

Behavior in the Early Years:
Ideas for When the Going Gets Tough



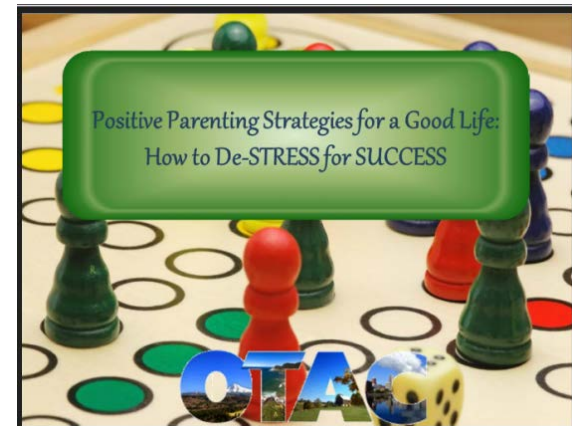
Sponsored by:

Oregon Technical Assistance Corporation:

Training and Technical Assistance

Family support includes:

- In-home/community-based behavior consultation & training. Remote consultation provided via technology
Training is based on the principles of Positive Behavior Support (PBS)
- Free trainings of interest to families offered throughout the state and via webinar, online training
- Functional assessment and behavior support planning
- Technology and skills assessment/support development



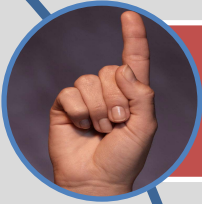
<http://www.otac.org/pbs/online-parent-training-series/>

How Families Can Access Supports

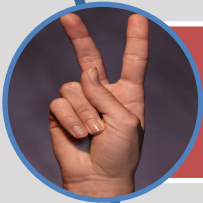
- County Developmental Disability Program (CDDP) service coordinators can submit a request for the family to receive services through OTAC's state funded contract
- Families may contract with OTAC through our private pay services:
 - Families may access other county or state funding e.g. family support, K-plan, CIIS, child welfare, brokerage, in-home comp
 - Family funded

**OTAC does not bill insurance providers*

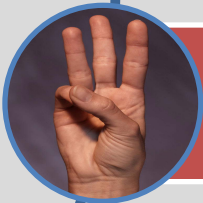
Objectives



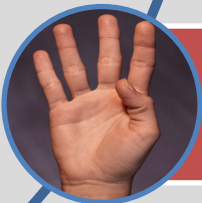
Explore the role stress and underlying conditions play in difficult behaviors



Review common outcomes of difficult behaviors



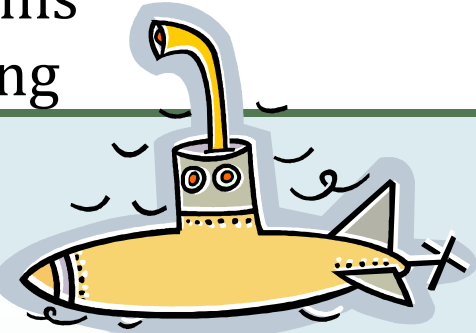
Identify how to see patterns in the difficult behaviors



Identify supports to enhance the person's life

- “Ignoring” or refusing
- Hitting, kicking, biting
- Running away
- Screaming

- Throwing things
- Biting self
- Tantrums
- Climbing

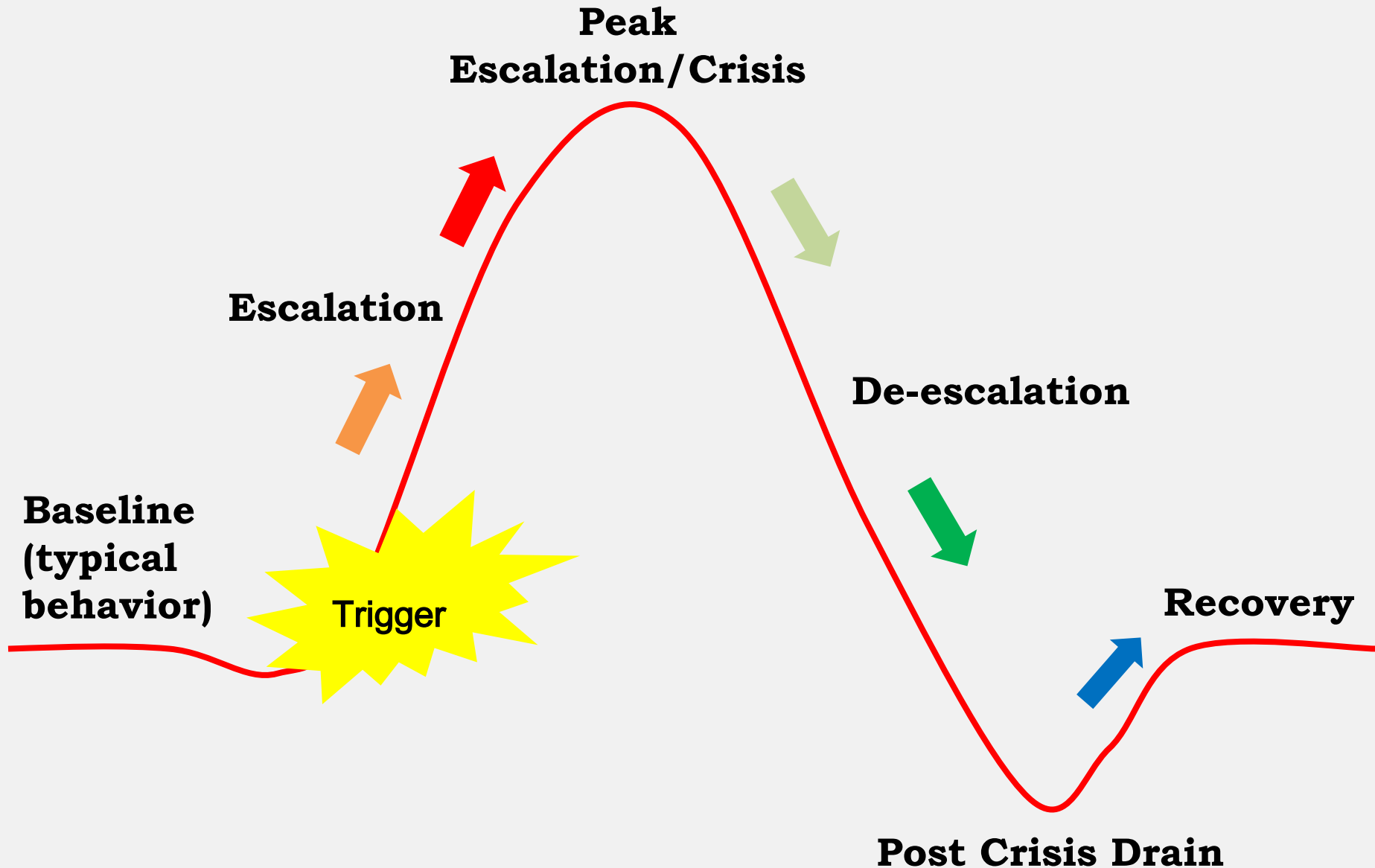


Below the Surface

- Underlying factors
 - Age/life experiences
 - Diagnosis (characteristics specific to your child)
 - Family dynamics/Culture
 - Communication
 - Personality
 - Sensory needs
 - Chronic health issues
 - Medication (side effects)
 - Strengths, abilities, interests

What's
driving the
behavior we
see?

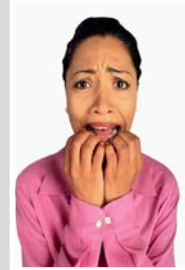
The Stress Cycle



Why Difficult Behavior...?



To gain a preferred outcome, item, activity, person



To avoid fear, frustration, and non preferred situations



To gain communication express a need, feeling, or information




To avoid confusion, anxiety, not being heard, and loneliness



To gain help, interaction, comfort, stimulation



To avoid pain, discomfort, and unpleasant sensory stimuli

Underlying Conditions	Common Setting Events	Common Triggers	Behavior	Common Outcomes
	<ul style="list-style-type: none"> • Hungry • Thirsty • Tired • Lonely • Illness • Anxiety • Sensory • Waiting • Confusion • No outlets for stress • Unpleasant interactions with peer/adult 	<ul style="list-style-type: none"> • “No, wait, stop” • Transitions • Difficult task • Power struggle • Communication: <ul style="list-style-type: none"> • Ignored • Communication not understood by others • Internal Triggers: <ul style="list-style-type: none"> • Fear • Emotions • Sensory • Pain • Frustration • Embarrassment 	<p>Difficult behavior that impacts the health and safety of the person or others*</p> <p>*Remember to sort out and address health and safety challenges before disruptive behaviors</p>	<p>To Get:</p> <ul style="list-style-type: none"> • Space • Expression • Information • Interaction • Preferred activities <p>To Avoid:</p> <ul style="list-style-type: none"> • Triggers • Transitions • Confusion • A person • Non preferred activities

Look for Patterns in the Difficult Behavior for Clues

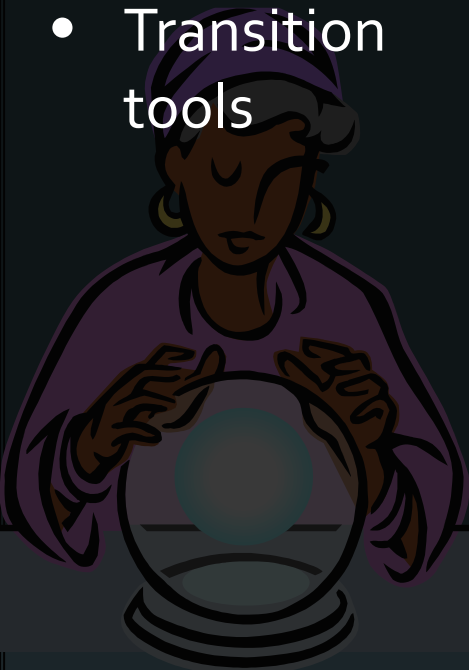


- What are the LEAST and MOST likely times the incidents occur?
- What is happening just before you see the difficult behavior?
- What is happening during the incident?
- What is happening after the incident?
- How does the environment change?
- How do you respond/others?

Support Strategies

Prediction

- Routines
- Schedules
- Information
- People
- Transition tools



Control

- Choice
- Communication
- Problem solving
- Trust



OTAC All Born In 2013

Outlet

- Exercise
- Expression
- Sensory Supports



Social Support

- Family
- Relationships
- Clubs
- Community
- Caregivers





Where
am I
going?



What
am I
doing?

All Important Questions



Who's
going to
be with
me?



How
much am
I doing?



What's
next?



How will I
know I am
finished?

Underlying Conditions	Common Setting Events	Common Triggers	Behavior	Common Outcomes
Proactive/Preventative Supports			Replacement	Response
<ul style="list-style-type: none"> Accommodate underlying conditions Provide and teach stress/emotional outlets Use visual supports Use reinforcement systems sparingly Provide choice and control as much as possible Teach and practice replacement behaviors Answer the all-important questions 			Step 1: Prompt the skill to meet the need of the behavior Step 2: Prompt a skill to cope with triggers	Remove triggers Adapt our communication Increase information Help the child "reset"
Proactive/Preventative Supports			Replacement	Response



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