

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

Sarah Fefer, PhD, BCBA, UMass Amherst School Psychology

Karen Elfner, MA, University of South Florida

Home and Community PBS Network

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Agenda

- + **Introductions**
- + **For Each Level of Support**
 - o **Establishing Goals**
 - o **Gathering and Analyzing Information**
 - o **Developing the Plan**
 - o **Using the Plan**
- + **Application to Examples and Your Life Throughout**



Helping
Your Family
Thrive

Resolving
Your Child's
Challenging
Behavior

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Introductions



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Expectations

- Respect
- “Vegas” rule
- Active participation
- Others?

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Joining with Families

- We each bring our own perspective and family history to work with families
- A strengths based lens leads to better relationships and outcomes
- We need to establish good relationships with families if we seek to effectively share knowledge and skills
- The goal of enhanced quality of life for *all* parties should be central and discussed often

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We have evidence that:

- Individualized ABA/PBS interventions work in family environments
- PBS can be successfully implemented as a systems level intervention
- Several evidence-based family interventions include features of PBS

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However, these areas with strong evidence (individualized and systems focused **ABA/PBS** and **family-focused** curricula) **have not yet merged.**

Our goal is to bring these areas together to provide an adaptable decision making model for strengthening families.

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Helping Families Thrive: Setting the Stage for the Best Possible Behavior



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Introduction to the Sanchez Family



+ Multigenerational family with 2 young children

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

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Family PBS Self-Assessments: Establishing Goals

Family PBS Self-Check



Family PBS Self-Check				
Family Name: _____		Member(s) Responding: _____		Date: _____
Please rate the degree that each of the following are in place by checking the appropriate column.				
	Not at all	Somewhat	Very Much	Notes
Family Vision & Expectations:				
Shared values and goals				
Clear behavioral expectations				
Rules regarding misbehavior				
Household responsibilities				
Organization of Space & Time				
Good household organization				
Shared family calendar				
Consistent daily routines				
Notice of schedule changes				
Time limits on activities				
Teaching and Basic Discipline				
Explaining and modeling				
Praise for positive behavior				
Privileges linked to behavior				
Pre-planned consequences				
Respectful discipline methods				
Supporting Family Life				
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				

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Sanchez Family PBS Self-Check

- **Family Vision & Expectations** – scored *somewhat* on all items, Mostly on the same page, but expectations and rules are not always clear or understood by all.
- **Org. of Time & Space** – scored *very much* on items; a family strength. Some scheduling is outside of their control.
- **Teaching & Basic Discipline**– scored *somewhat/very much*, Primary focus on Alex’s ABA. A work in progress.
- **Supporting Family Life** – scored mostly *somewhat*; stress management is a key area of need. Community participation is challenging due to preference for 2 adults and conflicting schedules.

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Family PBS Self-Assessments: Taking it a Step Further

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



Weekly Family Behavior Rating

Family Interaction Journal (ABC recording)

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Sanchez Family – Weekly 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
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Family members respect timelines, curfews, and other established limits.	0	1	2	3
Other (personal behavioral goals for your family)	0	1	2	3

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Sanchez Family: Interaction Journal

At Our Best: Successful or Enjoyable Activity

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 (6:45-7:45pm).	<p>Roberto bathed Alex and Rachel together.</p> <p>Catherine cleaned the kitchen, put away the leftovers, and washed the dishes.</p> <p>Hannah talked to Catherine's sister on Skype in the living room, within earshot of Catherine.</p>	<p>Parents able to accomplish their tasks quickly and with no hassles.</p> <p>The children and Hannah participated in activities that they enjoyed.</p>

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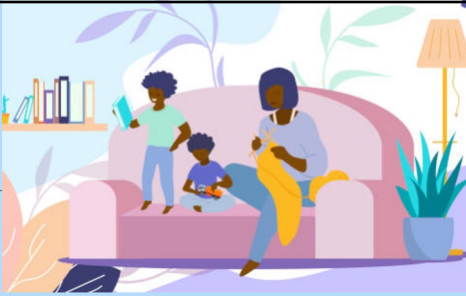
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At Our Worst: Challenging or Frustrating Activity		
What was happening before and around us (e.g., activity)?	What did we each say or do?	How did everyone react and what was the result?
<p>Catherine and Hannah were rushing to leave for a Friday afternoon 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.</p>	<p>Hannah forgot things she needed, 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, and Rachel started playing with materials and not following directions from Roberto or the ABA technician.</p>	<p>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.</p>

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Your Turn

- **Review or complete the Family PBS Self Check**
- **Identify family strengths and challenges**
- **If you have time: Reflect on interactions that work and don't work**



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Family Expectations

- Values and vision
- Expectations
 - Specific behaviors
 - Responsibilities
 - Rules, Timelines

“When you imagine the best possible family, what comes to mind?”

“What does everyone in the family need to do to realize our vision of success?”

“What behaviors may interfere with that vision?”

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Sanchez Family Vision Statement

The Sanchez family is understanding, patient, and helpful towards all family members to remain positive when things are good *and* challenging.

Respect	Kindness	Empathy	Generosity	
Cooperation	Equality	Achievement	Responsibility	
Integrity	Compassion	Curiosity	Gentility	
Productivity	Inclusion	Civic Duty	Courage	
Patience	Enjoyment	Togetherness	Supportiveness	Faith
Forgiveness	Humility	Excellence	Assertiveness	Accountability
Helpfulness	Fairness	Independence	Community	Spirituality
Pitching In	Safety	Comfort	Positive climate	

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Sanchez Family PAWs Expectations

Pactice Kindness

Act Responsibly

Work Together

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Sanchez Family Responsibilities & Rules

Household Tasks	Family Member(s) Responsible	<u>Family Rules:</u>
Grocery shopping	Roberto	Before taking anyone's belongings or entering their rooms, you must have permission. If an argument erupts, an adult will remove the item until a resolution can be reached regarding who will have it.
Meal planning	Catherine	
Cooking	Roberto (weekdays); Catherine (weekends)	
Doing dishes	Roberto (am); Catherine (pm)	
Cleaning up toys	Alex & Rachel	

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Your Turn



- Based on the information in the self assessment and values that drive your family, develop 3-5 expectations
- For one of the expectations, define specific behaviors you would expect
- If you have time: Consider how responsibilities, rules, and timelines would factor into your planning

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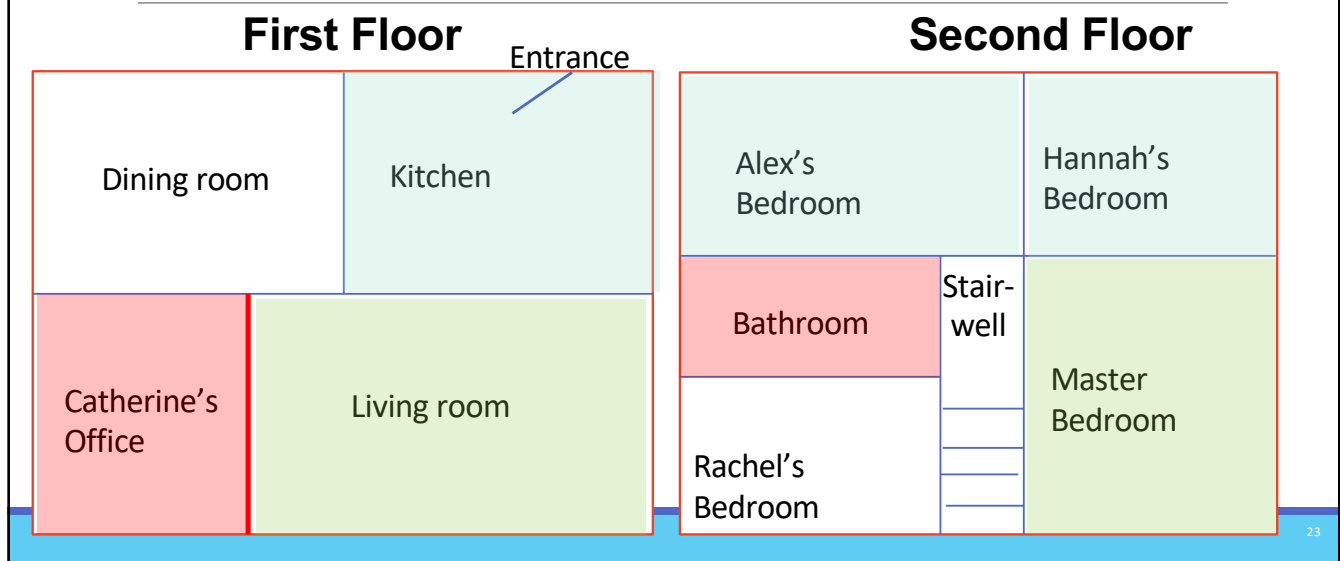
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Organizing Space

- Organization
- Access to items
- Limit distractions

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Sanchez Family – Floor Plan



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Organizing Time

- Scheduling
- Routines



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Time	Mon (C work)
7	Wake up/Get dressed
8	Breakfast
9 -3	School/ Daycare
4	A ABA
5	A ABA
6	Dinner
7	Bath
8	Bed

Sanchez
Family
Calendar

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Sanchez Family Routines

After dinner/bath time/bedtime was identified as the most challenging routine.

- Necessary to divide and conquer (bath and dinner clear up)
- Structured bath time: 10 min to wash, 10 min to play
- Enlist help from Catherine's sister
- Snacks and signage for upstairs bedrooms

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Your Turn



- Identify one change you could make to the home environment that could improve behavior
- What methods could you use to maintain a shared family calendar?
- If you have time: Consider a routine that might be problematic and how you could modify that routine

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Teaching & Reinforcement

- Skills needed to meet expectations
- Methods for effective instruction
- Reinforcement for desired behavior
- Natural and logical consequence

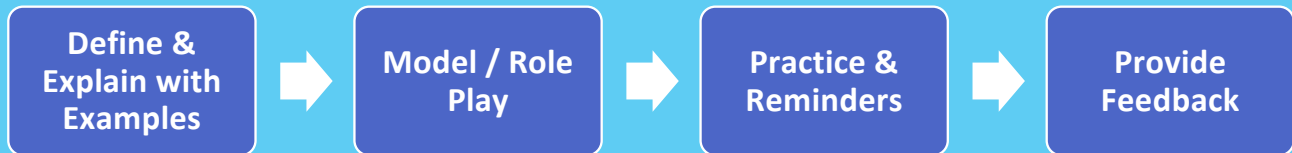
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Common skills that may need to be taught:

- Communication
 - Social interaction
 - Organization
 - Daily living
 - Problem-solving
 - Self-management
 - Leisure skills
- “Does _____ know how to _____?”*
- First define and create specific examples, then break down further into steps or components (as needed)*

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Method to Teach New Skills



- Determine criteria for success
- Goal is to reduce support and improve independence over time

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Sanchez Family Skill Development

Self-Management 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)

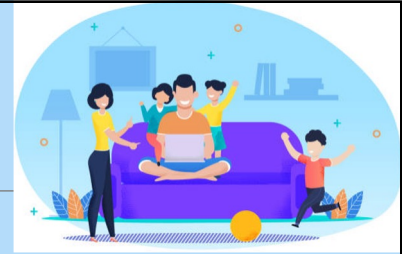
Perspective taking:

1. Reminders to put self in their shoes
2. Use of emotion ID card to guess how others are feelings (made into a game)
3. Prompt "May I have ____?" to ask permission to use others' belongings

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Your Turn

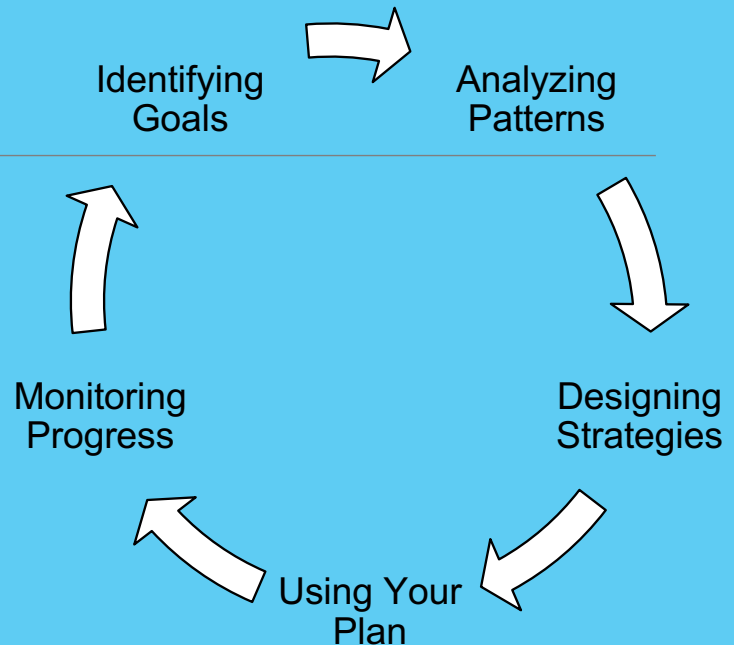


- Identify at least one skill that family members need to develop to consistently meet the family expectations
- Plan how you would go about teaching that skill
- If you have time: Identify possible ways to reinforce desired family behavior

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Using the Plan



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Sanchez Family Using the Plan: Weekly 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
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Family members respect timelines, curfews, and other established limits.	0	1	2	3
Other (personal behavioral goals for your family)	0	1	2	3

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Sanchez Family Using the Plan

- **Strengths/what's working** = more intentional with use of encouraging words and managing of frustrations (including redistribution of household tasks). Less stressed too!
- **Changes/challenges** = improve timeline of notification of changes on shared calendar (add a text between parents to ensure strong communication); shared bathroom continuous challenge.

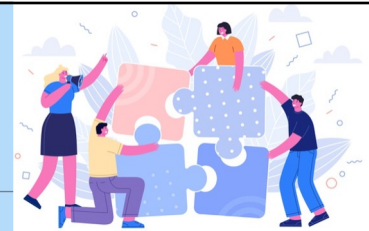
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PBS Self-Check (Post)	Family Vision & Expectations	Not at all	Somewhat	Very Much
	Shared values and goals			X
	Clear behavioral expectations			X
	Rules regarding misbehavior			X
	Household responsibilities			X
	Organization of Space & Time	Not at all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

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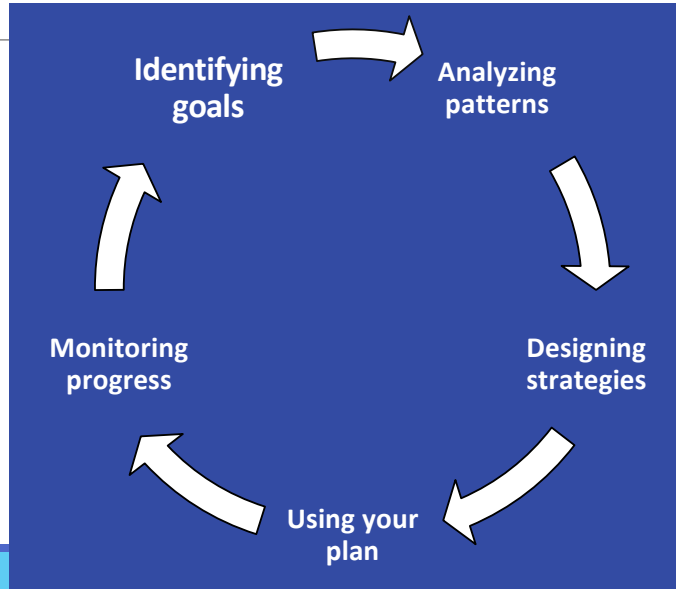
Your Turn



- Develop a plan for monitoring your family’s behavior and use of PBS practices over time.
- Identify any variables you feel could impact that long-term success of the plan and how you might address them

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Resolving Challenging Behavior



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What Would You Do?



Grant has 5-7 tantrums per day, lasting up to 45 minutes, and sometimes hurts his little sister.

Suzie refuses to complete schoolwork and chores, resulting in low grades and hassles at home.



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Working Together

WHY?



WHO?

- Child
- Parents/Caretakers
- Extended Family
- Teachers/Assistants
- Therapists
- Physicians
- Friends

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Establish Goals

Broad Goals

- Overall health
- Emotional state
- Social circle
- Improving family life

Behavior(s) of Concern

- Define behavior(s)
- Be objective, avoid assumptions

Prioritize

- The Big D's
- Dangerous, Destructive, Disruptive, Disturbing, Developmentally inappropriate, Detrimental

Starting Point

- How often?
- How long?
- How intense?

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Michael: Establishing Goals

- 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.

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Michael: Defining Behaviors

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.

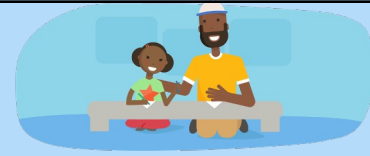
Frequency, duration, seriousness: Michael misses carpool due to dawdling 2-3 times each week, which means Deborah must drive him to school and arrives late for work.

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

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Your Turn



- Identify who you will partner with to address this challenging behavior.
- Identify one or more broad goals for your child (consider family values, vision, and expectations).
- 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.*

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Gather & Analyze Information

- **Understanding Behavior**
- **Gathering Information**
- **Figuring Out Patterns**

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Understanding Behavior

Antecedents
(happens before)

Who?
Where?
When?
What?

Behaviors

What a child says
or does

Consequences
(happens after)

Gets?
Avoids?

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Gathering Information

Behavior Log

What happened before behavior	What the child said or did	What happened after behavior

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Gathering Information

Rating Behaviors

Child: _____ Behavior: _____
 Rating: 3 = severe 2=moderate 1=mild 0=did not occur

Date	Time/Activity	Behavior Rating	Comments
		3 2 1 0	
		3 2 1 0	
		3 2 1 0	
		3 2 1 0	
		3 2 1 0	
		3 2 1 0	
		3 2 1 0	
		3 2 1 0	

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Gathering Information

Counting Behaviors

Child: _____ Behavior: _____

Date	Start	Stop	Tallies	Total

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Analyze Patterns

- **Figure out when the behavior is most likely and least likely**
- **Determine specific triggers (events that upset your child most)**
- **Identify what your child is getting or avoiding as a result of the behavior**
- **Summarize these patterns**

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Find Patterns

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>

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The “WHY” of Behavior

FUNCTION=WHY the child engages in the behavior

- What is the **purpose** of the behavior?

4 Most Common Functions of Behavior:

- **Escape/Avoidance** (to get out of something)
- **Attention** (to get attention)
- **Tangible** (to get something)
- **Automatic Reinforcement** (to get sensory stimulation)
- **THINK: GET or GET OUT OF**

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Michael: Information Gathering

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.

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Michael: Information Gathering

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.

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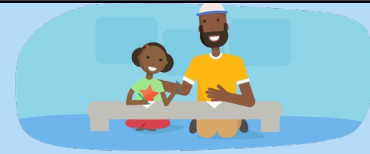
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Michael: Analyzing Patterns

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 not driving carpool	When they have activities planned together or at home
What do they...	<u>Get</u>	<u>Avoid</u>
	Attention from Deb	Unpleasant situations at school

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Your Turn



- Based on what you know right now, make your best guesses about patterns of behavior (table)
- Consider how you might gather additional information through talking, watching and recording.
- Do you have a guess about the “Why” of your child’s challenging behavior?

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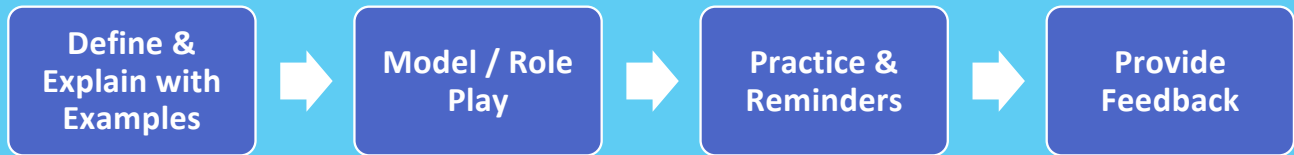
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Develop a Plan

- Prevent Problems from Occurring
 - Avoid bad situations
 - Make difficult circumstances better
 - Add cues that prompt good behavior
- Teach Skills to Replace the Behavior
- Manage Consequences of Behavior
 - ↑rewards for good behavior
 - ↓rewards for challenging behavior

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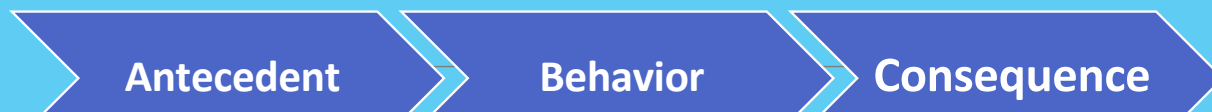
Method to Teach New Skills



- Determine criteria for success
- Goal is to reduce support and improve independence over time

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Develop a Plan




Proactive Strategies	Teaching Strategies	Management Strategies
Clarifying expectations and restructuring the environment to promote positive behavior	Teaching skills to replace the problem behavior or allow the individual be more successful	Responding to behavior to reinforce positive and not negative behavior
Modifying setting events and improving lifestyle to improve behavior		
Supporting caregivers to implement interventions consistently		

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Proactive Strategies	Teaching Strat	Management Strategies
<ul style="list-style-type: none"> • Meet w/teachers Can needs related to SLD be supported in gen ed.? Develop goals and plans to help M make friend & complete work faster • Invite kids over to play • Plan social activities with kids in carpool • Provide attention to M when not under time stress • Have M shower in p.m. • Set up clear a.m. routine 	<ul style="list-style-type: none"> • Follow the explicit routine • Initiate and follow through with tasks • Interact socially with other kids 	<ul style="list-style-type: none"> • Praise & encourage M when he follows routine independently. • If M. gets ready on time, Deborah makes him a hot breakfast and a 10-min activity before school • 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 • Other carpool parents encourage kids to greet M warmly and keep favorite toy(s) of M in their cars. • Teacher meets w/M each week to discuss progress. Progress for a week= homework pass. • If M does not follow routine, limits interaction, if not ready, M gets bar for breakfast & to carpool in whatever condition

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Your Turn



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

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Use the Plan

- Create an Action Plan
- Use strategies consistently
- Monitor the outcomes
- Adjust as needed

What needs to be done?	By Whom?	When?

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Michael: Using the Plan

- Talked with Michael about the plan
 - Shared document of expectations for a.m. routine.
 - Discussed special activities they could do
 - Thought about children he would want to play with
- Shared the list of children w/teacher who contacted parents and 2 followed up. Deborah made plans for weekend playdate.
- Deborah shared the plan with carpool parents (toys, what if he looked disheveled)
- Marked her calendar at work to note how a.m. had gone, if she had been consistent, and when M had playdates.
- Sunday mornings they reviewed how the week had gone and set up for the next week to be positive

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Michael: Monitoring the Plan

- Michael responded well – got up quickly & ready in a reasonable time
- Deborah popped in a few times to make positive comments about progress
- Once she received a phone call in a.m. which threw off the time schedule, she didn't have time for hot breakfast or 10 min activity. Offered to do after school, but M was upset. Next day she had to prompt him several times. M said, "the plan is stupid" and he, "didn't want to do activities with her anyway."
- Deborah focused on her consistency in the routine and things improved
- Friendship development was a slow start, but thanks to a carpool parent needing after school care, a built-in friendship arose

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Your Turn

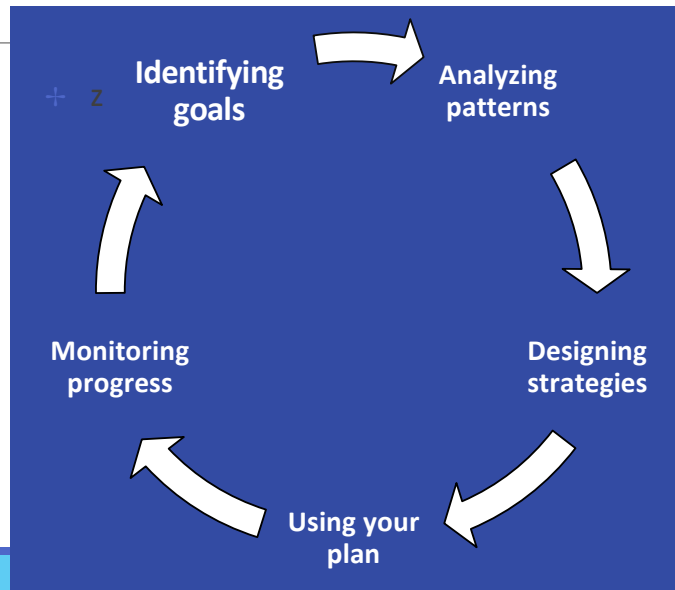


- Consider methods you could use to put the plan in place
- How could you monitor progress to know if your plan is working?

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The Ongoing Problem Solving Process



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Making It Work

- Considering unique qualities of each family member
- Communicating effectively
- Maintaining strong relationships
- Participating in community life
- Managing stress and negativity
- Strengthening family unity
- Do we need more support?

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Making It Work for Michael

- Structuring regular communication with others involved in the intervention plans (teachers, carpool parents, Michael)
- Being consistent
- Focusing on Michael's needs/preferences (peer related concerns)
- Keep on trying – social relationships can't be forced, but you can continue to create opportunities!

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Sanchez Family Making It Work



- Combined family PBS with individualized ABA, with help of service providers, to enhance family quality of life
- Prioritized community outings as a whole family, as well as division of household responsibilities
- Catherine acknowledging her own family history and her need to manage
- Importance of parent self-care & romance

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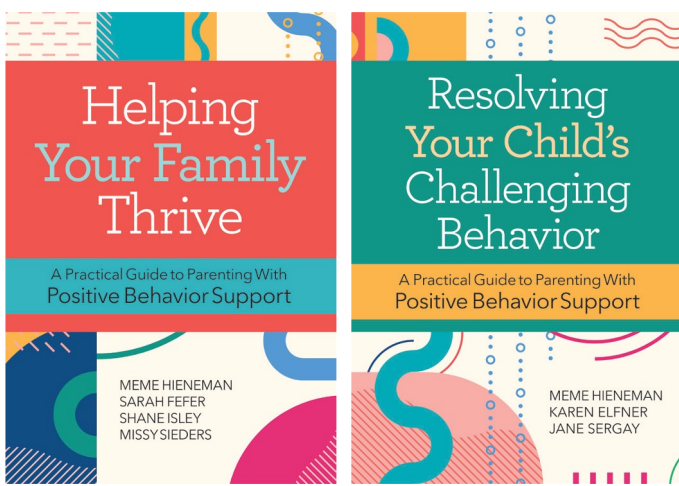
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Concluding Thoughts

- Engage and empower family teams
- Focus on strengths and quality of life
- Balance individual *and* family needs
- Understand family systems and supports
- View as comprehensive and iterative process

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Helping Your Family Thrive
A Practical Guide to Parenting With Positive Behavior Support
MEME HIENEMAN
SARAH FEFER
SHANE ISLEY
MISSY SIEDERS

Resolving Your Child's Challenging Behavior
A Practical Guide to Parenting With Positive Behavior Support
MEME HIENEMAN
KAREN ELFNER
JANE SERGAY

Contact Us:
Sarah Fefer sfefer@umass.edu
Karen Elfner kchilds2@usf.edu
HCPBS Network
hcpbsnetwork@gmail.com



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Thanks!

Questions? Comments?

Interested in learning more?

Links to purchase books:

- <https://products.brookespublishing.com/Helping-Your-Family-Thrive-P1319.aspx>
- <https://products.brookespublishing.com/Resolving-Your-Childs-Challenging-Behavior-P1324.aspx>

Two blogs on Brookes website:

- Q&A: <https://blog.brookespublishing.com/resource-spotlight-two-new-books-on-positive-behavior-support/>
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