



Responding With Compassion: Navigating Challenging Behaviors



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Joni and Friends

OUR VISION

“A world where every person with a disability finds hope, dignity, and their place in the body of Christ.”

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FAMILY RETREAT

Week 1: June 18-22
Week 2: August 13-17
Week 3: August 20-24

Barbara C Harris Camp
Greenfield, NH

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Respite Care






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CHILDREN WITH EMOTIONAL NEEDS AND CHALLENGING BEHAVIORS ARE:


- Created in the image of God.
- First and foremost, children.
- In need of love, respect and guidance from the adults in their lives.
- An intimidating group.
- Made up of more boys than girls.
- Worthy of love and attention.

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CAUSES OF EMOTIONAL & BEHAVIORAL PROBLEMS


- Genetics
- Childhood illness
- Abnormalities in the brain
- Inherited predispositions
- Early traumatic experiences
- Chemical imbalances
- Learned inappropriate behavior
- Sensory problems
- Comorbidity with a disability

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COMMON BEHAVIORAL CLASSIFICATIONS

- Attention Deficit Disorder (ADD)
- Anxiety disorder (obsessive-compulsive disorder, phobias, panic disorder, post traumatic stress disorder, eating disorder, reactive attachment disorder)
- Anxiety
- Bipolar disorder
- Depression
- Oppositional-defiant disorder (ODD)
- Conduct disorder




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BEHAVIOR

“All Behavior is Communication”


2 Types of Behavior:
Expected or Unexpected
(based on social expectations)




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FOUR FUNCTIONSO F BEHAVIOR

1. ATTENTION



Negative or positive attention is *still* attention






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FOUR FUNCTIONS OF BEHAVIOR

2. TANGIBLE



Access to preferred toys or activities



Access to preferred adults or peers



Access to food/drink




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FOUR FUNCTIONS OF BEHAVIOR

3. ESCAPE

Behavior functions to **ESCAPE** or **DELAY** an aversive situation.





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FOUR FUNCTIONS OF BEHAVIOR

4. SENSORY









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CHALLENGING BEHAVIORS

Challenging Behaviors occur for many reasons – but the majority of behaviors reflect:

- Poor choices and decision making
- Social misunderstanding
- Communication frustrations
- Discomfort in the physical environment
- Anxiety
- Intense preoccupations and interests



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POSITIVE REINFORCEMENT

A behavior is followed immediately by the presentation of a stimulus and, as a result, occurs more often in the future. Examples:

- Turning the ignition key to the right to start the car is maintained because the engine has started in the past after this behavior.
- A child's independent play is said to be reinforced when it increases as a result of his parents' giving praise and attention when s/he plays.



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NEGATIVE REINFORCEMENT

The termination of certain aversive stimuli immediately following a response, that results in an increase in the future probability of that behavior. Examples:


- When it is cold outside, the behavior of bundling up in warm clothing is reinforced by the termination of the too-cold stimulus.
- The child whose behavior increases as a result of being separated or isolated from the group.



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PRINCIPLES THAT PROMOTE EXPECTED BEHAVIOR


- Model Expected Behaviors
- Provide reminders proactively
- Make your rules realistic and clear
- Use non-verbal communication
- Refocus attention to another task
- Redirect to the activity
- Reinforce cooperation, successes, expected behaviors, positive attitudes



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PRINCIPLES THAT PROMOTE EXPECTED BEHAVIOR

- Team effort between teacher and student
- Requires DO'S and don'ts
- Examine your purpose – control vs. engagement
- Individualize
- Avoid anger and remain calm
- Reinforce expected behavior



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“Change the way you see things, and the things you see will change.”

~ anonymous





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