

Routine-Based Strategies for Addressing Challenging Behavior

Gerry Morgan
Behavior Specialist
Early Childhood CARES
October 4, 2010



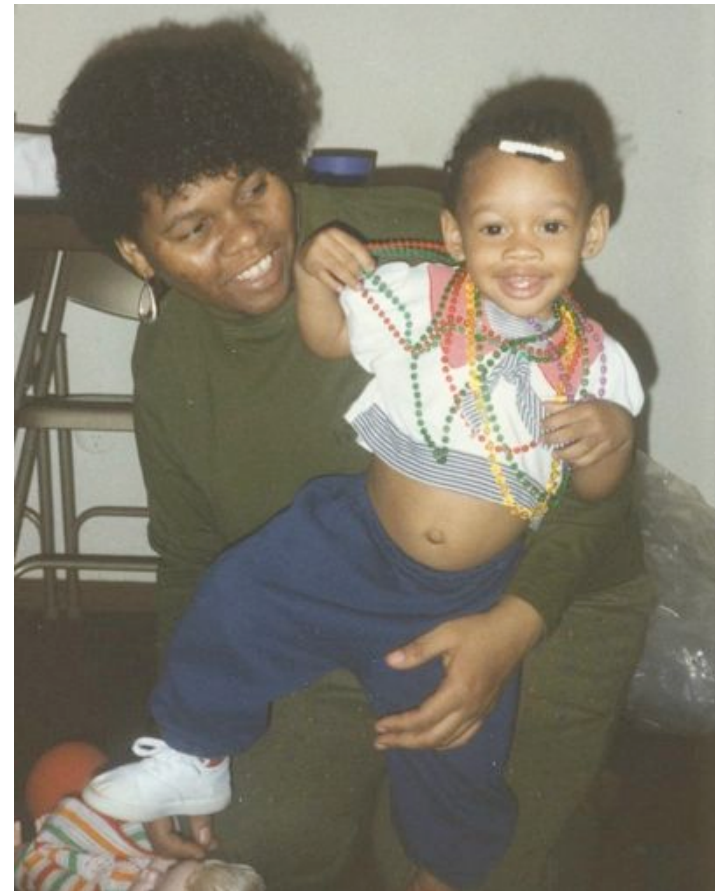
Session Objectives

- ▶ To describe the importance of routines in the lives of children and parents
- ▶ To present practical tools for addressing challenging behavior within routines
- ▶ To describe how routine-based strategies can lead to overall positive behavior change



Routines

- ▶ Schedules
- ▶ Transitions
- ▶ Change of routine









Visual Schedules

- ▶ A way to support children through routines



- A way to support children through routines

Bruce's Morning								
Wake Up!								
Get Dressed 								
Breakfast 								
Inhaler 								
Brush Teeth 								
Backpack 								
Play! 								

Visual Schedules

- ▶ Can be used to break down tasks into separate elements



turn water on



get soap



rub hands



rinse hands



turn water off



dry hands



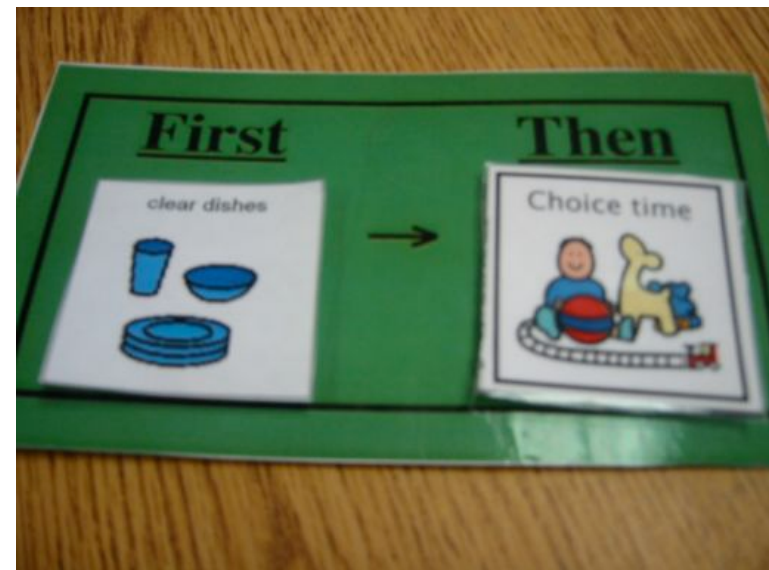
Transitions

- ▶ Moving from one activity to another is difficult
- ▶ Warnings and cues are helpful and supportive



Sequenced Directions

- ▶ Create a sequence of events
First–Then, When–Then, After–Then
- ▶ Identify an effective or motivating “then”
- ▶ “I’ll save it for you...”

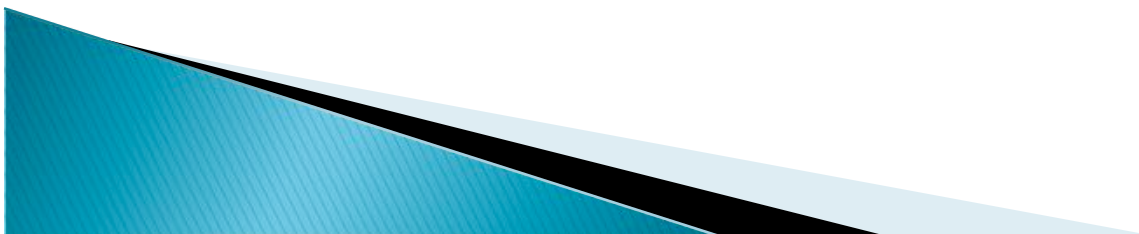


First Say “First”

- ▶ “First you put on your shoes. Then you can go outside.” This is a contingency statement (First–Then). A “first–then” statement is a simple instruction that tells your child what to do in order to do something that he/she wants to do.

“First you pick up your toys, then you can have a snack.”

“First you finish getting dressed, then you can play outside.”



Challenging Behavior Works!



Remember!
Children engage in
challenging behavior
because it works for
them!

Remember to Be a Detective!



- ▶ Figure out the meaning of your child's behavior!
- ▶ What is your child trying to tell you?

Function of Behavior

- ▶ Antecedent
- ▶ Behavior
- ▶ Consequence



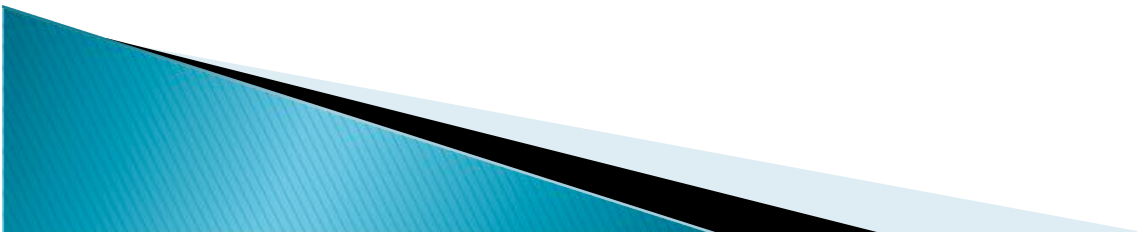
Examine the Situation

- Clues to figure out the meaning of behavior can be found in 3 things:
 - What happened before the behavior
 - What the child did
 - What happened after the behavior



Angelo

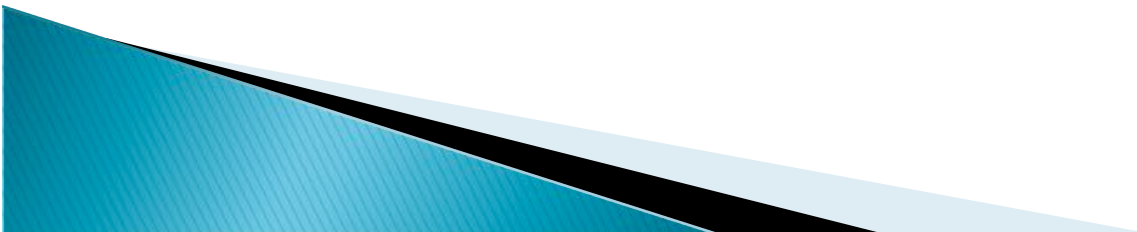
Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. He falls on the floor, begins kicking and screaming, and shouts, "No!" His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.



Angelo

Before

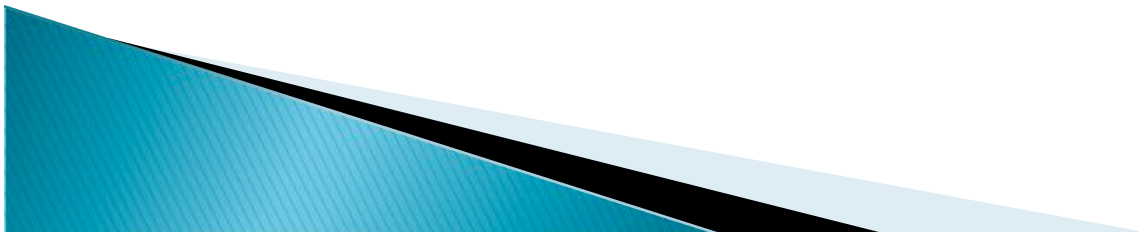
- ▶ *Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair.* He falls on the floor, begins kicking and screaming, and shouts, "No!" His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.



Angelo

The Behavior

- ▶ Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. *He falls on the floor, begins kicking and screaming, and shouts, "No!"* His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.



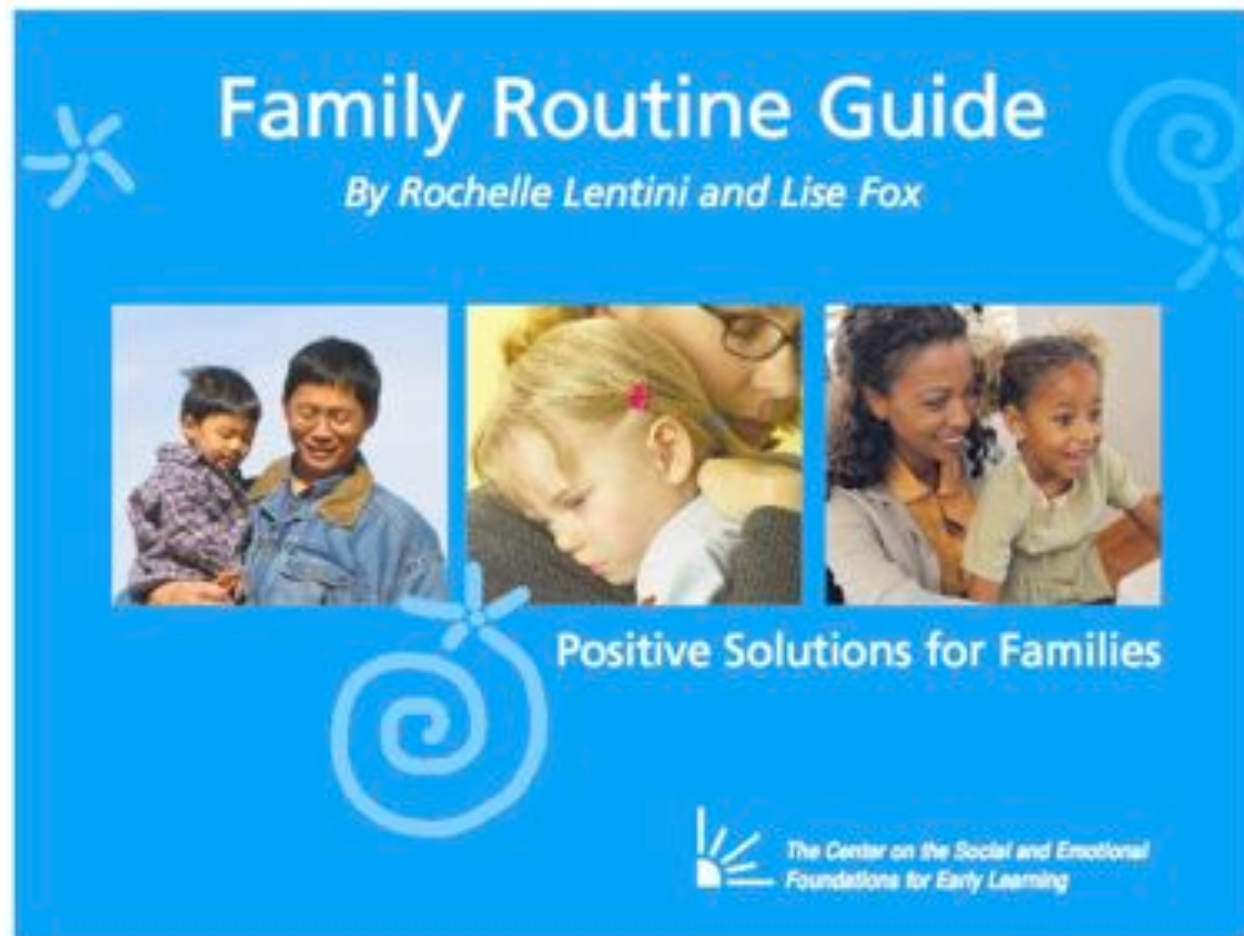
Angelo

- ▶ Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. He falls on the floor, begins kicking and screaming, and shouts, "No!" *His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.*

What Happened After



Family Routine Guide



http://www.vanderbilt.edu/csefel/resources/parent/mod6/family_routine_guide.pdf

Family Routine Guide



- ▶ Getting Dressed/Undressed
- ▶ Brushing Teeth/Hair
- ▶ Meals/Snacks
- ▶ Play
- ▶ Outside Play
- ▶ Clean-up
- ▶ Riding in the Car
- ▶ Shopping
- ▶ Restaurants
- ▶ Going to the Doctor
- ▶ Taking Medicine
- ▶ Taking a Bath
- ▶ Bathroom Time
- ▶ When Parents Can't Play
- ▶ Transitions

Using the Family Routine Guide

- ▶ Routine or activity during which your child has challenging behavior.
- ▶ Why your child might have challenging behavior during this routine.
- ▶ What do you think your child is trying to tell you?
- ▶ What can you do to try to prevent the challenging behavior?
- ▶ What do you do if the challenging behavior occurs?
- ▶ Is there a new skill your child can learn to replace the challenging behavior?

Family Planning Sheet

FAMILY PLANNING SHEET

What _____ does during _____
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?



FAMILY PLANNING SHEET

What _____ does during _____:

(child's name)

(routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

FAMILY PLANNING SHEET

What _____ does during _____:

(child's name)

(routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Family Planning Worksheet Activity

- ▶ Work in pairs
- ▶ Select some strategies that might help your child in a routine
- ▶ Use your Family Planning Worksheets to write down ideas



You Did It!



Resources

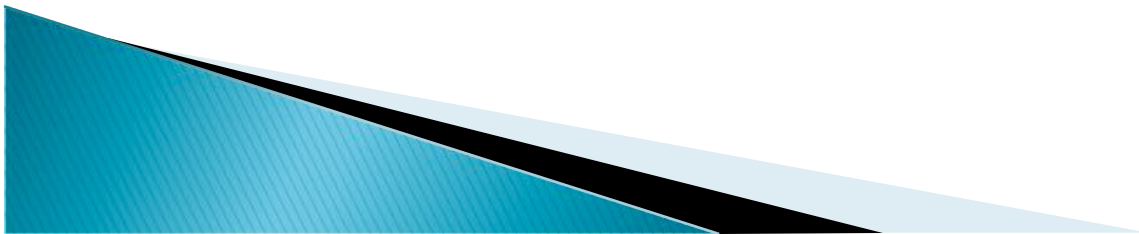
- ▶ Center for the Social Emotional Foundations of Early Learning

<http://www.vanderbilt.edu/csefel/>

- Family Tools
- Practical Strategies

- ▶ The Incredible Years

<http://incredibleyears.com/>



Contact Information

Gerry Morgan
Behavior Specialist
Early Childhood CARES
541-346-0836
gmorgan@uoregon.edu

