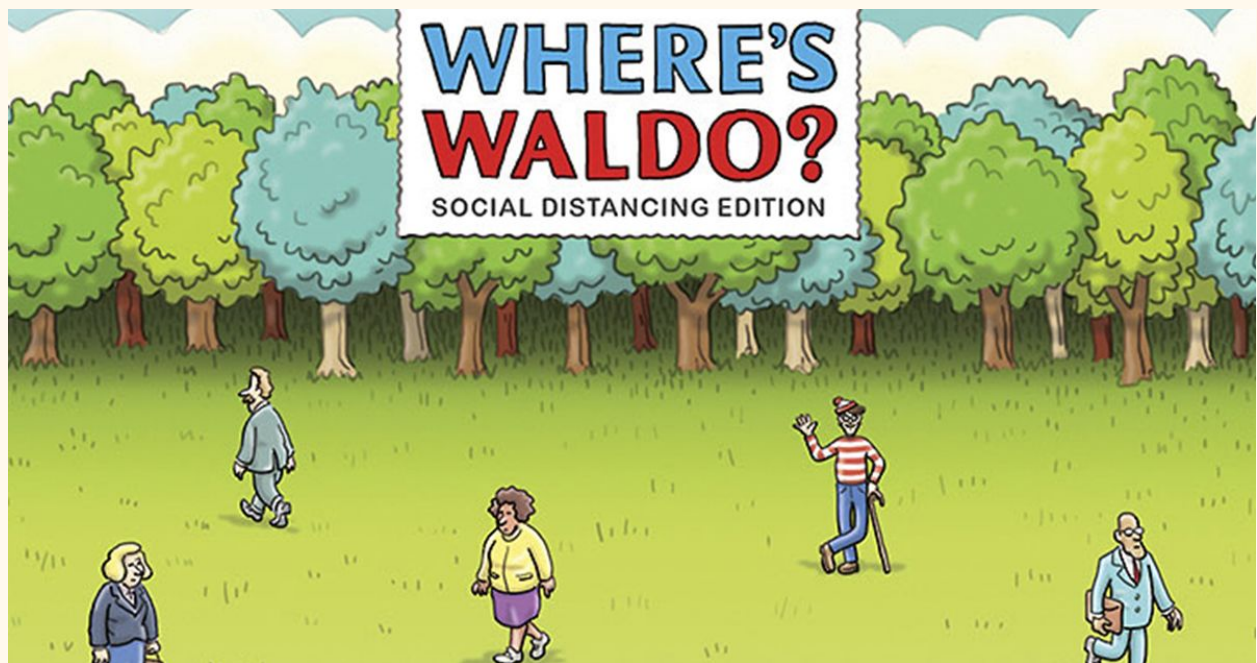


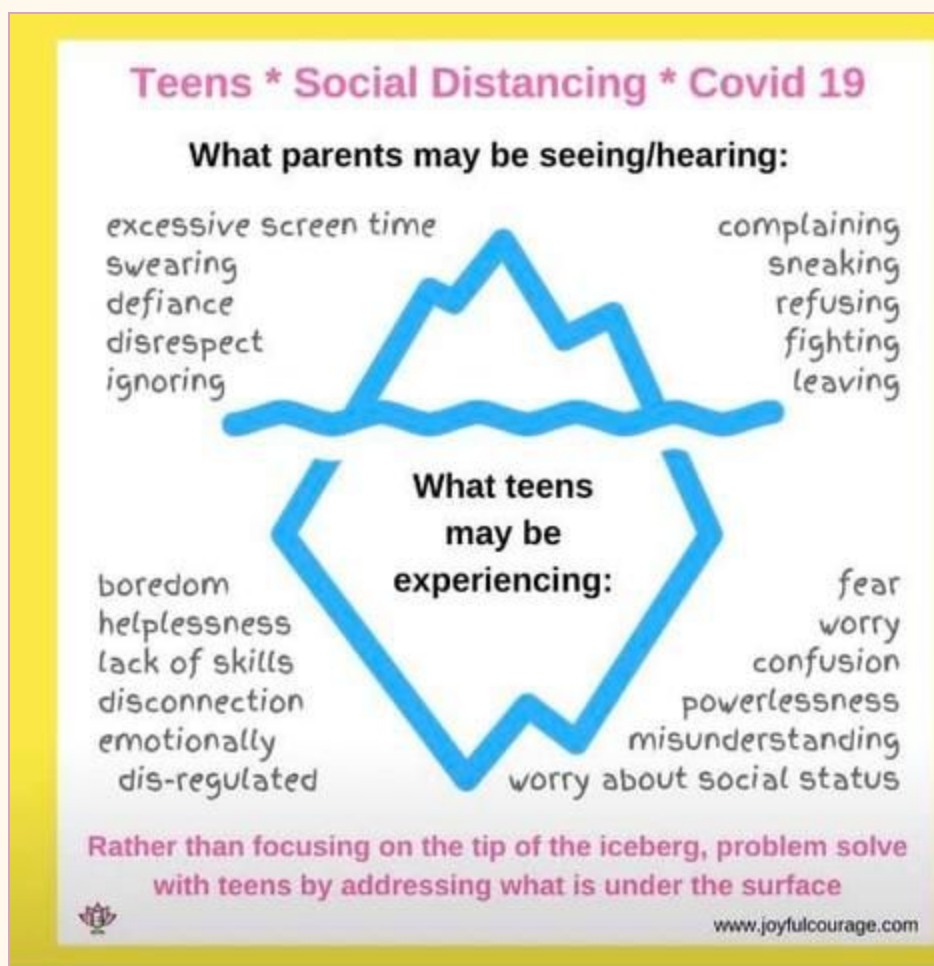


Skills for @ Home Learning
What we've learned so far...



Introduction

You are one of tens of millions of parents who are essentially homeschooling your child (we like to call it crisis-schooling), and The Behavior Response Team (BRT) has some helpful tips to assist in keeping your child **engaged**, **emotionally regulated**, and **you sane**. At-home learning requires highly developed self-regulated learning skills and students who lack in this area experience increased stress and anxiety. We realize that is a particularly unusual learning experience for our kiddos. Parents try to remember, you are not alone. Your child's campus is a viable and helpful resource for your academic, social and emotional needs. Also, parents **BE FORGIVING OF YOURSELF AND YOUR CHILD**. This is a very stressful time. If you need to schedule a movie day to get through the week, it's ok. Your main role is to help maintain the EMOTIONAL regulation of all parties. That includes you as well, parents. I think that is very important to hear right now because we all feel so much personal pressure.





Responding to Problem Behavior

Key points to consider:

- SHOULD BE PROACTIVE
- SHOULD OCCUR EARLY
- SHOULD BE PREVENTATIVE

When kids are acting out parents often feel powerless. You may have tried different techniques for discipline, but without much success. In fact trying too many different strategies for managing problematic behavior can sometimes be part of the problem, since kids respond better to firm boundaries that are consistently reinforced.

Tips for Responding In the Moment

- ★ **Don't give in-** Resist the temptation to end your child's tantrum/emotional outburst by giving him/her what they want when they explode. Giving in teaches him/her that tantrums work.
- ★ **Remain Calm-** Harsh or emotional responses tend to escalate a child's aggression, be it verbal or physical. By staying calm, you're also modeling for your child the type of behavior you want to see.
- ★ **Ignore the Negative / Praise the Positive-** Negative attention like reprimanding or telling your child to stop can reinforce his/her actions. Instead provide very specific praise on behavior you want to encourage or see more of. (state the behavior you are encouraging in your praise--"good job for calming down.") ***Only ignore when it is safe**
- ★ **Use consistent consequences-** Your child needs to know what the consequences are for negative behaviors, such as times outs, as well as rewards for positive behaviors, like time on the iPad. Parents, your children need to know you are going to follow through with these consequences every time.
- ★ **Wait to talk until the meltdown is over-** Don't try to talk to your child when he/she is upset. You want to encourage your child to practice negotiating when he/she is calm and once you are calm as well.



Potential Triggers to Avoid

These things often lead to misbehavior:

- **Assuming your expectations are understood-** Kids may not know what is expected of them, even if you assume they do. When kids are unsure of what they are supposed to be doing they are more likely to misbehave.
- **Calling things out from a distance-** Tell your children important instructions when you are face to face. Directions that are yelled from a distance are less likely to be remembered or understood.
- **Transitioning without warning-** Transitions can be hard for kids, especially if they are in the middle of doing something they enjoy. When giving a warning or a heads up have a chance to find a good stopping place, transitions can be less difficult.
- **Asking rapid-fire questions, or giving a series of instructions-** Delivering a series of questions or instructions limit the likelihood that your child will hear, answer questions, remember the tasks, and do what they have been instructed to do.

Potential Triggers to Embrace

These are things that can bolster good behavior:

- ❖ **Adjusting the environment-** Try to manage environmental and emotional factors that can make it more difficult for your child to control their behavior. Things to consider: hunger, fatigue, anxiety or distractions. When it is time to do school work, remove distractions like screens and toys, provide snacks, establish an organized place for your child to work and make sure to schedule breaks.
- ❖ **Making expectations clear-** You and your child should be clear on what's expected. Even if he/she "should" know what is expected, clarifying expectations at the outset of a task helps head off misunderstandings down the line.

- ❖ **Providing countdowns for transitions-** Whenever possible, prepare children for an upcoming transition. For example, give him/her a 10-minute warning when it is time to come to lunch or start schoolwork. Then follow up when there are 2 minutes left. Just as important as issuing the countdown is actually making the transition at the stated time.
- ❖ **Letting kids have a choice-** As kids grow up, it's important they have a say in their own scheduling. Giving a structured choice — “Do you want to take a shower after dinner or before?” — can help them feel empowered and encourage them to become more self-regulated.

After the Behavior Happens

Consequences that are more effective begin with generous attention to the behaviors you want to encourage.

Consequences that are effective:

- ❑ **Positive attention for positive behaviors-** Praising children when you “catch them being good” makes them more likely to repeat that good behavior in the future. Positive attention is also a good thing for the parent-child relationship, it improves a child's self-esteem, and feels good for everyone involved.
- ❑ **Ignoring actively-** This consequence might seem counterintuitive, but child behavior experts often teach “active ignoring” as an effective behavior management strategy. To perform active ignoring, deliberately withdraw your attention when a child starts to misbehave. As children learn that acting out doesn't get them your attention, they will begin to do it less. An important component of active ignoring is to immediately give a child positive attention as soon as he/she exhibits behavior you do want to see, like sitting calmly. Of course, this consequence should be used only for minor misbehavior — active ignoring is not appropriate when a child is being aggressive or doing something dangerous.
- ❑ **Reward menus-** Rewards are a tangible way to give children positive feedback for desired behaviors. Rewards are most motivating when children can choose from a variety of desirable things: extra time on the iPad, a special treat, etc. Rewards should be linked to specific behaviors and always delivered consistently.

- ❑ **Time outs-** Time outs are one of the most effective consequences parents can use, but also one of the hardest to do correctly. Always follow up a time out with a **Restorative Chat**--a conversation that focuses on making things right to rebuild the relationship, then communicates forgiveness and acceptance.



WEEKLY HELPFUL HINT: STOP SHAPING THE BEHAVIOR FOR WORSE...The way we respond or the lack of an appropriate response to problematic behavior can:

**encourage our children to respond correctly
or
it contributes to the undesired behavior.**

CHOOSE WISELY

It is important to all of us at Pasadena ISD that you get the help you need and communication is vital. Please make sure to:

- Check the district and your child’s campus website/Facebook page daily
- Reach out to your child’s teacher(s), counselor, assistant principal or principal with issues you are struggling with or questions you have.

Feel free to let your campus know if there are any topics you would like our Behavior Response Team to address in future newsletters. We appreciate all suggestions.