

Revised December 2015

Taking the Sting



Out of...

BEHAVIOR

Ohio Coalition for the Education of Children with Disabilities

The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization that serves families of infants, toddlers, children and youth with disabilities in Ohio, and agencies who provide services to them. OCECD works through the coalition efforts of more than 35 parent and professional disability organizations which comprise the Coalition.

Established in 1972 and staffed primarily by parents of children and adults with disabilities, persons with disabilities, and education professionals, the Coalition's mission is to ensure that every Ohio child with special needs receives a free, appropriate, public education in the least restrictive environment to enable that child to reach his/her highest potential. Throughout Ohio, the Coalition's services reach families of children and youth, birth through twenty-six, with all disabilities.

OCECD's programs help parents become informed and effective representatives for their children in all educational settings. In addition, youth are assisted to advocate for themselves. Through knowledge about laws, resources, rights and responsibilities, families are better able to work with agencies to ensure that appropriate services are received for the benefit of their sons and daughters.



**OHIO COALITION FOR THE EDUCATION OF
CHILDREN WITH DISABILITIES**

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Download the free mobile barcode reader on your smartphone at www.i-nigma.com and scan this barcode to visit our website instantly and get more information about OCECD.



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INTRODUCTION

This book will address types of inappropriate behavior, methods that can be used in working with behavioral challenges, and some techniques that may assist children to develop appropriate skills necessary to correct inappropriate behavior.

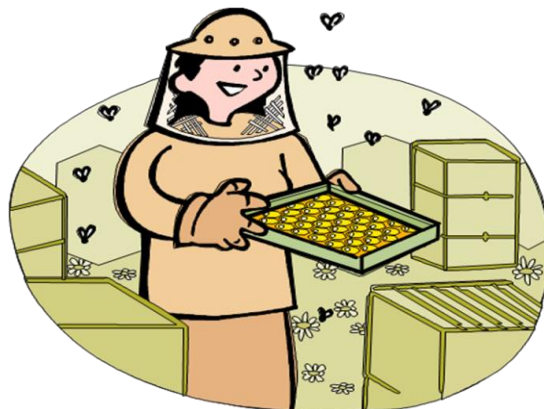
There is quite a buzz when the word “behavior” is mentioned. Generally we think of words like biting, hitting, kicking, spitting, inattentiveness, defiance and stubbornness. However, behaviors can be positive too. The trick is to guide the inappropriate actions in any given situation to a positive behavior or social skill.

Mention children and behavior in the same sentence and shoulders shrug and eyes roll. Some comments made are “I just don’t know what to do anymore.” “They seem so out of control.” “I wish I could make them behave.” Forcing someone to behave is an impossible task. The desire to make our own decisions emerges early in life. It is seen in toddlers’ tantrums and the frequent use of the word “no”. It signals the beginning of independent thought, a desired developmental step. The need for order and guidelines are necessary for the child to learn on their road to self-regulation and independence.

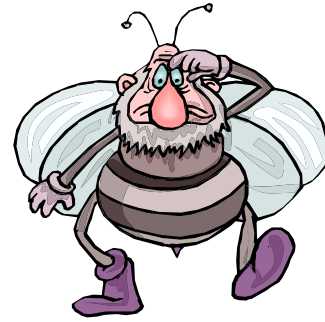
The saying “Busy as a Bee” certainly can apply to children but even bees have organization, guidelines and rules to govern their society. The beekeeper, through the use of various techniques, can influence the activity of the hive.

The behaviors of children can be influenced. Proactive interventions aid them in building coping skills and good judgment. Working with the behavioral needs of children is an opportunity to build positive futures.

An experienced beekeeper can handle thousands and even millions of bees daily and rarely be stung.



"Nobody's Perfect"



"Nobody's perfect" is a good motto for anyone raising or working with children. The only consistency with children, with and without disabilities, is that they are inconsistent. **Much of a child's behavior is adult controlled by their reaction, methods used, and consistency in support and discipline.** When adults change the way they respond to the child's behaviors, the child gradually will learn to modify their behavior.

Positive or negative behaviors a child displays while exploring, learning and communicating expresses how they are adapting to their environment. There are as many reasons for a behavior as there are children. Some children react inappropriately because they have never been given direction or taught how to handle various situations.

It is important to influence behavior by modeling what is acceptable and explain it to the child. Understanding developmental stages is a key factor in modifying behavior. Each stage of a child's growth has "normal developmental characteristics".

Some behaviors are developmental and relate to maturity levels and will run their course or just need only slight redirection. Some children, however, will need skill building and time to learn appropriate techniques.

Never assume a child understands what appropriate behavior is without explaining and modeling the desired behavior first. Repetition and guided use of the appropriate behavior will need to continue until it becomes a habit for the child.

Parents become experts on their own child, so they know what behavior is appropriate to expect and how to convey these expectations. Remember it takes time to build new behaviors to replace or modify inappropriate ones.

STAGES OF DEVELOPMENT

Every child passes through various stages of development. Each stage brings with it different characteristics and skills to learn. Understanding developmental stages of child growth is an effective key to understanding the behaviors of children.

Each stage of a child's growth has "normal developmental characteristics". Knowing this, it is then the adult's responsibility to gain an understanding of these characteristics and not be surprised when they show up.

If the undesired behavior is typical (age appropriate) then it is just a matter of time, patience and teaching new skills until it disappears. If it is not typical, then a disability may be present and an evaluation should be considered. Working with the behaviors of a child with a disability may require using the same techniques as those used with a non-disabled child, but may need to be presented in a different manner or over a longer period of time.

Many of the behaviors that we think are inappropriate are actually age appropriate. Children with disabilities may be chronologically 7 years old but function emotionally or socially as 3 years old. In that case, it is the 3 year olds behavior that needs to be addressed. Remember that while there are predictable stages of growth, a two year age span on each side of the age is still considered typical and each child has their unique way of learning, patterns of growth, and rate of growth. If the behavior is developmental then it will likely run its course with some guidance and direction from parents and/or teachers.

When children enter school, they leave the security of home and family. Their self-esteem, which is their sense of worth and belonging, is fragile and can change rapidly depending on what is happening around them.

Children need firm and consistent rules that are explained clearly and compassionately. Give children enough independence to learn from their successes and failures and at the same time provide consistent direction and unconditional support.



STAGES OF DEVELOPMENT

Age 2 to 3 Years

Wants to please others, is friendly toward most adults, and likes to talk with them. Learns to wait for their turn, to share and to say "Please," "May I," "Thank you," and "Excuse me." Likes to play group games and begins to follow simple rules.

Age 4 to 5 Years

More likely to agree with rules. Wants to please friends and to be like their friends. Sometimes demanding, sometimes eagerly cooperative. Can differentiate between fantasy and reality. Likes to use their imagination and begins to develop plots, changes characters' voices, and assumes different roles. Play allows children to become flexible, creative, develop vocabulary, control aggression, cooperate, and share.

Age 6 to 8 Years

Has increased problem-solving ability, shows strong desire to perform well and do things right. Begins to see things from another child's point of view, but may be very self-centered. Finds criticism or failure difficult to handle. Views things as black and white, right or wrong, with very little middle ground. Seeks a sense of security in groups, organized play or clubs. Generally enjoys caring for and playing with younger children.

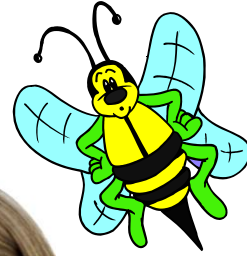
Age 9 to 10 Years

May have some behavior problems, especially if not accepted by others. Let the child know you accept him/her, even though you do not approve of specific behaviors. Becomes very independent, dependable, and trustworthy. Provide many opportunities for exercising independence and dependability. Praise these positive characteristics.

Age 11 to 12 Years

Anger is common; resents being told what to do; rebels at routines. Often is moody; dramatizes and exaggerates own positions (e.g., "You're the worst mother in the world!"). Experiences many fears, worries, and tears. Has strong urge to conform to peer-group morals. Do not overreact to moodiness and exaggerated positions. Be understanding and supportive.

Information taken in part from www.Education.com



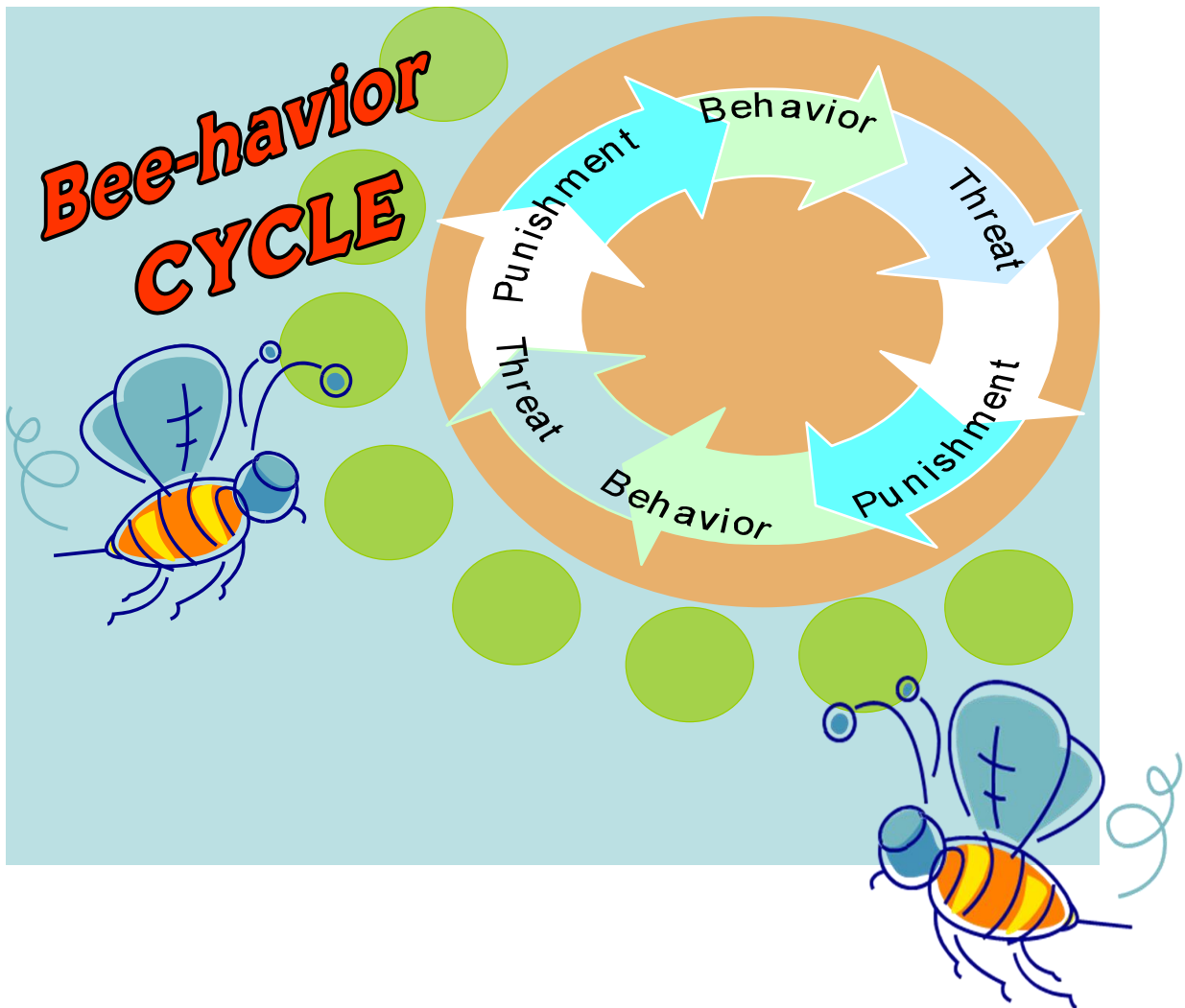
Each child is unique and each child's learning and growth rate differs from other children the same age.

Not all children develop at the same rate, so the child might fit better into the state before, or after. If, however, the child is unable to do many of the skills listed for his or her age group, consider consulting an early childhood specialist.

Parents are the best people to notice developmental problems, because of the time spent with the child. If your child has special needs, getting help early can make a big difference.

If you have questions about the child's development or want to have the child evaluated, contact:

- A pediatrician or health care professional
- The local health department
- Area Education Agency - Early Childhood Special Education Consultant
Examples are the County Educational Service Center (ESC) or the Early Childhood Staff in the public school district of residence or "Help Me Grow" for very young children.



In order to make positive changes to a child's behavior, this negative behavior cycle should be avoided when working with children. If not, the same results will keep occurring. A negative behavior cycle does not teach the child positive behaviors and it is frustrating to the adult as well.

There is a significant difference between punishment and discipline. Punishment is an unpleasant or painful event that follows a behavior in order to discourage it. Discipline is a positive approach to changing behavior. Discipline identifies and addresses the cause of the behavior in order to create a long-lasting change.

Sometimes it is hard to distinguish between punishment and discipline. The following chart explains the major differences between the two.

Punishment	Discipline
Does not address the cause of the behavior.	Addresses the cause of the behavior.
Does not teach appropriate behavior.	Teaches appropriate behavior and coping strategies.
Focuses on the problem, not the solution.	Focuses on a solution to the problem.
Leaves the offender feeling angry, guilty, isolated, and embarrassed.	The offender learns what is expected and reasonable.
Weakens relationships.	Helps strengthen relationships.
Only works short-term.	Results in long-term change and teaches responsibility.



FIND A REASON FOR THE BUZZING

The most important piece of information to be determined, when a student demonstrates poor behaviors is the **function of the inappropriate behavior**. The school district will go through a process called a Functional Behavior Assessment (FBA). The process addresses the **Who, What, When, Why and How Often** circumstances of the inappropriate or undesirable behavior.

The idea behind this process is that before a behavior can be changed, modified or eliminated, the reason for the behavior must be found.

Preschool programs usually do not perform FBA's. They use notes and observations on the child in order to gather this information.

It is important not only to gather information on negative behaviors, but also on positive behaviors.

What is the Function of the Behavior?

The behavior serves a purpose for the child. This is called the function of the behavior. All behavior serves a purpose and meets a need that the child is experiencing.

Find out what the payoff is for the child. They might be trying to gain access to adult or peer attention, a preferred activity, or internal stimulation. The child also may be trying to avoid or to escape tasks, activities or a change in routine.

Attempting to replace a specific, negative behavior with an acceptable behavior is likely to be difficult, unless we first determine the need, or "function" that behavior serves for the child.



WHAT IS A FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

When a student with a disability demonstrates poor behaviors, the school district is required by law to use FBA when dealing with challenging behavior. The FBA can be done by the school (school behaviorist) or by an outside behaviorist.

FBA should include all IEP team members i.e. parents, teachers, specialists, providers; anyone who has contact with the child.

Data is collected to determine why the behavior occurred and help identify ways to address the behavior. Data is used to develop a positive behavioral intervention plan. It is important not only to gather information on negative behaviors but also on positive behaviors.

Preschool programs usually do not perform FBA's because preschoolers' behaviors can usually be addressed using standard interventions. However, even if the child is very young, it is important to address challenging behaviors as these can quickly become learned responses or habits making it more difficult to eliminate or replace with an appropriate behavior.

All behavior serves a purpose and meets a need for the child. Until the need is met, any attempt to change the behavior is likely to fail.

"What" a child does (the behavior) and "Why" a child does it (the function) may be unrelated. Skipping school and getting good grades are two very different behaviors. Yet they serve the same function for different children --- gaining adult attention. While the function of both behaviors is positive for the child (parent attention), skipping class is not an acceptable way to be noticed.

From PACER Center, ALLIANCE ACTION Sheet: ALL-12



FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

To begin the FBA, a Behavior Specialist or someone with specialized behavioral training, will survey parents, teachers and others that have direct contact with the child to prepare a general description of the child to include:

- Child's history, strengths and abilities, likes/dislikes
- Child's challenges and level of development
- Child's behavior in other locations
- Any physical or medical factors that might impact behavior
- Any recent changes in the child's life or routines

Other specific information about the child and the behavior of concern will be gathered by the person performing the FBA:

- When and where is the behavior **most** likely to occur?
- When and where is the behavior **least** likely to occur?
- Who is present when the behaviors occur?
- What patterns of behavior exist?

When a behavior occurs, there are three things to look at (A, B, C of behavior):

1. What event triggered the behavior? (A – Antecedent)
 - Setting – In a particular room or place?
 - Environment – Loud noises, lots of people around, lighting, smells?
 - Actions of others – Commands given, touching, eye contact?
2. What is the specific behavior of concern? (B – Behavior)
 - Hits, bites, kicks, hides, calls classmates names
 - How often – every 10 minutes, every hour or once a day?
3. What consequences resulted from the behavior? (C – Consequence)
 - Sent to time-out, lost privileges, loss of recess, ignored?
 - Peers give up the toy the child fought for?

This process addresses: Who, What, When, Why and How Often circumstances of the inappropriate or undesirable behavior. If we learn about the behaviors and know when and where they are likely to happen, we can plan positive strategies to teach new behaviors. These strategies are called Positive Behavioral Interventions. Parents play a very important role in this assessment process, because parents have information about the child that no one else has. Teachers and parents will use the information from the FBA to help a child learn appropriate behaviors.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

There are three ways of getting at the function (cause) of the behavior:

1. Interviews;
2. Direct observation of the child's behavior;
3. Manipulating different environmental events to see how behavior changes.

The first two are generally referred to as Functional Assessments; the third is generally referred to as a Functional Analysis.

Interviews with parents and teachers should be used as a starting point, followed by observing the child's behavior in his/her natural environment and classroom environment.

Direct observation should be done only by a person thoroughly trained on collecting and analyzing this type of information, such as a behavior specialist.

Directly manipulating environmental events should be conducted only by a well-trained behavior analyst or someone else with a high degree of training and experience conducting these manipulations. This can pose a danger to the child or the behaviorist if not done correctly, because this recreates aspects of the child's environment believed to be responsible for his or her challenging behavior.

Taken from Dr. Stephen Starin, Behavior Analysis and Therapy, Inc.



POSITIVE BEHAVIOR INTERVENTION

PLAN (PBIP or BIP)

Strategies are developed that manage student behavior in classroom settings and outside of classroom settings.

A Positive Behavior Intervention Plan (PBIP) must encompass all aspects of the individual's life, including school, family, home and social life. It is not designed to be a "quick fix" to a behavior problem, but rather, a long-term, multi-dimensional support system. (Also may be known as BIP.)

PBIP is designed to positively affect not only the students' behavior, but the students' quality of life.

The link between families and positive behavioral interventions is an important one. When families are meaningfully involved in educational activities their children do better in schools. Families play an important part in their child's education and social development. The presence of parents in schools not only provides additional academic supports but also creates community and cultural connections.

Family members participate in the assessment and problem solving process to create individualized positive behavior support plans for their children.

For more information, visit OSEP's Technical Assistance Center on PBIS at <http://www.pbis.org/default.aspx>



POSITIVE BEHAVIOR SUPPORT IN THE IEP

Individualized Education Plan (IEP) is a written plan developed by the IEP team which includes parents as team members. The IEP specifies the student's academic, developmental and functional goals and the method to obtain these goals.

Based on the findings of the FBA, Positive Behavior Support (PBS) should be considered in the development of all components of the IEP. Incorporate PBS into:

- Changing environments (school and home)
- Altering daily routines
- Teaching new skills
- Ensuring rewards or consequences

A child may qualify for an IEP, if they haven't already. The IEP will focus only on the areas that are affected by the child's disability or disabilities. The IEP will provide a focus for the student's learning and specify a specific timeframe. It will reflect high expectations for the student.

The IEP should reflect as much as possible what the student's peers are learning and doing. The IEP will identify supports and services the student needs for success.

The goal for most educators, parents, and other professionals is for ALL students to be successful in school and in life. The law expects school districts to bring together parents, students, general educators and special educators to make important educational decisions with consensus from the IEP team for students with disabilities. These decisions will be reflected in the IEP.

The Ohio Coalition has booklets and trainings that address the IEP in depth and are free to parents. The information contained in this book is meant to help identify and offer ways of dealing with certain behaviors in children. Please contact the Coalition at 1-844-382-5452 for more information specifically about IEP's.



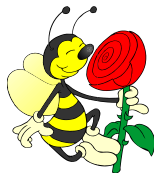
Reference: <http://specialed.about.com>

What Do I Do?



Recognizing behaviors is a first step. What next? Teach. Children must be taught appropriate behaviors. It is very important for parents and teachers to keep moving forward in order to effectively change a child's inappropriate behaviors. Children, just like adults, like to be encouraged and to know they have the support of others.

You may be asking, "What if I have tried EVERYTHING?" KEEP TRYING...no one has tried everything!



Positive Reinforcement

"Positive Reinforcement" is an action, whether verbal or physical, which follows a particular response that enhances the possibility that the response will happen again.

Simply put...it is a pleasant consequence to an action that will result in the child wanting to repeat the action again.

Each child will have different "reinforcers" and even those will vary over time. Smiles, stickers, and verbal encouragement are effective reinforcers, but you cannot assume that they will work for all children every time. Studying the effect the reinforcer has on a child's behavior is the only way to determine whether the reinforcer is appropriate.

Positive reinforcement is not enough. It will need to be accompanied by other techniques that teach appropriate behavioral skills.



BEHAVIOR AT HOME

The three most common parenting styles are:

1. The **authoritarian, or extremely strict** parent controls a child's behavior and attitude by stressing obedience to authority and discouraging discussion. Extremely strict parents often rely on punishment.
2. The **moderate, or authoritative** parent sets limits and relies on natural and logical consequences for children to learn from making their own mistakes. These parents set clear rules and explain why it's important to follow them. Authoritative parents reason with their children and consider the child's point of view even though they may not agree. They are firm, with kindness, warmth and love. They set high standards and encourage their children to be independent.
3. The **permissive, or indulgent** parent exerts minimal control. Children are allowed to set their own rules and schedules and activities. Permissive parents do not generally demand the high levels of behavior that authoritarian and authoritative parents do.

The moderate way, between extreme permissiveness and extreme strictness, is the most effective. Avoid too much criticism or too much praise which can make what you say less effective.

Children raised by authoritative, moderate parents tend to have a good self concept and to be responsible, cooperative, self-reliant and intellectually curious.

To help solve problems, establish fair, simple rules and state them clearly. For young children, just acquiring language, help them use words, rather than actions, to express how they feel.

Parents should separate the child from the action. Remind the child that it is the behavior that is disliked; the child is still loved. Be clear, firm and specific about why the behavior was not acceptable. Be respectful, no name-calling or yelling. Act immediately with fair consequences, in relation to the behavior.

Despite all the advice and good intentions, children and parents will still have meltdowns. Keeping blowups in perspective, preparing for them, and having some strategies for dealing with them will help everyone manage crises. The consequence should follow the behavior immediately. The consequence should be fair with respect to the severity of the behavior. However, "grounding for life" is never appropriate.

WHAT DOES NOT WORK

Studies confirm that physical punishment causes children to grow up to be aggressive. Another main reason to avoid physical punishment is that it can backfire.

Imagine this: A 7-year-old hits a 4-year-old. A parent rushes in and hits the offender. What did the children learn from this scenario? They learned that it's okay to hit when they're mad, exactly the opposite of what the parent intended to teach. Children are masters of imitation and look to their parents as models. What's the effect of hitting? The children learn to hit, just like mom and dad.

WHEN TO SEEK HELP

Check things out with a professional if your child is:

- doing dangerous or risky things that you can't stop,
- overly aggressive with others, or is
- disrespectful of people or property.

Parents should also seek consultation if there are changes in their child's behavior or new physical symptoms, such as headaches, poor eating or sleeping too much or too little.

Any medical or psychological causes for unacceptable behavior should be identified and addressed as soon as possible.

<http://www.aboutourkids.org>



WAYS TO HANDLE BEHAVIOR

When a child misbehaves, the first thing that comes to mind is that the child could do better if they wanted to or tried harder. In reality, the child could behave better if they knew how.

Children learn by observing the behaviors of others and the outcomes of those behaviors. Learning may or may not result in a behavior change. Children may become more aggressive when they observe aggressive or violent behavior. Learning appropriate behaviors depends on how well the child was paying attention and how well they retain information.

Three ways adults might react to a child's unwanted behavior:

1. **Power Struggle** – A very good way to get stung! It is a struggle for power between a parent or teacher and a child. Both are feeling frustrated, powerless, and are fighting to gain a sense of personal power and control. The adult may feel challenged to regain control of the child's behavior. In turn, the child may be determined to stand their ground.

There are several things a parent/teacher can do to reduce power struggles.

- a. Adults can decide not to fight or remain emotionally calm. Without anger there will be no power struggle because the child will have no one to fight with.
- b. Adults need to give up the concept that they can “make” children do anything. Instead, they can inspire, teach, influence, lead, guide, motivate, stimulate, and encourage children to positive, cooperative behavior. Catch them being good!
- c. Adults need to become proactive, not reactive. For example, during a temper tantrum at home, the parent should leave the room, without yelling or slamming the door. Later, after everyone has cooled down, parents can talk to their child about what they want or expect from them. Teachers must also learn not to be reactive.

If children feel personal power through choices, then they do not feel the need for power through conflict. Power struggles can destroy a parent/teacher-child relationship. Power struggles can destroy a child's sense of self-worth and self-esteem. Power struggles can eventually escalate into the more serious acts of rebellion and revenge. Let go of “control” and encourage the child toward good behaviors.

(From *Power Struggles* by Shirley King)

2. **Do Nothing** – Some children use inappropriate behavior for seeking attention. There are times when not addressing these behaviors is the right thing to do. By ignoring the behavior, they will stop doing it if no one is responding to them. It is important, however, never to ignore hurtful or dangerous behavior.
3. **Cooperative Problem Solving** – Socially, emotionally, and behaviorally challenged children lack skills like flexibility, adaptability, frustration tolerance and problem solving skills – *not* motivation. Knowing this makes it possible to help these kids in ways that are more humane, compassionate, and effective. Determine what skills the child can be taught to help them regulate their behavior in the future. This technique involves team-work, creative thinking, and problem solving. Figure out what went wrong and how to change it so that it will not happen again.

These are just some ideas that might be explored when dealing with behavior issues with children. Each individual situation, depending on the child, their age, and their disability, will require decisions to be made about:

- The technique that will work best for a specific child/behavior.
- The technique that can be implemented most effectively.
- The technique that will take the most or least time.
- The technique that will teach independence.

What works best for the child may not be the easiest, but it might teach them the skills they need to be independent and to gain the ability to regulate their own behavior.



It is important to remember that these techniques generally will not teach skills, however, the techniques could be used to reward or reinforce a positive behavior. The goal is to eliminate an inappropriate behavior and replace it with the appropriate, desired behavior. The appropriate behavior will need to be taught to the child. If the child is not taught an appropriate behavior, they will find another behavior that serves the same purpose which could be worse than the original undesirable behavior.

Make sure to use positive reinforcement to modify or to change the child's behavior. Redirect the child or teach the child to self-redirect. In order for the child to self-direct, a plan must be in place for the child so they can make the appropriate choice. For example, if the child has finished a classroom assignment, have something available for him/her to do, such as, a puzzle, coloring pages, computer time, or helping the teacher.

Allow the child special time, for example, one-on-one time with the teacher or special time with one or both parents, grandparent, etc. Some families have created coupon books so their child can earn a coupon for a movie night with pizza or something special they really enjoy.

Be very careful about ignoring behaviors. Children do not realize sometimes that they can really hurt themselves or someone else. Never ignore dangerous behaviors. Explain to the child, in terms they understand, that it is never acceptable to hurt others or themselves.

"Time out" is a method that many parents and teachers use. Sometimes it is an effective way to calm down a child and sometimes not. Always consider the child's age when using the time out method. It is recommended that 1 minute of time out is used for every year of the child's age. A 3 year old child cannot be expected to sit for 15 minutes. Using a timer will be helpful.

When time out is over, it is a good time to have a discussion with the child about their actions. Find out why they acted the way they did and what can be done to prevent it from happening again. Discuss with the child what they could have done instead of the inappropriate behavior.

**Inspire, teach, influence, lead, guide,
motivate, stimulate, and encourage
children to positive, cooperative behavior.**

Catch them being good!



TIPS FOR HANDLING PROBLEMATIC TEMPERAMENT TRAITS

Some extreme traits can be problematic for kids at home, at school, and in the community.

- Heed the signals that indicate it is time for the child to blow off steam and find a way to let them do so.
- Incorporate some active time during the day. Walk to school instead of driving, or stop at the park on the way to go grocery shopping.
- Avoid using confinement as a method of discipline.
- Allow enough time for tasks and activities.
- Use a timer to set a goal for when a chore should be finished.
- Reward your child for sticking with a project and completing it in a timely fashion.
- Acknowledge the child's feelings and provide ways for them to make themselves more comfortable.
- Layer clothes to allow for adjustments on days that are too warm or too cold.
- Avoid overstimulation, e.g., loud music, strobe lights, noisy groups of people.
- Explain interpersonal cues, such as facial expressions, body language and personal space.
- Avoid taking away recess time at school.

TIPS FOR HANDLING PROBLEMATIC TEMPERAMENT TRAITS

- Teach the child to control emotional responses through anger management, self-talk, or calming strategies.
- Provide advance warning of changes in routine.
- Create routines.
- Provide firm rules and close supervision. Children are curious!
- Role play or practice expected behaviors before going into new situations.
- Acknowledge the stress new situations produce and encourage the child to talk about it.
- Be sensitive to subtle signs of unhappiness that the child may be bottling up inside.
- Teach appropriate ways to express feelings of sadness, anger, fear, and frustration.

<http://www.greatschools.org>

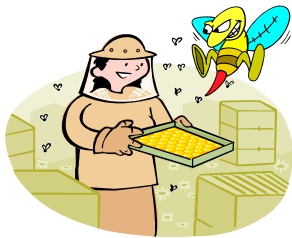


What Else?

Don't panic. Change does not take place over night. It will take time to get the hive in order, but behavioral modification techniques do work.

Remember that the cause or the purpose that the inappropriate behavior serves for the child must be identified and replaced with an appropriate behavior. This will involve teaching the child the appropriate behavior.

"KEEPER OF THE BEES"



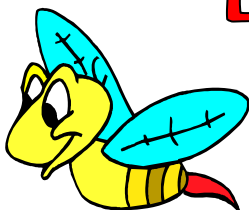
The adult working with the child sets the tone and the types of behaviors the child manifests.

SENSORY NEEDS



Some children do not like to be touched. Others may need large muscle movement to stay focused. Understanding a child's sensory needs will allow the child to be relaxed and ready to learn.

ENVIRONMENT



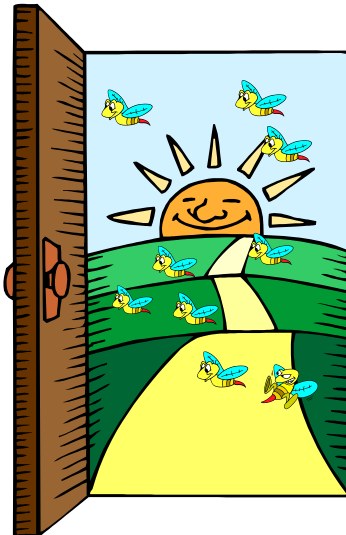
Pay attention to sounds, smells, temperature and lighting in the child's environment.

Who really knows what is in the mind of a child? Why do they do what they do? Life experiences, perceptions of the world around them, and the interactions and responses of people in their lives all form a thought process, which in turn, governs the child's behavior. Perception is reality.

The adults that children see and spend time with will be their role models for behavior. Everything they experience is recorded in their minds.

The results of over 500 studies show that punishment is one of the least effective methods to modify problem behaviors. The most effective way to eliminate inappropriate behavior is through positive behavioral interventions, teaching social skills, and modifying the environment to meet the child's needs.

Remember...REPETITION...it takes TIME to BUILD NEW BEHAVIORS to replace inappropriate ones.



As with all transitions, developing the skills to self-regulate behavior is a process. The goal is to build skills that will enable the child to self-regulate their own behavior.

Encouragement is the sweetener that makes the change worthwhile.

Give the child clear and well defined rules and allow them to make choices.

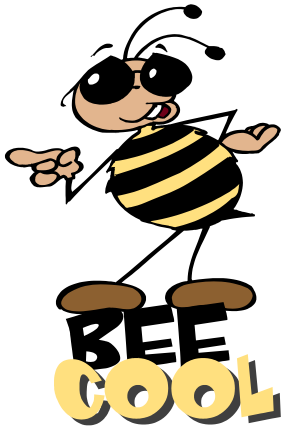
**Children need to know
what is expected of them.**

**Give them the freedom to fly and the
skills needed to use their wings.**

APPRECIATE THE WHOLE CHILD

No matter what the child's temperament, show respect and understanding; accept them just the way they are. Temperament traits combine to make the child very unique and special.

Remember that some traits seen as challenging in kids are valued later. The extremely open and approaching child may become an adventurous and exploring adult who makes new discoveries. The child with high energy and persistence may become an Olympic gold medal winner!



So when it comes to behavior...

- Consider the child's NEEDS.
 - Pick the right APPROACH.
 - Use techniques that TEACH SKILLS.
-
- Look beyond the moment to WHAT ELSE could be affecting the child's behavior.
 - NEVER ASSUME children know or remember everything. Modeling and repetition are needed.

And above all...

BEE-COOL!

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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