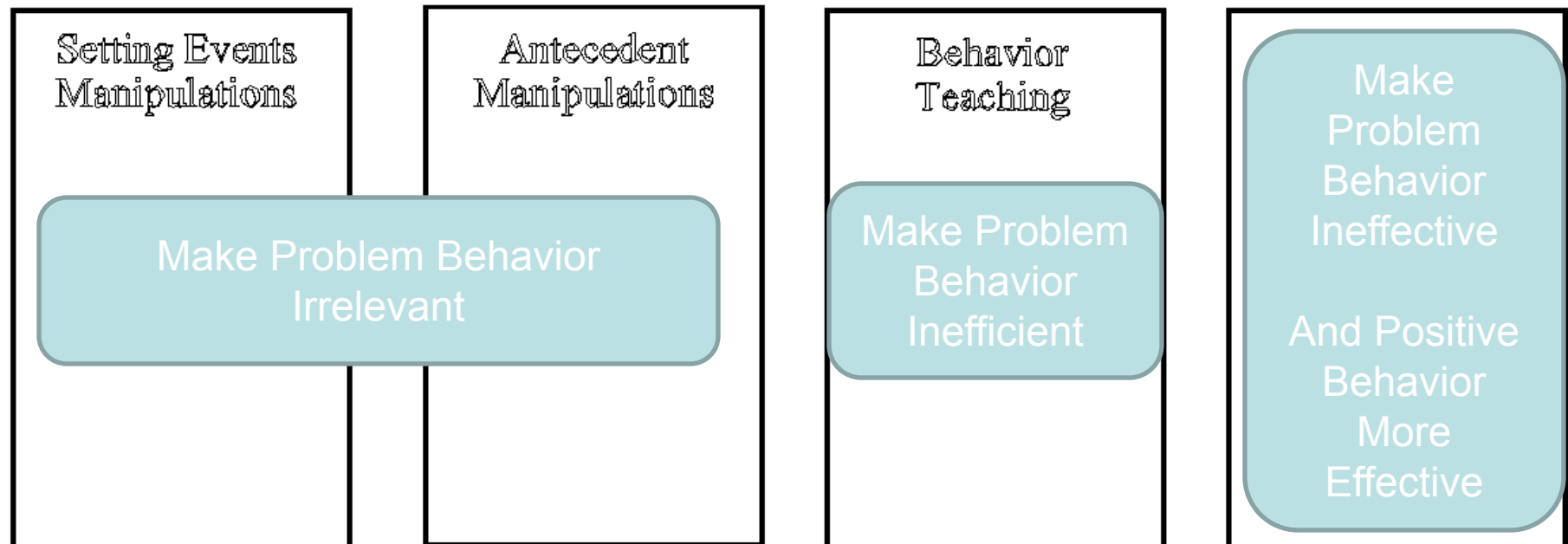
Sensory, Tangible or Social
from

Adult/s and/or Peer/s

COMPETING PATHWAYS



BEHAVIOR SUPPORT PLANNING



Upcoming Webinars



January 25th, Monday, 6p

- Ways to Minimize Challenging Behavior

February 16th, Tuesday, 6p

- Specialized Strategies for Students with Special Needs

For More Information: Sites

<https://www.youtube.com/watch?v=xC4wSO3IDYg>

Home & Community PBS Network:

<https://hcpbs.org/families-3/>

Parenting Special Needs Magazine:

<https://www.parentingspecialneeds.org>

PBS Websites: www.pbis.org; www.apbs.org

Interactive Tutorials to Learn More about PBS:

<https://www.apbs.org/about/tutorial>