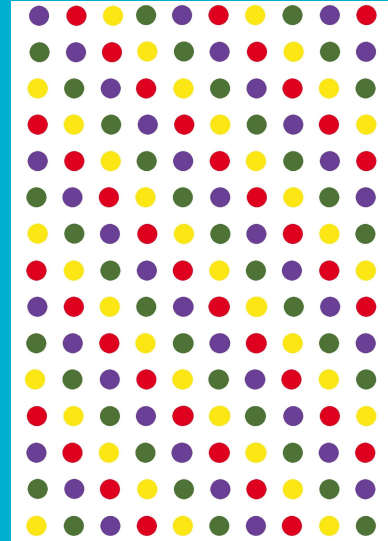


From Exhaustion to Empowerment: A closer look at behavior — “management”

EdRev 2019, San Francisco

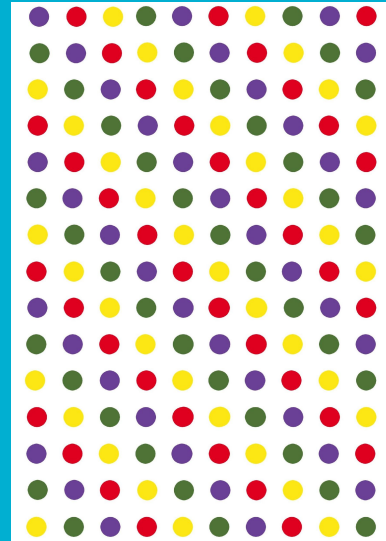
“Table for Two”

What are your
hopes and dreams
for your child?



“Table for Two”

Describe a
challenging
behavior



Agenda & Intros

Today's goals:

- A fresh perspective that will help you identify *which* strategies to use to support your children's positive behavior

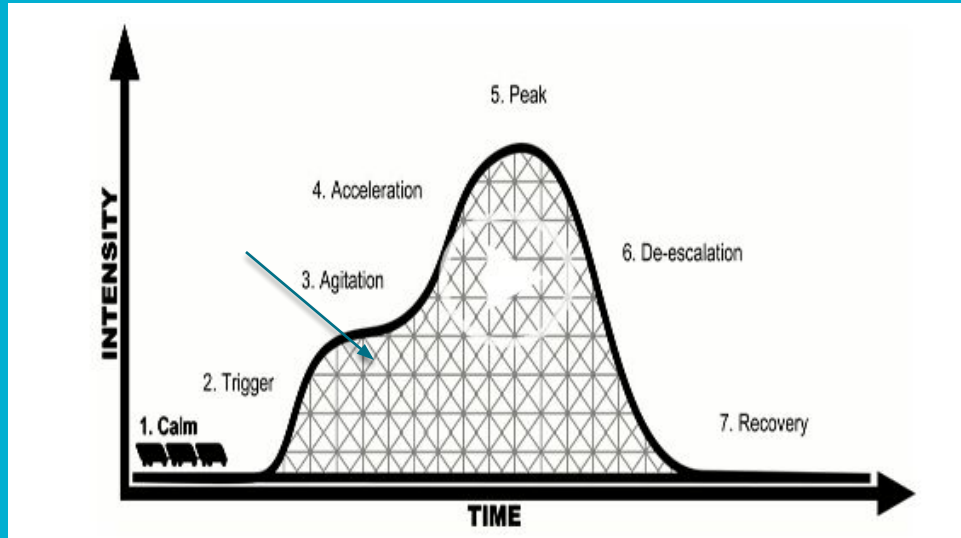


Framework and background

PROACTIVE



Intervene early



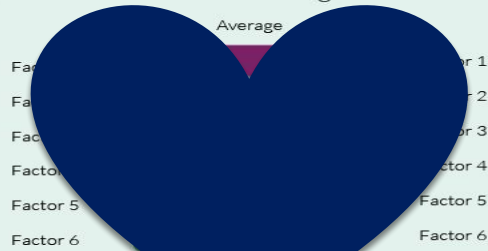
<https://iris.peabody.vanderbilt.edu/module/bi1/cresource/q2/p02/#content>

STRENGTHS BASED

Start by embracing learner variability. There is no such thing as an “average” student. Every student has different strengths and weaknesses.



“Average” Student A



“Average” Student B

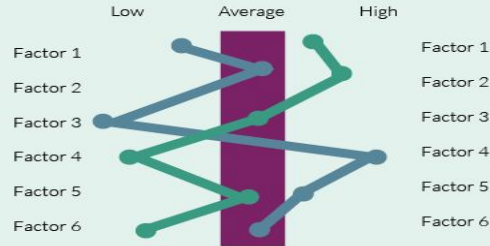


STRENGTHS BASED

Start by embracing learner variability. There is no such thing as an “average” student. Every student has different strengths and weaknesses.



“Average” Student A



“Average” Student B



What does strengths based mean?

- Notice what you can do and what you like to do
- Build on that to do even more
- Different from a *deficit* model focusing on what you can't do



Shared Language > Shared Understanding

What is “behavior”?

Behavior is _____ . All behavior has _____ ,

such as _____ , or _____ ,

and is often a way of _____ .

What is “behavior”?

Behavior is any observable action. All behavior has meaning

such as getting something or avoiding something,

and is often a way of communicating.

From “Defiant and Disrespectful” to Operationalizing Behavior

Challenging Behavior Label	Challenging Bx: Observable, Specific	Possible Strength	Possible Function

Behavior = any observable action

- Not your own reaction or interpretation. Not a state of being (angry, happy).
- Ask yourself, “Could I ...
 - count occurrences of this behavior & state how many times it occurred today/this hour?
 - measure duration of episodes & state how many minutes of the period student engaged in this behavior?
 - glance at the student & tell whether or not student was engaged in the behavior at that instant?

“Stranger Test” of Behavior Definitions (Kaplan, 1995)

- Is behavior defined precisely enough that a stranger could accurately measure it ?
 - If so, it is **operationally defined**, i.e., has been broken down into observable & measurable components
 - Ex: “defiant” = broad and vague
 - Could be hits, bites, shoves, & kicks, OR provocative language
 - Better: each instance of an unprovoked hit

○ Includes frequency, duration, intensity
www.alexisfilippini.com

“So-What” Test (Kaplan, 1995)

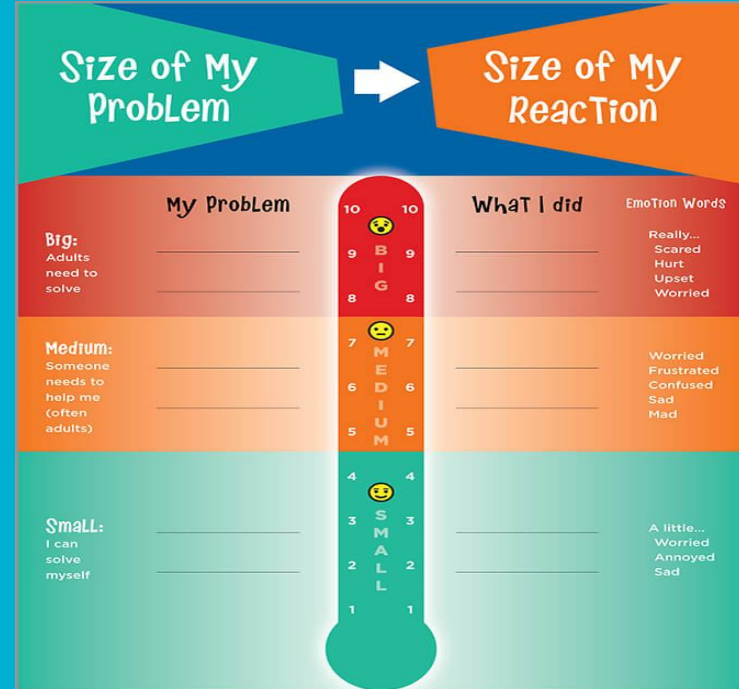
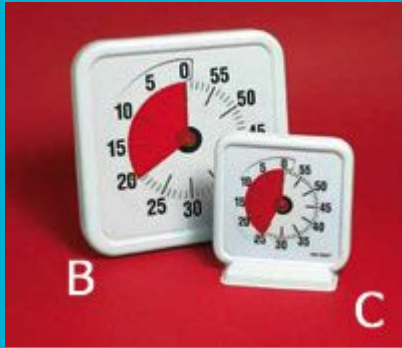
- Is there evidence that the behavior is presently or potentially harmful to students’ own or their peers’ social, physical, emotional, or academic well-being?
- If yes, then it’s an appropriate behavior to target for intervention
 - Ex. On playground >>> hitting others
 - Ex. During reading lesson >>> pull hood so tight student looks like walrus

What happens before and after?

Challenging Behavior Worksheet: A “problem” or a solution?

Challenging Behavior (Observable Description)	What “problem” does it solve for student?	What strengths/skills is student showing?
Strategies		
Proactive		Responsive

Tools and Strategies



Michelle Garcia Winner
Socialthinking.com

Find a way to say “yes”

The ask

Your kids want to ...

Have a snack (right before dinner)

Read 1 more book before bed

Go to friend's house (before HW is done)

The No / The Yes

Reduce the power struggle, build confidence

No, you'll ruin your dinner

No, it's late

No it's a school day and I have to work

Sure, help me set the table first (then put out veggies as an "appetizer")

Yes! Let's pick one out for tomorrow night when we're not so sleepy

That sounds fun! I'll get ready so I can take you as soon as your HW is done.

Closing

Words in the Wild SUMMER CAMP



So, why is there a
<g> in <sign>?

buildingonthebest.org/summer

Thank you!

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Alexis Filippini, PhD

Difference is not a deficit 

[Resource with videos](#)