

BEHAVIOR SUPPORTS

FOR PARENTS & CAREGIVERS
DURING SCHOOL CLOSURES

OFFICE OF DIVERSE LEARNER SUPPORTS + SERVICES
SPECIALIZED BEHAVIORAL SUPPORT & STRATEGY



HELLO!

I am Erin Miller.

I am a Board Certified Behavior Analyst (BCBA) with Chicago Public Schools. I will be sharing tips and tools to support your students during this uncertain time. We will focus on strategies that prevent behaviors, reduce anxiety; and how to respond to the many curve balls life throws our way.

FOR UPDATED INFORMATION REGARDING
CORONAVIRUS (COVID-19) AND THE CITY
AND DISTRICT'S RESPONSE, PLEASE VISIT
THE FOLLOWING LINKS:

[Centers for Disease Control and Prevention](#)

[The City of Chicago](#)

[Chicago Public Schools](#)

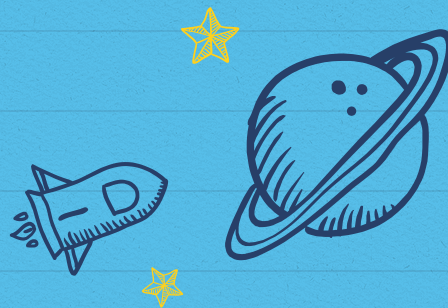
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OBJECTIVES

- Think Positive Thoughts!
- Identify universal behavior strategies that can prevent problem behavior
- Understand how uncertainty can lead to anxiety for students
- Share resources and recommendations for home based learning and breaks from school

The recording, deck, and resource links will all be made available at the end of the presentation

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OVERNIGHT

YOU became, not only your child's parent or guardian, but their teacher, support personnel, therapist, and playmate

[illegible]

UNIQUE OPPORTUNITIES		
Valuable Learning	Set your Student Up for Success	Try Something New!
There are still countless opportunities for rich experiences in the home setting.	Get really good at providing universal supports and build from there.	Pick a strategy and try it out. The intention is not to implement everything discussed, but to add to your already expansive repertoire of skills!

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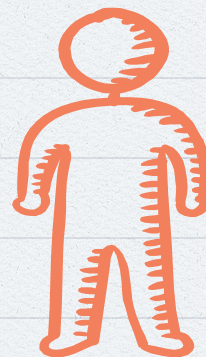
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UNIVERSAL BEHAVIOR SUPPORTS

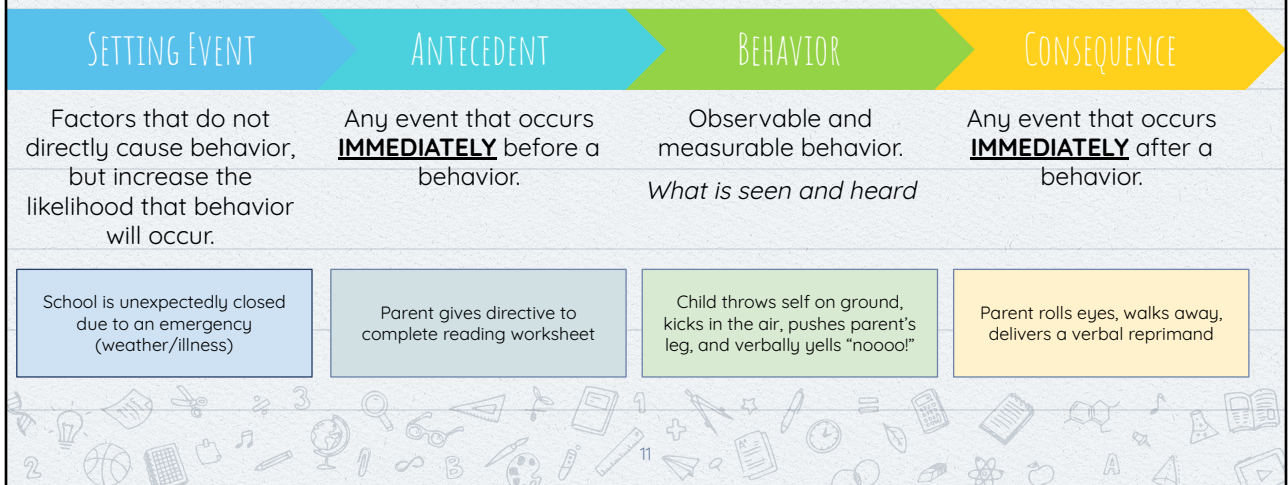
Preventative and Proactive Strategies

SOME THINGS TO REMEMBER ABOUT BEHAVIOR...

- Behavior is **communication**
- It is a result of the **environment**
- To understand behavior, focus on the events that occur immediately **before** and **after** a behavior
- Determine **WHY** a behavior is occurring



UNDERSTANDING BEHAVIOR: THE FOUR TERM CONTINGENCY



COMMUNICATION

- Every behavior that a person engages in serves a purpose and is a form of communication!
 - Use the ABC to identify the message a student is trying to convey
 - **Gain attention/Connect** with another person (peer or adult)
 - **Escape or avoid** something non-preferred
 - **Gain access** to an item, activity, or environment
 - **Automatic/sensory** stimulation
 - **Vocal language** ability does not always mean **functional language** capabilities

****If your student is engaging in problem behavior, they need to learn how to use communication more effectively (ask for a break, request a preferred item, ask for time with a preferred person, etc.!)****

CLEAR EXPECTATIONS

- Work vs. play space
 - Each area should be **structured** to clearly communicate the expectations
 - Checklists or activity schedules
 - Visual timers/Warnings
 - Outline permitted and unpermitted behaviors
 - Limit access/visibility to preferred items or activities during work time
 - Use reinforcement systems to let your learner know when they will have access to reinforcers!
 - Use **First/Then** language

CHOICES VS. DEMANDS

CHOICE

Provide options when an activity lends itself to choices

You still have ultimate control

("It's time to practice math facts. You can work on IXL for 10 minutes, or play 10 minutes of Prodigy")

- Increases self-determination
- Helps with rapport building
- Increase independence
- Decreases the need for prompting

DEMAND

Use **statements** when your child does not have a choice.

("Come to the kitchen" vs. "Are you ready to eat?")

- Asking yes/no questions allows your learner the **right** to say "no"
 - If your child says "no", you must **honor their response!**

****It's functional communication!*****

Your child has control

SCHEDULES AND ROUTINES

- Create a daily schedule and be consistent
 - Helps your child understand what they are **expected to do** and what they **need to complete**
 - Alerts your student to **changes** to their typical routine
- Schedule attention and 1:1 time
- End the day on a positive

Time	Typical School Day	Time	Learning Online
	Wake Up/Breakfast/Leave for School	8:00 AM	Sleep
7:00 AM	Arrival/Planning Work	7:00 AM	
7:30 AM	Homework Group	7:30 AM	
8:00 AM	Breakfast	8:00 AM	Wake up, Breakfast, and Reading/Listening
8:30 AM	English	8:30 AM	Reading- read a book together or alone Writing- Create a research PowerPoint Remind- Lexia or Mobly Max
9:30 AM	Break and Physical Education	9:30 AM	Break -Math, video games, or board game -Outside activities/exercise
10:30 AM	Launch	10:30 AM	Launch How your son/daughter help you cook or construct the meal together?
11:00 AM	Math	11:00 AM	Math Work -The, Phology, Mobly Max
12:00 PM	Writing	12:00 PM	Allow your son/daughter to have another break here.
12:30 PM	Science/ Studies/ Science	12:30 PM	Science/ Studies/ Science Bodapop/TKL/Mobly Max Interactive journals
1:00 PM	Afternoon Group	1:00 PM	Break -Math, video games, or board game -Outside activities/exercise
1:30 PM	Break	1:30 PM	
1:40 PM	Dismissal	1:40 PM	
Parent Tip: If your son or daughter is visibly frustrated or upset, ask them how you can help or what do they need. If they request a break, honor that request. Allow them to have fun during this time frame and allow for flexibility.		2:00-4:00 PM	Unstructured Fun Time Prepare and Eat Dinner -This is a time for your son and daughter to have with you and help with dinner prep.
		4:00 PM-8:00 PM	Unstructured Time Nighttime routine, read a bedtime story, and then lights out.

A NOTE ON SOCIAL DISTANCING VS. SOCIAL ISOLATION

- Find alternative ways to connect with family and friends
 - If your child usually sees someone (family member, peer, therapist) on a regular day, set up a facetime or video chat
 - Connect through other platforms to maintain consistency and a relationship or rapport

VISUAL SUPPORTS

- Helps provide structure and routine
- Encourage independence
- Increase understanding
- Reduce frustration and anxiety



TIPS FOR USING VISUAL SUPPORTS

- Portable
- Durable
- Easily accessible
- Personalized
- Consistent

PRAISE & REINFORCEMENT

Reinforcement is present in everyday life and **increases the likelihood** that a person will continue to engage in a behavior

- Praise and reinforcement teach behavior
- Reinforcement should be provided immediately and easy to administer
- Items or activities that serve as reinforcers are specific to each person
- Increase the frequency of reinforcement when a child is having difficult time or asked to do something non-preferred



KEEP YOUR PROMISES!

Follow through on promises made to your learner!

- Builds trust
- Teaches self-respect
- Increases follow through of demands and non-preferred tasks



LET'S REVIEW!

Communication

Behavior is a form of communication. Be sure to provide your learner with the language supports needed to express their needs and wants, and to engage in meaningful conversation.

Clear Expectations

At-home learning is a new concept for your learner. Be sure to make expectations through different activities and times of day clear and consistent.

Schedules & Routines

Create a schedule to help your child organize and understand their day. Changes in routine can be very difficult for many of our students.

Visual Supports

Visual supports increase understanding and can reduce anxiety and frustration, especially when regular routines are interrupted.

Praise & Reinforcement

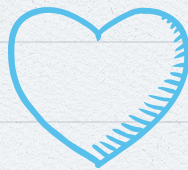
Providing praise and reinforcement to your student teachers the appropriate behaviors. Pay more attention to the appropriate behaviors, that the inappropriate.

Keep Promises!

Follow through on promises made to your learner. They need to know that our words have meaning!



THANKS!



Any questions?

You can find me at
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Resources

Slides

Recording

Links

