





**Behavioral Interventions That
Work Across Home and School
Settings**

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Founded
in 2009

“The Child Mind Institute dares to imagine a world where no child suffers from mental illness.”

-Brooke Garber Neidich, Chair, Child Mind Institute

Child Mind Institute

The **only independent nonprofit** organization exclusively dedicated to transforming mental health care for children everywhere.

To help children reach their full potential we must:

- Develop more effective treatments for childhood psychiatric and learning disorders.
- Empower children, families and teachers with the scientifically sound information they need.
- Build the science of healthy brain development.

The Child Mind Institute does not accept funding from the pharmaceutical industry.



Upcoming Events

For more information, please visit childmind.org/workshop-series



Sibling Rivalry: How to Keep the Peace at Home

Presented by David Anderson, PhD, Senior Director of the ADHD and Disruptive Behavior Disorders Center

Tuesday, March 10, 2015

7:00 PM



Early Educator Lecture Series

Identifying and Responding to Social and Emotional Issues in the Classroom

Presented by Matthew Cruger, PhD, Senior Director of the Learning Disorders Center

Tuesday, March 10, 2015

4:00 PM – 5:00 PM



School Psychologist Roundtable Series

Helping Students Cope with Adversity

Presented by Jamie Howard, PhD, Director of the Stress and Resiliency Center

Tuesday, April 7, 2015

8:30 AM – 10:00 AM

Today's Outline

- Practical strategies to promote positive behaviors
- Practical strategies and guidelines for misbehavior
- Implementing programs effectively
- Parents'/Educators' self-care & coping
- Workshop specific questions & case examples

Promoting Kids' Positive Behaviors



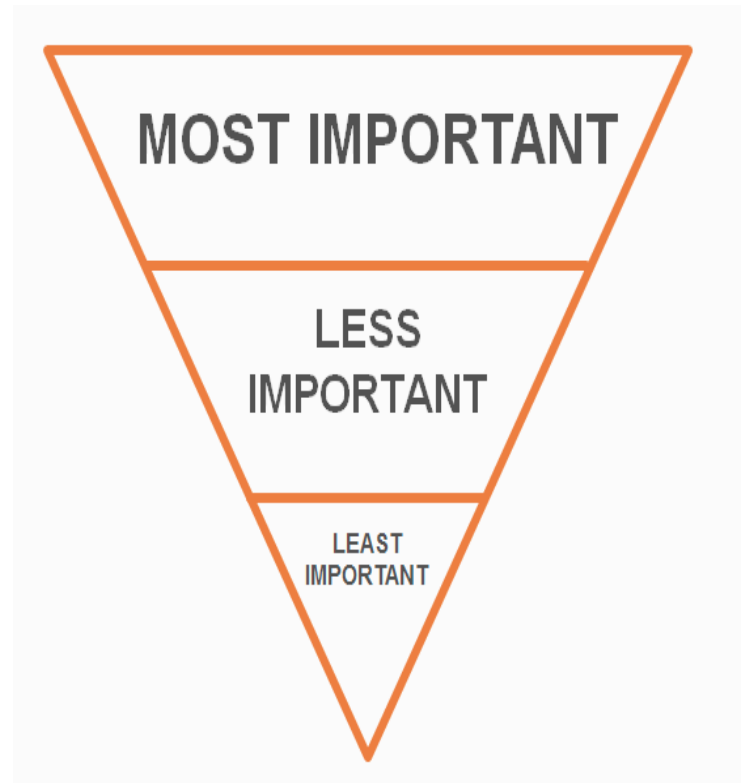
Unifying Concepts for Behavior

- **Most important behavioral determinants:**
 - Attention (from parents, teachers, and peers)
 - A-B-Cs of behavior
 - Antecedents (setting a situation up for success)
 - Behaviors
 - Consequences (Reinforcement and Punishment)
- **Behavior change is gradual**
 - Behavior is shaped by many interactions over time, not just by a single moment
 - Behavioral work is more about being proactive than reactive
- **When encountering trouble: regroup, seek support, and tweak the plan for tomorrow**
- **Remember: Behavior requires just as much support as anxiety or depression, but it inspires nowhere near the same level of empathy.**



The Hierarchy of Behavioral Techniques

- **Planning, teaching, and modeling related to good behavior & expectations**
- **Frequent reinforcement for positive behavior**
 - Specific verbal praise
 - Token economies, charting, and rewards
- **Actively ignore minor misbehavior**
 - Wait and praise the “positive opposite”
 - Redirection and distraction
 - Differential reinforcement
 - Using when-then & two-choice statements
- **Give good directions**
- **Sparingly provide immediate, incremental consequences for misbehavior**
 - Removal of privileges
 - Time-out



Drawn from evidence-based models such as: Parent Management Training (PMT, Kazdin, 2005) & Parent-Child Interaction Therapy (PCIT, Eyberg, 2009)

Universal/Classroom Charting and Reinforcing Skills

- Classroom Rules & Expectations
 - Specific, Measurable Observable Rules in Positive Language
 - Sit in Seat and Keep feet on the floor
 - Raise Hand and Wait Before Speaking
 - Use Kind Words with Classmates and Teacher
- Classroom Behavioral Systems & Token Economies



Individualized Charting to Increase Positive Behaviors

- **Applies Behavioral Intervention Plan and Functional Behavioral Analysis NYDOE**
- **Monitor and define target skills/behaviors**
 - Focus on **2-4 specific target behaviors** at a time
 - Positively phrased (what TO do) and specific behaviors
 - High # of opportunities to reinforce
- **Generate a reward menu**
 - **Daily rewards** (with levels for mastery of escalating percentage of behaviors)
 - **Weekly rewards** (similar level system)
- **Implement the chart**
 - Initial focus on establishing high rate of success
 - Checks to **prompt, monitor and praise** each behavior
 - Make sure to provide rewards for behavioral progress



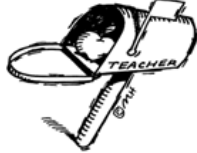



Drawn from evidence-based models such as:
Parent Management Training (PMT, Kazdin)

Chart Example 1 (Early Elementary School)

Daily Report Card





Daily Behavior Chart	Stop, Look, and Listen 	Raise Hand and Wait to Be Called On Before Speaking 	"OK Teacher!" 
1 st Period			
2 nd Period			
3 rd Period			
4 th Period			
5 th Period			
6 th Period			
7 th Period			
8 th Period			
 TOTAL STARS FOR THE DAY!!!!			

Student gets one star for each period during which he does Stop, Look, and Listen and one star for each period where he always raises his hand before speaking. He gets a star every time Phoebe or Lesley ask him to say "OK Teacher!" and he moves on from a conversation.

Chart Example 2 (Elementary School)



CLIENT's Reward Chart

Behavior		Description	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Following Directions (2 points)		<ul style="list-style-type: none"> Follow directions first time asked 							
Respectful Voice (5 points)		<ul style="list-style-type: none"> Nice words Kind voice 							
Dinner Routine (7 points)		<ul style="list-style-type: none"> Comes to table 1st time asked Takes dish to sink first time asked 							
Morning Routine (8 points)		<ul style="list-style-type: none"> TV off Get dressed first time asked 							
Points Earned									
Previous Balance									
Total Points									
Spent									
Current Balance									

Rewards Menu Example

	Rewards
	Reading a special book
	Drawing with markers
	Playing on the computer
	playing games on iPad
	Playing a board game

Tailoring Interventions to Developmental Stage

- **Age-appropriate behavior** tracking or rewards
- Reinforce **self-advocacy, coping skills, and consultation** with staff or peer supports
- **Collaborative engagement** of student in goal-setting
- Clearly defining **incremental steps** on goals & frequent checks
- **Problem-solving** with teachers, administrators, and parents
 - Gather information
 - Define goals and common interests
 - Generate and evaluate options
 - 1 week agreement

Guidelines for Consequences for Misbehavior

- **Most effective consequences**
 - Time-Out *from attention*
 - Removal of privileges
- **Major aspects of effective consequences**
 - Administered *calmly*
 - Used *sparingly*
 - Administered *immediately* after a behavior
 - Incrementalized (*small doses*)
 - *Consistently* applied

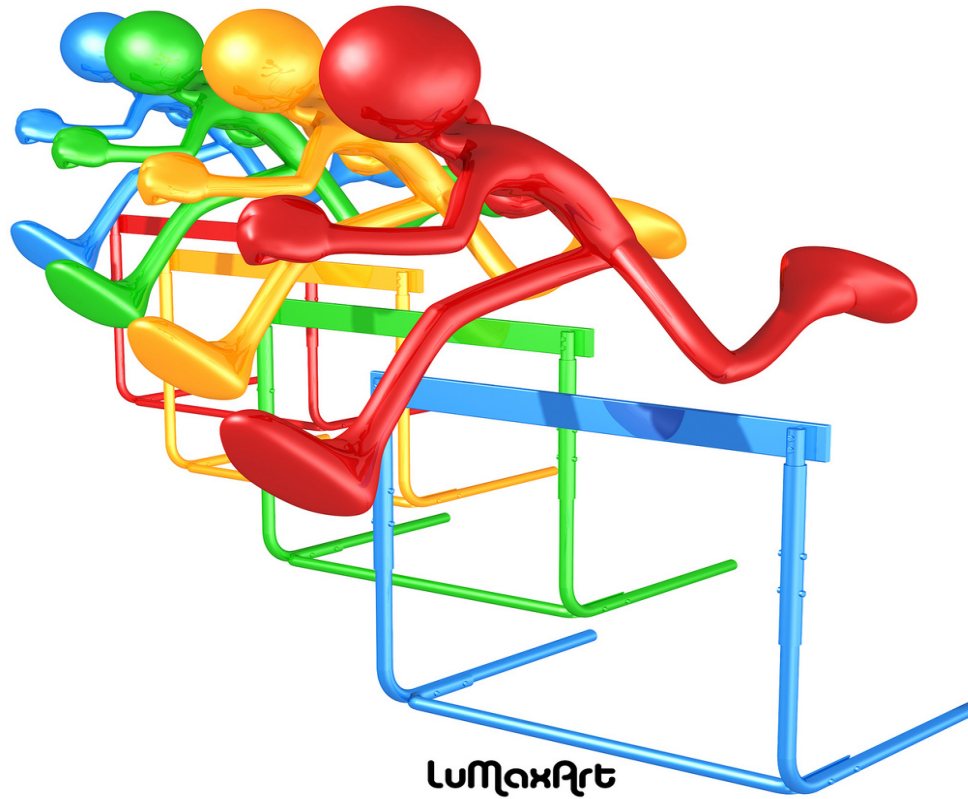
Guidelines for Consequences for Misbehavior

- **What consequences DO:**
 - Stop the behavior in the immediate sense
 - Clearly delineate negative behaviors
- **What consequences DON'T do:**
 - Lead to better behavior in the immediate and long term
 - Make the child think about what they've done
 - Make a larger impact when escalated



Drawn from evidence-based models such as: Parent Management Training (PMT, Kazdin) & Parent-Child Interaction Therapy (PCIT, Eyberg)

Implementing Programs Effectively



Common Topics Related to Implementation

- Consistency with school philosophy
- Scaffolding and shaping of motivation
- Fairness to all children in a class or group
- Need for higher levels of support
- Performance feedback

Parents'/Educators' Self-Care

- Make use of outlets for stress relief:
 - Partners, colleagues, and friends
 - Breaks, exercise, snacks
 - Sleep, perspective, and sense of humor
- Set small goals
- Prepare for hiccups and reinforcer fatigue
- Make adjustments, but don't give up
- Seek extra support when you need it
- Reward yourself and each other (parallel process)
- Remember that change is gradual AND that you can be a major force for change

Parents'/Educators' Coping Thoughts

- I want to be a source of support for this student.
- This issue might go deeper than just this moment. I might just have to dig a bit deeper to understand and empathize.
- Just take it one moment at a time, and lead with specific praise.
- I've got support. I'll consult and try another plan tomorrow.
- Putting in the effort now decreases stress later.
- *Flip the paradigm, catch them being good, pave the road, and be ready for extinction bursts*
- What are some of the coping thoughts you can be prepared with?

Selected Resources

- **Websites Related to Child Mental Health**

- The Child Mind Institute: <http://www.childmind.org>
- Association for Behavioral and Cognitive Therapies: <http://www.abct.org/home/>

- **School-Based Behavioral Intervention**

- Akin-Little, A., Little, S.G., Bray, M.A., & Kehle, T. (2009). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, D.C.: American Psychological Association.
- Pfiffner, Linda J. (2011). *All about ADHD*. New York: Scholastic, Inc.

- **Behavioral Intervention at Home**

- Barkley, Russell (2013). *Taking Charge of ADHD: The Complete, Authoritative Guide for Parents (3rd ed.)*. New York: The Guilford Press.
- Kazdin, A.E. (2009). *The Kazdin Method for Parenting the Defiant Child*. New York: First Mariner Books.

- **Social Skills and Peer Relationships**

- Frankel, Fred. (2010). *Friends Forever: How Parents Can Help Their Kids Make and Keep Good Friends*. San Francisco: Wiley & Sons.

Questions? Specific Case Examples?



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