

GUIDING CHILDREN'S BEHAVIORS IN SCHOOL-AGE PROGRAMS



Presented by



Jenell Holstead, Ph.D.
Associate Professor of
Human Development
and Psychology
UW-Green Bay



Agenda of the Training

- Part 1: Exploring Your Role in Behavior Guidance
- Part 2: Preventing/Minimizing Children's Negative Behaviors
- Part 3: Intervening when Children Need Guidance
- Part 4: Working with More Challenging Behaviors
- Part 5: Next Steps

Who's here?

Why are you here?

Part 1:

Exploring your Role in Behavior Guidance

Objectives

1. Explore how your own background, experiences, and stress level influence the way you guide and discipline children.
2. Understand our goal (teaching self-discipline and self-control).
3. Reinforce the relationship between growth and development and learning styles and behavior

IT STARTS WITH ME

Word
Associations

- History
- Hot Buttons
- Knowledge of Growth and Development
- Need to Control
- Relationships
- Stress Level
- Openness to Change



PHILOSOPHY

I have come to a frightening conclusion.

I am the decisive element. . .

It is my personal approach that creates the climate.

It is my daily mood that makes the weather. . .

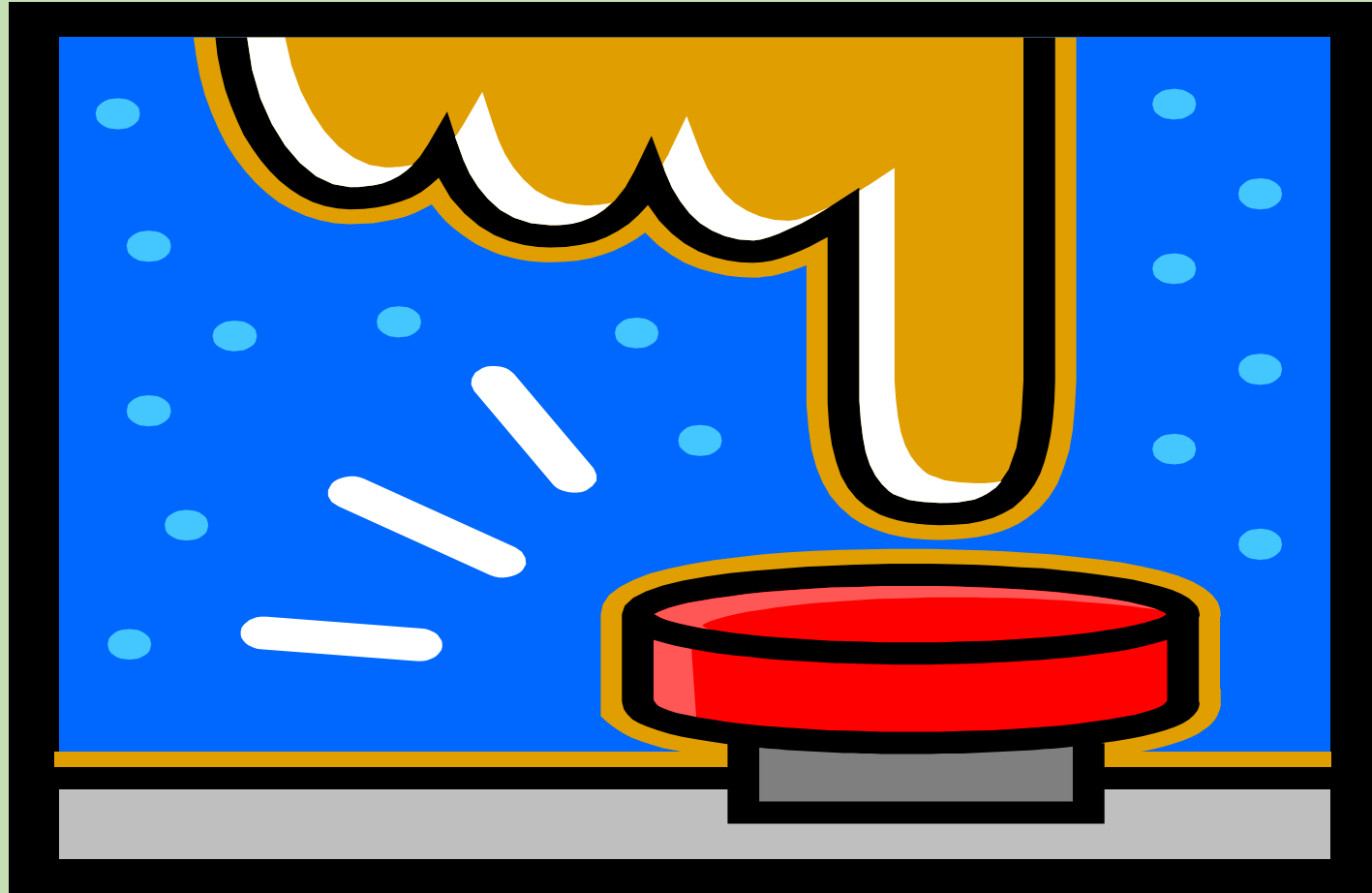
I possess tremendous power to make a child's life miserable or joyous.

I can humiliate or humor, hurt or heal.

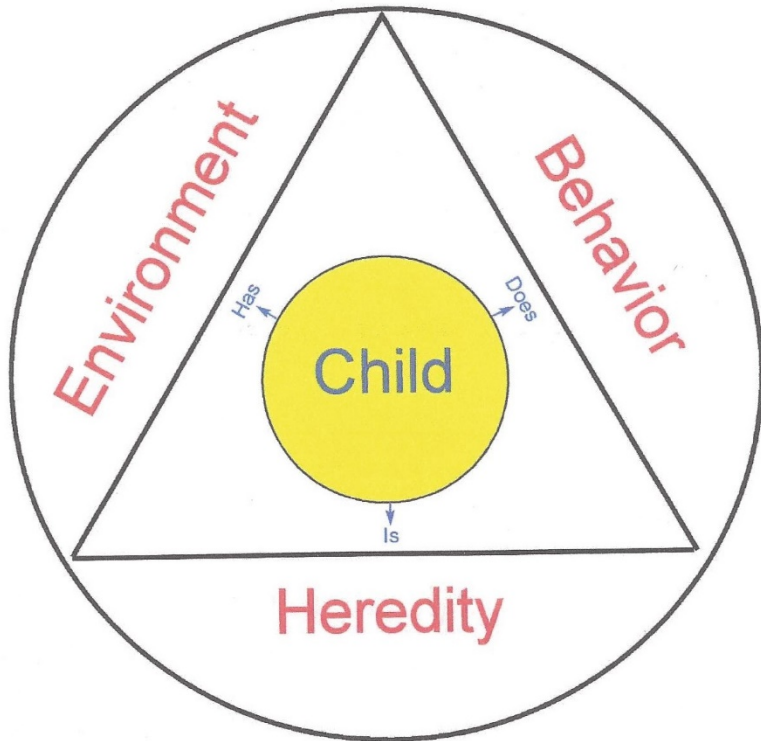
In all situations it is my response that decides whether a crisis will be escalated or de-escalated , and a child humanized or dehumanized

Haim Ginott

*What are your hot buttons?
What strategies have worked?*



Principles of Development



Select the baggie at your table that represents the age that you most often work with (5-7, 8-10, or 11-13 years) or use the Developmental Characteristics Handout. Using the developmental cards or Handout, what are some issues typically observed at this age-group regarding behavior?

REVIEW & REFLECT

It starts with me—

- My philosophy
- How I was raised
- My knowledge of child growth and development
- How I value and develop relationships
- What my hot buttons are
- My openness to change

Part 2: PREVENTING/MINIMIZING CHILDREN'S NEGATIVE BEHAVIORS

Objectives

1. Explore the impact your actions and relationships with children have on their behavior.
2. Discuss ways to create a caring community, including rule setting.
3. Understand how the physical environment and program activities affect children's behavior.

Activity

Think of something in the last week that has been a positive experience for you.
Share with a partner.

BUILDING A CARING COMMUNITY

- Relationships matter!
- How do we build a caring community?
- We Need:
 - Good adult role models
 - Develop/practice good social skills
 - Resolve conflict sensibly (reason, don't fight)
 - Having rules/expectations

THINGS TO HAVE RULES ABOUT

- Staying safe
- Staying healthy
- Treatment of each other with fairness, kindness, and respect
- Getting along with each other
- Respecting people's privacy
- Sharing games and equipment
- Respecting and protecting personal property
- Respecting and protecting program material, equipment, and facilities



APPLICATION OF RULE

- Who makes the rules/how are the rules determined at your program?
- Why do you have this rule?
- How do you make sure all adults apply the rule in the same way?
- Give an example of a simple, clear statement that states the rule positively.

SCHEDULE

A schedule, should:

- communicate what staff is in what room with how many youth of what age range doing what type of activity for how long, and
- should include all activities going on from the beginning of program time until the end for each day.



BENEFITS OF SCHEDULES

- Helps to create expectations and opportunities within a time period, space, and group of people.
- Children know what will happen, when it will happen and what will be expected of them
- Children will have opportunities to focus on the activity and develop their skills

SAMPLE SCHEDULE



Write out your schedule and share with your tablemates.

What are your challenges?

Are there times of the day when more problem behaviors occur?

What would you change?

Using the Environment to Prevent Behavior Problems

The physical environment

- Design clearly defined activity areas and avoid crowding
- Provide adequate space for each interest
- Monitor areas where greater likelihood of problem behavior occurs
- Maintain a relaxed, calm and interesting environment

The programmatic environment

- Assess the structure of activities offered
- Follow a schedule appropriate for the age group
- Establish classroom routines
- Plan for transitions to signal end of activities

Map Activity:

- 1) Draw out a map of your program space.
- 2) Next, label areas where problem behavior typically occurs with:
 - "Green" means good/no problems
 - "Yellow" means some issues
 - "Red" means problem zones!

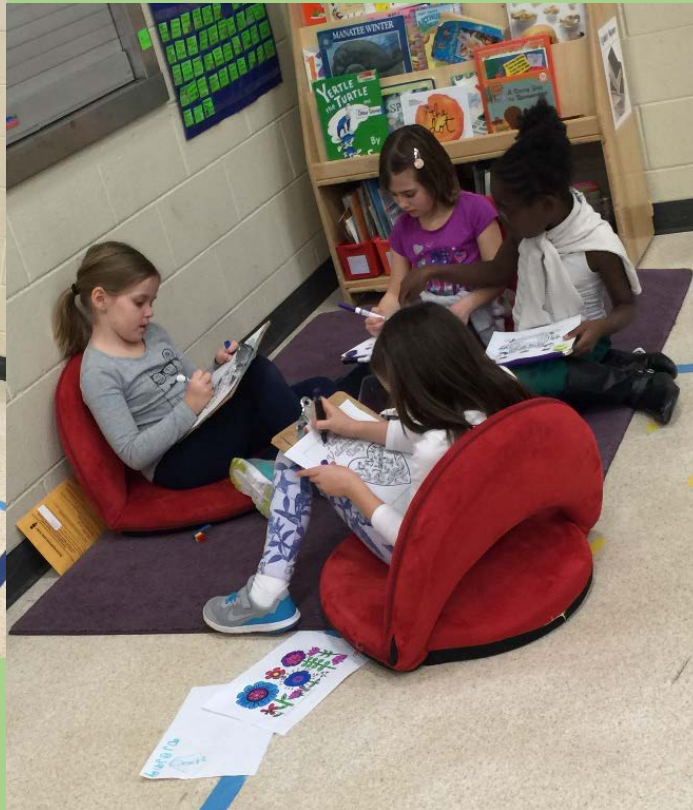
EXAMPLE #1 - ENVIRONMENT

Behavior:

The 3rd grade girls have formed cliques and are excluding others from their group.

- **Possible Problems in Environment:**
- **Change in the Environment:**

QUIET AREAS



- What do you like?
- What don't you like?
- How would this space affect behavior?
- What would you add or change?

EXAMPLE #2 - ENVIRONMENT

Observed Behavior:

Kindergartners appear to be wandering around without engaging in activities

- **Possible Problems in Environment:**
- **Change in the Environment:**

Blocks & Manipulatives



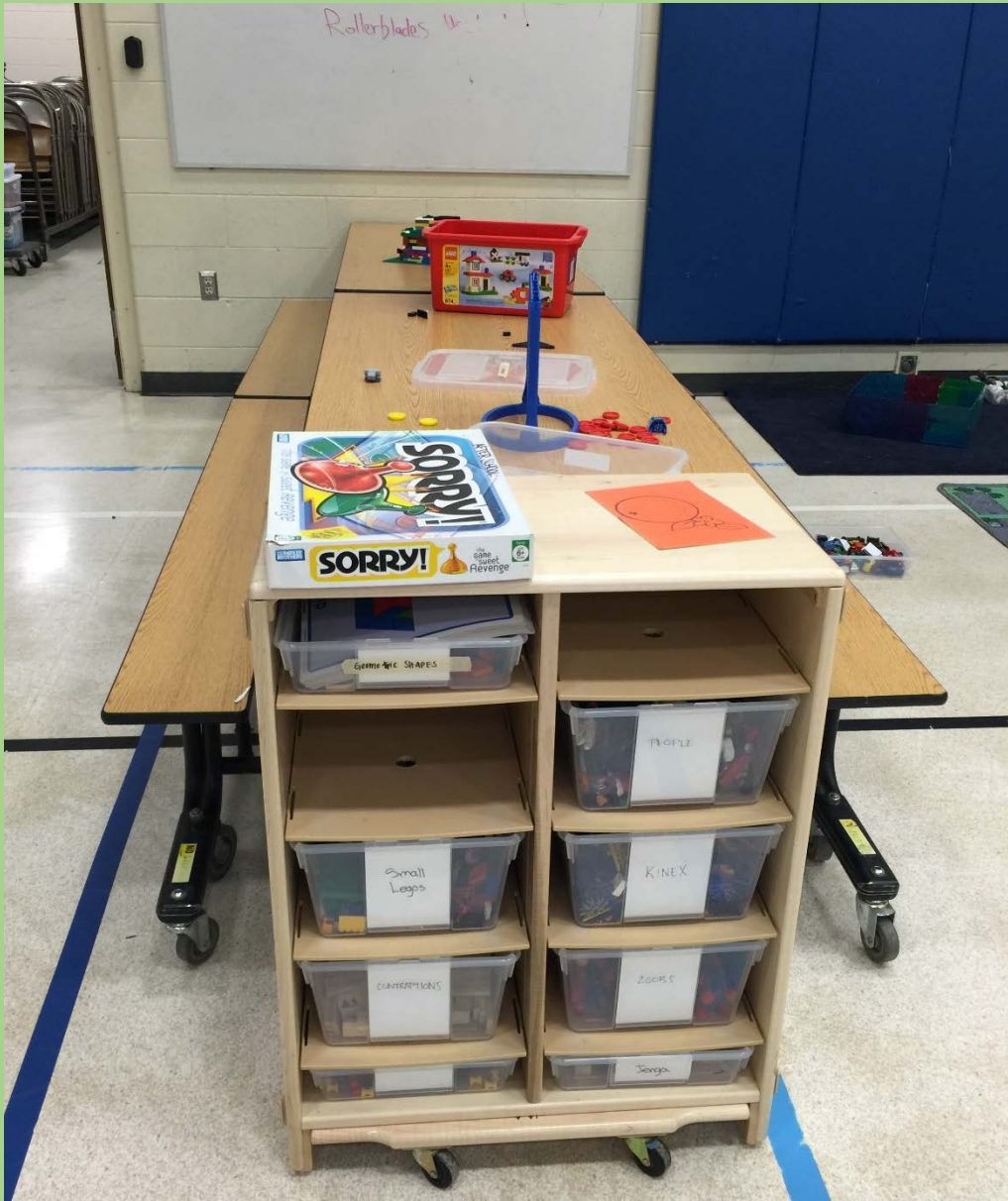
What would you add?

EXAMPLE #3 - ENVIRONMENT

Behavior:

Group meetings become times where children shout at each other because of opposing views

- **Possible Problems in Environment:**
- **Change in the Environment:**



GAME AREA

- What do you like?
- What don't you like?
- How would this space affect behavior?
- What would you add or change?

Good Group Management Tools

- Using the handout, discuss the group management tools that have been effective for you.
- Are there any tools that you haven't tried or have been ineffective?

Part 3:

INTERVENING WHEN CHILDREN NEED GUIDANCE

Objectives

1. View children's inappropriate behavior as a learning/teaching opportunity.
2. Develop a continuum of intervention options.
3. Learn to use the ACT, FTA, and SIGEP strategies to influence children's behavior.

MY GOALS

- Remember, this is a learning opportunity for the child!
- Teach self-control
- Choose to respond...not react
- Take issue with the behavior not the child
- Focus on a specific skill



Have you experienced a behavior problem in your program? How did you handle it? What would you do differently if you could?

Brainstorm other ways to handle the situation with your group.

CONSEQUENCES

- **Natural** consequences are spontaneous or automatic outcomes of an action, problem or conflict. The environment provides a consequence without the need for adult intervention.
- **Logical** consequences are communicated by an adult that is closely connected to the situation. The purpose is to resolve the problem in a manner that is directly relevant to the situation and does not punish.
- **Punitive** consequences restrict or control behavior without addressing the conflict or issue.

Worksheet:

Were any scenarios punitive? If so, how could they be changed?

Are there any scenarios that were preventable?

Are there any scenarios that would require further follow-up?

STRATEGIES

ACT

Acknowledge Feelings

Communicate Expectations

Target Choices

SIGEP

Stop

Identify

Generate

Evaluate

Plan

ACT (acknowledge, communicate, target choices)

SIGEP (stop, identify, generate, evaluate, plan)

Scenario

- David has a tutoring class right after school. He doesn't usually arrive at the school-aged program until about 1/2 hour after it's started. He knows the routine, drops off his backpack, signs in, and lets a staff leader know he's arrived. On Tuesday, David is delayed in tutoring. On the way to the Y program, he stops to pull out a hand-held computer game, a birthday present he opened just last night. He arrives at the program twenty minutes later and tries to slip into play without being noticed. Ali, the group leader, has already phoned the tutoring teacher and is beginning to get worried when she sees David reading a book in the library area. She checks the sign in sheet...David's name is not on the list. When Ali approaches David, David tells her that he's been here all along.

ACT (acknowledge feelings, communicate expectations, target choices)

SIGEP (stop, identify, generate, evaluate, plan)

Scenario One

- Michael is getting angry because Jorge keeps pushing him. Michael responds by shoving Jorge. Jorge falls against a shelf and gets a huge bruise..

Scenario Two

- Tiffany is the first to sit down for snack. She is very hungry. She grabs two cookies, gobbles them down, grabs three more, eats them, and then takes two more that she hides in her backpack. When the last of the children come over for snack, there is nothing left. They're angry and start blaming Tiffany, who breaks out into tears.

ACT (acknowledge feelings, communicate expectations, target choices)

SIGEP (stop, identify, generate, evaluate, plan)

Scenario One

- Kara, LeTonya, and Maria are friends. Today, Kara and LeTonya are angry with Maria because they thought she snubbed them yesterday. When they arrive at the Y program, Kara and LeTonya ignore Maria. They actually walk away from her and try to hide out in another area. Maria is hurt and confused. She doesn't remember snubbing them; she just wanted to play with Grace yesterday because Grace had a new doll just like the one Maria has at home. She starts to cry.

Scenario Two

- Philip and Kevin are engaged in a challenging game of Kerplunk. It's down to the last few turns, and Philip is excited. He's a finalist and he's usually not that good at this game. Brandon is excited because it's his birthday. He's having a hard time settling down. He's up, he's down. When Kathy, the group leader, announces last chance for snack, Brandon darts across the room. He accidentally bumps into the Kerplunk table and ruins the game...just as Philip was about to pull out one of the last remaining sticks. Philip is furious and accuses Brandon of intentionally ruining the game.

Part 4:

WORKING WITH MORE CHALLENGING BEHAVIORS

Objectives

1. Identify children who exhibit more challenging behaviors...and process why that might be.
2. Learn tips to be more effective in working with all children, but specifically those requiring extra attention.
3. Become more confident in your ability to work with children who exhibit challenging behaviors.

What makes a behavior challenging?



GOOD KIDS, DIFFICULT BEHAVIORS

- Have no concept of the future.
- Haven't learned self-control.
- Lack impulse control.
- Appear indifferent to traditional discipline.
- Have an extremely negative reaction to authority figures.
- Appear to space out easily
 - Stay either physically agitated or lethargic.
- Interactions with peers are different.
- Difficulty relating to peers.
- They don't realize that their peers have difficulty relating to them.

A CHILD I KNOW

Discuss a child whom you haven't been as effective with as you would like to be.

- What behaviors does the child exhibit?
- What makes this behavior something that has to be addressed?
- What have you tried?
- What has been effective?
- What frustrates you the most?
- What do your instincts tell you?

POSSIBLE CAUSES OF DIFFICULT BEHAVIOR

- Emotionally/socially immature
- Temperament
- Biological risk factors
- Environmental risk factors
- Children with special needs

Behavior Management Techniques Handout

Responding to Children's Behavior Worksheet

(Why is it helpful to identify the causes?)

ANALYZING and Importance of Observation

| Dimension of Behavior | Description of Information | Example |
|------------------------|--|---|
| Rate | Frequency of behavior—(# of occurrences per unit of time) | Joe 8 tantrums this week |
| Duration | How long behavior lasts | Joe's tantrums last for 30 minutes |
| Latency | How long it takes before student starts doing the behavior | It took 5 minutes from time Joe was sent to the back of the line for the tantrum to start |
| Topography | What does the behavior look like? | Joe screams and kicks at the floor or objects in his path |
| Force/Intensity | How strongly a behavior is performed | Joe screams so loudly that a teacher 3 classrooms away reported hearing him |

Importance of Observation

Principles of Behaviorism

Principles of Behaviorism:

Context/environment matters.

Underlying conditions (internal and external) matter.

ALL behavior is communicative and functional.

Functional Behavioral Analysis

Antecedents, Behaviors, and Consequences

Interventions can be done at the antecedent level (i.e., prevention) or consequent level (what happens after the behavior).

Reinforcement always is more effective at changing behavior compared to

ABCs of Behavior

Interventions can be done at the antecedent level (i.e., prevention) or consequent level (what happens after the behavior).

Antecedent Strategies

- Establishing Rules/Setting Limits
- Physical Space
- Staff Movement/Proximity
- Daily Schedule
- Home Note
- Prompting
- Behavioral Momentum

Consequent Strategies

- Reinforcement
 - Any event that maintains or increases the future probability of the behavior occurring
- Group Contingency
 - Reinforces the entire group when particular members meet the arranged condition or contingency
- Token Economy
 - Awards or removes points contingent upon the performance of specific behaviors
- Punishment
 - An event that decreases the probability of a behavior occurring in the future

Reinforcement always is more effective at changing behavior compared to punishment.

Punishments

- **Effective Punishment:**

- Reprimands
- Time Out
- Logical Consequences
- In-School Suspension

- **Ineffective Punishment:**

- Extra class work
- Group punishment for one student's misbehavior
- Suspension from school/program

YOU ARE NOT ALONE

What strategies do you use to create partnerships with parents? When do you seek input/help from families?

What additional support do you feel you need to be effective in addressing special needs?

What resources can you draw from?

When is a behavior beyond your expertise?



Part 5: NEXT STEPS

Objectives

1. Become familiar with the sequence of consequences for unacceptable behavior.
2. Learn best practices for parent-staff conferences.
3. Learn when and how to make a referral (child stays in program).
4. Understand when it may be necessary to ask a family to leave your program and plan strategies for an easy transition.

PROBLEM-SOLVING APPROACH

For repeated problem behavior (before considering expulsion)

- Stop and identify the possible or probable causes of the problems. What additional information would be helpful to know?
- Brainstorm a list of possible strategies for assisting each family.
- Discuss pros and cons of each possible strategy.
- Choose the strategies that you think would be most effective in providing help and support to the families.
- Discuss how you could follow up to learn if your problem-solving strategies were effective.

SETTING THE STAGE

when considering expulsion

- Did you follow the implementation plan?
- Have you been communicating with the family?
- If prompted by a single incident, did you calm down, so you could be objective?
- Did you get your supervisor's support?
- Did you review the inclusion and behavior policies?

Consequences Sequence Handout
Behavior Guidance Policy Handout

What behavior would cause you to ask for a parent conference?
What behavior would result in expulsion?
What are the most common causes for expulsion?

PROBLEM-SOLVING SITUATIONS: OPPORTUNITIES FOR BUILDING RELATIONSHIPS WITH PARENTS

One of the third grade girls has been stealing small items from the staff and from other children. It happens about once or twice a week. You remember her recently telling you she tried out for a part in a play and didn't get it. Her parents can't think of anything that would be contributing to the activity.

1. How would you start a conversation with the parents?
2. What can you do to build a relationship with the family?

SITUATION # 2

One of the second grade boys is being picked on by the older kids and some of the younger kids. He doesn't interact often in groups of children. He will place himself with adults or away from these groups. His mother mentions that he has been talking about his experiences at the program and she has concerns. His father is frequently out of town for days and sometimes weeks at a time.

1. How would you start a conversation to help her with her concerns?
2. What can you do to build a relationship with the family?

Situation #3

One of the third grade boys is always swearing and calling people names; sometime he hits other kids without provocation. He does not wear a smile but a scowl. When he comes to the program he is wearing clothing that is dirty or torn. When you mention his behavior to his aunt who is the person who picks him up every day, she tells you that you just have to be firm with him. “Since his dad left – you have to show him who is boss. If he doesn’t do as you ask, then take away snack or basketball. Nothing else works.”

1. What is your response to the aunt’s suggestion?
2. What can you do to build a relationship with the family?

THE FINAL DECISION

- Define Criteria:

Factors that Influence the Final Decision Handout

- **Child's Behavior:** threatens, or is a danger to self/others, leaves program without permission, continues to disrupt program, acting in a lewd or obscene manner.
- **Parent's Behavior:** not ready to hear what you have to say, values collide.
- **Staff Conditions:** you've exhausted your resources, you haven't been effective.
- **Program Impact:** presence makes you alter program, unreasonable accommodations, staying is not in the best interest for the child/program.



Behavior Guidance is a on-going and long-term process—from birth to adulthood!

GUIDING CHILDREN'S BEHAVIORS IN SCHOOL-AGE PROGRAMS

(Slide Deck for Workbook Training)



Presented by



Jenell Holstead, Ph.D.
Associate Professor of
Human Development &
Psychology
UW-Green Bay
holsteaj@uwgb.edu

