

EFFECTING CHANGE FOR ALL FAMILIES: POSITIVE SOLUTIONS  
 TIM ANDREWS

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SOME ASSUMPTIONS

- Every parent wants the best for their child
- Every parent does the best they can
- All families can provide rich learning opportunities for their children
- When a parent feels secure in their relationship with professionals, they are more invested in the intervention. (Parlakian and Seibel, 2002).
- Our job is to find and provide the needed supports to promote parent success.

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OTHER ASSUMPTIONS

- Caregivers influence children, we influence caregivers.
- Children learn throughout the day – not in massed trials.
- All intervention occurs when we are not there... between home visits

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**ACTIVITY: WHAT PUSHES YOUR BUTTONS?**

- Parent Behaviors
- How does it make you feel?
- What does this do to your relationship and expectations for the family

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**REFRAME**

- How Can we reframe these thoughts?
- What happens to our expectations when we blame:
  - Drugs
  - Parent functioning
  - Etc
- Blame and judgment is toxic to your work.

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**THE BEST**

- Hold High Expectations for all families
- Never blame or judge.
  - Focus is on solutions
- Work backwards from desired outcomes
  - Outputs...not inputs
  - Focus on outcomes and goals.
    - Supports family thinking in terms of solutions
    - Supports you to stay solution focused.
      - Puts some onus on you – change what you're doing when it's not effective!

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ACCEPT A PARENT'S TRUTH

- You may not agree...but you need to accept that what they believe is true to them.
- Then...we have a real place to begin.
- It honors their belief system and helps us to meet them where they are.
- Makes it possible to think of outcomes.

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BEHAVIOR ASSUMPTIONS

- Behavior is communication.
- Behavior that persists over time, works for the child (i.e. they are getting reinforced somehow for the behavior).
- Behavior serves a function
- Challenging behavior is challenging

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PROFESSIONAL ASSUMPTIONS

- Stance of Partnership
- Families need coaching
- Learning to do new things is challenging and takes practice
  - We all need this!
    - Role Play
    - Support

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### PARENT INSIGHT

- "I need them to help me to know what to do. I don't want them to tell me what to do. He's my son. I know him and my family and how we do things."
- How do we do this? How do we help them to know what to do and not tell them what to do?

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### SOME QUESTIONS...

- Powerful Questions to ask:
  - What's working for you now?
  - What makes a good day?
  - What makes a day challenging?
  - What worry keeps you up at night?
  - What activities do you feel like you're missing out on?
  - What part of your day goes the best?
  - What part of your day do you find the most challenging?

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### HOW DO WE GET THERE?

- Function of child problem behavior
- Process of parent-child interaction
  - Coercive
  - Constructive
- Family routines

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**FUNCTION OF PROBLEM BEHAVIOR**

- Obtain
- Escape

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**TRANSFORM COERCIVE PROCESSES**

- Escape Process:
  - Parent makes demand → Problem Behavior → Reduce Demand → Reduced Problem Behavior
  - Parent Demand → Compliance → Positive Attention → Task Engagement/Neutral Behavior

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**PBIS BEHAVIOR SUPPORT PLAN LENS**

- By Identifying triggers, typical response strategies, and therefore functions we can build a solid plan.
- Prevent → Teach → Reinforce

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### COMMON PREVENTION STRATEGIES

- Visual Supports and Schedules
- Explicit Expectations
- Choice
- Transition Warnings
- Intersperse difficult/non-preferred tasks with easy or preferred tasks.
- Embed Preferences into activities
- Clear, positively stated directions.

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### COMMON TEACH STRATEGIES

- Functional Communication Trainings
- Emotional Literacy
- Peer Related Social Skills
- Control Anger and Impulse

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### REINFORCEMENT

- No. 1 Law of Behavior:
  - That which is reinforced...you get more of.
- Persistent problem behavior likely means adults are responding in a way that reinforces the behavior.
- Must change how adults are currently responding... or not responding

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### ROUTINES

- Routines are valued by all families
- Nearly all families have routines
- Routines are the curriculum.
  - Within the context of routines, we can support parents to support change.

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### RESPONSIVE ROUTINES ARE...

- Meaningful to the family
- Predictable
- Repetitive
- Sequential, systematic

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### PARENTS NEED HELP

- Implementing and maintaining plans
  - Implementation support is more frequent.
    - More check ins, phone calls, visits, observations, etc.
- Maintaining the plan
  - Less support needed – but still need support
- Individualize Supports for families
  - Ignoring or positively redirecting minor problem behaviors
  - Honor child's use of communication
  - Noticing desired behaviors.

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### EXTINCTION OUTBURST

- Behavior often gets worse before it gets better.
  - Must communicate this to families and help them expect it.
  - Must help families 'push through' this.

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### TOOLS TO HELP US GET THERE

- Routine Based Support Guides: [1](#), [2](#), [3](#)
  - <http://challengingbehavior.fmhi.usf.edu/do/resources/fools.htm>  
[http://csefel.vanderbilt.edu/resources/parent/mod6/family\\_routine\\_guide.pdf](http://csefel.vanderbilt.edu/resources/parent/mod6/family_routine_guide.pdf)

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### SUPPORTS

- [Tip Sheets](#)
  - [http://www.ecmhc.org/materials\\_families.html](http://www.ecmhc.org/materials_families.html)
- [Posters](#)
  - [http://www.ecmhc.org/documents/Posters\\_Parent.pdf](http://www.ecmhc.org/documents/Posters_Parent.pdf)
- Temperament [Tool](#)
  - <http://www.ecmhc.org/temperament/index.html>
- Stress and Relaxation [resources](#)
  - <http://www.ecmhc.org/relaxation.html>

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### PARENT WORKBOOK

- From CSEFEL website
  - Home page: <http://csefel.vanderbilt.edu/index.html>
  - PreK Parent Modules: [http://csefel.vanderbilt.edu/resources/training\\_parent.html](http://csefel.vanderbilt.edu/resources/training_parent.html)
- Parent **workbook**
  - [http://csefel.vanderbilt.edu/resources/trainings/positive\\_solutions\\_workbook.pdf](http://csefel.vanderbilt.edu/resources/trainings/positive_solutions_workbook.pdf)
  - Designed to be part of a 6 week class
    - Lots of good worksheets to do with family.

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### COMMENTS? QUESTIONS?

- [hello@teachertimandrews.com](mailto:hello@teachertimandrews.com)

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