

Learning objectives

1. Accurately describe how using the lens, *behavior is communication*, changes how a child is supported.

What is behavior?

- Observable actions
- Communication
 - How a person thinks and feels
 - How a person takes in the environment
 - An unmet need

What do you see?

- Practice describing what you see
- Use action words
- Focus on body language

Our Lenses

- How we view children
- Viewing drives doing
- Common views
- Diagnostic view

Refocus

- Reflect on the lens or perspective you use
- Shift perspectives to support children in meaningful ways

Blame game (Parents)

- You have a responsibility to act
- Assume it's the parent's problem to fix
- Assume behavior is due to poor parenting

Consequences (or punitive measures)

- Assumptions & unrealistic expectations
 - I thought this was ok
 - Children are in control & should know better
- Unrealistic expectations


Diagnostic view

- Based on past knowledge or experience with a child having the same diagnosis
- May question whether they belong in the program
- Doesn't provide insight to interests, strengths, or needs


Behavior is Communication

- Be a detective
- Receive children's messages
- Go beyond the surface
- Common functions of behavior
 - GET (engagement, attention, materials)
 - AVOID (activities, tasks, or interactions that are difficult or unpleasant)
 - MEET NEEDS (sensory, social-emotional, developmental)


DIFFERENT LENSES - LEARNING ACTIVITY




Monocle:
Consequences View
Children are in control of their behavior; if they misbehave, they should be punished.



Shades:
Diagnostic view
Children are their diagnosis; their challenging behaviors are a result of their diagnosis.



Binoculars:
Blame Parents View
Behavior is learned; it is a result of poor parenting & they should be sent home.



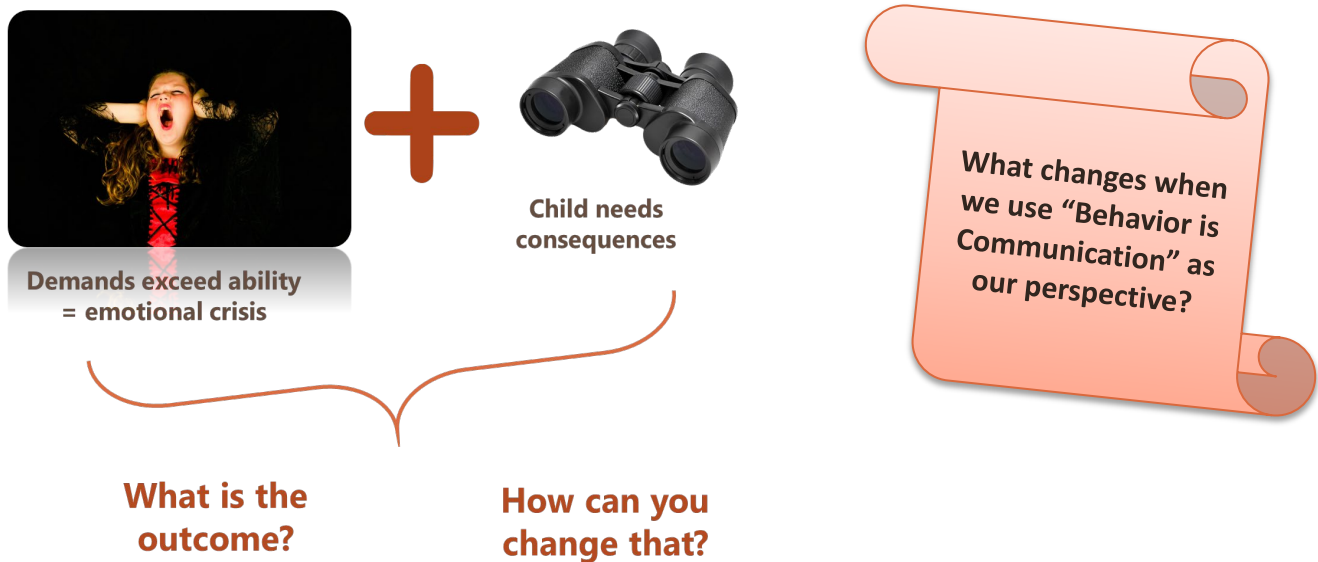
Eyeglasses:
Behavior is Communication View
We need to devise a plan to support the child.

Max is a 6-year-old boy with autism. He loves fire trucks and the sounds they make. Staff report that he makes loud noises throughout the day, sometimes getting very close to other children's ears.

Refocusing to Support Behavior

- Practice describing behavior objectively
- Encourage others to view behavior as communication by
 - Understanding messages
 - Considering the child's perspective
 - Problem-solving
 - Sharing your view with the family
- Practice using strength-based language

Wrap-up



References

- Burton-Hoyle, S. (2009, July). *Behavior is communication: Facilitating positive behavioral supports for children with positive behaviors*. Orlando, Florida: Presented at the Army School Support Service/Exceptional Family Member Program Conference.
- Rapp, C. A., & Goscha, R. J. (2006). *The strengths model: Case management with people with psychiatric disabilities* (2nd ed.). New York: Oxford University Press.
- Sakimura, J. N., Dang, M. T., Ballard, K. B., & Hansen, R. L. (2008). Cognitive and temperament clusters in 3-to 5-year-old children with aggressive behavior. *The Journal of School Health*, 38-45.
- Sharry, J. (2004). *Counselling children, adolescents and families: A strengths-based approach*. London: Sage Publications.

Supplemental resources & CEU information

Below are resources that may further your understanding of concepts explored during training. You can access these resources through your KIT Academy account* by signing in at [LearnOnline.kit.org](https://learnonline.kit.org).

Visit the KIT Academy to view related webinars*

- o *Connect and Redirect: A Strategy to Support Behavior*
- o *Understanding the Why of Behavior*
- o *Unpacking Behavior: Its it Expected, Challenging, Concerning, or Unsafe?*
- o *Viewing Drives Doing: Using a Strength-Based Perspective*

Check out **FREE** related tip sheets and videos: <https://learnonline.kit.org/store/about>:

- o *Case by Case Checklist*
- o *Exploring Expectations*
- o *Reflect, Connect, and Redirect*
- o *Responding to Negative Behavior*
- o *Strength-Based Approach to Needs*

FREE Videos:

- o Behavior as Communication
- o Case by Case Checklist

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<https://www.surveymonkey.com/r/KITvirtual>.



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1. Click, copy/paste, or type ceu.kit.org into your web browser.
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