What’s the Problem? (10 minutes)
   Activity: “Why don’t they know this yet?”
Prevention (10 minutes)
   Activity: “I have….. Who has? “I” Messages”
Responding (30 minutes)
   The Acting Out Cycle
   Activity: Skits
Closure (5 minutes)
   Activity: “WCYD?” Phase-Behavior-Response Match
Challenging Assumptions

For academic problems, Adults intuitively assume:
- Children are trying
- Errors are accidental
- Child learned incorrectly

SO THEY:
- Provide assistance and practice
- Diagnose the problem
- Re-teach and assume the child will perform correctly in the future

For behavior problems, Adults intuitively assume:
- Child isn’t trying
- Error is deliberate
- Refusal is disrespect

SO THEY:
- Provide negative consequences
- Remove the child from environment
- Assume child ‘learned’ a lesson from the consequence

Skiba, Michael, Nardo, and Peterson 2002; Skiba & Knesting, 2002; Weinstein, Currann, & Tomlinson-Clarke, 2004, pp. 27–28;
### Defining Executive Functioning

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhibition</td>
<td>Sustaining attention on a task despite interruptions and distractions</td>
</tr>
<tr>
<td>Planning</td>
<td>Considering a process in its entirety and knowing the steps to achieve it</td>
</tr>
<tr>
<td>Initiating</td>
<td>Beginning a non-preferred task</td>
</tr>
<tr>
<td>Shifting</td>
<td>Flexibly shifting attention from one task to another without perseverating</td>
</tr>
<tr>
<td>Impulse Control</td>
<td>Considering consequences of behavior before acting</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Maintaining self-awareness and self-regulation when working toward a goal</td>
</tr>
<tr>
<td>Working Memory</td>
<td>Retrieving and applying knowledge stored in memory</td>
</tr>
</tbody>
</table>
Development
Development

Age 2: Inhibition

Romine & Reynolds, 2005
Development

Age 2-5: Shifting, Impulse Control

Age 2: Inhibition

Romine & Reynolds, 2005
Development

Age 2: Inhibition

Age 2-5: Shifting, Impulse Control

Age 14: Initiate, Working Memory

Romine & Reynolds, 2005
Development

Age 2: Inhibition

Age 2-5: Shifting, Impulse Control

Age 14: Initiate, Working Memory

Age 14-17: Stagnation

Romine & Reynolds, 2005
Development

Age 2: Inhibition
Age 2-5: Shifting, Impulse Control
Age 14: Initiate, Working Memory
Age 14-17: Stagnation
Age 22: Planning

Continuum Activity: Line up according to your child’s developmental stage. Introduce yourselves!
## Prompting

<table>
<thead>
<tr>
<th>Control-Oriented</th>
<th>Autonomy-Supportive</th>
</tr>
</thead>
<tbody>
<tr>
<td>✍ Give explicit directions</td>
<td>✍ Provide choices</td>
</tr>
<tr>
<td>✍ Limit movement</td>
<td>✍ Provide specific feedback</td>
</tr>
<tr>
<td>✍ Limit dialogue</td>
<td>✍ Encourage decision making</td>
</tr>
<tr>
<td>✍ Limit questioning</td>
<td>✍ Teach goal setting</td>
</tr>
<tr>
<td>✍ Focus on performance</td>
<td>✍ Teach self-regulation</td>
</tr>
<tr>
<td>✍ Dictate goals</td>
<td>✍ Take child’s perspective</td>
</tr>
</tbody>
</table>

Reinforcement Hierarchy

From most natural to least:

1. Social Reinforcement
2. Activity Reinforcement
3. Social, token, and activity reinforcement
4. Curtailment of activity
5. Social, token, and activity reinforcement
6. Tangible reinforcement

Think-Pair-Share:
Is your child currently working toward a goal to earn something?
Acting-Out Cycle

Seven phases: Calm, Triggers, Agitation, Acceleration, Peak, De-escalation, and Recovery
1. Calm: cooperative
2. Triggers: a series of unresolved problems
3. Agitation: unfocused & distracted
4. Acceleration: mutually negative interactions
5. Peak: out of control
6. De-Escalation: confused & unfocused
7. Recovery: eager for structure
I. Calm

Adult

- Creates sound structure
- Explicitly teaches expectations
- Provides child with sufficient attention to meet needs

Child

- Goal directed
- Compliant
- Cooperative
- Engaged

If not managed correctly, could lead to the next phase······
House Rules

Give more than you receive
Express your wants and needs
Give Gratitude, not attitude

Which of your house rules do you value the most?
How do you know your child knows the rule?
<< Share >>
Responding to Rule Violations

Prevent escalation
- Monitor your own anger
- Speak courteously
- Check non-verbal language
- Get close
- Increase child’s interest
- Speak with “I” messages
- Use a non-verbal signal

Respond to Escalated Behavior
- Whisper a reminder
- State expectations clearly
- Say, “I can help you,” and spend 30 + seconds modeling
- Compliment something the child is doing well
- Remind the child of positive consequence for compliance (When...then)
Responding to Behavior

I-Messages

Three components:

- the personal pronoun I
- the feeling the adult is experiencing
- the affect the child’s behavior is having on the Adult

ACTIVITY

Convert these comments to I messages:

- "You are always running around."
- "Do you have some sort of mental deficiency?"
- "What did you do that for…are you out of your mind?"
- "No, no, let me show you."
- "Has anyone told you that you are a brat?"
- "Pay attention!"
- "Don’t try that…I’ve heard about you."
- "Honors? Yeah right."
- "Zonk…sorry you’re wrong…try again."
Escalating Behavior Chain

Acting-Out Cycle:
*A behavior chain*

Non-compliance 
Disrespect 
Verbal Abuse 
Assault
II. Triggers

Adult
- Leaving a child’s concern unaddressed / unattended
- Use formal problem solving strategies
- Use pre-correction plan:
  - Anticipate triggers
  - Change in schedule
  - Complicated directions
- Provide attention and support

Child
- Negative interaction with an adult
- Argument with a peer
- High rate of mistakes
- Confusion
- Could also be caused by:
  - Hunger
  - Lack of sleep
  - Medical problems
  - Stressful situations

If not managed correctly, could lead to the next phase...
Signs of Agitation

Body language can indicate mood

Examples:
- slouched position
- feet outstretched
- arms folded
- head down staring at floor
- basically motionless
- verbal response: i.e. surly manner
III. Agitation

Adult

“How can I help you?”

Offer a change in environment

Provide assistance

Be flexible about changing your approach

Child

Increasing physical behaviors:

- Darting eyes
- Tapping hands
- Moving around
- Starting and stopping activities

Decreasing physical behaviors

- Staring off into space
- Disengaging from groups
- Not participating

If not managed correctly, could lead to the next phase...
IV. Acceleration

**Adult**
- Prompt, redirect, or make a request...give *wait time*!
- Praise engaged behavior
- Praise partial compliance
- Request additional, limited engagement
- Put away your pride.
- Exit a power struggle

**Child**
- Questioning
- Arguing
- Refusing
- Minor property destruction
- Oppositional compliance

If not managed correctly, could lead to the next phase...
V. Peak

Adult

- Maintain safety
- Avoid separation
- Remain close – therapeutic hold
- Provide safe release

Child

- Physical assault of Adult or peer
- Self-injury
- Hysterical crying
- Destruction of property
- Loud and explosive

If managed correctly, could lead to the next phase...
VI. De-escalation

**Adult**
- Restore dignity
- Provide an independent activity the child can do successfully
- Increase the rigor of the activity as the child becomes ready.
- Restore calm

**Child**
- Confused, disoriented, far less agitated
- Deny responsibility or involvement
- Attempt to blame others
- Try to reconcile with anyone they harmed
- Not want to discuss the incident
- Responsive to following directions
VII. Recovery

**Adult**

- Don’t avoid talking about behavior
  - Child will not likely re-trigger
  - Not talking about it could allow the child to think they ‘got away with it’

- Debrief, “I’m as uncomfortable as you”
  - Provide them with a warning that you’re going to talk about incident
  - Provide an opportunity to mentally prepare for discussion

**Child**

- Subdued
- Avoids talking about behavior
References


Additional Resources

Articles


Book Chapters


Books


