

# Effective Behaviour Interventions

*Promoting long-term success for children & youth with oppositional, defiant, and explosive behaviours*

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# Overview

- What doesn't work
- Behaviour Management
  - Goal
  - Proactive Strategies
  - Reactive Strategies
  - Crisis!



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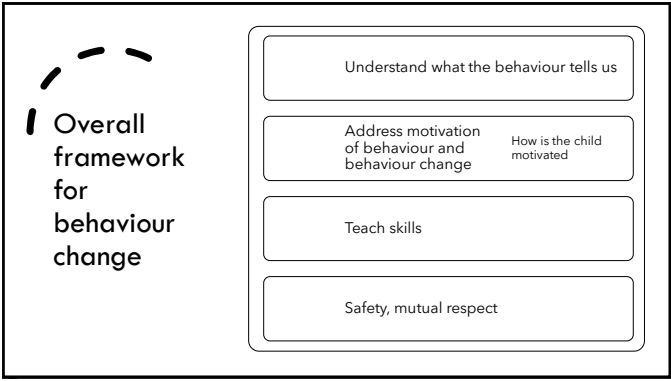
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### What doesn't work

- Boot camps
- Scare tactics
- Force/coercion
- Forced responding
- Negative attention
  - Parent complaints, warnings, and threats

A black and white image of a gavel resting on a block, enclosed in a circle with a dashed line.

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### The problem with parent training

Parent training to implement contingencies

Child behaviour changes

A cartoon illustration of a brick wall with a face that has angry, slanted eyes and a frown, enclosed in a circle with a dashed line.

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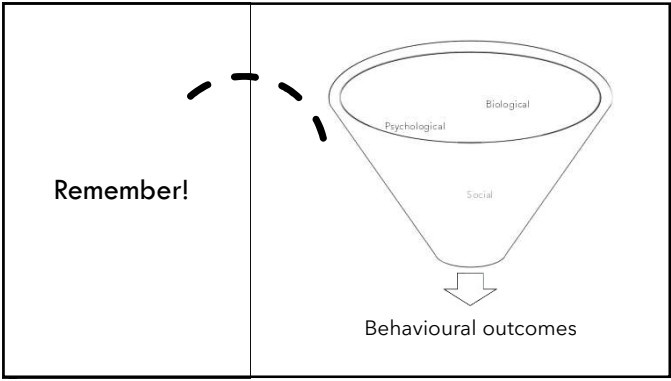
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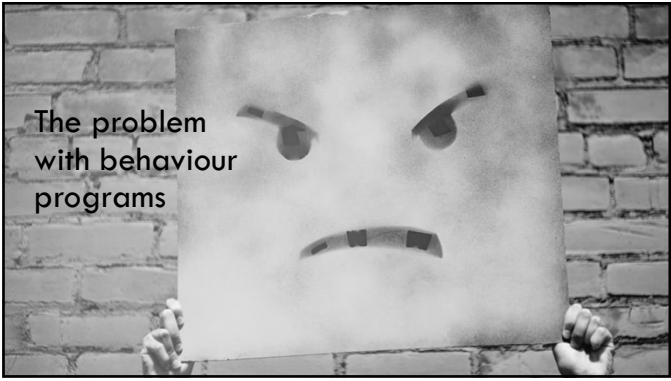
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Understanding Behaviours

Kids want to be and do good!



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Proactive Strategies

Supporting Success

✓ Effective Behaviour Management

✓ Sufficient supervision

✓ Structure


✓ Success-oriented practice sessions

✓ **Proactive** strategies (vs. reactive/punitive)



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Find the antidotes



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<input type="checkbox"/> Defies authority	<input type="checkbox"/> Doesn't cry; discusses th...
<input type="checkbox"/> Destroys property	<input type="checkbox"/> Follows directions; obeys rules
<input type="checkbox"/> Is fearful (inappropriately)	<input type="checkbox"/> Uses objects appropriately
<input type="checkbox"/> Fights with siblings	<input type="checkbox"/> Brave; assertive
<input type="checkbox"/> Fire setting	<input type="checkbox"/> Plays and shares with siblings; assists them
<input type="checkbox"/> Hits others	<input type="checkbox"/> Does not play with fire
<input type="checkbox"/> Hyperactive	<input type="checkbox"/> Solves problems verbally
<input type="checkbox"/> Irritable	<input type="checkbox"/> Behaves calmly
	<input type="checkbox"/> Concentrates
<input type="checkbox"/> Lies	<input type="checkbox"/> Good natured; easy going
<input type="checkbox"/> Noisy	<input type="checkbox"/> Is honest
<input type="checkbox"/> Does not mind adults	<input type="checkbox"/> Quiet; still; peaceful
<input type="checkbox"/> Does not eat meals	<input type="checkbox"/> Follows directions; accepts decisions
	<input type="checkbox"/> Good appetite

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Behaviours  
are  
Predictable

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Externalize  
Behaviours

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Establishing Behaviour Expectations & Strategies

INVOLVE CHILD

START SMALL! FEW RULES AND BUILD ON SUCCESSES

STATE RULES POSITIVELY

MAKE RULES VISIBLE

TEACH & PRACTICE TO SUCCESS

USE ROLE PLAY TO KEEP KIDS ACTIVELY ENGAGED

TRAIN EVERY DAY

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Establishing Behaviour Expectations & Strategies

Automatize (requires less brain energy!)

Tie new behaviours to existing ones

Use positive motivators vs. punishment

Make rewards appealing and immediate

Acknowledge adaptive behaviours

Review expectations and offer support at point of performance

Provide ongoing structure and support for success

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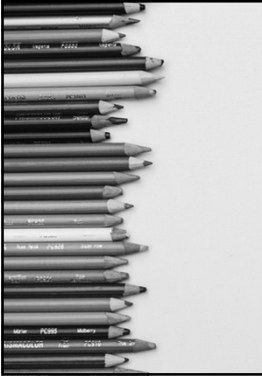
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Proactive Strategies

- Rationales
- Verbal scaffolding
- Immediate successes
- Effective teaching

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Unhelpful

Buried  
Chained  
Questions  
Repeated  
Vague  
Let's  
Yelled

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Better

Direct  
Specific  
Clear  
One at a time  
Moment of silence  
Within their capacity  
Respectful

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### Effective Discipline



**Teach!**


Clear communication  
Clear expectations



**Consequences**

Outcomes of the behaviour

- Natural
- Logical



**Democratic approach**

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### Video modelling

Train to identify on vs. off-task behaviour

Identify behaviours with examples and nonexamples.	Video child. Watch together. Rate behaviours. Prompt as needed.
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Video doing work and rate behaviours (no prompts)

Adult provides accuracy of recording after each.

Video doing work as child also self-monitors

Review video and compare ratings.	Self-awareness maintenance before interventions.
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### Learning the Chain reaction

Situation

iPad dies

I feel

Frustrated

Action

Throw my eraser and yell

How others feel

Frustrated

Consequence

Time out and miss free time  
I feel even more frustrated and disappointed.

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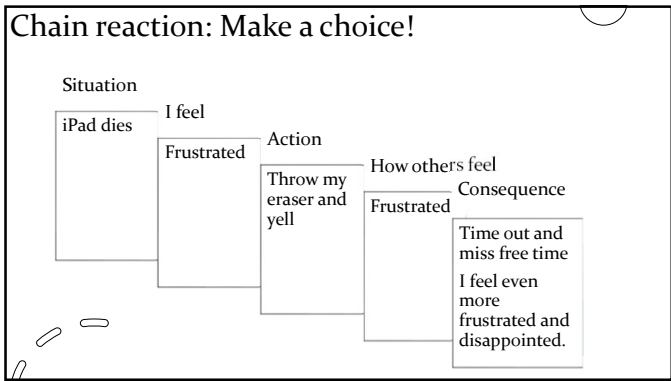
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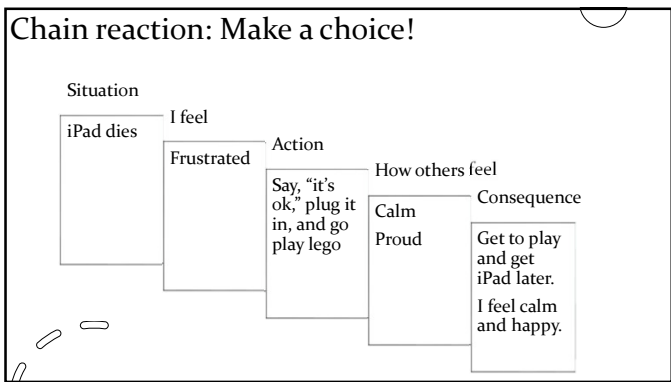
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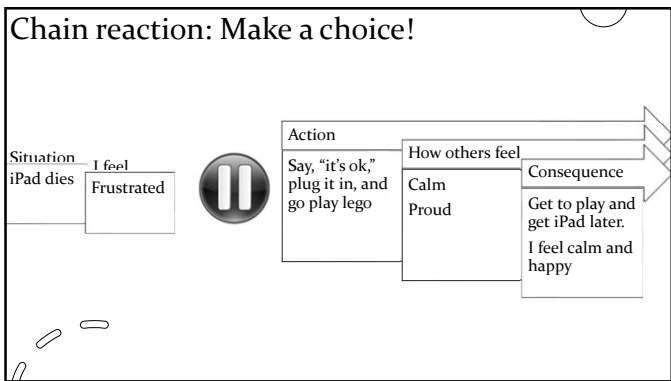
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Practice!

Situation

Feeling

PAUSE

Action

How others feel

Consequence

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Help create that pause!

Environment

Practice


Adaptive choices  
(self-regulation)

Our response

Physical action

Rote phrase

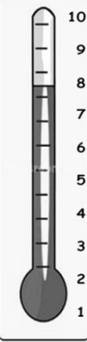

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Practice!

Structured teaching trials where we set up the stressor and teach kids the skills they need to tolerate and cope with the stress

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Sounds like	Feels like	I can

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Adults: Ignore behaviour but be available

Adults: Remind and coach


Strategies: Review success book; Do 10 jumping jacks; I've got this

Adults: Help identify emotion and what it's doing; coach

Strategies: Boss back (Leave me alone!)



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### Impulsive Behaviours

- Understand skills
- Create successful opportunities
- Get buy-in
- Minimize risk
- Increased supervision
- Be explicit
- Collaborate
- Practice
- Consistent follow-through

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## Teaching

### Resistance training

Structured teaching trials where we set up the temptation and teach kids the skills they need to resist the temptation

- Do vs. not do
- Proactive
- Break negative-feedback cycle; 5:1 rule
- Short redirection vs. lectures

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### Response inhibition

- Academic considerations:
- Marshmallow test: key to success for kids
  - Replacement behaviours
    - Do vs. not do
  - Social media rules
- Resistance training
- Be proactive - anticipate
- Break negative-feedback cycle; 5:1 rule
  - Short redirection vs. lectures

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## Teaching

(teach skills through small steps and supported interactions) vs. social stories

Identify

- Label the desired/expected behaviour

Rationale

- Ensure their buy-in

Teach

- Model
- Role-play

Practice

- Structured
- Success-oriented

Evaluate

- Constant feedback

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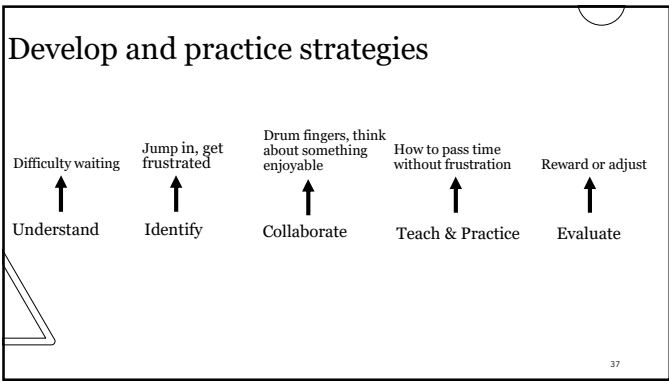
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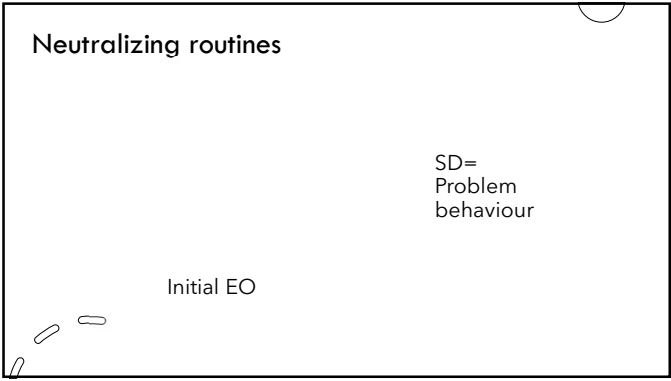
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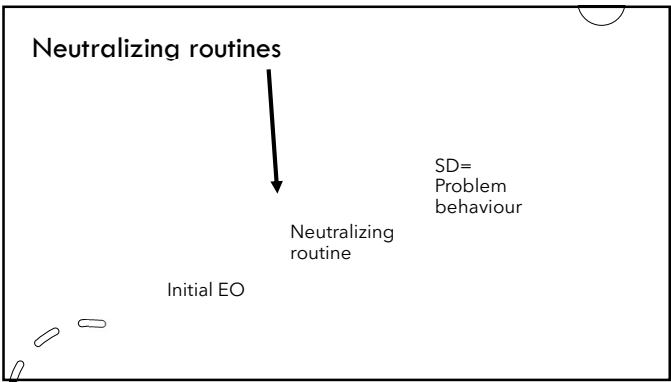
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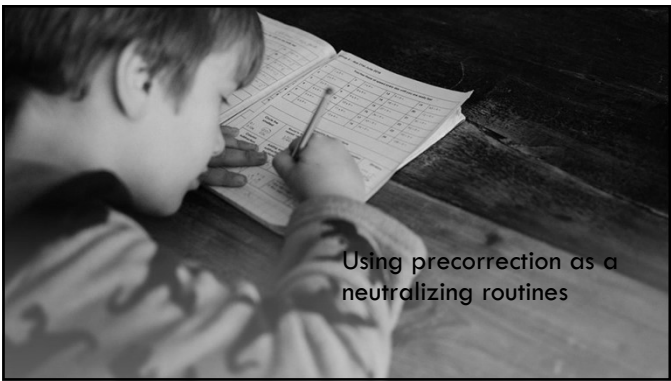
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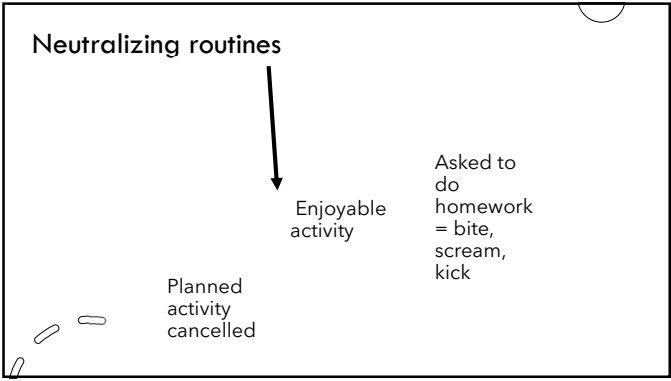
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Behavioural momentum

- Compliance is a keystone behaviour
  - Behavioural covariance



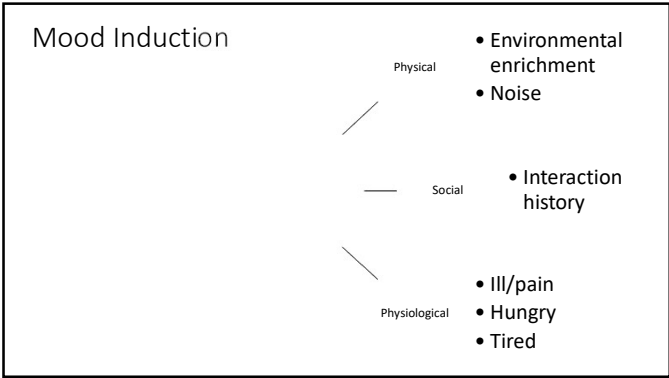
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Warning!

Importance of Defiance




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NEUTRAL

GOOD

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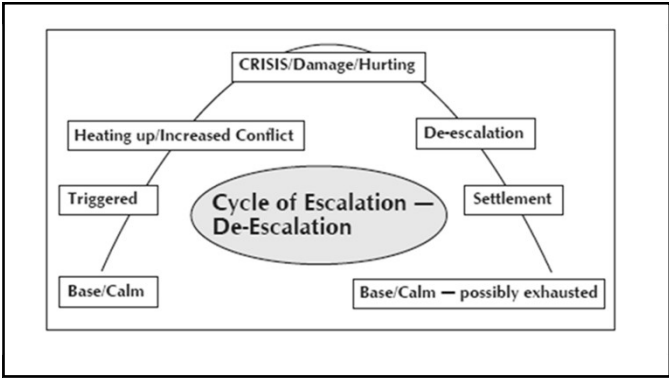
...ing. Appears to be  
gry, or frustrated.  
does not seem to  
things (score 0 or  
ig on extent of un-

Does not appear to be decided-  
ly happy or particularly unhap-  
py. May smile or frown occa-  
sionally, but overall, seems  
rather neutral (score 2 or 3, de-  
pending on extent of happi-  
ness).

Smiles, laughs &  
seems to be en-  
(score 4 or 5, di-  
tent of enjoyme

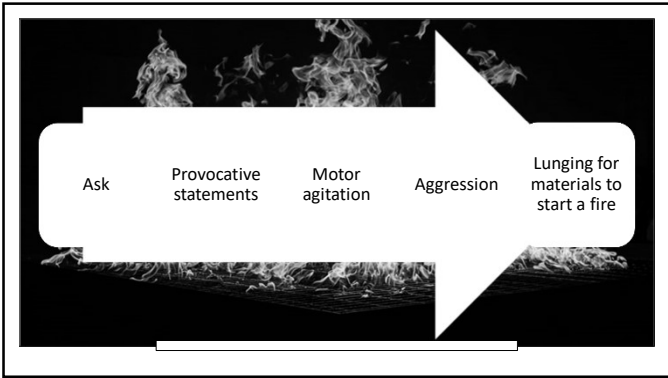
Mood Induction

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Contingency management

- Benefits
  - Teaching
  - Motivating

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### Motivation-Inspired Behaviour Plans

☐ Informal vs. formal

☐ Reinforcement based on motivation

☐ Very clear about what is earned

☐ Rewards positive behaviour

☐ New behaviours addresses child's needs

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Basic goal

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### Contingency management

- Pitfalls
  - Skill deficits
  - Heightens arousal
  - Worsens behaviours

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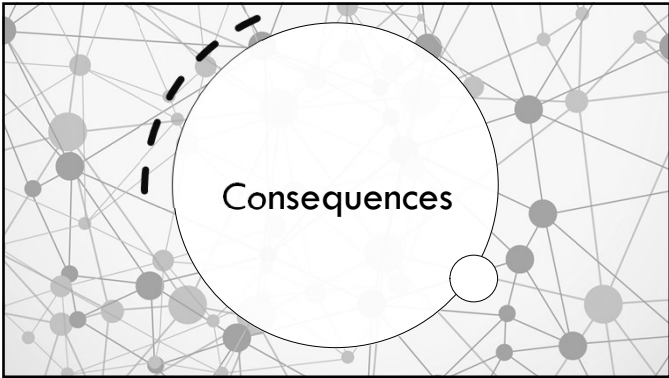
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### Consequences

- Must be delivered immediately
- Must be delivered frequently (1-minute manager)
- Must be reliable
- Must be specific
- Powerful rewards
- Reinforcements must be changed regularly
- Consistent



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