

In reality you cannot change someone else's behavior- you can only change the way you perceive the behavior and respond to it, this workshop will provide you with practical information for understanding and dealing with at-risk children and challenging behavior.

- 2018
- Dr. Kathleen Van Antwerp (Dr.K)
- Intentional Mentoring



CRISIS ACTION PLANNING

- Peacetime = deliberate planning procedures used to evaluate anticipated future situations.

Law Enforcement

Response to a CRISIS demands a flexible adaptation of the basic planning process that emphasizes the time available, rapid and effective communications, use of previously accomplished contingency planning whenever possible.

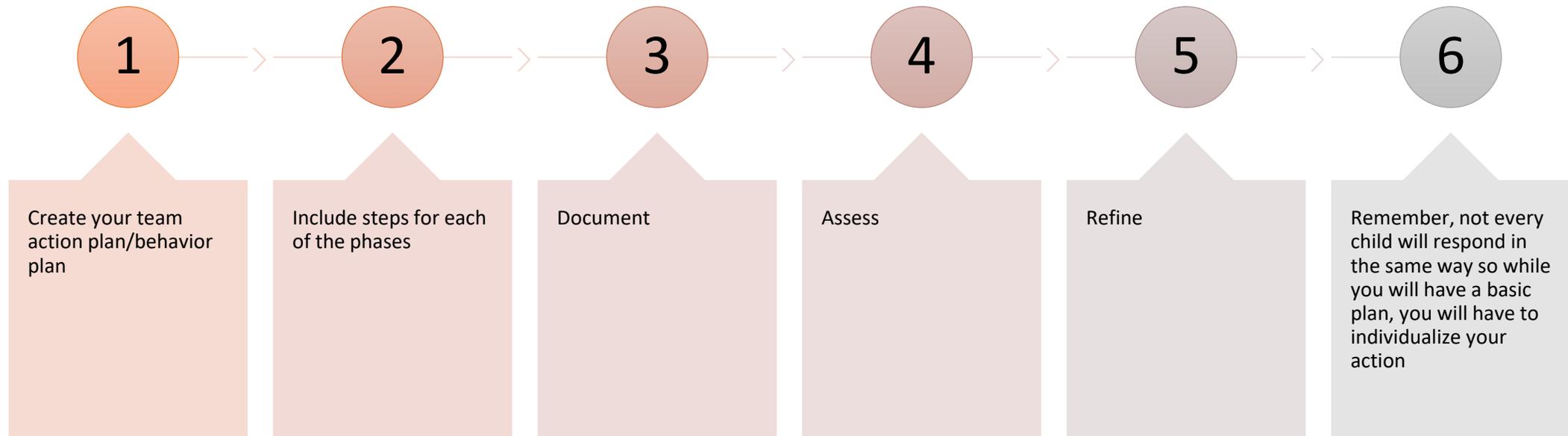
“Intuition will tell the thinking mind where to look next”

Jonas Salk

Law Enforcement



Peacetime/Youth Outreach Planning



Observation Focus

Is the behavior
observed typical
for this child?

Frequency &
Duration

How often does
the behavior
occur ?

Once a week,
once a day, once
an hour

How long does
the behavior last
?

Who is present
when the
behavior occurs ?

What demands
are being placed
on the child?

Ecological
analysis

Observation Focus

- When are behavior problems most likely
- When are behavior problems least likely...time of day, people present, demands being made on the child
- Catch them being good
- What do you know about the child's health and home life ?
- What skills does the child have ?
- Are there skills the child is lacking ?



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Behavior Patterns

- Finding behavior patterns is the key to understanding the meaning behind the behavior and the key to creating an effective behavior plan ~
- Goal = guiding the child to get their needs met in a more constructive manner

Phases of Behavioral Escalation

- Precursor Phase
- Trigger Phase (antecedent)
- CRISIS Phase
- Recovery Phase



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Precursor Phase

- This is the time when you first begin to discover a child may be displaying challenging behaviors ~ think of this as your opportunity to communicate with the child and the family, observe patterns and look for trigger behaviors, document concerns to help you review and attempt to understand the meaning behind the behavior.



Precursor Phase

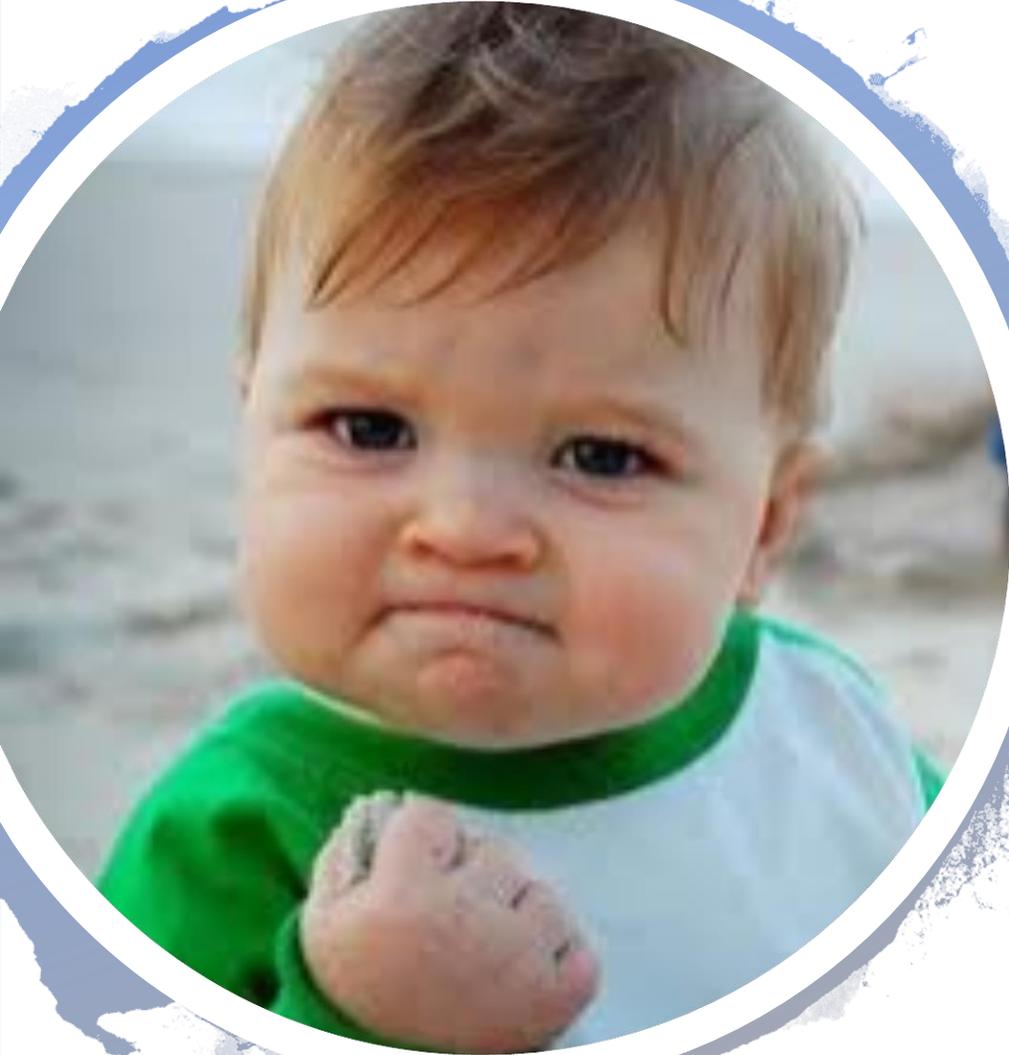
- Precursor are also known as setting events and can often occur days, weeks, or even months prior to the actual behavior



Trigger Phase

- This is the time right before a behavior occurs (also known as the antecedent) this phase is key in helping a child make different choices that can de-escalate the actual behavior
- * Key to de-escalation – use of choices
- Supporting cooling off – removing triggers





TRIGGER PHASE

- Different triggers may cause a crisis situation but your perception about the situation and your skills of dealing with the situation determines how you will (react) ... with KBP you will not react you will respond !
- Crisis is a matter of perception – and it is the perception of the child in crisis that matters... Perception is reality..

Trigger Phase

KEY TO DE-ESCALATING THE BEHAVIOR

OPPORTUNITY TO PREVENT CRISIS

NOT ALWAYS EASY TO DISCOVER

NEED TO BECOME VERY MINDFUL AND OBSERVANT

NEED TO HAVE A PLAN OF ACTION FOR THIS PHASE

DON'T BE DISCOURAGED IF IT TAKES TIME TO LEARN
THE TRIGGERS

CRISIS PHASE

- During the CRISIS phase, an individual is actually demonstrating the characteristics of a challenging behavior. Individuals cannot process new information and details directions during this time. This is the challenging moment for everyone involved. Time for you to practice
“Not Letting Someone’s Behavior Give You A Behavior “





CRISIS PHASE

- The goal during CRISIS is to help the individual survive the crisis with dignity. Using supportive vs. punitive methods of working with the child during this phase will help the CRISIS end sooner
- **NOT THE TIME FOR LEARNING !**
- **Cannot promise or punish child out of CRISIS !**



CRISIS PHASE

Keep in mind all crisis do end ~ People do de-escalate



- Do not hesitate to ask for assistance during this phase
- It is critical to have a plan in place during this phase to keep the other students on track and release an adult for some one to one time with the child. It is actually best for the adult to be someone the child works with on a regular basis ~ a relationship foundation

CRISIS PHASE

CRISIS PHASE

- If outside assistance is needed, it may be best for an “aide”, “volunteer” to assist by working with the other children who are not involved in the crisis phase.
- Keep in mind, however, if the adult in charge is part of the trigger for this child at this moment, another adult should step in to help with the child.

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CRISIS PHASE

- CALM yourself
- CENTER yourself
- USE your intervention plan

- K.I.S.S.

- 5X5 RULE

- ANALOGY / PHYSICAL INJURY/EMOTIONAL INJURY

RECOVERY PHASE

- This phase may be immediate or may not really occur for a few days or weeks. It is important to try and observe the individual to discover when they are actually in “recovery” that is when they are remorseful, apologetic and or, ready for discussion on the topic. This is a very critical time for using “teachable moments” for learning (for everyone involved)



RECOVERY
PHASE

This is when discussion with regard to new ways to solve problems can be processed and implemented.
TIME FOR LEARNING

Looking forward to new beginnings is key during this phase and placing trust in the child to make different choices will help the child move forward more successfully.

CHOICES, CHOICES, CHOICES

1

Tell children what you want them to do, clearly

2

The best way you can get them where you want them to go is to give them a choice in getting there.

3

“It is time to play, do you want a puzzle or a block”

4

“It is time to do homework, do you want me to sit down with you or do you want to start on your own ?”

FREEWILL

- *If you choose not to decide ...You still have made a choice*

Power of Choices

You can almost always work a choice into anything you want a child to do. You end up getting your way, but you give your child a sense of power and control over his/her environment at the same time.

Developmentally programmed to strive for independence, giving them a way to assert their authority means fewer power struggles for everyone

Power of Choices

Each time you give a choice = opportunity to communicate and gain moral autonomy

Power of choice across all levels of language development

Power of choice for social skills development (decision making skills)

Mircosystem

Keep in mind, you have a critical role in the social skills development of the children in your program, you are an important part of their microsystem – (people/environments that impact a child's life on a daily basis)

It is an honored role to have and as a fellow child advocate – I admire the work you do each and everyday for the children in our communities