

# Positive Solutions for Families

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A RELATIONSHIP BASED CURRICULUM FOR  
FAMILIES OF YOUNG CHILDREN WITH  
CHALLENGING BEHAVIORS



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# Positive Solutions for Families

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## If You Want It, TEACH IT

"If a child doesn't know how to read, *we teach.*"

"If a child doesn't know how to swim, *we teach.*"

"If a child doesn't know how to multiply, *we teach.*"

"If a child doesn't know how to drive, *we teach.*"

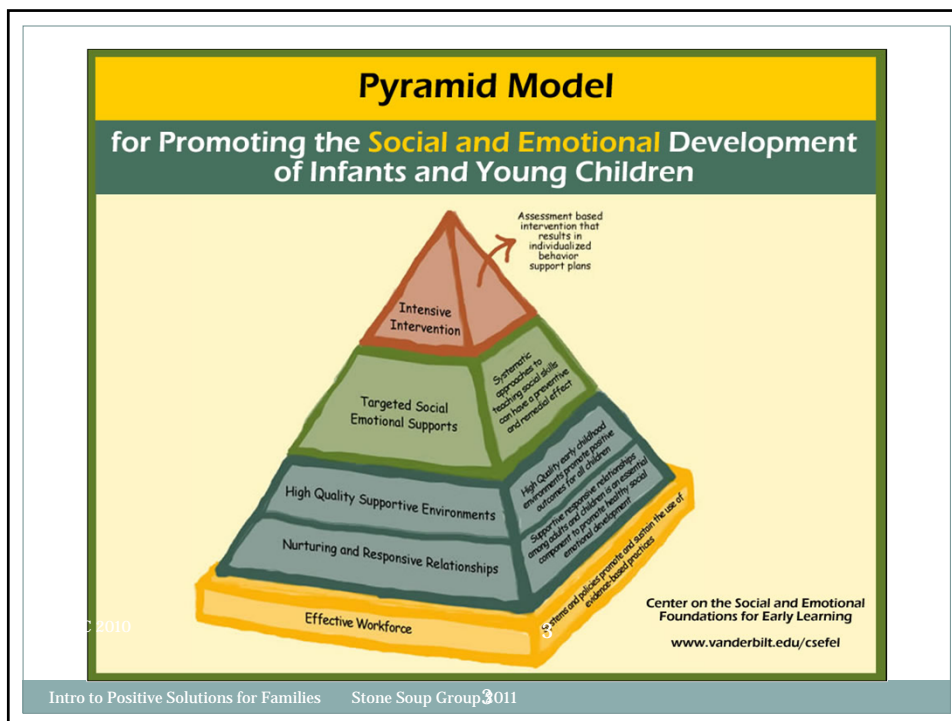
"If a child doesn't know how to behave, we...

..... *teach?*

..... *punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

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## The Significance of the Problem

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It begins early:

- Between **10-30%** of preschool students are not behaviorally and emotionally ready to succeed in school
- Early problem behavior is predictive of future challenges
- Early problem behavior is the best predictor of delinquency in adolescence, gang membership, incarceration

## The Significance of the Problem

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- The correlation between preschool-age aggression and aggression at age 10 is **higher than that for IQ.**



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## The Significance of the Problem

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- When aggressive and antisocial behavior has **persisted to age 9**, further intervention has a poor chance of success.



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## The Significance of the Problem

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- **Young Children with Challenging Behavior:**
  - ❖ Are rejected by peers
  - ❖ Receive less positive feedback
  - ❖ Do worse in school
  - ❖ Are less likely to be successful in kindergarten



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## The Significance of the Problem

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- "Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities, and together they are the bricks and mortar that comprise the foundation of human development."
- (National Scientific Council on the Developing Child, 2007)



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## The Challenge

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- To provide families, caregivers, and others with positive strategies and skills that will result in the child's acquisition of appropriate social and communication skills
- To assist young children with challenging behavior and their families with support to achieve quality of life outcomes



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## What Works

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- Individualized supports
- Support in Natural Environments
- Family coaching
- Comprehensive strength-based interventions which are focused on skill building



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## What Works

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Nurturing and responsive relationships:

- ❖ Foundation of the pyramid
- ❖ Essential to healthy social development
- ❖ Includes positive and supportive relationships with children, families and team members



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## What Works

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**Family-centered, comprehensive interventions:**

- Supportive Home Environments
- Families and other caregivers supported to promote development within natural routines
- Providing families and other caregivers with information, support, and new skills



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## What Works

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## What Works

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***Our mission for the Alaska TACSEI Pyramid Partnership is to design, implement with fidelity and sustain the Pyramid Model, a system of professional development practices for Early Learning Professionals that consistently and collaboratively address the social and emotional needs of all Alaskan children birth-five and their families.***



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## Positive Solutions for Families: A Sampler

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- **Session 1 - Making a Connection!**
- **Session 2 - Making it Happen!**
- **Session 3 - Why Do Children Do What They Do?**
- **Session 4 - Teach Me What to Do!**
- **Session 5 - Facing the Challenge (Part 1)**
- **Session 6 - Facing the Challenge (Part 2)**

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### Relationship Activity

1. Think of someone who was really special to you when you were growing up.
2. What made you think of this person?
3. What did they do that made them important or special to you?

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## Positive Solutions for Families

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Every child needs one person  
who is crazy about him."

Uri Bronfenbrenner



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## Positive Solutions for Families

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Building Positive Relationships with Children

The Love Bucket



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## Positive Solutions for Families

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### Filling/Refilling Activity

List 5 things that you will try to do in the next week to “fill/refill” your child's relationship tank.

- Things that will make your child feel really special!
- Things that will help build a positive relationship with your child.



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### Tips for Encouraging Your Child *Powerful Parenting Practice!*

- Tip 1** Get your child's attention.
- Tip 2** Use behavior specific language.
- Tip 3** Keep it simple—avoid combining encouragement with criticism.
- Tip 4** Encourage with enthusiasm.
- Tip 5** Double the impact with physical warmth.
- Tip 6** Use positive comments and encouragement with your child in front of others.



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## Positive Solutions for Families

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### Ways to Give Children Encouragement (examples)

- "Thank you for \_\_\_\_\_."
- "What a good problem solver you are, you were able to \_\_\_\_\_."
- "It's so much fun to play with you; you are so good at \_\_\_\_\_." (sharing, taking turns)
- "You were being so kind when you \_\_\_\_\_."
- "Thank you for using your inside voice when your sister was sleeping."

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## Positive Solutions for Families

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### The "Power" of Encouragement and Positive Comments

Child's Name	<i>Challenging Behavior</i>	<i>Desired Behavior</i>	<i>Positive Comment/Encouragement</i>
Ally	Not listening	"Follow directions"	"Thank you for listening, Ally, and for following directions." (Give a hug)
Blaze	Yelling	"Use inside voice"	"Wow! I really like the inside voice you are using. Thank you!" (Give a high five)

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<b>Challenging Behavior</b> <i>(Would like to see less of...)</i>	<b>Positive Behavior</b> <i>(Would like to see more of...)</i>
Ignoring me	Listening to me
Hitting	Using words
Screaming	Using an inside voice
Making messes	Cleaning up
Refusing to get dressed	Getting dressed when asked
Using bad words	Using nice words

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## Positive Solutions for Families

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### What's a Better Way to Say?

- Stop yelling!
- Don't throw your toys!
- Stop bothering your sister!
- Don't spill your milk.
- Stop whining.
- Be good.
- Be nice.
- Cut it out.

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### Challenging Behavior: Communicates Needs

- What is the child's behavior "saying"?
- What is the child trying to tell us?



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## Positive Solutions for Families

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### Challenging Behavior Works!

***Remember!***

***Children engage in  
challenging behavior  
because it works for  
them!***



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### Remember to Be a Detective!



- Figure out the meaning of your child's behavior!
- What is your child trying to tell you?

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## Positive Solutions for Families

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### Examine the Situation

- Clues to figure out the meaning of behavior can be found in 3 things:
  - What happened before the behavior
  - What the child did
  - What happened after the behavior



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## Determining the Meaning of Behavior

Describe the Challenging Behavior: \_\_\_\_\_  
 Number of times behavior occurred? \_\_\_\_\_ How long the behavior lasted? \_\_\_\_\_

### What Happened Before?

- I told or asked my child to do something \_\_\_\_\_ My child was playing alone  
 Changed or ended my child's activity \_\_\_\_\_ My child moved from one activity to another  
 I removed an object from my child \_\_\_\_\_ I told my child "No," "Don't," "Stop"  
 An object was out of reach \_\_\_\_\_ I was giving attention to others  
 My child was doing an activity he/she didn't like \_\_\_\_\_ The task/activity was difficult for my child  
 My child requested something \_\_\_\_\_ Other (specify) \_\_\_\_\_

### What Happened After? How did it end?

- I gave my child attention \_\_\_\_\_ I punished or scolded my child  
 I gave my child an object/activity/food \_\_\_\_\_ I withdrew my request or demand  
 I removed my child from activity/area \_\_\_\_\_ I hugged my child  
 I ignored my child \_\_\_\_\_ I helped my child  
 I used "time-out" \_\_\_\_\_ Other (specify) \_\_\_\_\_

Why do you think your child was using this behavior?

What do you think he/she was trying to tell you?

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## Positive Solutions for Families

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### Behavior Can Mean Many Things!

- **I Get Out of:** Things, events, people, tasks, transition, changes in routine, attention, too much sensation (noise, light, texture etc.)
- **I Get:** Things, events, people, control, attention, less stimulation, more stimulation

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## Positive Solutions for Families

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### Behavior Can Mean Many Things!

- "I want you to **pay attention to me.**"
- 
- "I **want that** (toy, food, paint, etc.)."
- "I **want to** play with you."
- "I **don't want** to stop what I am doing."
- "I **don't want** to clean up!"

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### Developing a Plan

- Three Essential Parts:
  1. Use **prevention strategies** to try to keep challenging behavior from happening.
  2. **Teach** your child new ways to communicate or new skills for participating in routines or expectations.
  3. Make sure your child's new behavior works (functionally) for him/her and be sure to **reinforce** it!!!!

## Positive Solutions for Families

### Prevention: Proactive Planning

- Try to minimize the possibility that your child will have challenging behavior!
  - Simplify the task.
  - Explain what will come.
  - Use a picture schedule
  - Make your child comfortable.
  - Use a job chart.
  - Show a picture.
  - Reduce distractions.
  - Offer help.
  - Prepare the activity ahead of time.
  - Make the activity fun!



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### Teaching: Household Rules

Write out **3-5** household rules.

Remember the "rules" for rules:

- Set no more than 5 rules.
- State rules as "do's" (not "don'ts")—tell your children what you want them "to do."
- Pick rules that apply to many situations.

## Positive Solutions for Families

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### Make Your "Expectations" Clear

- Tell your child what to do instead of what not to do.
- Clearly and simply state what you expect your child to do.
- Have developmental age-appropriate expectations.
- Teach your child the expected behavior in each setting

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## Positive Solutions for Families

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### Teaching: Describe, Model & Practice

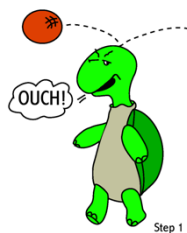
- Ask for a turn.
- Ask for an object.
- Ask for an activity.
- Ask for help.
- Ask for a hug.
- Ask to leave.
- Say, "No."
- Say, "I don't want to."
- Make a choice.
- Follow a schedule.

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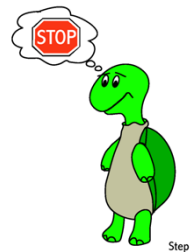
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## Turtle Tuck Workbook Handout #18

**Recognize  
that you  
feel  
angry.**



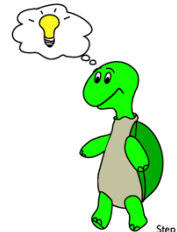
**Think,  
"Stop."**



**Go into shell.  
Take 3  
deep  
breathes.  
And think  
calm,  
coping  
thoughts.**



**Come out of  
shell  
when  
calm and  
thinking  
of a  
solution.**



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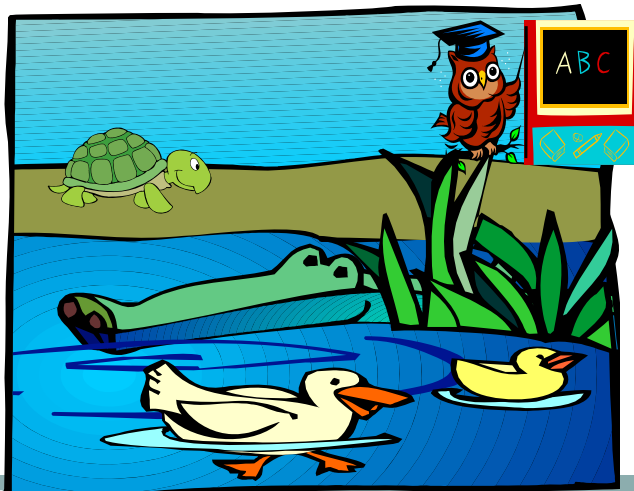
# Tucker Turtle Takes Time to Tuck and Think

**A scripted story to assist families with teaching  
the “Turtle Tuck”**

**By Rochelle Lentini**

**Adapted for Families September 2006**

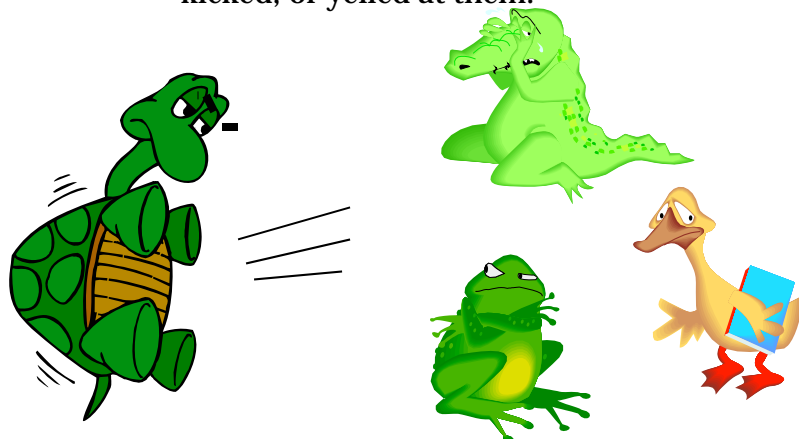
Tucker Turtle is a terrific turtle.  
He likes to play with his friends at the park and in his  
backyard.




But sometimes things happen that can make Tucker really mad.



When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.



Tucker now knows a new way to “**think like a turtle**” when he gets mad.

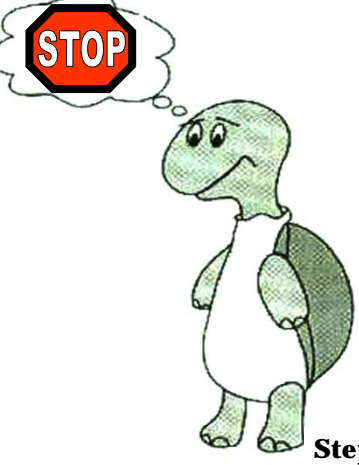


Step 1

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This slide illustrates the first step of a coping strategy. At the top, text states that Tucker has learned a new way to “think like a turtle” when he gets mad. Below this, a cartoon turtle named Tucker is shown with a green ball hitting his head. A speech bubble next to him says “OUCH!”. The text “Step 1” is positioned at the bottom right of the illustration. A footer at the bottom of the slide contains the text “Intro to Positive Solutions for Families Stone 43 43”.

He can **stop** and keep his hands, body, and yelling to himself!



Step 2

Intro to Positive Solutions for Families Stone 44 44

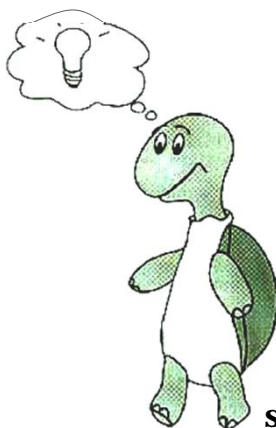
This slide illustrates the second step of the coping strategy. The text at the top says, “He can **stop** and keep his hands, body, and yelling to himself!”. Below the text, the cartoon turtle Tucker is shown with a thought bubble above his head containing a red octagonal sign with the word “STOP” in white. The text “Step 2” is located at the bottom right of the illustration. The footer at the bottom of the slide reads “Intro to Positive Solutions for Families Stone 44 44”.

He can **tuck** inside his shell and take **3 deep breaths to calm down.**



**Step 3**

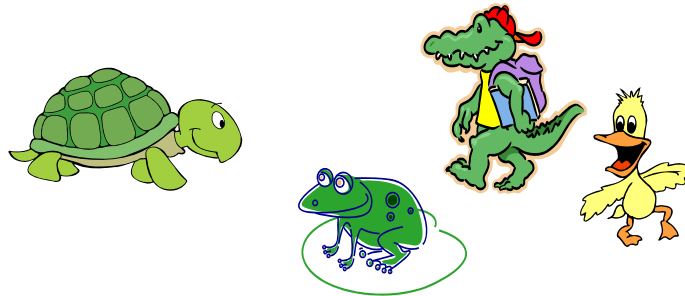
Tucker can then **think of a solution** or a way to make it better.



**Step 4**



Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has an adult help him when he is upset.

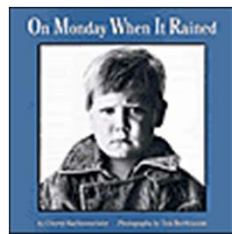


The End!



## Children's Books

### *Workbook Handout #16 and Activity #17*



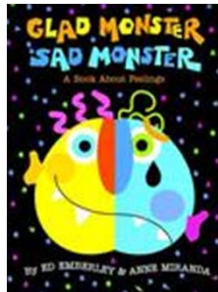
- Get with a partner and read the book.
- What feeling words could you teach your child?
- What fun games or activities could you use that would relate to the book?

## Positive Solutions for Families: Teaching Emotional Literacy

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### Children's Book Nook

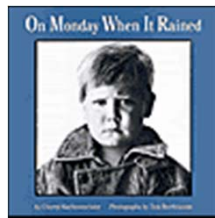
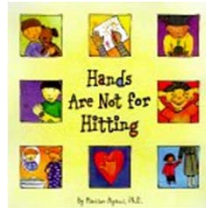
#### *Workbook Handout #15*



## Positive Solutions for Families: Teaching Emotional Literacy

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### Children's Books Workbook Handout #16 and Activity #17



- Get with a partner and read the book.
- What feeling words could you teach your child?
- What fun games or activities could you use that would relate to the book?

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## Positive Solutions for Families: Teaching

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Expectation* *Describe for every setting	Setting	Setting	Setting	Setting	Setting	Setting

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## Positive Solutions for Families: Teaching

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Expectations	In the Morning	On the Playground	During Mealtime	At the grocery store	Waiting in Line	At Bedtime
I do what Mom/Dad/Grandma tell me to do						
I keep my hands and feet to myself						
I am nice to everyone						
I cleanup after myself						

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## Positive Solutions for Families: Reinforcing

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### Tips for Encouraging Your Child *Powerful Parenting Practice!*

- Tip 1** Get your child's attention.
- Tip 2** Use behavior specific language.
- Tip 3** Keep it simple—avoid combining encouragement with criticism.
- Tip 4** Encourage with enthusiasm.
- Tip 5** Double the impact with physical warmth.
- Tip 6** Use positive comments and encouragement with your child in front of others.



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## Optimism Training & Parental Pessimism

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### Self-Efficacy Statements

- I can not control my child's behavior
- My child's behavior reflects negatively on me
- Dealing with my child's behavior is too difficult for me
- I must sacrifice and do everything for my child

### Child Efficacy Statements

- Things will only get worse
- My child is not capable of...
- My child's problem I behavior is caused by the disability

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## Reprogramming Parental Tapes

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### Pessimistic

- My child is disabled
- Shopping with my child is a disaster
- That won't work with my child!
- I tried that already and it didn't work!
- Oh, no. Here we go again.

### Optimistic

- My child needs help learning new skills
- My child is not ready yet for long shopping trips
- I'll try it
- I am willing to try it again
- OK, I'm ready for this again.

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## Positive Solutions & Strengthening Families

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### Strengthening Families

- Parental resilience
- Social Connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Children's social and emotional development

### Positive Solutions

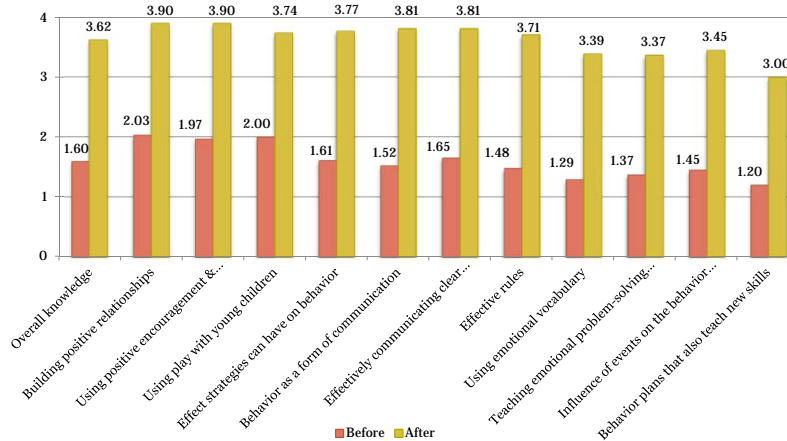
- Optimism Training
- Peer Support
- Evidence-based curriculum
- Parent Navigation at Stone Soup Group
- Relationship-based family strategies

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## Positive Solutions for Families FY09 & FY10 Level of Knowledge Averages: Pre/Post

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## Positive Solutions for Families

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### Positive Solutions for Families Works!



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**Stone Soup Group**   
Supporting families of children & youth with special needs

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