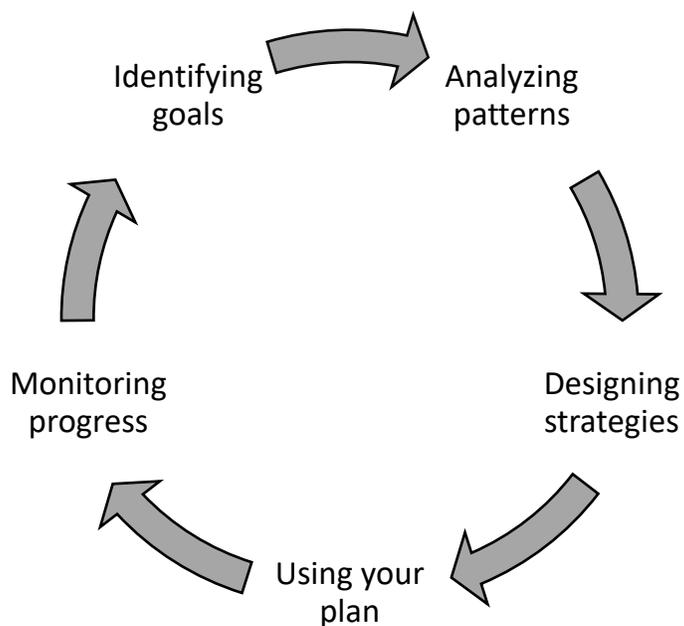


# Parenting with Positive Behavior Support: Helping All Families Thrive and Problem Solve



**Workbook for APBS Family Workshop  
April 16, 2022**

**EXAMPLE: Sanchez Family PBS Self-Check**

Family Name: Sanchez Member(s) Responding: Catherine & Roberto Date: 9/1

Please rate the degree that each the following are in place by checking the appropriate column.

<b>Family Vision &amp; Expectations</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>Very Much</b>	<b>Notes</b>
Shared values and goals		X		Mostly on the same page, but expectations and rules are not always clear or understood by all.
Clear behavioral expectations		X		
Rules regarding misbehavior		X		
Household responsibilities		X		
<b>Organization of Space &amp; Time</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>Very Much</b>	<b>Notes</b>
Good household organization			X	A family strength. Some scheduling is outside of their control.
Shared family calendar			X	
Consistent daily routines			X	
Notice of schedule changes		X		
Time limits on activities			X	
<b>Teaching and Basic Discipline</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>Very Much</b>	<b>Notes</b>
Explaining and modeling			X	Primary focus on Alex's ABA. A work in progress.
Praise for positive behavior		X		
Privileges linked to behavior		X		
Pre-planned consequences		X		
Respectful discipline methods			X	
<b>Supporting Family Life</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>Very Much</b>	<b>Notes</b>
Open, clear communication			X	Stress management is a key area of need. Community participation is challenging due to preference for 2 adults and conflicting schedules.
General respect and kindness		X		
Effective problem resolution		X		
Strong, loving relationships			X	
Ability to manage stress	X			

### Your Turn: Family PBS Self-Check

Family Name: \_\_\_\_\_ Member(s) Responding: \_\_\_\_\_ Date: \_\_\_\_\_

Please rate the degree that each of the following is in place by checking the appropriate column.

<b>Family Vision &amp; Expectations</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>Very Much</b>
Shared values and goals			
Clear behavioral expectations			
Rules regarding misbehavior			
Household responsibilities			
<b>Organization of Space &amp; Time</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>Very Much</b>
Good household organization			
Shared family calendar			
Consistent daily routines			
Notice of schedule changes			
Time limits on activities			
<b>Teaching and Basic Discipline</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>Very Much</b>
Explaining and modeling			
Praise for positive behavior			
Privileges linked to behavior			
Pre-planned consequences			
Respectful discipline methods			
<b>Supporting Family Life</b>	<b>Not at all</b>	<b>Somewhat</b>	<b>Very Much</b>
Open, clear communication			
General respect and kindness			
Effective problem resolution			
Strong, loving relationships			
Ability to manage stress			
Support of family and friends			
Full community participation			

## Bonus Resource: Explanations of PBIS Self-Check Categories

<b>Family Vision &amp; Expectations</b>
Shared values and goals: Every family member can describe what values (e.g., trust, kindness) and/or goals (e.g., spending time together, completing tasks) the family embraces.
Clear behavioral expectations: We all can clearly state what behaviors (e.g., communicating openly, pitching in on tasks) are expected of the members of our family.
Rules regarding misbehavior: We can all identify behaviors that violate the expectations, as well as the likely results or consequences of those behaviors.
Household responsibilities: Each family member can describe their personal responsibilities (e.g., tasks to maintain the household).
<b>Organization of Space &amp; Time</b>
Good household organization: The physical arrangement in our home is conducive to positive behavior (e.g., items are where they are needed, everyone has personal space).
Shared family calendar: We maintain a calendar (e.g., written, electronic) that includes all of the events where coordination of activities is necessary.
Consistent daily routines: We have predictable family routines (e.g., for getting ready, transitioning to school/work, completing self-care and daily living tasks).
Notice of schedule changes: We communicate with one another in advance when we need to change our plans (e.g., cancelling or changing events, returning home late).
Time limits on activities: We have established limits on how much time is allowed and when activities (e.g., screen time, guest visits, curfews) may occur.
<b>Teaching and Basic Discipline</b>
Explaining and modeling: We clearly describe our expectations, showing other family members how we would like them to behave or perform tasks through our behavior.
Praise for positive behavior: We acknowledge and say positive things to one another when family members pitch in, are kind to us, or accomplish something important.
Privileges linked to behavior: Family members are more likely to access special activities, treats, allowance, or other preferred things when behaving in accordance with expectations.
Pre-planned consequences: Everyone can predict what consequences are likely to follow particular behavior (e.g., losing privileges for violating household rules).
Respectful discipline methods: We focus on logical and natural consequences (i.e., those tied to the behavior such as replacing items that are broken) instead of more punitive measures.
<b>Supporting Family Life</b>
Open, clear communication: We consistently tell each other what we are thinking and what we need so that lines of communication remain open.

General respect and kindness: We treat each other as we would want to be treated, demonstrating empathy, thoughtfulness, and overall respect for one another's needs.
Effective problem resolution: When problems or conflicts occur, we work together to achieve solutions that work for everyone.
Strong, loving relationships: We demonstrate affection for one another and are confident in the love we feel for one another.
Ability to manage stress: We have positive, productive ways of managing stress (e.g., taking breaks, mindfulness, exercise), avoiding taking it out on ourselves or others.
Support of family and friends: We have extended family and friends we can rely on for support and assistance when needed.
Full community participation: We are able to participate in the full range of community activities that are important for our family.

**EXAMPLE: Sanchez Family Strengths and Challenges**

Strengths	Challenges
<ul style="list-style-type: none"> <li>- Strong and supportive relationships</li> <li>- Enjoyable jobs and all financial needs met</li> <li>- Shared priority to take care of family members</li> <li>- Systems savvy, creating access to services</li> <li>- Support of responsive ABA service providers</li> <li>- All family members share curiosity/love of learning</li> </ul>	<ul style="list-style-type: none"> <li>- Not enough time in the day</li> <li>- Compromised and interrupted sleep</li> <li>- Short fuses and meltdowns</li> <li>- Challenge with sharing and snatching/grabbing toys</li> <li>- Need for lots of supervision</li> <li>- Less romance/couple time</li> </ul>

**Your Turn: Family Strengths and Challenges**

<p>_____ Family</p> <p>Members: _____</p>	
Strengths	Challenges

**EXAMPLE: Sanchez Family Interaction Journal**

<b>At Our Best: Successful or Enjoyable Activity</b>		
What was happening before and around us (e.g., activity)?	What did we each say or do?	How did everyone react and what was the result?
Everyone had finished dinner and was preparing for bed. Roberto was with Rachel and Alex, Catherine was cleaning the kitchen, and Hannah was in the living room (occurs from 6:45-7:45 pm every night).	Roberto bathed Alex and Rachel together and used a timer for 10 minutes of washing followed by 10 minutes of play. Catherine cleaned the kitchen, put away the leftovers, and washed the dishes. Hannah talked to Catherine's sister on Skype in the living room, within earshot of Catherine.	Roberto and Catherine were able to accomplish their tasks quickly and with no hassles. The children and Hannah participated in activities that they enjoyed.
<b>At Our Worst: Challenging or Frustrating Activity</b>		
What was happening before and around us (e.g., activity)?	What did we each say or do?	How did everyone react and what was the result?
Catherine and Hannah were rushing to leave on time for a Friday afternoon doctor's appointment for Hannah. Alex was working with his behavior technician in the living room during this transition. Roberto had just returned from work and was tired.	Hannah forgot things she needed, making it so Catherine and Hannah had to cut through the living room multiple times. Alex got upset they were leaving and became resistant with instructions. Roberto entered the scene to distract Alex, at which point Rachel started playing with the instructional materials and not following directions from Roberto or the ABA technician.	No one was doing what they were supposed to be doing. Catherine and Hannah were late for the appointment, Alex's ABA session was disrupted, and he became irritated with Rachel for playing with his materials. Tensions were high. Catherine scolded Hannah due to her frustration, and Roberto raised his voice with both children when they were not listening to him.

## Your Turn: Family Interaction Journal

<b>At Our Best: Successful or Enjoyable Activity</b>		
What was happening before and around us (e.g., activity)?	What did we each say or do?	How did everyone react and what was the result?
<b>At Our Worst: Challenging or Frustrating Activity</b>		
What was happening before and around us (e.g., activity)?	What did we each say or do?	How did everyone react and what was the result?

### Bonus Resource: Weekly Family Behavior Rating

	Never	Sometimes	Usually	Always
Family members complete their assigned chores (and homework) completely and correctly.	0	1	2	3
Family members listen and respond to instructions without delay or argument.	0	1	2	3
Family members respect one another's personal space and belongings.	0	1	2	3
Family members speak nicely and calmly with one another (e.g., no insults, name calling).	0	1	2	3

Family members use gentle hands when interacting (i.e., no physical aggression).	0	1	2	3
Family members respect timelines, curfews, and other established limits.	0	1	2	3
Other (personal behavioral goals for your family)	0	1	2	3

**EXAMPLE: Sanchez Family PAWs Expectations**

Expectation	Examples	Nonexamples
Practice Kindness	<ul style="list-style-type: none"> <li>● Listening actively to one another (e.g., eye contact, questioning)</li> <li>● Communicating feelings and needs appropriately</li> <li>● Asking permission to use others' belongings before touching or taking them</li> <li>● Using gentle hands</li> </ul>	<ul style="list-style-type: none"> <li>● Looking or walking away, placating (e.g., "uh huh")</li> <li>● Yelling, screaming, criticizing, and blaming</li> <li>● Grabbing or taking items without permission</li> <li>● Pushing, hitting</li> </ul>
Act Responsibly	<ul style="list-style-type: none"> <li>● Following instructions the first time they are presented</li> <li>● Adhering to commitments</li> <li>● Taking care of belongings and using items as intended</li> <li>● Completing assigned chores</li> </ul>	<ul style="list-style-type: none"> <li>● Ignoring, walking away, making excuses, or delaying tasks</li> <li>● Slamming, breaking, or otherwise misusing items</li> <li>● Failing to complete responsibilities in time frames provided</li> </ul>
Work Together	<ul style="list-style-type: none"> <li>● Asking for help or space when needed</li> <li>● Offering assistance when help appears needed</li> <li>● Resolve problems together</li> </ul>	<ul style="list-style-type: none"> <li>● Complaining or "suffering in silence", or having meltdowns</li> <li>● Ignoring the needs of others</li> <li>● Creating quick fixes or leaving problems to fester</li> </ul>

### Your Turn: Developing Expectations

Our Family Expectations	
Expectation	Desired Behavior

### EXAMPLE: Sanchez Family Responsibilities

Household Tasks	Family Member(s) Responsible
Grocery shopping	Roberto
Meal planning	Catherine
Cooking	Roberto (weekdays); Catherine (weekends)
Doing dishes	Roberto (daytime); Catherine (nighttime)
Cleaning up toys	Alex & Rachel
Bathing	Roberto (Alex & Rachel); Catherine (Hannah)
Tidying	Catherine
Deep cleaning	Catherine

Trash & recycling	Roberto
Yard work/Snow removal	Roberto
Laundry	Catherine (doing laundry); Hannah (folding laundry)
Taking care of the dog	Roberto
Taking care of the cat	Catherine
Taking care of the plants	Alex
Coordinating services and medical appointments	Catherine
Coordinating automotive and home maintenance appointments	Roberto

**EXAMPLE: Sanchez Family Rules**

1. Before taking anyone’s belongings or entering their rooms, you must have permission. If an argument erupts over an item, an adult will remove the item until a resolution can be reached regarding who will have it.
2. Anytime the schedule needs to be changed, the person making the change will notify everyone affected immediately and update the shared calendar. Appointments or plans not included in the calendar may need to be cancelled or modified.
3. If you have a specific concern, bring it to a parent rather than taking things into your own hands. They will help you resolve the problem.

**Your Turn: Identification of Rules/Responsibilities**

<b>If/First (behavior)</b>	<b>Then (consequences)</b>



### Your Turn: Organizing Space and Time

1. What is one change you could make to the home environment that could improve behavior?

2. What methods could you use to maintain a shared family calendar?

3. If you have time: Consider one routine that might be problematic for your family. Think about how you could modify that routine.

<b>Routine</b>	<b>Changes to Organization, Sequence of Events, or Interactions</b>

**EXAMPLE: Sanchez Family New Skills**

Self-Management was Targeted for all 5 family members

Calm down tools:

1. Count to three before responding
2. Take 5 deep breaths to relax
3. Request space from family members when needed (self time-out)

Perspective taking:

1. Reminders to put self in their shoes
2. Use of emotion ID card to guess how others are feeling (made into a game)
3. Prompt “May I have \_\_\_\_?” to ask permission to use others’ belongings

**Your Turn: Teaching New Skills**

1. Identify at least one skill that family members need to develop to consistently meet the family expectations
2. Plan how you would go about teaching that skill

**Skill to be Taught:**

**Definition/Steps:**

**Plan for Teaching (explain, model, remind, practice, and/or feedback):**

**Plan to Gradually Reduce Guidance:**

**Criteria for Success:**

<b>Category</b>	<b>Examples of Skills</b>
Communication	<ul style="list-style-type: none"> <li>● Ask for help or five more minutes to finish an activity</li> <li>● Express concerns in a respectful and appropriate manner</li> <li>● Set clear limits for acceptable behavior in relationships</li> </ul>
Social Interaction	<ul style="list-style-type: none"> <li>● Greet other people when they arrive in the home/setting</li> <li>● Engage in a give-and-take conversation with someone</li> <li>● Express empathy when others are facing difficulty</li> </ul>
Organization	<ul style="list-style-type: none"> <li>● Organize or store belongings in a consistent location</li> <li>● Remain focused and engaged until homework is done</li> <li>● Create “to do” lists or a daily schedule of activities</li> </ul>
Daily Living	<ul style="list-style-type: none"> <li>● Bathe, dress, and groom oneself independently</li> <li>● Apply basic first aid to care for a minor injury</li> <li>● Take initiative to complete household maintenance chores (e.g., cooking, laundry, cleaning, lawn work)</li> </ul>
Problem-Solving	<ul style="list-style-type: none"> <li>● Explain when a toy or appliance is not working properly</li> <li>● Brainstorm solutions to a problem, considering pros and cons</li> <li>● Plan and implement a course of action to tackle a problem</li> </ul>
Self-Management	<ul style="list-style-type: none"> <li>● Identify how one's own behavior affects other people</li> <li>● Plan goals and provide own rewards for achievement</li> <li>● Admit to mistakes and take responsibility for actions</li> <li>● Engage in stress reduction practices (e.g., deep breathing)</li> </ul>
Leisure Skills	<ul style="list-style-type: none"> <li>● Play independently for periods of time appropriate to age</li> <li>● Identify and set aside time to engage in preferred activities</li> <li>● Participate in recreational activities (e.g., sports, clubs)</li> </ul>

3. If you have time: Identify possible ways to reinforce desired family behavior

<b>Desirable Behaviors</b>	<b>Consequences</b>
<b>Undesirable Behaviors</b>	<b>Consequences</b>

### **Your Turn: Using the Plan**

1. What is your plan for monitoring your family's behavior and use of PBS practices over time?

2. Are there any variables you feel could impact that long-term success of the plan? If yes, describe them and indicate how you might address them.

## Resolving Challenging Behavior

*Let's turn to the case of Michael...*

### EXAMPLE: Defining Behavior and Establishing Goals for Michael

Broad Goals for Child and Family (What would you like to achieve?)

- Michael will develop independence and personal responsibility for getting himself ready for school in the morning.
- Michael and Deborah will arrive on time for work, school, and their other engagements on a consistent basis.
- Michael and Deborah will have more peace and less conflict in their relationship, especially in the a.m..
- Deborah will spend more time attending to her personal needs, including going out with friends.

**Behavior:** Dawdling

**Description:** Michael remains in bed, ignores Deborah's specific requests to get ready. Michael whines, pulls blankets over his head, and turns toward the wall; these behaviors seem to get worse as his mother makes repeated requests.

**Frequency, duration, seriousness:** Michael misses carpool due to dawdling 2-3 times each week, which means Deborah must drive him to school and arrives late for work.

**Big D's:** Disruptive (home and work), Developmentally inappropriate (for a 9 year old?)

## Your Turn: Defining Behavior and Establishing Goals

1. Identify who you will partner with to address this challenging behavior.

Who is on your team?

2. Identify one or more broad goals for your child (consider family values, vision, and expectations).

Broad Goals for Child and Family (What would you like to achieve?)

3. Define your child's behavior(s) of concern in terms of what they say or do. *Prioritize, if necessary, using the Big D's as starting Points.*

**Behavior:**

**Description:**

**Frequency, duration, seriousness:**

**Big D's:**

**EXAMPLE: Gathering Information and Analyzing Patterns for Michael**

**Watching:** Deborah will pay attention at bedtime and transitions, esp. weekday morning routines. She will include a focus on interactions between Michael and herself.

**Talking:** Deborah talked to Michael about the morning routine, and his teacher to see if there were any situations at school that might make him resist going to school. Then she would talk through all the information with a good friend.

**Recording:** Deborah decided not to record her observations, but to give herself time to talk through the results with a friend and step back from the frustration to consider patterns and purpose.

When is the behavior...	<u>Most likely</u>	<u>Least likely</u>
When	School mornings; when time pressure	When Deb drives carpool; when less time pressures
Where	At home	
With whom	With Deborah	With Others
What activities	Getting ready for school when Deb is not driving carepool	When they have activities planned together at home
What do they...	<u>Get</u>	<u>Avoid</u>
	Attention from Deb	Unpleasant situation at school

## Your Turn: Gathering Information and Analyzing Patterns

1. Based on what you know right now, make your best guesses about patterns of behavior.

When is the behavior...	<u>Most likely</u>	<u>Least likely</u>
When		
Where		
With whom		
What activities		
What do they...	<u>Get</u>	<u>Avoid</u>

2. Consider how you might gather additional information through talking, watching and recording.

**Watching:**

**Talking:**

**Recording:**

3. Do you have a guess about the “Why” of your child’s challenging behavior? (*Circle and describe*)

**The 4 most Common Functions of Behavior are:**

- **Escape/Avoidance** (to get out of something)
- **Attention** (to get attention)
- **Tangible** (to get something)
- **Automatic Reinforcement** (to get sensory stimulation)

**EXAMPLE: Developing a plan for Michael**

<u>Proactive Strategies</u>	<u>Teaching Strategies</u>	<u>Management Strategies</u>
<ul style="list-style-type: none"> <li>• <b>Meet w/teachers: Can needs related to SLD be supported in gen ed.? Develop goals and plans to help M make friend &amp; complete work faster</b></li> <li>• <b>Invite kids over to play</b></li> <li>• <b>Plan social activities with kids in carpool</b></li> <li>• <b>Provide attention to M when not under time stress</b></li> <li>• <b>Have M shower in p.m.</b></li> <li>• <b>Set up clear a.m. routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follow the explicit routine</b></li> <li>• <b>Initiate and follow through with tasks</b></li> <li>• <b>Interact socially with other kids</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Praise &amp; encourage M when he follows routine independently.</b></li> <li>• <b>If M. gets ready on time, Deborah makes him a hot breakfast and a 10-min activity before school</b></li> <li>• <b>If M gets ready on time for a week – an activity w/Deborah on weekend and Deborah will drive him an additional day next week</b></li> <li>• <b>Other carpool parents encourage kids to greet M warmly and keep favorite toy(s) of M in their cars.</b></li> <li>• <b>Teacher meets w/M each week to discuss progress. Progress for a week= homework pass.</b></li> <li>• <b>If M does not follow routine, limits interaction, if not ready, M gets bar for breakfast &amp; to carpool in whatever condition</b></li> </ul>
<p>Lifestyle Changes (What other supports or changes could you make to improve your child's behavior?)</p> <ul style="list-style-type: none"> <li>• <b>Modify setting events and improve lifestyle in order to improve behavior (decrease stress or chaos wherever possible)</b></li> <li>• <b>Support caregivers/teachers to implement interventions consistently</b></li> </ul>		

## Your Turn: Developing a Plan

1. Based on the patterns you found, identify at least one strategy you could use to:
  - Prevent problems
  - Teach new skills
  - Manage consequences

<u>Proactive Strategies</u> (How can you change/avoid difficult situations? What can you do to make positive behavior more likely to occur)?	<u>Teaching Strategies</u> (What would you like your child to learn to do instead and how you will encourage those behaviors?)	<u>Management Strategies</u> (How will you respond to your child to reward positive behavior and not encourage problem behavior?)
Lifestyle Changes (What other supports or changes could you make to improve your child's behavior?)		

### **Your Turn: Monitoring the Plan**

1. Consider methods you could use to put the plan in place

What needs to be done?	By Whom?	When?

2. How could you monitor progress to know if your plan is working?

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