



Reflections from the Field: Positive Solutions for Families

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National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

Introductions



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What's Happening Today?



Locate Materials



Overview of Materials



Q&A

What is Positive Solutions for Families?

- Feel confident
- Develop strong relationships
- Cope with strong emotions
- Identify and express feelings
- Make friends
- Follow directions
- Persist when tasks are hard



Positive Solutions for Families

IS Designed to...

- Give family members general information on key strategies that can be used with all children

Is NOT Designed to...

- Offer families specific advice on individual issues or behavioral concerns.

Facilitators of the workshop should be knowledgeable about **local agencies** and **service providers** that may assist families who have complex support needs or children with challenging behavior that requires the individual consultation by a professional.



Where to Find Materials

Positive Solutions for Families: Facilitator's Guide

Facilitator Resources Links

Session 2:

1. Sample Risk Poster
https://challengingbehavior.org/sites/default/files/risks_poster_sample.pdf
2. I Can Follow the Family Risk Sample Script Story for Home
https://challengingbehavior.org/sites/default/files/Script_Story_Risks_Home_Sample.pdf

Session 4:

3. Clean Up My Tenth Sample Script Story for Home
https://challengingbehavior.org/sites/default/files/Script_Story_CleanUp.pdf
4. I Break My Tenth Sample Script Story for Home
https://challengingbehavior.org/sites/default/files/Script_Story_BreakDown.pdf

Family Materials Links

Session 1:

1. Providing Positive Feedback and Encouragement
https://challengingbehavior.org/sites/default/files/positive-feedback-encouragement_activity.pdf

Session 2:

2. Time-Out Tip
https://challengingbehavior.org/sites/default/files/Positive-Solutions_Timeout_TipSheet.pdf
3. Tracking Risks at Home
https://challengingbehavior.org/sites/default/files/Tracking_Risks_at_Home.pdf
4. Making a Scripted Story
https://challengingbehavior.org/sites/default/files/Scripted_Story_Home.pdf

Session 4:

5. Family Routine Guide
https://challengingbehavior.org/sites/default/files/Positive-Solutions_Family_Routine_Guide.pdf
6. Helping Children Transition Between Activities
https://challengingbehavior.org/sites/default/files/Helping_Children_Transition.pdf
7. I Break My Tenth Example
https://challengingbehavior.org/sites/default/files/Script_Story_BreakDown_Tip.pdf
8. Clean Up My Tenth Example
https://challengingbehavior.org/sites/default/files/Script_Story_CleanUp_Tip.pdf
9. Visual Supports for Routines, Schedules, and Transitions
https://challengingbehavior.org/sites/default/files/Visual_Supports.pdf

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The screenshot shows the NCPMI website with the following content:

- Navigation: About | Pyramid Model | Implementation | Training & Technical Assistance | Pyramid Model
- Section: Implementation
- Family Engagement
 - At any time of the Pyramid Model, practitioners and programs should consider what strategies might be used to welcome and support diverse families. Use the appropriate link to learn from family groups for promoting self-compassion and building the adults and services that families might need to promote their child's self-development.
- Guidance on Family Engagement
 - 2019-2020: Pyramid Model for Early Childhood Education and Care: A Guide to Implementation
 - 2018-2019: Pyramid Model for Early Childhood Education and Care: A Guide to Implementation
 - 2017-2018: Pyramid Model for Early Childhood Education and Care: A Guide to Implementation
 - 2016-2017: Pyramid Model for Early Childhood Education and Care: A Guide to Implementation
 - 2015-2016: Pyramid Model for Early Childhood Education and Care: A Guide to Implementation
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 - 1901-1902: Pyramid Model for Early Childhood Education and Care: A Guide to Implementation
 - 1900-1901: Pyramid Model for Early Childhood Education and Care: A Guide to Implementation
- Related Resources
 - Making Life Easier
 - Behavioral Checklist
 - Family Articles
 - Scripted Stories for Social Situations
 - Teaching Social Emotional Skills
 - Schedules, Routines, and Transitions
 - General Resources





Positive Solutions for Families Overview



Positive Solution for Families Sessions

- Session 1: Making the Connection
- Session 2: Keeping It Positive
- Session 3: Behavior Has Meaning
- Session 4: The Power of Routines
- Session 5: Teach Me What to Do
- Session 6: Responding with Purpose
- Session 7: Putting It All Together In a Plan



Materials

Facilitator's Guide

Scripts

Session PowerPoint Presentations

Family Handbook and Resources

Family Routine Guide



Facilitator's Guide: Contents

Contents	
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- Tips for Facilitators
- Recruiting Participants
- Overview of Group Structure
- Activities Used in Sessions
- Family Handbook
- Role Play Materials
- Resource and Material Links



Facilitator Script: Preparing for the Sessions

Review Objectives

Prepare materials to share with families

Trainer Script
Session 1:
Making the Connection

In This Session

Learning Objectives

- Meet each other and learn about our families.
- Discuss the purpose of the group.
- Discuss ground rules we might have for our group.
- Discuss the role families have in promoting their child's social-emotional development.
- Identify the importance of building positive relationships with children.

Agenda

1. Introduction (20-25 min)
2. Purpose (5 min)
3. Group Ground Rules (5 min)
4. Connecting
 - a. Activity 1 and Share Back (15 min)
 - b. Reader of Connecting (7 min)
5. Encouragement
 - a. Activity 2 Apply It and Try It (20 min)
 - b. Activity 3 Apply It and Try It (7 min)
6. Closing (4 min)

Family Materials

- Positive Solutions Family Handbook
- Reminders
- 1. Providing Positive Feedback and Encouragement

Facilitator Materials

- PowerPoint
- Positive Solutions Family Handbook
- Chart Paper, Markers, Tape
- Role Play Cards

Icon Key

- Chart Paper
- PowerPoint
- Group Activity
- Discussion
- Handbook
- Apply It and Try It

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Review agenda and note times per section

Prepare materials for you to use during sessions



Facilitator Scripts: How to Use

Slide

Facilitator Notes

Trainer Script - Session 4: The Power of Routines

Welcome

Peer "Ground Rules" developed in the first session.

Show Slide 1: Session 4: Positive Solutions for Families - The Power of Routines

Welcome back to *Positive Solutions for Families*. This is our fourth session together - The Power of Routines.

Show Slide 2: What's Happening Today?

We have some great new reminders to share with you today as we focus on routines. We will focus on learning how to set up a routine for success and how to structure routines and transitions to prevent challenging behavior. As we go through the material today, you will learn new strategies to use with your child.

Reflect on Apply It and Try It

Show Slide 3: Apply It and Try It Review

Before we begin, let's talk about your Apply It and Try It activities. Last time we were together, you left with two activities to try at home. One was to start observing your child when there was challenging behavior to see if there were patterns that gave you clues about the "why" or function of your child's behavior. Our second activity was to develop rules for home. Let's start with the observing behavior activity. Does anyone want to share? What did you learn by observing your child?

Encourage participants to share and respond to any questions. Remember to encourage participants to make connections with each other and invite them to respond to one another. After a participant responds, you might say something like, "Would anyone else respond to ...?" or "Did anyone have a similar experience they want to share?"

Before shifting to a brief overview of rules, you might say, "So, we are learning a lot about children's behavior. Today, we will begin to think about how we can respond to behavior when it occurs. A few of you have pointed out that challenging behavior is occurring in certain activities or routines. We are going to talk about routines in this session and how we might structure them to prevent challenging behavior. I want you to continue to do these observations on your child's behavior. These observations will be useful as we develop prevention strategies."

Did you try establishing rules for your child? Does anyone want to share what they did and how it went?

Summarize after sharing. You might say, "A few of you tried establishing rules and that some success. Your children were interested in the rules. Establishing expectations and helping children understand them will be something that we will continue to talk about."

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Sections

Script



Facilitator Script: Icons



Chart Paper



Role Play



Group Activity



Discussion



Family Handbook



Apply It and Try It

Session Activities to Support Adult Learning

- Self Reflection
- Brainstorming
- Facilitated Group Discussion
- Planning in Family Handbook
- Role Play
- Apply It and Try It: Things to try at home

Family Handbook: Use

Positive Solutions for Families: Family Handbook

Session 2: Keeping it Positive
Activity 1: Affirmation

An affirmation is a positive statement or statement about yourself that is encouraging and motivating. Write an encouraging/positive comment to yourself about something that you did well on/like this last week.

Reflection

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Positive Solutions for Families: Family Handbook

Session 3: The Power of Routines
Activity 3: Apply It and Try It: Teaching the Routine

Strategies I will try this week to teach the routine with my child:

Strategies to Try:

Possible Strategies

Visual Cues	Use a Timer	Use Praise
Visual Schedule	Use a Visual Warning	Increase Praise (Encouragement)
Countdown		

? How did my child respond?
How did I feel about using the strategy?

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Family Routine Guide: How to Use

Positive Solutions for Families: Family Routine Guide



Brushing Teeth or Hair

Your child does not like being touched.

How the Guide is Organized

- 1 Find the "Why" (Your child...)**
We might not like being touched.
This section provides ideas that will assist caregivers in thinking about where the child may be communicating through challenging behavior. The strategies that are recommended require determining the "why" of behavior as it occurs in the routine.
- 2 Prevent the Behavior**
What can I do to prevent the challenging behavior?
This section provides preventive strategies that will help the child participate in the routine without having challenging behavior.
- 3 Respond**
How do I respond when challenging behavior occurs?
This section provides the caregiver with ideas on how they can respond in a way that does not maintain the problem behavior (e.g., the behavior happens!).
- 4 Teach New Skills**
What new skills can I teach to replace the challenging behavior?
This section suggests new skills to teach to replace the challenging behavior. Many of the strategies mentioned in the guide are quick and easy to implement.

Prevent the Behavior

- Simplify – Keep hair cut fairly short so that it is easier to manage.
- Handle with care – Hold the end of the brush, comb, or toothbrush to guide your child in brushing.
- Have everything out and ready to use to reduce the amount of time that your child has to wait.
- Offer fun choices – For brushing teeth, give your child a choice of what kind of toothbrush and what kind of toothpaste they can use (e.g., electric, character brand, favorite flavor, preferred color). For hair brushing, give your child a choice of a comb or brush, or wet it first or brush it dry.
- Download an app that can assist children to learn how to brush teeth.
- Play "Mirror, Mirror" – Model for your child how to brush. Point to a mirror to have them watch reflection, demonstrate how to brush, and then say, "copy me" or "I go, now you go.". Praise any attempt to brush.
- Examine your materials – Is the hairbrush or toothbrush too stiff or rough? Select a brush or comb type that will not pull hair or select a soft toothbrush.
- Encourage success – Praise your child and let them know that you are so happy or proud of them.

Respond

- Validate feelings, and say, "I know it's not too fun brushing your _____. First, we'll brush fast and then (fun activity)."
- Praise any and all small attempts to brush teeth or hair.
- Offer choices (see suggestions in prevention), and then help follow through the routine quickly.
- Ask if they want to play "Mirror, Mirror" and model for your child how to brush, and then say, "copy me". Praise any attempt to brush.
- Ignore inappropriate behavior and help them follow through with minimal talking and emotion in your voice.
- Provide a countdown from 5; then provide gentle assistance by staying calm.

Teach New Skills

- Teach your child to make a choice, (e.g., "Do you want the red electric brush, or the regular blue brush?").
- Teach your child to play "Mirror, Mirror", and use the mirror to make it more fun, (e.g., "Look at me brush my teeth. Now you do it!") or brush your teeth or hair together at the same time.



Making a Plan

Positive Solutions for Families: Family Handbook

Session 2: Putting It All Together With a Plan Activity 2: Family Planning Sheet

What _____ (child's name) does during _____ (activity):

Why I think my child does it:

What can I do to prevent the challenging behavior?

How do I respond when challenging behavior occurs?

What new skills can I teach?

What materials or resources do I need to implement the plan?

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Session PowerPoints

Positive Solutions for Families
Session 4:
The Power of Routines

NCPMI

Affirmations

- Statements that are encouraging and motivating
- Help us feel strong
- Help us feel optimistic about change

Make a note!
Reflect on the changes you have made or your efforts with your child.

NCPMI

Apply It and Try It Review

Things to Try at Home:
1. Focus on one routine or transition. Use visuals and try at least 3 strategies. (Handbook Activity 2).

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Consistency is Key

Schedule

Visuals: Book, Bookends, Schedule, Finished

NCPMI



Session PowerPoints: Agenda

What's Happening Today?



- ✓ Apply It and Try It Reflections
- ✓ Affirmations
- ✓ Determining the Meaning of Behavior
- ✓ Being a Behavior Detective
- ✓ Developing and Teaching Rules



Family Materials

Teaching Rules at Home

How to Create Rules:

- Involve children in the process of setting rules.
- Write down rules in a "big" format if possible.
- Put rules that apply to situations that occur at least once a week.
- Put rules that your child can't do on the wall.

How to Teach Rules:

- Use a poster that lists the rules.
- Use a poster that lists the rules and the consequences of not following the rules.
- Use a poster that lists the rules and the consequences of not following the rules.

Making a Scripted Story

Scripted stories are a great tool to support your child. You can use them to teach your child to respond during new situations or everyday situations. You can make a scripted story at home or at school. Long with your child today.

Creating a Story

- Think of a situation or routine with your child.
 - Write down the situation or routine.
 - Write down the steps that your child will take.
 - Write down the consequences of not following the rules.
- Add details to make complete sentences.
 - Write down the details that your child will use.
 - Write down the details that your child will use.
- Add pictures on each page.
 - Write down the details that your child will use.
 - Write down the details that your child will use.

Taking a Break: Using a Calm Down Area at Home

A calm down area provides a child a place to calm down and take a break. It is a safe place for your child to go when they are feeling upset, angry, or sad. It is a place where your child can go to take a break from a situation that is making them feel uncomfortable. It is a place where your child can go to take a break from a situation that is making them feel uncomfortable. It is a place where your child can go to take a break from a situation that is making them feel uncomfortable.

Getting started

The calm down area is a place where your child can go to take a break from a situation that is making them feel uncomfortable. It is a place where your child can go to take a break from a situation that is making them feel uncomfortable. It is a place where your child can go to take a break from a situation that is making them feel uncomfortable.

Espera y toma turnos	Consigue un reloj	Comparte
Pregunta: ¿Jugamos conmigo?	Di: "Por favor, para."	Pide ayuda
Pide un abrazo	Usa palabras amables	Toma un descanso

We Can Be Problem Solvers at Home!

By Meghan van der Ende, Michelle Leitch, Rachel Anderson, Anne Kromer, & Sarah Thomas

ChallengingBehavior.org

SOUTH FLORIDA NCPMI



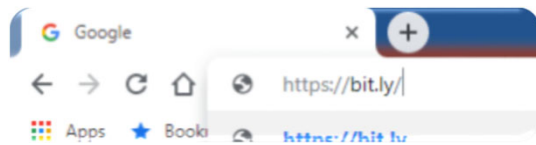
Q&A: Perspectives from the Field



Survey and Certificate

Recording Viewers

- Type URL during presentation into a web browser window or scan QR Code
- *URL is case sensitive*



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