

Behaviour Basics



- Emu Education -
Parent and Behaviour Support

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About Us

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Agenda

- About Emu Ed
- What is behaviour?
- Why do behaviours occur?
- How do I reduce difficult behaviours?

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"To help our children change their behaviour, we must first change our own behaviour!"

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Defining behaviour

**A BEHAVIOUR IS ANY
OBSERVABLE
AND MEASURABLE ACT**

The slide features a light beige background with abstract orange and green shapes on the left. A dark green circular chalkboard on the right contains white stick figures. The text 'Defining behaviour' is written in a black, handwritten font, and the definition 'A BEHAVIOUR IS ANY OBSERVABLE AND MEASURABLE ACT' is written in a bold, black, sans-serif font.

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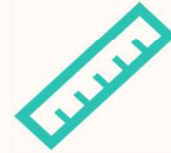
Defining behaviour



Covert behaviour - CAN'T see
Overt behaviour - CAN see



What do you SEE and/or
HEAR?



Measurable: You need
to be able to measure it.

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Why do behaviours
occur?



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Reinforcement

When a child gets the outcome they want...

AND

The behaviour continues or increases in the future.



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Gain



Escape/avoid




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To Gain...	 Items/ tangibles Attention Sensory <small>visual, auditory, movement, oral, tactile</small> Locations	To Escape...
To get candy! 		 To avoid eating veggies
To get your attention when you are talking 		 To avoid children touching their toys
Because they like the sound. It feels good 		 To drown out annoying noises
So that you'll stop at the playground 		 To escape the busy store


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Examples...



My child wants to go outside



My child hates the shopping mall



I want to stop the screaming

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Behaviour is Communication





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Ask yourself...

*"What outcome is my
child trying to get from
the behaviour?"*

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- 
- 
- a. Write 1 behaviour of concern
 - b. What do you think the function is

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How do I reduce
behaviours of concern?

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4 STEPS TO REDUCE CHALLENGING BEHAVIOURS

01 FUNCTION

Why is your child displaying the behaviour?

- What are they trying to GAIN or ESCAPE?
- What are they trying to communicate?

02 PREVENT

- Give warnings, count-downs, use timers
- Give time for processing
- Use visuals to show expectations

03 PRE-TEACH

Set up situations to practice the skill or replacement behaviour that your child needs to learn

04 RESPOND

- Have a calm/ neutral response to inappropriate behaviours
- Have an positive and engaging response to appropriate behaviours

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Prevent

Give time to process the demand

Give choices as much as possible

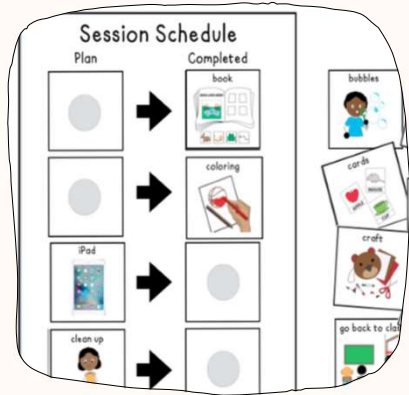
Reduce the demand and provide prompting

MAGIC 5

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Prevent

Use visuals to show expectations



Reduce the triggers:

- avoid giving demands
- avoid triggering questions
- avoid environmental triggers

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Practice calming strategies BEFORE the meltdown

When I get frustrated I can...

1, 2, 3, 4, 5,
6, 7, 8, 9, 10

Close my eyes and count to 10

Squeeze and relax my hands

Take a breath

Tell myself "I can do it"

Try again



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Praise the good

**GIVE POSITIVE ATTENTION
REGULARLY**



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Write the preventatives
you will try

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PRE-TEACH

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How to Pre-Teach

A key part of reducing undesired behaviours is teaching, reinforcing and then practicing the appropriate behaviour before the real situation occurs.



Break it down

- Break the skill down into small steps
- Teach one step at a time



Prompt

- Help your child to practice the skill
- Fade out prompts as quickly as possible



Practice

- Role-play situations to practice the correct way to respond before the 'real life' situation



Reinforce

- Give lots of social praise
- Reward the new skill by giving your child something they LOVE!

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Use "Prompt then Praise"

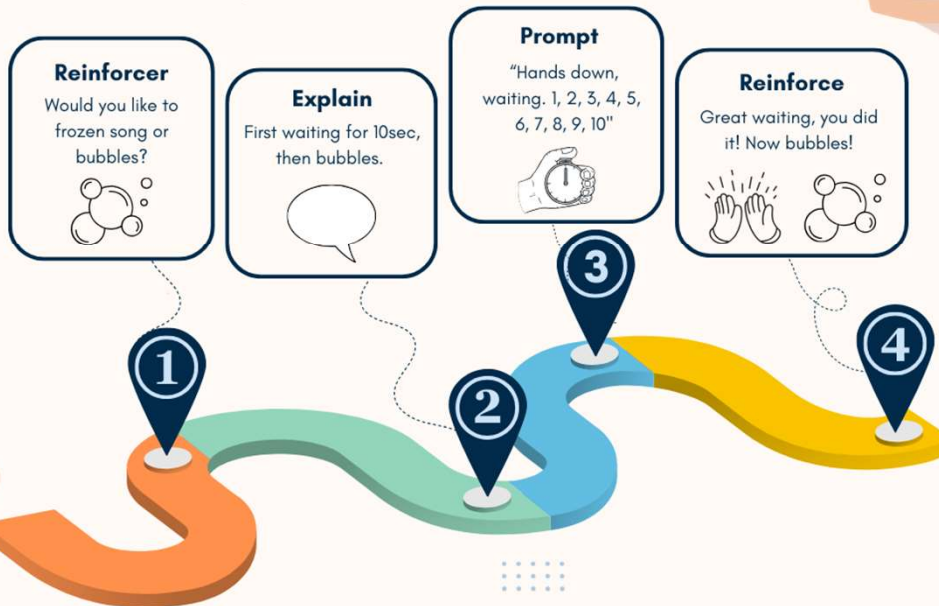


Prompt child to show the correct behaviour


Praise/reinforce them immediately

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Teaching WAITING



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Write 1 skill you will practice
and teach your child



Remember... this should link to
the function

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How to respond

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S.T.O.P Mindfulness tool

S- Stop what you are doing and check in with yourself. Notice how you are feeling in that moment.


T- Take a breath. This helps to reduce the physiological reaction your body has when in a high stress situation

O- Observe and acknowledge your thoughts and feelings. Do not judge yourself, anything is okay. Just observe by using your senses - what do you notice (see, hear, smell, feel) in the environment.


P- Proceed with full awareness. Use a strategy that fits your level of capacity at that moment in time.

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Responding



Give In - the "emergency response"



Re-direct



Teach

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Recap...

- FUNCTION - the 'WHY'
- PREVENT
- PRE-TEACH
- RESPOND

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4 STEPS TO REDUCE CHALLENGING BEHAVIOURS

01 FUNCTION



- Why is your child displaying the behaviour?
- What are they trying to GAIN or ESCAPE?
 - What are they trying to communicate?

02 PREVENT



- Give warnings, count-downs, use timers
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03 PRE-TEACH

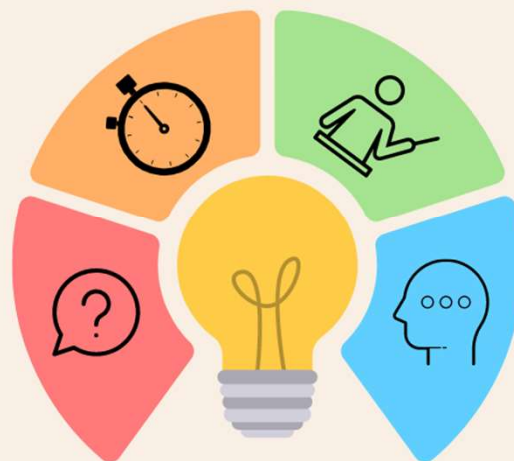


- Set up situations to practice the skill or replacement behaviour that your child needs to learn

04 RESPOND



- Have a calm/ neutral response to inappropriate behaviours
- Have a positive and engaging response to appropriate behaviours



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Connect



Make time to connect with your child!

Follow their lead...have fun with them!



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Empowering children
to reach their full
potential!



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