


NCPMI



Within the Framework
Webinar Series

**Providing Distance Family Support: What do I say?
How can I help? A Conversation with NCPMI Faculty**



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National Center for
Pyramid Model INNOVATIONS
ChallengingBehavior.org

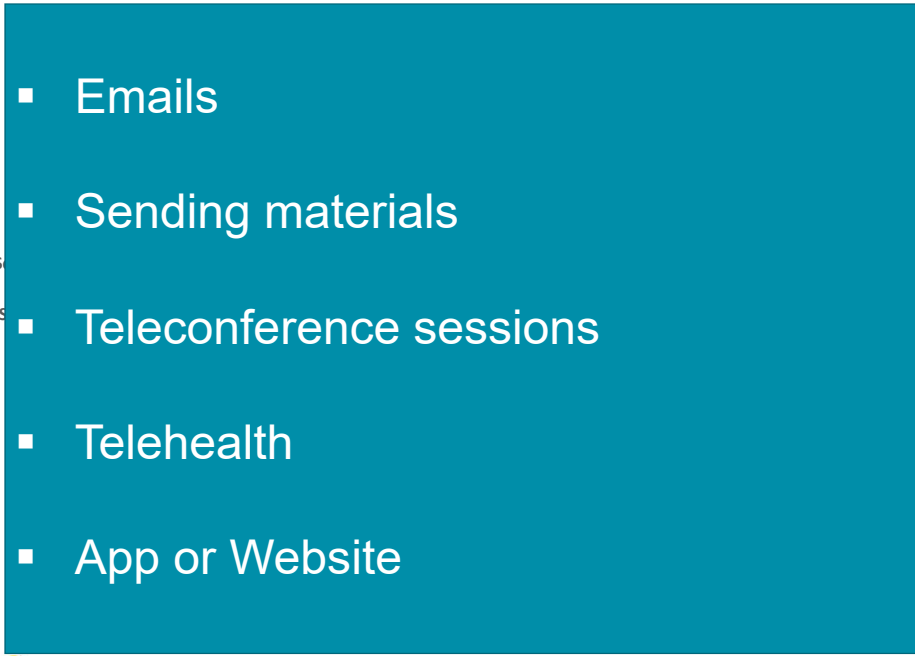
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Questions and Discussion

Use the Q&A panel to submit your questions/comments.



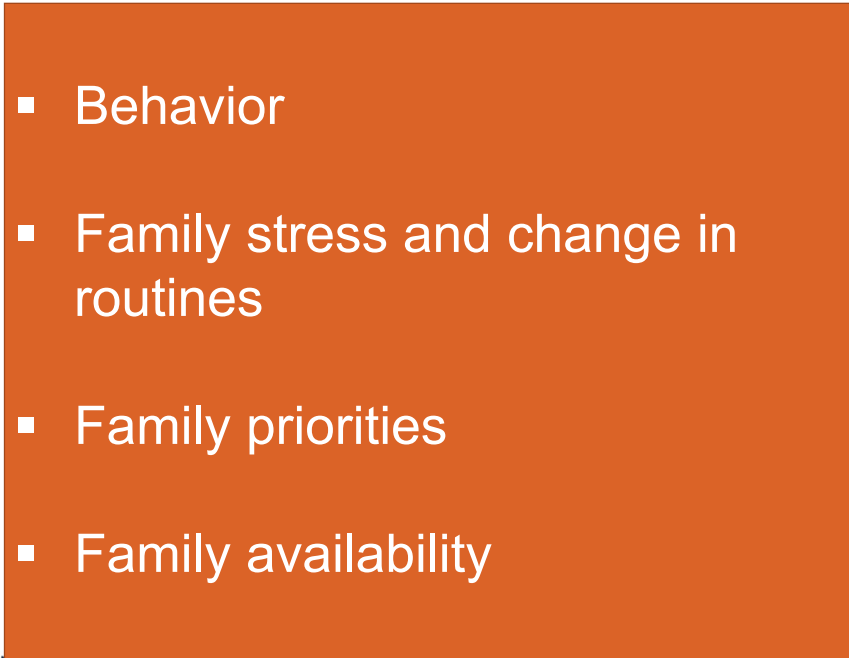
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- Emails
- Sending materials
- Teleconference sessions
- Telehealth
- App or Website

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- Behavior
- Family stress and change in routines
- Family priorities
- Family availability

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How can I provide help without adding to a family's stress?



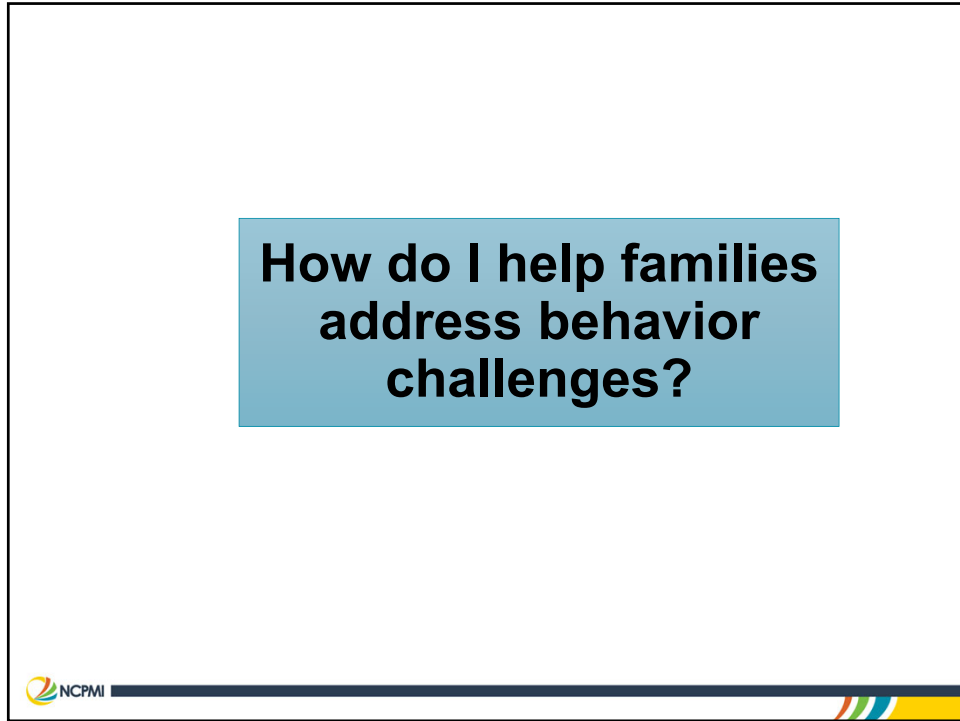
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Have these Numbers Available



- Disaster Distress Helpline – Call 1-800-985-5990 or text TalkWithUs to 66746 to connect with a trained crisis counselor.
- Crisis Text Line – Text with a trained Crisis Counselor. Also available in the UK and Canada. <https://www.crisistextline.org/>
- National Suicide Prevention Lifeline – If you're feeling suicidal, please call 1-800-273-TALK (8255).
- National Domestic Violence Hotline – Isolated at home in an abusive situation and need help? Call 1-800-799-7233. <https://www.thehotline.org/>



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**ayudar a
te la pandemia**

Tips for Helping Your Child During the Pandemic

With the increasing prevalence of the Coronavirus, you might be feeling vulnerable, concerned, or anxious about the spread of the virus and the effects on your family. Your child might also be feeling this way in response to changes in your mood, information they are hearing, or changes in their daily routine or environment. The following suggestions and resources are designed to help you support your child at this time.

#1: Be available

Your child might hear information about the coronavirus in school, from the media, or from other adults or children in their lives. It is important to let your child know that you are there to listen or help them when they feel anxious, scared or worried.

- ▶ Listen to your child's feelings, questions, thoughts or beliefs.
- ▶ Use age appropriate language when responding to your child's questions or concerns.

#2: Let them know they are safe

Make sure you are calm when talking with your child. Tell them that you and other adults in their lives are doing your best to make sure they are safe. Let them know that you can listen and help if they start to feel worried, anxious or scared.

- ▶ Provide extra positive attention: provide hugs, cuddles, high fives, or positive comments to connect with your child and reassure them that they (and those they love) are OK.

#3: Teach your child things they can do to feel safe

Help your child know what they can do to feel safe if they start to feel anxious, scared or worried.

- ▶ Explain new safety routines.
 - "We are going to wash our hands for 20 seconds when we come home to get rid of the germs that could make us sick. Do you want to sing a song or count?"
 - "When you cough/sneeze, you should cover your mouth with your elbow (model). This will help keep me, your family, friends and teachers safe too."

▶ Help them think of strategies to use when they start to feel emotional.

- Create a safe place where they can go or activities they can do to feel calm.
- Use the **Tucker Turtle technique**.
English: https://www.helpingchildren.org/docs/tucker-turtle_story_home.pdf
Spanish: https://www.helpingchildren.org/docs/tucker-turtle_story_home_SF.pdf
- Practice **breathing exercises**.
English: <https://www.helpingchildren.org/docs/5-finger-breathes.pdf>
Spanish: https://www.helpingchildren.org/docs/5-finger-breathes_SF.pdf

▶ Teach them to talk to an adult about their feelings.

#4: Keep daily routines as normal as you can

Just like us, children find safety in their daily routine. When you are staying at home, here are some things you can do:

- ▶ Keep a predictable schedule for meals, sleep, and nap times.
- ▶ Keep routines the same (e.g., if you read a book before bed every night, continue to do this routine the same way).
- ▶ Provide choices when you can. Routines children with choices can give them some feeling of control, and will help ease anxiety.
 - Do you want to wear your blue shirt or red shirt today?
 - Do you want to play with the puzzle or build with blocks?
- ▶ Communicate when things might look different and why. For example, take time to explain new hygiene routines, that you or your partner are working from home, or that you or your partner might need to help siblings with their school work.
- ▶ Recognize and affirm your child's feelings of fear, disappointment, frustration, or other strong emotions in response to the changes in routines.
- ▶ If you have a plan in place for addressing challenging behaviors, follow it. It provides consistency for your child and family.

añadir

información sobre el virus en los medios de un adulto o niño en su vida. Se puede acudir al para sentirse o preocupado: a, pensamientos o creencias de su hijo cuando les.

ber que

quite cuando hable con usted y otros adultos en de para asegurarse de que puede escuchar y ayudar si es necesario.

a su hijo cosas hacer para

lo que puede hacer para no, ansioso o preocupado: durante 20 segundos cuando a los germinos que pueden una canción o contar?" se exhibe la boca con el día a mantenerse a un a minutos a abajo".

▶ Crear un lugar seguro donde puedan ir o actividades que puedan hacer para sentirse tranquilos.

- Use la **técnica La Tortuga Tucker**.
English: https://www.helpingchildren.org/docs/tucker-turtle_story_home.pdf
Spanish: https://www.helpingchildren.org/docs/tucker-turtle_story_home_SF.pdf
- Practice **ejercicios de respiración**.
English: <https://www.helpingchildren.org/docs/5-finger-breathes.pdf>
Spanish: https://www.helpingchildren.org/docs/5-finger-breathes_SF.pdf

▶ Enseñe a hablar con un adulto sobre sus propios sentimientos.

#4: Mantenga las rutinas diarias lo más normal posible

Al igual que nosotros, los niños encuentran seguridad en sus rutinas diarias. Estas son algunas cosas que puede hacer cuando está en casa:

- ▶ Mantenga un horario predecible para las comidas, sueño y hora de dormir.
- ▶ Mantenga la rutina igual (por ejemplo, si lee un libro antes de acostarse todas las noches, continúe haciéndolo en rutina de la misma manera).
- ▶ Ofrezca opciones cuando pueda. Ofrezca opciones a los niños que puede darle una sensación de control, y ayudará a aliviar la ansiedad.
 - "¿Quieres poner la camisa azul o roja hoy?"
 - "¿Quieres jugar con el rompecabezas o contar con bloques?"
- ▶ Comuníquese cuando las cosas puedan verse diferentes y por qué. Por ejemplo, tómese el tiempo de explicar nuevas rutinas de higiene, que usted o su pareja estén trabajando desde casa, o que usted o su pareja puedan necesitar ayudar a los hermanos con las tareas del colegio.
- ▶ Reconoce y afirma los sentimientos de miedo, decepción, frustración o otros emociones fuertes de su hijo en relación con los cambios de rutinas.
- ▶ Si usted tiene un plan para manejar los comportamientos desafiantes, sígalo. Les permite consistencia para su hijo y su familia.

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Prevent Strategy
Transition Warnings

Transition warnings let your child know when an activity is about to end and a new activity is about to begin. Providing transition warnings can prevent challenging behavior by creating a more predictable environment for your child.

Types of Transition Warnings

A verbal warning about how much time is left before the activity ends and/or a new activity begins.

"One more minute and then blocks are all done."

Familiar song used during each transition, such as a clean up song.

"Clean up, clean up, everybody, everywhere."

Use a visual such as a first-then board or your child's visual schedule.

"First bath, and then watch a movie."

Use a timer to let your child know how much time is left before the activity ends.

"When the timer goes off, it will be time to get dressed."

For older children (who understand time), ask how much more time they need before transitioning. You can provide choices to ensure the time is reasonable.

"How much longer do you think you should have on the iPad? Five minutes or 10 minutes?"

For more information on using other prevent strategies, click [here](#).

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Prevent
Positive Descriptive Feedback

Positive attention prevents the likelihood that challenging behavior will occur.

"Nice job sharing legos with your sister!"

Make sure to identify the specific behavior so that your child knows what the desired behavior is.

"You're working hard to put on your shoes. I'm proud of you."

Provide extra feedback during times that are particularly difficult for your child before challenging behavior occurs.

Provide frequent positive descriptive feedback when your child engages in behaviors you want to increase.

"I love how you asked for a turn on the swing!"

"You cleaned up your toys! Great work!"


Pair praise with other things your child enjoys, like hugs or high-fives, to further increase the likelihood of your child engaging in the desired behavior again.

"You brushed your teeth! High five!"

For more information on using this prevent strategy see the expanded document by clicking [here](#).

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New Response Strategy
Provide Help Once Your Child is Calm



During challenging behavior, provide minimal attention. Avoid using reprimands.

Reprimands are a form of attention.

Once calm, provide positive descriptive feedback about your child being calm.

"You took deep breaths to calm down. I am proud of you for calming your body."

Provide positive descriptive feedback when your child completes the activity/routine.

"Wow! You put on your pajamas! That was awesome!"


When you're blocking behavior, avoid speaking to or looking at your child to minimize attention.

Ensure your child is safe by blocking harmful behavior. Clear nearby objects that might be harmful.

When removing nearby objects, do so as quietly and quickly as possible to avoid escalating your child's behavior.


Use the least amount of prompting needed to help your child complete the task.

Click [here](#) for more information about how to help your child when challenging behavior occurs.



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By remaining calm when your child is engaged in challenging behavior, you will provide the safety and support your child needs. This also allows you to model positive ways of dealing with big emotions.



STAY CALM

CONNECT

REFLECT

Count to 10 slowly.

Remember something you love about your child.

What might your child have been feeling?

What was your child's behavior communicating?

How do you want to respond if this behavior happens again?

REFLECT

Take 3 deep breaths.

Repeat a positive affirmation (ex: 'I have patience').

Label your child's feelings and acknowledge them as important.


Reassure your child and show affection.

Look for opportunities to celebrate your child's behavior.

CONNECT

Supporting a child with challenging behavior can be emotionally draining. Remember to take care of yourself. Go for a walk, play your favorite music, or connect with a friend.

More resources available for supporting your child with challenging behavior are available here: <https://lab.vanderbilt.edu/barton-lab/fbsapp/>



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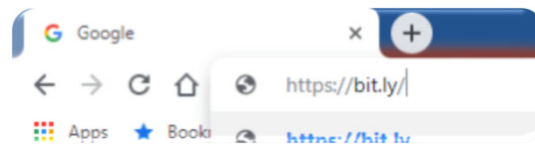
How can I guide families who do not have access to technology?



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Feedback

- Email with survey link (in 1 hour)



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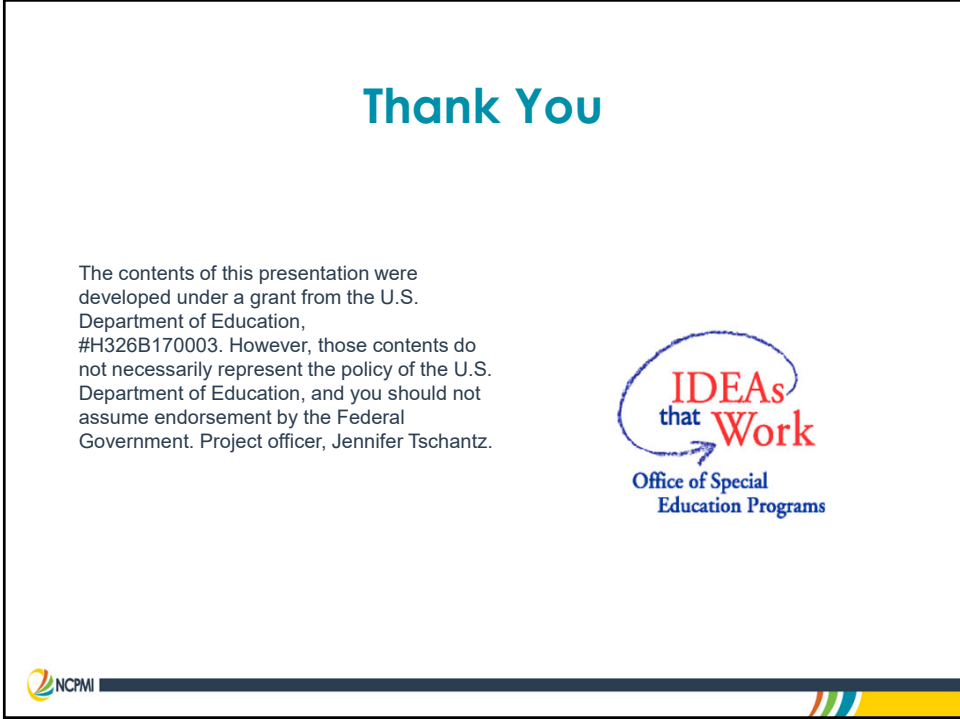
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Thank You

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