

Best Practices for Improving Behavior: Presenter Notes

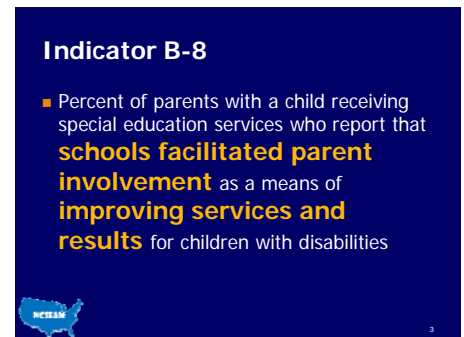
Slide 2:

- Today we are going to focus on discussing the importance of family involvement
- We will be discussing specific strategies that if applied correctly can improve the school's approach to family friendly practices
- Finally we will discuss how these strategies impact our environment & how we can take steps towards improving.



Slide 3:

- Review the definition of Indicator 8 of Part B of the Individuals with Disabilities Education Act (IDEA).
- Focus on the importance of involving families in the education process
- Every state is responsible for taking positive steps to include families. The Department of Education monitors parents perception of how well schools reach out to families and how this improves services for their students.



Slide 4: The 4 A's

* More information is contained in the PowerPoint presentation at the end of this document*

- For flourishing family-school partnerships to occur, certain conditions should be met.
 - These include:
 - An *approach* that invites and expects family involvement
 - Positive *attitudes* educators hold regarding family involvement
 - A welcoming *atmosphere* created by educators.
 - Once these conditions are in place, effective family-school partnerships can take place (*actions*).



Slide 5:

- Discuss how the approach, attitude and atmosphere must be appropriate **before** parent friendly “action” can be taken. Conduct a discussion with the audience of suggestions of how these areas can be improved within your school environment.
- This is a schematic to better understand how the 4 A's connect



Slide 6:

- Clear, Concise, and Consistent- Keeping rules simple and descriptive increases the likelihood that the child will understand them.
- Early- It is important for rules to be established at the beginning of the school year or early for families. The earlier rules are established the easier it will be for children to get into a routine.
- Frequent-The more frequently you communicate the rules the more opportunities the child has to learn them.
- Do vs. Don't- Specifically describe what you want the child to be doing. Stating rules in a positive way makes children 50 % more likely to comply with the rule.



Slide 7:

- Close proximity – Deliver the directive in close proximity to the child (2-4 feet)
- Say child’s name- Saying the child’s name ensures that you have their attention.
- Maintain eye contact- This is also another way to ensure you have the child’s attention
- Use quiet voice- Keeping a neutral tone of voice makes the interaction more pleasant for the child and adult. Children need to learn to respond to instructions and commands in a normal voice.



Slide 8:

- Give simple command- It is important to remember that you issue a command that the child is capable of doing. Positively state the command or instruction and remember not to present the command as a question.
- Wait before reissuing- After giving the command, wait a full five seconds before reissuing the command.
- Provide consequence- Remember to provide a consequence for inappropriate behavior as well as appropriate behavior. Use explanations sparingly.

Steps for Effective Commands



- Give simple command
- Wait before reissuing
- Provide consequence

Slide 9:

- Strengthens relationships- Focusing on good behavior increases positive interactions and strengthens the adult-child relationship
- Learned Behavior- Focusing on good behavior increases the likelihood that the child will exhibit appropriate behavior more often
- Predicts future behavior- Children will learn behaviors due to the attention that they receive

Rewarding Good Behavior

- Strengthening relationships
- Learned behavior
- Predicts future behavior



Slide 10: refer to Handout 1

- Highlight that there are four types of rewards and that these will be discussed in the next slides



Slide 11:

- Strengthen appropriate behavior- Physical and Verbal rewards are powerful and effective at strengthening good behavior.
- Easy to give- Whenever a child is displaying appropriate behavior it is easy to say “Good job” or “I like how you are sitting quietly”. It is also easy to give a hug or a thumbs up to let the child know that you are aware of their appropriate behavior.



Slide 12: Refer to Handout 2- Follow IFEED Rules

- Immediate-Verbal praise, like consequences, needs to be immediate. This gives the child immediate attention to the fact that they were displaying appropriate behavior. They are much more likely to display that behavior again if they know it will get your attention.
- Frequent- As when learning a new skill, children need to receive praise frequently to learn a new behavior. The more frequent the praise, the more frequent opportunities they have to be aware that what they are doing is appropriate.
- Eye Contact- As with giving an effective command, it is important to make eye contact with a child when you are giving them praise for appropriate behavior.
- Enthusiastically- Make an effort to show excitement when praising a child.
- Descriptive- Be descriptive in your praise so you can tell the child exactly what he or she is doing right. An example might be “Good job Claire for raising your hand to answer”



Slide 13: Also refer to Handout 3- Possible Rewards

- Highlight these are some potential rewards.
- It is important that you allow the child some choice in choosing their rewards. If the “reward” is not reinforcing, the child will not be as inclined to display appropriate behavior



Slide 14: Refer to Handouts 1, 4, 5, & 6

- Combine with other rewards- It is important to pair tangible rewards with verbal or physical praise. If the child only receives a tangible for appropriate behavior, then they will come to expect a tangible every time they exhibit an appropriate behavior.
- Reward Menus- See handout 1 and 4 for explanation
- Grab Bags- See handout 1 and 5 for explanation
- Chart Moves- See handout 1 for explanation



Slide 15:

- Working for rewards- Remember that everyone works for some type of reward (adults hold jobs and receive payment)!
- Decrease Motivation?- Rewards do not decrease motivation; they actually enhance motivation. Remember that a child is taught a behavior initially through the use of rewards. Once the behavior is learned it is important to **gradually** decrease the external rewards and self-motivation takes over to maintain the behavior.
- Not for inappropriate behavior!- Do not encourage inappropriate behavior by providing attention, such as laughing or comforting misbehavior. Some examples include giving a child something if they throw a tantrum for it, comforting a child when he or she throws a tantrum, or repeatedly responding to a child's call after he or she goes to bed.



Slide 16:

- Early decisions- Decide early on what is appropriate behavior or inappropriate behavior.
- Don't Stop- Once you start ignoring a behavior, don't stop until the behavior stops.
- Worse before improving- A child's behavior is likely to get worse before it gets better so be prepared to ignore the behavior until the end (unless the child is in danger of harming themselves or someone else).



Slide 17:

- Remove all attention- Remove attention from the behavior so you are not inadvertently rewarding the inappropriate behavior
- Refuse to argue or scold- Use explanations sparingly and do not engage in an argument. When engaging in an argument this is rewarding the inappropriate behavior with attention and prolonging the administration of an immediate consequence.
- Turn your head and avoid eye contact- This helps remove your attention from the inappropriate behavior.
- Don't show anger- Remember to keep a neutral tone and manner.



Slide 18:

- Pretend the behavior isn't occurring-Go about doing tasks that you would otherwise be doing.
- For Parents: Leave the room or find other activity- It is easier to ignore a behavior if you have something you can be doing like looking at a magazine or making a grocery list. If you leave the room to ignore a behavior remember to monitor the child to be sure they are not in danger.
- For Parents: No material reward- Be sure you are not rewarding the child's inappropriate behavior to stop them from crying or tantruming. For example if you are in the grocery store and your child is crying for a piece of candy or a toy, be sure not to give that to them as a means to make them stop crying.
- For Teachers: Attention when behavior stops- Provide positive attention when the behavior stops (i.e. "I like how you are playing with your toys quietly")

Steps to Ignoring Behavior

- Pretend the behavior isn't occurring
- Leave room or find other activity
- No material reward
- Attention when behavior stops



Slide 19

- Behaviors to ignore- These behaviors, while they can be annoying, are appropriate behaviors to ignore. Ignoring these behaviors means that the child is not receiving any type of reinforcement for acting out. Initially, the child may whine, cry, and tantrum for a while but eventually they will learn not to do these behaviors because they receive nothing for them.

Behaviors to Ignore

- Whining & Fussing
- Pouting & sulking
- Crying & complaining
- Begging
- Tantrums



Slide 20

- Behaviors NOT to be ignored- These behaviors should not be ignored because they are a danger to the child and other children as well.

Behaviors NOT to be Ignored



- Hitting (self or others)
- Breaking Objects
- Throwing objects (that may cause injury)
- Potentially dangerous behavior

NCSEAM 20

Slide 22

- Discussion point for your school staff

Questions for you. . .

- Taking local context into consideration, how might this information need to be modified?
- What are the potential barriers for using this model for homework strategies?
- How can we overcome these barriers?
- What support is necessary from administration?
- What support is necessary from other school staff?
- How will we ensure this support is offered and barriers are overcome?

NCSEAM

Evidence-Based Family-School Interventions with Positive Parenting Strategies

What we know...

Model: Positive Parenting Strategies

Goal:

- To increase the likelihood that children will demonstrate positive, appropriate behavior
- To strengthen the adult-child relationship

Description:

- Provide several ways to reward good behavior, such as physical, verbal, and activity rewards
- Describe strategies to ignore inappropriate behavior
- Offer overall strategies to be consistent, establish rules, set limits, and have clear expectations
- Describe how to provide an effective command to a child

Methodological Rigor of Various Studies:

- Appropriate unit of analysis
- Appropriate outcome measures utilized
- Multiple assessment methods
- Information obtained from multiple sources
- Educational-clinical significance of change assessed
- Studies conducted in natural environments
- Control-comparison group
- Intervention manualized for certain interventions
- Randomization

Results:

- Positive parenting strategies have been shown to lead to a decrease in disruptive/externalizing behaviors displayed by children
- Effectiveness of strategies can be translated to culturally and linguistically diverse populations
- Strategies and interventions can be easily implemented into community-based services
- Parenting strategies can be implemented with siblings of target child

Selected References:

Gardner, F., Burton, J., & Klimes, I. (2006). Randomized controlled trial of a parenting intervention in the voluntary sector for reducing child conduct problems: outcomes and mechanism of change. *Journal of Child Psychology and Psychiatry, 47*, 1123-1132.

Maughan, D. R., Christiansen, E., Jenson, W. R., Olympia, D., & Clark, E. (2005). Behavioral parent training as treatment for externalizing behaviors and disruptive behavior disorder: A meta-analysis. *School Psychology Review, 34*, 267-286.

Wierson, M., & Forehand, R. (1994). Parental behavioral training for child noncompliance: Rationale, concepts, and effectiveness. *Current Directions in Psychological Science, 3*, 146-150.

What we don't know...

- Increase inclusion of treatment integrity data
- Generalization and long-term effects of parent training
- Evaluation of the high attrition rates of families from low socioeconomic status

The 4 A's: Creating Conditions for Family-School Partnerships

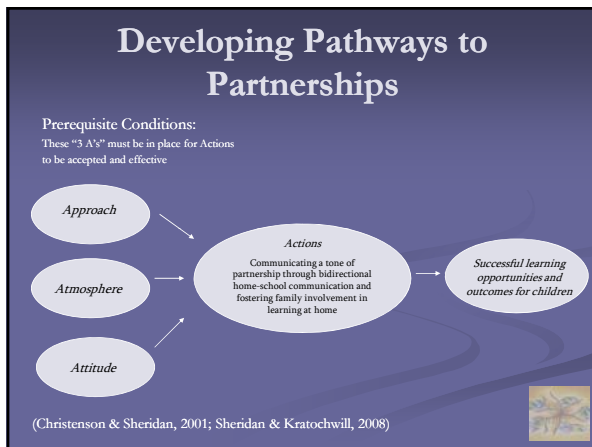
The Future of School Psychology Task Force on Family-School Partnerships

Susan Sheridan, Jenny Burt, Ashley Taylor, Andy Garbacz, Katie Black, Katie Magee, Laura Mullaney, Katie Hraban, Kelly Rasmussen

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The Four A's

- Certain attitudes and beliefs need to be in place before any family-school intervention can be effective
- Four A's (Approach, Attitudes, Atmosphere, and Actions) define the conditions that are necessary for effective family-school partnerships



Approach

Approach: The framework for engaging in positive interactions with families

- *Belief in shared responsibility* is central to family-school partnerships
- *Both families and educators are essential* for children's growth and development
- Emphasis placed on *relationships* between family members and educators, rather than on separate roles that each assume

Approach

- How To Engage in a Partnership Approach:
 - Request parental assistance – create opportunities for dialogue and empowering parents
 - Encourage a role for parents – share information and resources to solve concerns
 - Provide rationales and expectations for families and schools to work together
 - Structure interventions that require cooperation and communication (e.g., home-school notes, home reinforcement for school performance)
 - Increase responsibility for successful outcomes by including all participants (parents, teachers, and child when appropriate)

Attitude

Attitude: The values and perceptions held about family-school relationships

Includes attitudes that:

- All families have strengths.
- Parents can help their children succeed in school -- they must be provided with the opportunity and necessary information and support.
- Parents have important information and perspectives that we need to help educate their children.
- Parents and educators each bring unique and important perspectives and expertise to the table as co-equals.

Attitude

- How To Adopt a Partnership Attitude:
 - Attempt to take parents' perspectives whenever possible.
 - Ask yourself:
 - Do I put myself in the parents' place and mentally reverse roles to consider how I would feel as the parent of the child about whom there are concerns?
 - Do I really believe that parents are equal to me as a professional and are experts on their child?
 - Do I consistently value the comments and insights of parents and make use of their reservoir of knowledge about the child's total needs and activities?
 - Do I listen to parents, communicating with words, eye-contact, and posture that I respect and value their insights?
 - If I had a child in this situation, what information would I want and how would I like to be treated?



Atmosphere

Atmosphere: The climate in schools for families and educators to engage as partners.

- The affective climate in interactions among families and schools.
- The physical climate in schools that make them inviting and "family-friendly."
- All families must feel welcome!
 - Differences in parent backgrounds & experiences must be recognized.
 - Personal difficulties in school or previous conflicts may be prominent.
 - Ethnic, linguistic, religious, class differences can widen the gap.



Atmosphere

- How To Create an Inviting Atmosphere:
 - Recognize and appreciate diverse family structures, circumstances, and responsibilities, and how they may impact roles
 - Make your classroom welcoming and family-friendly
 - Spend time getting to know families and developing on-going relationships
 - Refrain from making assumptions and generalizations about families



Actions

Actions: What schools do to build partnerships and shared responsibility for education with families through effective communication.

- There is no one-size fits all approach
- Examine your current practices for partnering with families, and your willingness to include families and ask for their input
- Effective communication and administrative support are *key!*



Actions: Communication

- How To Practice Effective Communication:
 - Provide regular information to parents about their child's progress (e.g., make "good news" phone calls; use home-school notes; share information through e-mails, weekly folders, newsletters)
 - Engage in effective conflict management strategies by using clarifying statements and problem-solving strategies
 - Use words that convey a partnership (e.g., "we, us, and our" versus "you, I, yours, and mine")
 - Share information about how families can help their child at home



Actions: Communication

- How To Practice Effective Communication:
 - Use statements that express concern for the child
 - Retain focus on the child's goals and how to achieve them together
 - Elicit ideas, information, and perspectives from parents using open-ended questions (e.g., "How?" "When?" "Describe")
 - Paraphrase and validate message from parents to check understanding (e.g., "I hear you saying..."; "You are concerned about...")



Actions: Administrative Support

- Establish policies for partnering with all families
- Include policies for:
 - Requesting parental input throughout all phases of decision-making, not just when problems arise
 - Participation of parents who lack literacy skills or do not speak English
 - Professional development for teachers and staff to enhance their effectiveness with parents
 - Opportunities for parents to assist in the instructional process at school and at home



Key Points to Remember

- The development of effective approach, attitude, atmosphere and actions takes time.
- The aforementioned strategies may not work equally for all students, families, and educators.
- Individual schools may want to discuss what type(s) of programs will best meet their needs and school communities.
- Committing the time and resources while developing and implementing effective strategies will allow the process and outcomes to be most effective.

