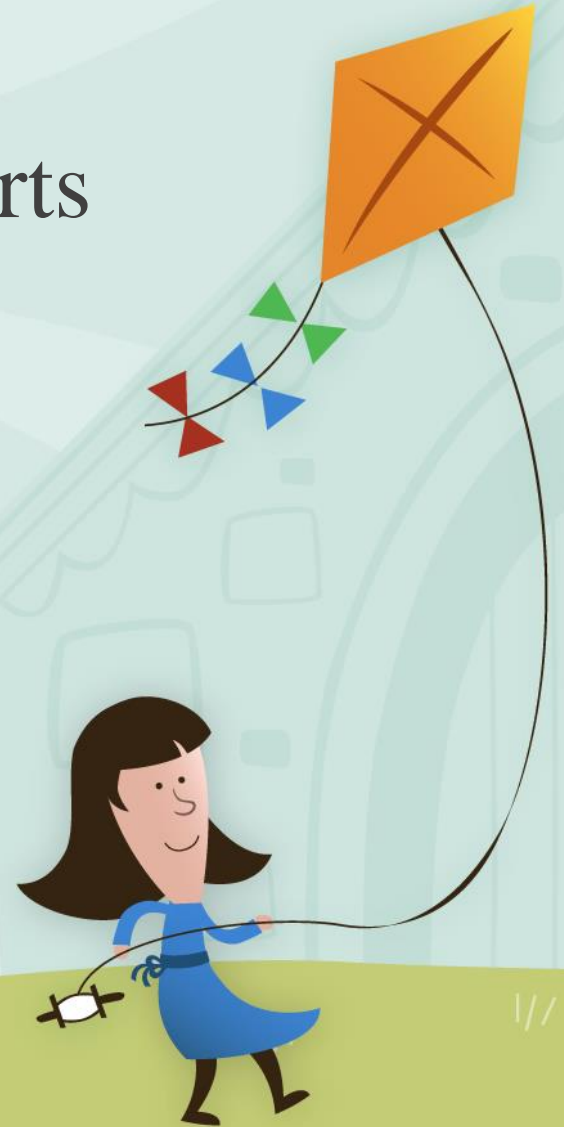


Positive Behavioral Interventions and Supports

Self-Esteem and Behavioral Support Strategies



Today's Overview



1. Child Development

1. Stages of Development
2. Self-Esteem and Sense of Self
3. Parenting Styles

2. Behavior Management

1. Modeling
2. Behavior Specific Praise
3. Teaching Consistent Consequences
4. Pre-correct
5. Redirect/Reteach
6. What to Avoid
7. Transitions and Timers

3. Setting Expectations at Home





Jean Piaget



Erik Erikson



Stages of Development

PIAGET's STAGES OF COGNITIVE DEVELOPMENT

Typical Age Range	Description of Stage	Developmental Phenomena
Birth to nearly 2 years	Sensorimotor Experiencing the world through senses and actions (looking, hearing, touching, mouthing and grasping)	<ul style="list-style-type: none">• Object permanence• Stranger anxiety
2 to about 6 or 7 years	Preoperational Representing things with words and images; using intuitive rather than logical reasoning	<ul style="list-style-type: none">• Pretend play• Egocentrism
About 7 to 11 years	Concrete Operational Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations	<ul style="list-style-type: none">• Conservation• Mathematical transformations
About 12 through adulthood	Formal Operational Abstract reasoning	<ul style="list-style-type: none">• Abstract logic• Potential for mature moral reasoning

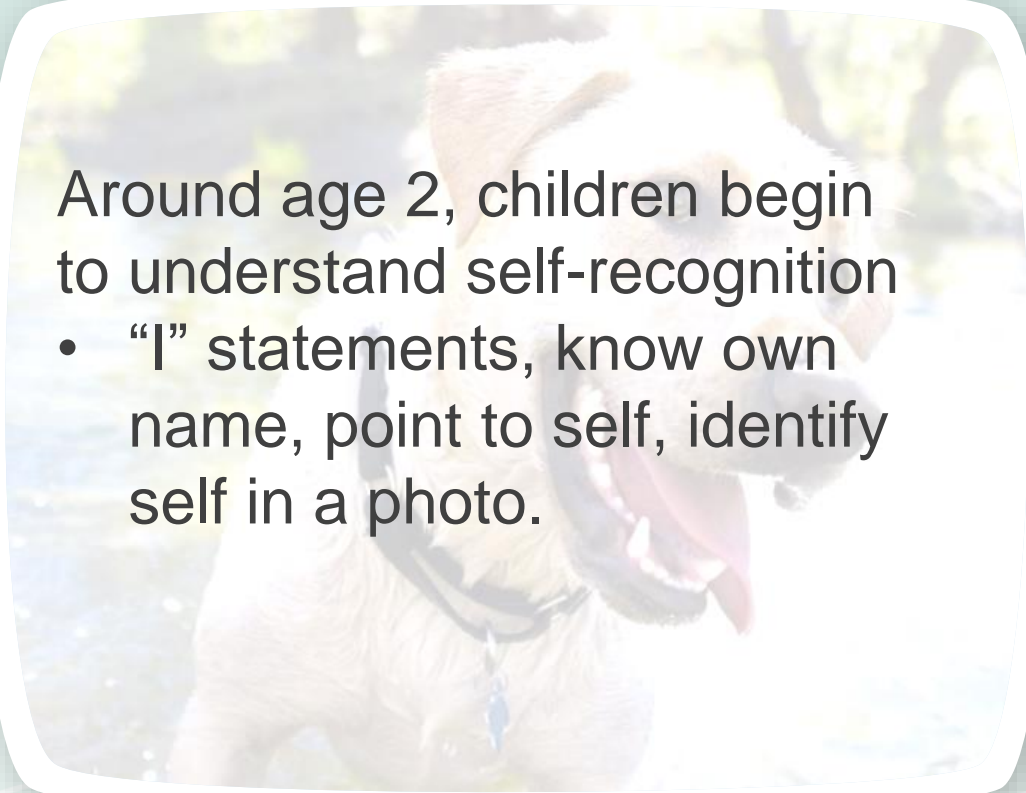




Erikson's Stage Theory in its Final Version

Age	Conflict	Resolution or "Virtue"	Culmination in old age
Infancy (0-1 year)	Basic Trust vs. Mistrust	Hope	Appreciation of interdependence and relatedness
Early childhood (1-3 years)	Autonomy vs. Shame	Will	Acceptance of the cycle of life, from integration to disintegration
Play age (3-6 years)	Initiative vs. Guilt	Purpose	Humor; empathy; resilience
School age (6-12 years)	Industry vs. Inferiority	Competence	Humility; acceptance of the course of one's life and unfulfilled hopes
Adolescence (12-19 years)	Identity vs. Confusion	Fidelity	Sense of complexity of relationships; value of tenderness and loving freely
Early adulthood (20-25 years)	Intimacy vs. Isolation	Love	Sense of the complexity of relationships; value of tenderness and loving freely
Adulthood (26-64 years)	Generativity vs. Stagnation	Care	Caritas, caring for others, and agape, empathy and concern
Old age (65-death)	Integrity vs. Despair	Wisdom	Existential identity; a sense of integrity strong enough to withstand physical disintegration

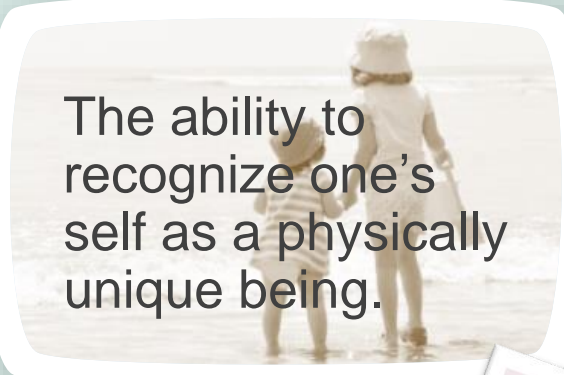




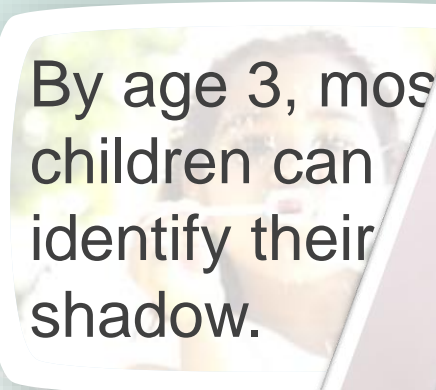
Around age 2, children begin to understand self-recognition

- “I” statements, know own name, point to self, identify self in a photo.

Self-Recognition (Berk, 2009)



The ability to recognize one's self as a physically unique being.



By age 3, most children can identify their shadow.

Rouge Test:
>20 months
<20 months



Promoting Self-Recognition

- The number one way to promote self-recognition is through sensitive care-giving.
- Securely attached toddlers, who's parents provide a securely attached base for exploration, display more complex self-related actions during play.
 - Ex. A doll named after themselves, giving a teddy bear a kiss
- They also have a greater understanding of their own and their parents physical features
 - Ex. Pointing and labeling their body parts



Self-Concept

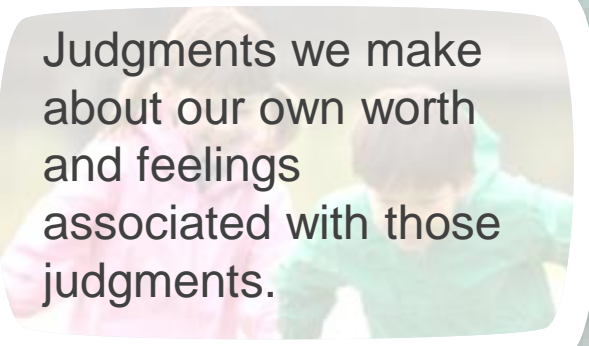
- Attributes, abilities, attitudes and values that an individual believes defines him or her.
- As children begin to appreciate their inner self, a self-concept is born.
- Pre-school aged self-concepts are **CONCRETE**
 - Observable: color of clothes, name, age, physical appearance
- By 3 1/2 , children begin to describe themselves in terms of typical emotions and attitudes – they begin to understand they have unique **PSYCHOLOGICAL** characteristics
- “I am happy when I get to play outdoors”, “I like cars”



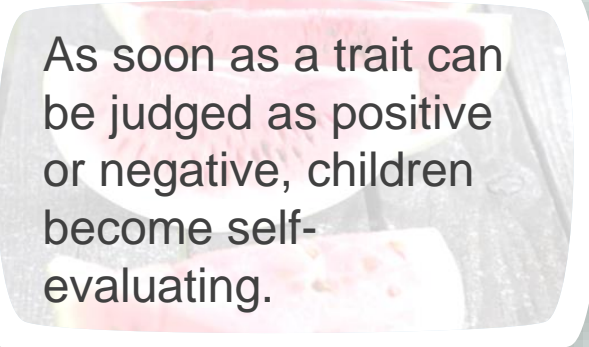
Self-Concept cont.

- By age 4 children understand the feelings and reactions that accompany “**Trait Labels**”.
 - “I am shy”, “I am bad”
- As children grow, they continue to organize their behaviors in to initial states of dispositions.
 - Major shift occurs around age 8 when children begin to label all of their traits (pos. and neg.).
 - They begin to compare themselves to peers and judge their self-concept against others.
- (Harter, 2003, 2006)

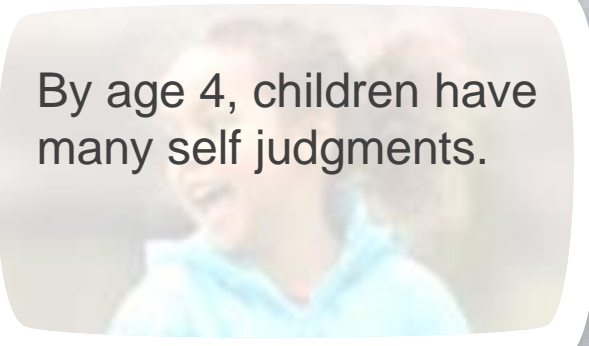




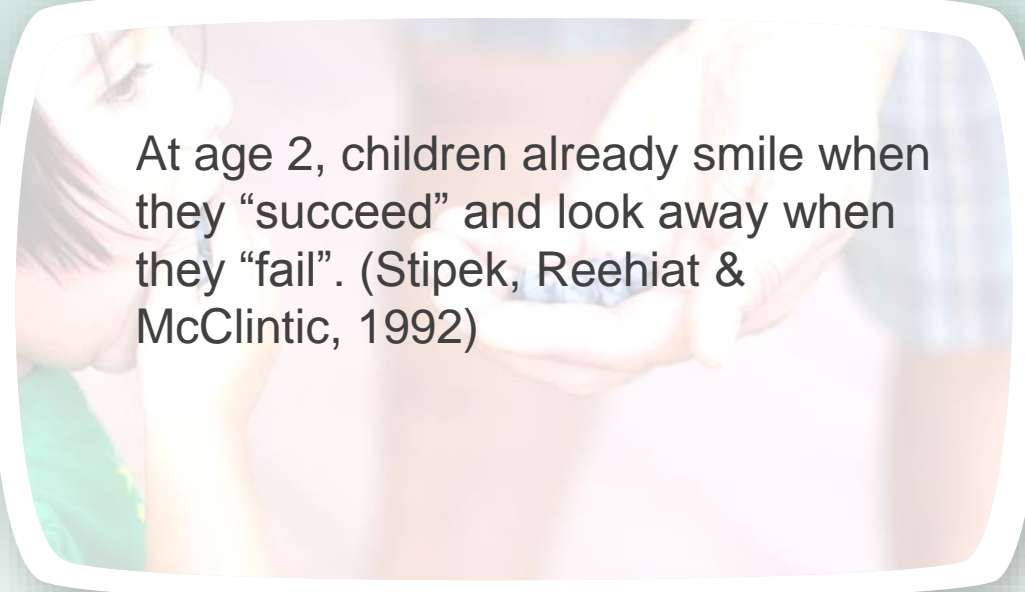
Judgments we make about our own worth and feelings associated with those judgments.



As soon as a trait can be judged as positive or negative, children become self-evaluating.



By age 4, children have many self judgments.



At age 2, children already smile when they “succeed” and look away when they “fail”. (Stipek, Reehiat & McClintic, 1992)



Self-Esteem



Influences on Self-esteem

- Across all categories, children with **high-self esteem** are generally **well-adjusted**.
- Those with low self-esteem across most categories may have adjustment difficulties. (DuBois et al., 1996)
- Self-esteem factors more strongly related to adjustment:
 - Adolescents who feel highly dissatisfied with their **parental relationships** = aggressive and antisocial
 - Poor **academic self-esteem** = anxious and unfocused
 - Negative view of **peer relationships** = anxious and depressed
 - Overly concerned about the **opinions of others** = frequent shift in self-esteem



What to do about it...

- To secure a positive, secure Self-Esteem, encourage children to make **worthwhile goals**. Overtime, a bidirectional relationship will emerge between achievement and SE (Gest, Domitrovich, & Welsh, 2005)
- **Achievement** Related Attributions – explanations about ones self that are achieved, not innate or given.
- Attributions - expectations of success, this begins as early as preschool.



Helpful Influences

- **Mastery-oriented attributions** – crediting their success to ability (rather than performance oriented)
- Learned **helplessness** – attributing failures to their ability
 - Usually have parents who do not believe their child is very capable. (You can't do that can, can you?)
 - *Teachers can also impact this
- Teachers who are caring and helpful and emphasize learning goals – encourage Mastery-oriented attributions
- Encourage children (Esp. those who have “learned-helplessness”) to believe they can **overcome obstacles**.



4 Parenting Styles

1. Authoritarian
2. Authoritative
3. Permissive/Indulgent
4. Uninvolved/Disorganized



Authoritarian

Focus on obedience,
punishment over discipline



Authoritative

Create positive relationship,
enforce rules



Permissive

Don't enforce rules,
'kids will be kids'



Uninvolved

Provide little guidance,
nurturing, or attention



verywell

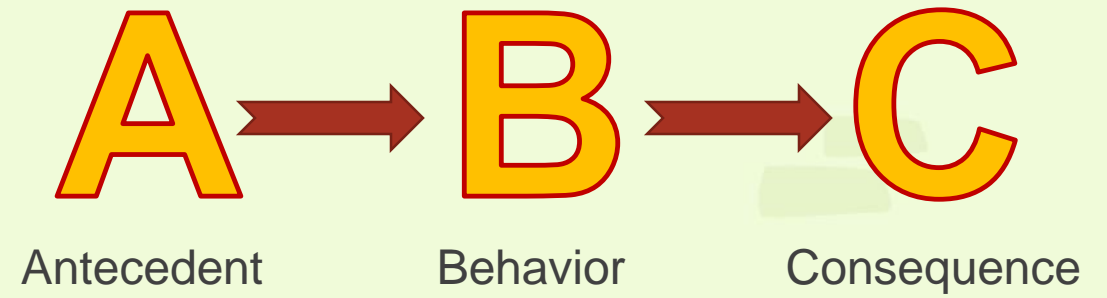


Behavioral Management

Strategies and Tips for Success



All behaviors meet a need. Determine the need, change the behavior.



Great job remembering to make your bed, that really helps me!

It makes me so happy to see you eating healthy food, I am very proud of you.

It was awesome how you came home and picked up a book immediately, I am really impressed.

Praise!

Praise should be:

→ **genuine**

→ **immediate**

→ **consistent**

→ **specific**

*I bet **behavior specific praise** works on other things too...*

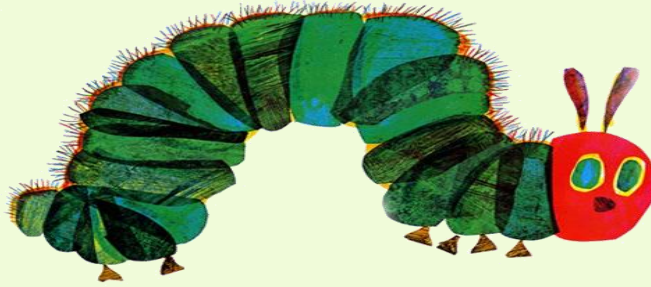


The Best Way to Use **PRAISE**:

- **Set and teach expectations**
- Develop and model procedures for your home
- Redirect when necessary
- **RE-TEACH OFTEN**
- **Use 4:1 Ratio**
- Specifically praise the behaviors you want
to see when you see them

Remember – you'll never stop teaching your children...disciplining does not have to be negative, we are simply correcting behavior **through teaching**.





What if it isn't enough? What if my child just won't do the things I need them to do?

you can try a...

TOKEN economy



A token economy is a system for providing positive reinforcement to a child or children by giving them tokens for completing tasks or behaving in desired ways.



How does this create intrinsic motivation to read?

Every time you give a token/point, you specifically, verbally praise the behavior you are seeing.

Tokens can be whatever you/your child wants:

- coins
- dollars
- stickers
- stars
- marbles
- etc.

You can measure the tokens in any way that you like:

- fill the jar with marbles
- every 5 dollars = ?
- use a chart/calendar to monitor stickers/stars

What's the goal? What's the end game?

- tokens have to earn a bigger – more desirable prize, something that means something to YOUR child.
- decide with your child what the prizes are

A "Smiley Face Chart" for tracking smiles. It features two yellow smiley faces at the top corners. The title "Smiley Face Chart" is in green. Below the title, it says "How many smiles can you get? Put them on the chart below!" and "My name is _____". The chart is a table with 7 rows (Monday through Sunday) and 10 columns. Each row has a colored header: Monday (pink), Tuesday (yellow), Wednesday (green), Thursday (blue), Friday (orange), Saturday (purple), and Sunday (yellow). The table is currently empty.

Day	My Smiles									
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										
Sunday										



Problems with Punishment

- **Punished behavior is not forgotten**, it is suppressed - behavior returns when punishment is no longer present.
- Can **create fear** that can generalize to undesirable behaviors, e.g., fear of school, parent, etc.
- ***Does not necessarily guide toward desired behavior*** - reinforcement tells you what to do, punishment only tells you what not to do.



We prefer to offer *appropriate consequences* that are *paired with teaching the desired behavior* in order to *shape behaviors* more effectively.



Consequences are Most Effective When...

- When they are **consistent**
- When the “punishee” is **taught**, and **part of**, the development of new and appropriate behaviors to achieve the **outcome they were seeking**
- When they appropriately **fit** the “crime”
- When the **expectations** have been properly taught



"I *told* you what would happen if we took responsibility for our own actions."



Possible Consequences

- Discussion with child
- “Think Sheet”
- Individual goal setting/monitoring
- Time out – age appropriate (1 min. per age), to calm down – followed by discussion
- Apology letter, demonstrating understating of issue
- Behavior contract for the home
- Corrective activity restitution/financial restitution for the repair or replacement of any damage caused to the environment or materials
- Participation in a school service project which enables the student to be engaged in the desired character trait(s)
- Additional chores
- Loss of a privilege – time specific (no more than a week for effectiveness)



Active/Planned Ignoring



Coping Strategies

- Journaling
- Deep Breathing
- Progressive Muscle Relaxation
- Exercise
- Talking
- Music



RELAX AWAY STRESS IN
EACH AND EVERY MUSCLE



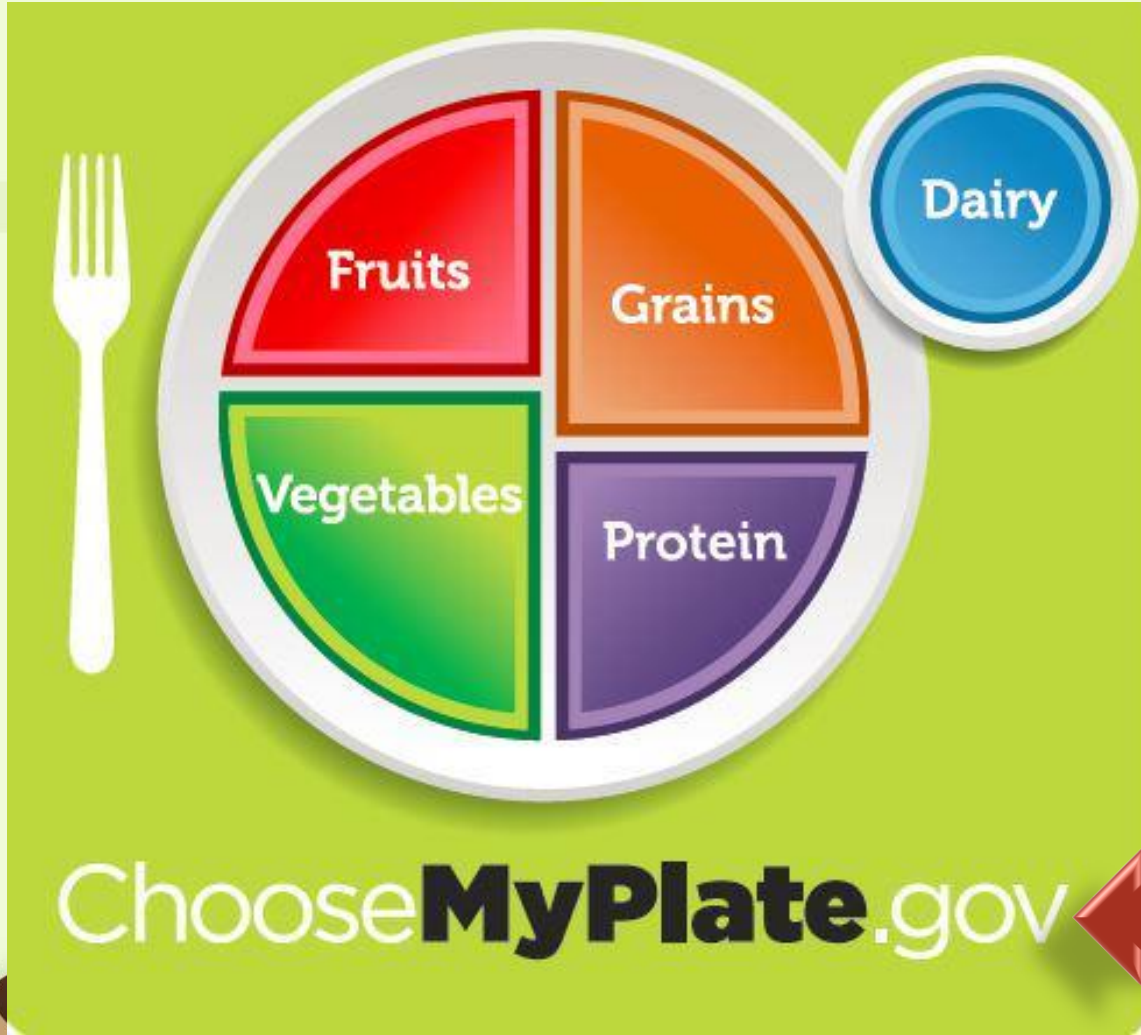
MONDAY Happy New Week!

1 — — 2

Must Do's

- Modeling
- Behavior Specific Praise
- Teaching Consistent Consequences
 - Pre-correct
 - Redirect/Reteach
- Reminders and Timers
- What to Avoid
 - Physical punishment
 - Embarrassment





- Info.
- Tips
- Quizzes
- Portions
- Growth Charts
- And more



A healthy diet is **KEY** in behavioral management.



PBS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT							
O OWN YOUR BEHAVIOR							
M MANNERS COUNT							
E	V	E	R	Y	D	A	Y



LOCKHART ELEMENTARY

SCHOOL-WIDE EXPECTATIONS



EXPECTATIONS	CLASSROOM	CAFETERIA	BATHROOMS	HALLWAY	LIBRARY+ LABS	PLAYGROUND	OFFICE	BUSES
RESPECT	<ul style="list-style-type: none"> Follow directions Follow procedures Use appropriate language & tone Keep your hands & feet to yourself 	<ul style="list-style-type: none"> Sit in your space to eat Keep food in cafeteria Use quiet voices (Level 1) 	<ul style="list-style-type: none"> Respect others privacy Remain silent (Level 0) 	<ul style="list-style-type: none"> Use appropriate language Stay in a straight line Use kind words & actions 	<ul style="list-style-type: none"> Use quiet voices (Level 1) Use kind words & actions with other students & adults 	<ul style="list-style-type: none"> Take turns Be kind to others 	<ul style="list-style-type: none"> Use quiet voices (Level 1) Use good manners to enter a conversation 	<ul style="list-style-type: none"> Wait in line for bus to arrive Use appropriate language Use quiet voices (Level 1)
INTEGRITY	<ul style="list-style-type: none"> Practice honesty 	<ul style="list-style-type: none"> Clean up after yourself Exhibit good table manners 	<ul style="list-style-type: none"> Report incidents or concerns Use bathroom as intended 	<ul style="list-style-type: none"> Have hall pass at all times Be courteous Stay in assigned area 	<ul style="list-style-type: none"> Bring books back on your library day Return books on time 	<ul style="list-style-type: none"> Help those in need Be truthful about your actions Report incidents 	<ul style="list-style-type: none"> Accept responsibility for your actions Be honest at all times 	<ul style="list-style-type: none"> Use kind words & actions Share seats while on bus
DISCIPLINE	<ul style="list-style-type: none"> Keep your area tidy Line up directly when cued 	<ul style="list-style-type: none"> Wait your turn Find your seat quickly 	<ul style="list-style-type: none"> Go at appropriate times Return to class immediately after Be completely dressed before leaving bathroom 	<ul style="list-style-type: none"> Discipline Walk on right side Keep hands & feet to yourself 	<ul style="list-style-type: none"> Find your seat quickly Clean up after you are done 	<ul style="list-style-type: none"> Ask an adult on duty to go inside Line up when called 	<ul style="list-style-type: none"> Use walking feet Walk through only if sent by staff member 	<ul style="list-style-type: none"> Sit in the area designated for bus pickup Stay seated while bus is moving
EXCELLENCE	<ul style="list-style-type: none"> Complete assignments on time Always work to improve yourself 	<ul style="list-style-type: none"> Leave your space neat & clean Pick up trash 	<ul style="list-style-type: none"> Keep area clean & usable Flush, wash & dispose of paper Conserve soap & paper 	<ul style="list-style-type: none"> Walk through the hallway in stealth mode Walk directly to destination 	<ul style="list-style-type: none"> Challenge yourself Work to the best of your ability 	<ul style="list-style-type: none"> Keep area clean Collect & return all equipment Leave no student or belongings behind 	<ul style="list-style-type: none"> Do the best you can at all times Follow all directions the first time 	<ul style="list-style-type: none"> Use bus time as study time Keep track of your belongings



It's okay to reach out

Name	Number	Services
Insight Psychological Care	(340) 774-2228	Mental Health Counseling to Individuals, Group and Families
Department of Health/Division of Mental Health	(340) 773-1311	Mental Health Counseling to Individuals, Group and Families
Virgin Islands University Center for Excellence on Development Disabilities	(340) 692-1919	Enhance the quality of life for individuals with disabilities and with tools necessary for independence, productivity and full inclusion into community
Woman's Coalition	(340) 773-9272	Nonprofit organization that provides free services to survivors of domestic violence, sexual assault and other crimes
Department of Human Services	(340) 774-0930	Provides service for children, teens and families and persons with disabilities
Family Resource Center	(340) 776-3966	Organization that provides free service to domestic violence victims and victims of crimes
Synergy Fitness and Wellness Center	(340) 714-2348	Synergy Fitness and Wellness Center features a state of the art, full service gym and outpatient healthcare clinic offering on-site integrative medicine, nutritional counseling, clinical psychology, physical and occupational therapies, etc.
Mind/Body Health & Psychology, LLC	(340) 715-6463	Mind/Body Health & Psychology, LLC is a mental health wellness practice providing psychotherapy and other services in St. Thomas, US Virgin Islands.

<http://vide.vi/our-divisions/pbis.html>

<https://www.facebook.com/VIDE.PBIS/>



Discussion

- Developing Sense of Self and Self-Esteem
- 4 Teaching Styles
- Behavioral Management Strategies
- PBIS
- Next Steps



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