

Socially Mediated Positive

<p><u>Why are they doing that?</u></p> <ul style="list-style-type: none"> • To get an item • To get someone to do something • To get attention 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • A toddler wants the toy that her big sister is playing with, so she tries to grab it from her hands. • Child wants you to take them to the pool. You said no, so he flops to the ground, kicks and cries. • It's dinnertime and you are busy feeding the baby. Big brother wants your attention, so he throws his plate of food across the room.
<p><u>Preventative:</u></p> <ul style="list-style-type: none"> • Give extra attention with appropriate • Offer a good second choice • Teach how to ask or wait nicely <ul style="list-style-type: none"> o First/Then • Teach Calming Strategies 	<p><u>When problem behavior happens:</u></p> <ul style="list-style-type: none"> • Always ensure safety! • Make this time boring <ul style="list-style-type: none"> o Block access to fun o Withdraw attention • Wait for them to calm <ul style="list-style-type: none"> o Monitor for safety and "desert" o If approached, redirect them to appropriate behavior <p><u>After the behavior is over</u></p> <ul style="list-style-type: none"> • Time to make things right • Teach a better way to meet that need • Blank Slate <ul style="list-style-type: none"> o resume positive reinforcement, pairing, & prevention strategies



Socially Mediated Negative

<p><u>Why are they doing that?</u></p> <ul style="list-style-type: none"> • To avoid something 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • Child feels shy and doesn't want to talk to people at the birthday party, so he hides behind his mom. • Child doesn't want to eat her broccoli, so she throws it across the room. • Child doesn't want to go to bed, so he runs off when you say that it's time for bed.
<p><u>Preventative:</u></p> <ul style="list-style-type: none"> • Smooth Transitions <ul style="list-style-type: none"> o Visual Schedules o Warning time before transition <ul style="list-style-type: none"> ▪ timers o Teach how to ask for 2 min to finish what they are doing • Only ask them to do things that you <i>know</i> they can do <ul style="list-style-type: none"> o Backwards chaining o Teach them how to ask for help o Teach how to ask for a break <ul style="list-style-type: none"> ▪ give breaks <i>before</i> problem behavior • Make it Fun <ul style="list-style-type: none"> o Offer Choices o Break it into smaller steps o Turn it into a game • First/Then • Token Economy • Teach Calming Strategies 	<p><u>When problem behavior happens:</u></p> <ul style="list-style-type: none"> • Always ensure safety! • Make this time boring <ul style="list-style-type: none"> o Block access to fun o Withdraw attention • Wait for them to calm <ul style="list-style-type: none"> o Monitor for safety and "desert" o If approached, redirect them to appropriate behavior <p><u>After the behavior is over</u></p> <ul style="list-style-type: none"> • Time to make things right • Teach a better way to meet that need • Blank Slate <ul style="list-style-type: none"> o resume positive reinforcement, pairing, & prevention strategies

Automatic Positive { } +

<p><u>Why are they doing that?</u></p> <ul style="list-style-type: none"> • It might feel good or be calming • It might be fun/enjoyable 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • Thumb sucking helps the child feel calm. • The child finds it fun to jump on the bed • The child enjoys how the pretty colors look as she colors all over her bedroom wall
<p><u>Preventative:</u></p> <ul style="list-style-type: none"> • Monitor the child closely • Provide lots of activities to keep them occupied • Unless they are unsafe or destructive, most sensory seeking behaviors are fine to allow. • In the case of habits, i.e. thumb sucking, that is the parent's decision of when & how to address it. 	<p><u>When problem behavior happens:</u></p> <ul style="list-style-type: none"> • Always ensure safety! • Sensory Seeking is only a problem if it is unsafe or destructive • Redirect to another activity that makes the destructive or unsafe activity impossible <p><u>After the behavior is over</u></p> <ul style="list-style-type: none"> • Increase preventative measures

Automatic Negative { } —

<p><u>Why are they doing that?</u></p> <ul style="list-style-type: none"> • To relieve discomfort 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • Child refuses to lay down in bed because it makes his ears hurt (ear infection) • Baby fusses because she is teething • Child will not stay in the theatre because the sound is too loud
<p><u>Preventative:</u></p> <ul style="list-style-type: none"> • Do what you can to make the child comfortable • Seek medical advice • Stay nearby • Speak in calm, soothing tones • Lower volume • Dim lights • Offer comfort items, blanket, stuffed animal, etc 	<p><u>When problem behavior happens:</u></p> <ul style="list-style-type: none"> • While the behavior is happening • Always ensure safety <ul style="list-style-type: none"> ◦ seek medical help if appropriate • Comfort and block any unsafe behavior <p><u>After the behavior is over</u></p> <ul style="list-style-type: none"> • Increase preventative measures • See "Prevention" slide for more info

First/Then & Token Economy Templates

First:	Then:
--------	-------

I want to earn: _____

--	--	--	--	--

ABC Data Sheet

Time	Antecedent What happened <i>before</i>	Behavior What it <i>looked like</i>	Consequence What happened <i>after</i>	Comments
Example: 6:05pm-6:15 pm	Child was playing with trains. Dad said "it's bath time"	Child grabbed trains and ran from dad to his room	Dad calmly followed him to his room, blocked train play, repeated "it's bath time" until he got in the bath.	Once calm and in the bath, we went on about our day as usual.

