

Balance: Bringing School Behavior services Into The Home (In these Crazy Times)

Obviously, Things Are different

- Actually, Pretty Much Everything
- Services not the Same as In Educational Setting and Home Program
- Needs, Objectives, and Targets Change

A Matter of Balance

- Only Take On What Realistically Do
- Specific Targets, Specific Times, By Who
- You and Family Have to Have a Life
- Will Have Lots of Behavior Therapists But Parents Need To Be Parents
- More May Be Less
- Prioritization
 - Safety
 - Urgency
 - Most Do-able
 - Bridging As Possible

Ten Tips for Behavior Programming

I. Pick Your Spots, Shots, and Battles

- a. Balance Between Efforts and Practical Reality
- b. Choose Times, Situations, Targets
- c. A Process
- d. Discretion Better Part of Programming
- e. Be Realistic
- f. Be Real
- g. Avoid Power Struggles
- h. May be what pulling for
- i. Cut Losses

II. Make the Program Positive

- a. Learn What Not To Do Through Negatives---Not What To Do
- b. Positives Make Efforts and Efforters Positive
- c. If Can, Spend Time Finding New Positives
- d. Discouragers Have a Place...

III. Catch 'em Being Guh

- a. And Go, Goo, Good and Great.

**IV. Minimal Attention/
Minimal Reaction to Problem Behavior**

- a. Keep Cool Head
- b. Try Not To Take or Make Personal
- c. Child Often Knows Was Inappropriate
- d. Harsh Tone and Volume etc. Often Not Discouraging
- e. May Be Pushing for the Reaction
- f. Any Program is a Process—This is Not the Last Stand
- g. Experiencing the Program

V. Be Creative

- a. Every Child is Different, Every Day is Different
- b. Novelty is a Hit
- c. Variety is the Spice.....
- d. Listen to What They are Telling You

VI. Try To Figure Out Why

- a. Behavior Has A Purpose
- b. Common Purposes
- c. Attention/Affiliation/Provocation
- d. Escape/Avoidance
- e. Communication
- f. Power/Control
- g. Frustration/Emotion Release
- h. Payback
- i. Access

VII. Try To Help Alternative Grow

- a. More There are Replacements and Alternatives, The More Problems Reduce
- b. Not All About What Happens at the Time—Mostly About What Happens Between Times
- c. Teach, Teach, Teach
- d. Break Things Down--Begin Where the Child Is—Find Success Starting Point
- e. Ralph's Parking Lot
- f. Teach So They Learn (ABC and/or Modeling-Practice- Feedback)
- g. Build Things Up
- h. Support New Learning

VIII. Be Flexible

- a. Even Best Program Will Need Adjustments
- b. Expect To Be Outwitted
- c. Give Exceptionally For the Exceptional
- d. Take Mitigating Factors Into Consideration

IX. Be Structured

- a. Up Front Time Can Save Time
- b. Let the System and Program Do It's Job
- c. Avoid Too Much Assistance
- d. Avoid Bribes and Threats and Let's Make a Deal
- e. Let Learning The Ropes Occur
- f. Don't Expect Automatic Transfer
- g. Remember Don't Have To Do it All in the Moment or All the Time

X. Temper Expectation with Patience and logistical reality

- a. Having High Expectations Can Be Helpful
- b. It's Always a Process