

# Boosting Access to Positive Parenting for Families

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**2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE**





# 2023 OSEP Leadership and Project Directors' Conference



## *DISCLAIMER:*

*The contents of this presentation were developed by the presenters for the 2023 OSEP Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.*

*(Authority: 20 U.S.C. 1221e-3 and 3474)*

# Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
  - Brings together IDEA information and resources from the Department and its grantees.
  - <https://sites.ed.gov/idea/>
- IDEAS That Work
  - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
  - <https://osepideasthatwork.org/>





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# Affirmations



Statements that are **encouraging** and **motivating**



Help us **feel strong**



Help us feel **optimistic** about change

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## Make a note!

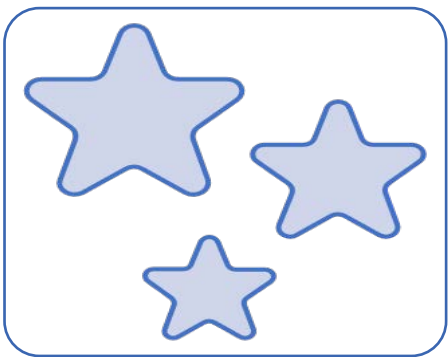
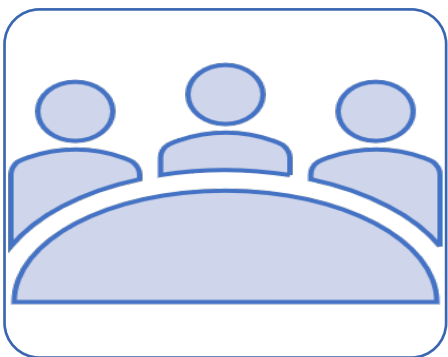
Write a positive message to yourself and post if you feel comfortable



# Positive Solutions for Families



# The Approach



# The Evidence



Positive Solutions for Families transfers these same key skills to parenting.





# The Outcomes



Support their child's social-emotional development



Learn how to plan and support their child's behavior



Form family to family connections




# Positive Solution for Families Sessions

- 1: Making the Connection
- 2: Keeping It Positive
- 3: Behavior Has Meaning
- 4: The Power of Routines
- 5: Teach Me What to Do
- 6: Responding with Purpose
- 7: Putting It All Together In a Plan




# Session PowerPoints


### Affirmations



Statements that are **encouraging** and **motivating**




Help us **feel strong**



Help us feel **optimistic** about change



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**Make a note!**  
Reflect on the changes you have made or your efforts with your child.



## Positive Solutions for Families

### Session 4: The Power of Routines



### Apply It and Try It Review

**Things to Try at Home:**

1. Focus on one **routine** or **transition**. Use visuals and try at least 3 strategies. (Handbook Activity 2).



### Consistency is Key



Finished



# Facilitator Scripts

Slide



## Welcome

Post "Ground Rules" developed in the first session.



### Show Slide 1: Session 4: Positive Solutions for Families - The Power of Routines

Welcome back to *Positive Solutions for Families*. This is our fourth session together - The Power of Routines.



### Show Slide 2: What's Happening Today?

We have some great new resources to share with you today as we focus on routines. We will focus on learning how to set up a routine for success and how to structure routines and transitions to prevent challenging behavior. As we go through the material today, you will learn new strategies to use with your child.

## Reflect on Apply It and Try It



### Show Slide 3: Apply It and Try It Review

Before we begin, let's talk about your Apply It and Try It activities. Last time we were together, you left with two activities to try at home. One was to start observing your child when there was challenging behavior to see if there were patterns that gave you clues about the "why" or function of your child's behavior. Our second activity was to develop rules for home. Let's start with the observing behavior activity. Does anyone want to share? What did you learn by observing your child?

Encourage participants to share and respond to any questions. Remember to encourage participants to make connections with each other and invite them to respond to one another. After a participant responds, you might say something like, "Would anyone like to respond to \_\_\_\_\_?" or "Did anyone have a similar experience they want to share?"

Before shifting to a debrief about rules, you might say, "So, we are learning a lot about children's behavior. Today, we will begin to think about how we can respond to behavior when it occurs. A few of you have pointed out that challenging behavior is occurring in certain activities or routines. We are going to talk about routines in this session and how we might structure them to prevent challenging behavior. I want you to continue to do these observations on your child's behavior. These observations will be useful as we develop intervention strategies."

Did you try establishing rules for your child? Does anyone want to share what they did and how it went?

Summarize after sharing. You might say, "A few of you tried establishing rules and had some success. Your children were interested in the rules. Establishing expectations and helping children understand them will be something that we will continue to talk about."

Sections

Facilitator  
Notes



Script



# Family Materials

## We Can Be Problem Solvers at Home!

By Meghan van der Embse, Rachelle Lentini, Rachel Anderson, Anne Wimmer, & Sarah Payton

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## NCPMI Teaching Rules at Home

### How to Create Rules:

- Identify 3-5 rules that are important for your family.
- Write down the rules as "do's" instead of "don't's".
- Pick rules that apply to situations when your child needs to behave.
- Pick rules that your child can learn to do (e.g., appropriate for your child's age and abilities).
- Make a rules chart. Add a picture of your child following the rule. Have your child help or watch you make the chart.

### How to Teach Rules:

- Show and tell – focus on teaching your child the rules.
  - Find a time when your child is not distracted to show your child the rules and talk about using them.
  - Your introduction to the rules should be for teaching your child in an interesting and fun way, not scolding your child for the times they have violated the rules.
  - Show your child what it looks like to follow the rule. You might need to break it down into smaller steps.
  - Discuss the rule and demonstrate. Take turns with your child showing what it looks like to follow the rule and not follow the rule. Do this to teach the rule and have fun with the demonstration.
  - Make a simple story about the rule and use it to review the rules.
  - After learning the rules, play a game to see if your child can remember the rules. Give a big hug or high five after they recite the rules to you.
  - Remember: For your child to be using the rules, it will take time and practice before they can follow them.
- Practice makes perfect – review and practice the new rule every day.
  - Review the rule chart before the activity where the rule is needed and several other times a day.
  - If you are feeling creative, you can use puppets, stuffed animals, a song, or movements to review the rules with your child.
  - Create stories for your child to practice or problem-solve and understand the importance of the rule.
- You get it! – ask your child to film and act out.
  - Praise and encourage your child for learning and following the rules.

 Frustrated Frustrado(a)	 Excited Emocionado(a)	 Lonely Solitario(a)	 Sad Triste
 Mad Enojado(a)	<h2>Today, I feel... Hoy me siento...</h2>		 Nervous Nervioso(a)
 Happy Feliz	 Loved Amado(a)/Querido(a)	 Scared Asustado(a)	 Proud Orgullosa(a)

## NCPMI Taking a Break: Using a Calm Down Area at Home

### Getting Started

The calm down area or calm down spot does not need to require a lot of space. It might be a chair that your child prefers, a group of toys that your child likes that are in a bedroom, or an area where you place a basket of calming toys. The only requirement is that it is an area that is quiet, away from interactions with others, and soothing for the child.

When you create your calm down area, think of things that your child already uses to calm down. They might be stuffed animals, a favorite pillow, a puzzle, squishy toys, or books. Put those in the calm down spot.

Show your child that you have created a calm down area and let your child know that they can use the area when they need to "feel better." You might explain to your child that sometimes you go to a calm down spot that helps you feel better (e.g., "When I am feeling frustrated with my work, sometimes I lay down on the couch.")

Encourage your child to play with what you have put in the spot. You might add a visual that helps the child take deep breaths (e.g., a social story like "Tucker the Turtle...") that might help your child calm down.

Encourage your child to get familiar with the calm down area when they are calm. This will give them a chance to explore the items in the calm down area and figure out what is most soothing and calming.

When you think your child might benefit from the calm down area, remind your child that they can go to the calm down area to feel better or guide your child to it (e.g., "I am going to help you go to your calm down spot so you can feel better.")

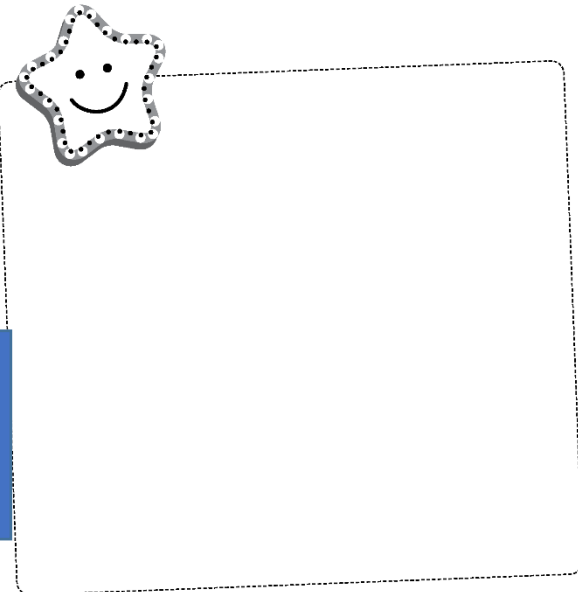


# Family Handbook

Positive Solutions for Families: Family Handbook

Session 2: Keeping It Positive  
**Activity 1: Affirmation**

An affirmation is a positive reminder or statement about yourself that is encouraging and motivating.  
Write an encouraging note or positive comment to yourself about something that you did with your child this last week.



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Positive Solutions for Families: Family Handbook

Session 4: The Power of Routines  
**Activity 3: Apply It and Try It. Teaching the Routine**

Strategies I will try this week to teach the routine with my child:

Strategies to Try:

- 1
- 2
- 3

**Possible Strategies**

Visual Cues	Offer Choices	Use First/Then
Visual Schedule	Use a Timer	Increase Positive Encouragement
Scripted Story	Give a Verbal Warning	

? How did my child respond?  
How did I feel about using the strategy?

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Planning

Reflection



# Family Routine Guide

Positive Solutions for Families: Family Routine Guide



## Brushing Teeth or Hair

Your child does not like being touched.

### Prevent the Behavior

- ▶ Simplify – Keep hair cut fairly short so that it is easier to manage.
- ▶ Handle with care – Hold the end of the brush, comb, or toothbrush to guide your child in brushing.
- ▶ Have everything out and ready to use to reduce the amount of time that your child has to wait.
- ▶ Offer fun choices – For brushing teeth, give your child a choice of what kind of toothbrush and what kind of toothpaste they can use (e.g., electric, character brand, favorite flavor, preferred color). For hair brushing, give your child a choice of a comb or brush, or wet it first or brush it dry.
- ▶ Download an app that can assist children to learn how to brush teeth.
- ▶ Play “Mirror, Mirror” – Model for your child how to brush. Point to a mirror to have them watch reflection, demonstrate how to brush, and then say, “copy me” or “I go, now you go.”. Praise any attempt to brush.
- ▶ Examine your materials – Is the hairbrush or toothbrush too stiff or rough? Select a brush or comb type that will not pull hair or select a soft toothbrush.
- ▶ Encourage success – Praise your child and let them know that you are so happy or proud of them.

### Respond

- ▶ Validate feelings, and say, “I know it’s not too fun brushing your \_\_\_\_\_. First, we’ll brush fast and then (fun activity).”
- ▶ Praise any and all small attempts to brush teeth or hair.
- ▶ Offer choices (see suggestions in prevention), and then help follow through the routine quickly.
- ▶ Ask if they want to play “Mirror, Mirror” and model for your child how to brush, and then say, “copy me”. Praise any attempt to brush.
- ▶ Ignore inappropriate behavior and help them follow through with minimal talking and emotion in your voice.
- ▶ Provide a countdown from 5; then provide gentle assistance by staying calm.

### Teach New Skills

- ▶ Teach your child to make a choice, (e.g., “Do you want the red electric brush, or the regular blue brush?”).
- ▶ Teach your child to play “Mirror, Mirror”, and use the mirror to make it more fun. (e.g., “Look at me brush my teeth. Now you do it!”) or brush your teeth or hair together at the same time.

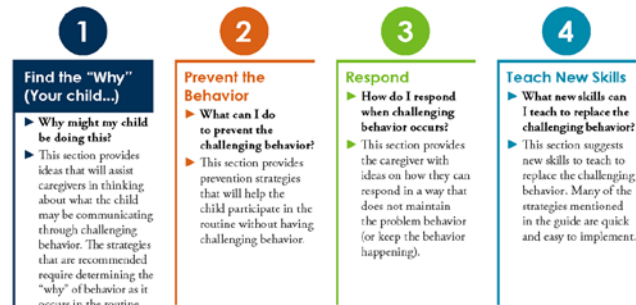
Positive Solutions for Families: Family Routine Guide

## How to Use the Family Routine Guide for Young Children with Challenging Behavior

This *Family Routine Guide* can assist parents and caregivers in developing a plan to support young children who are using challenging behavior. Children engage in challenging behavior for a variety of reasons, but all children use challenging behavior to communicate messages. Challenging behavior, typically, communicates a need to escape or avoid a person or activity or communicates a desire to obtain someone or something. Once caregivers understand the purpose or meaning of the behavior, they can begin to select strategies to change the behavior. They can do this by selecting prevention strategies, teaching new skills, and changing the way they respond to eliminate or minimize the challenging behavior.

The *Family Routine Guide* includes strategies for the common routines and activities that occur during the family’s week.

### How the Guide is Organized



It is important to use all of the sections in the guide [i.e., 1) function or why, 2) prevention strategies, 3) ways to respond to behavior, and 4) new skills] to develop a support plan that will be effective for your child. The guide provides ideas about commonly occurring situations and children’s behavior. Please note that this list might not address all situations or reasons the child is using challenging behavior. If the child’s purpose of challenging behavior is not represented on the chart, the parent is encouraged to write down the purpose and then think of prevention strategies, new skills to teach, and ways to respond to behavior.

### Instructions for Use

A *Family Planning Sheet* is provided at the beginning of this *Family Routine Guide* for writing down the strategies that will be selected for the child. To develop the plan, first determine the routine(s) in which the child is having difficulty. Then look for the reason for why the child might be having trouble in the routine(s). Once you know why the child is using the challenging behavior, you can begin to look at the suggested strategies and determine what will work for your family and child. After you select the strategies that you will use, it is important to write down your plan using the *Family Planning Sheet*. If you write the plan down, you are more likely to implement the strategies.

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# Making a Plan

Positive Solutions for Families: Family Handbook

Session 7: Putting It All Together With a Plan  
**Activity 2: Family Planning Sheet**

What \_\_\_\_\_ does during \_\_\_\_\_:  
(child's name) (postive)

Why I think my child does it:

\_\_\_\_\_

\_\_\_\_\_

What can I do to prevent the challenging behavior?

How do I respond when challenging behavior occurs?	What new skills can I teach?
--	------------------------------

What materials or resources do I need to implement the plan?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




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# Activity: Emotional Literacy

What Emotion Words Does Your Child Know?

 Affectionate Carifoso(a)	 Bored Aburrido(a)	 Brave Valiente	 Calm Calmado(a)
 Cheerful Alegre	 Comfortable Cómodo(a)	 Creative Creativo(a)	 Curious Curioso(a)
 Disappointed Decepcionado(a)	 Disgusted Asqueado(a)	 Excited Emocionado(a)	 Embarrassed Avergonzado(a)

NCPMI

The goal is to help families get excited about & comfortable with teaching emotions

# Emotional Literacy

The ability to recognize, label, and understand feeling in one's self and others.



# Tucker the Turtle

**Step 1.** Recognize your feelings.

**Step 2.** Stop your body.

**Step 3.** Tuck inside your shell and take three deep breaths.

**Step 4.** Come out when you are calm and think of a solution.



# Adapting curriculum

Curriculum was modified to make the material more accessible for:

- Families with young children seeking parenting guidance
- Foster, adoptive and kinship (extended relatives) and other families
- Families with children with disabilities or at risk for disabilities
- Families with children experiencing behavioral challenges



# Specific modifications

- Curriculum condensed from seven weekly to two 4-hour sessions
- Based on attrition rate, materials were then adapted to a one day 6-hour session
- Class was presented in English and Spanish
- Reading level between 5-6th grade
- Class was didactic and experiential, Apply It and Try It activities
- Opportunities for participants to interact with each other
- Interventions were modified to address disabilities such as ADHD, ASD, IDD
- Collaboration with NAMI Chapter to refer families with high-intensity needs to Tier 2 intervention program



# Presenters

- Class was presented in person
- Presenters were parents/caretakers with lived experience
- Facilitators were trained in the curriculum
- Lived experience included raising children with special needs, physical and or mental health needs
- Spanish speaking presenters were native Spanish speakers who work in education, family engagement, child development



# Facility

- In the neighborhood where participants lived, maximizing accessibility
- Had a child care space
- Large enough for attendees to actively participate
- Classes were held at the local Arc, an established disability service agency and trusted community organization



# Barriers

- Classes were free
- Child care was provided
- Snacks and lunch for parents and children were provided
- Gift cards to offset transportation and as an incentive
- Materials, handbooks, routine guide and *Tucker the Turtle* and *We Can Be Problem Solvers*





# Trauma informed

- Acknowledgement of the trauma inherent in foster care and the relationship to disabilities
- The space was comfortable, restrooms, adequate lighting, sensory aids, appropriate personal space
- Presenters were trauma trained, respectful and accepting
- Participants were invited to participate but not required
- Trauma-triggered behaviors were explored along with appropriate responses
- Resources on trauma services were provided



# Culturally responsive

- Class presented in English and Spanish
- Materials provided in English and Spanish
- Presenters spoke English and Spanish
- Slides had Latino cultural references such as names
- Child care provider who spoke Spanish
- Acknowledgement that attendees' experiences with their parents may have been very different



# Recruitment

- Leveraged community connections to share class information and identify potential attendees
- These were safe and trusted connections such as home visitors or school staff
- Latino fathers attended, in one instance recruited by the mother attending the previous class

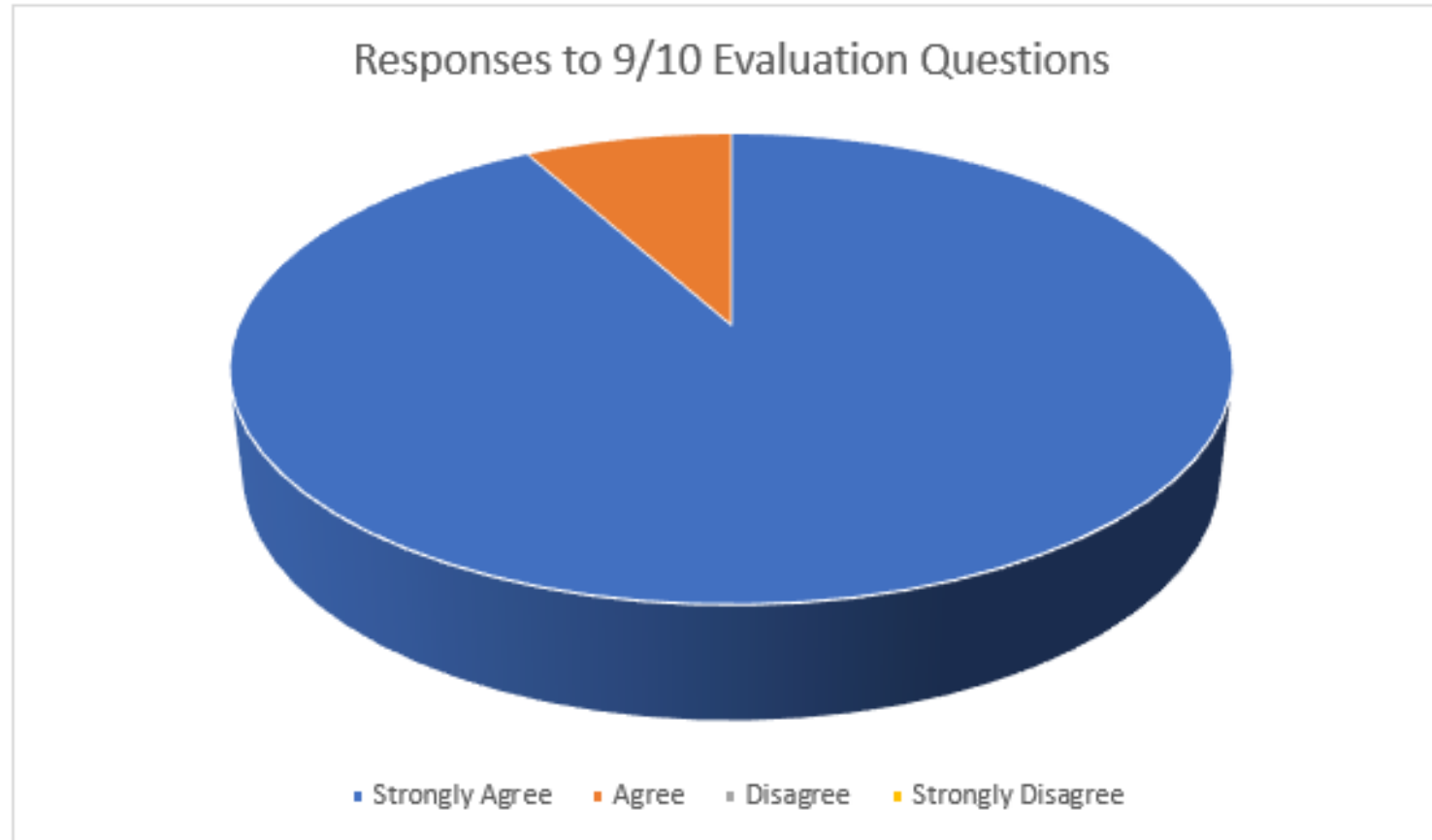


# Attendance

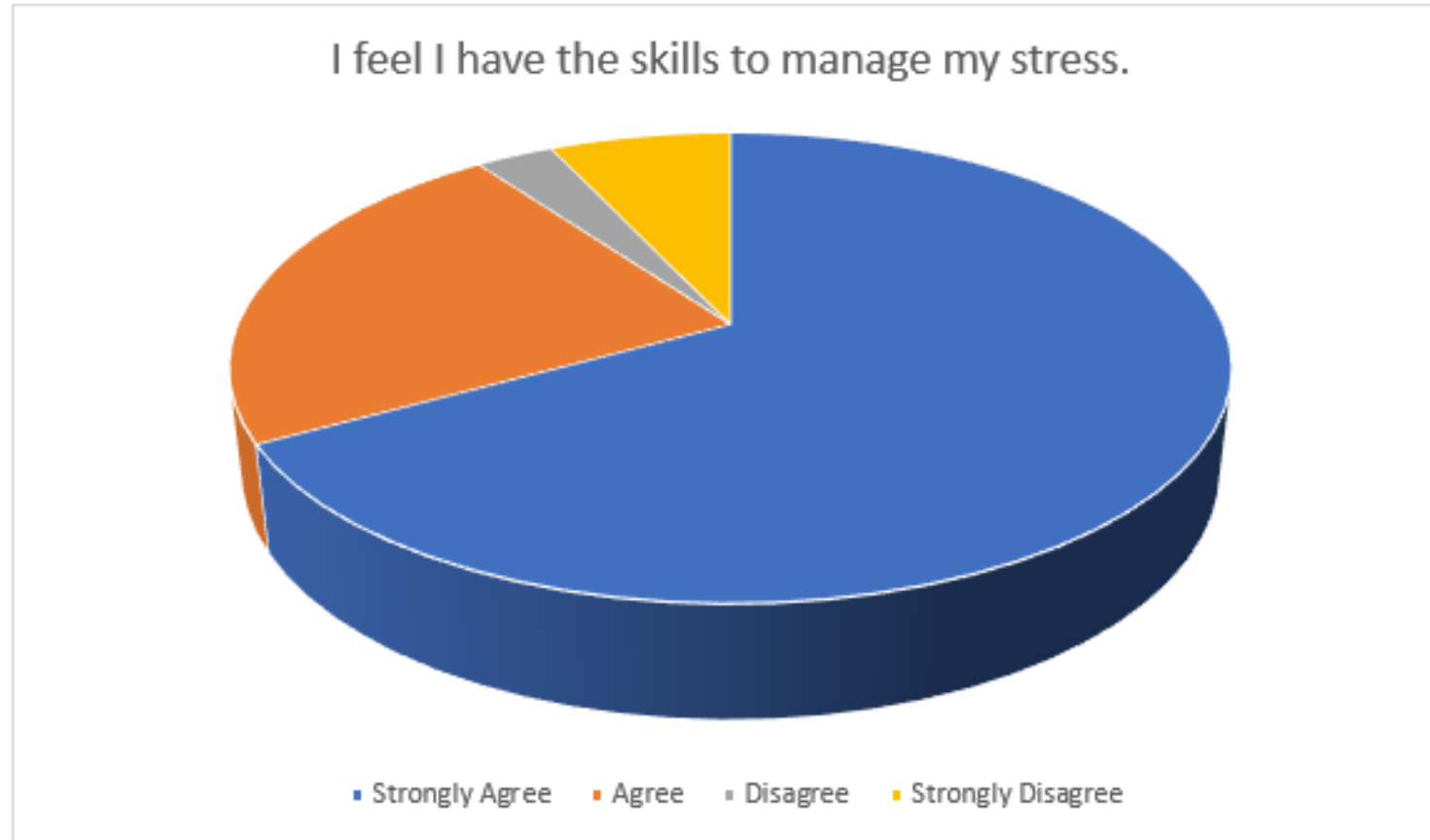
- Four sessions were held
- English 2-day session- 14 registered, 8 attended Day 1, 5 on Day 2
- English 2-day session- 24 registered, 5 attended Day 1, 8 on Day 2
- Spanish 1-day session- 11 registered, 10 attended
- Spanish 1-day session- 13 registered, 10 attended
- Child care attendance respectively- 4, 5, 13, 10
- Presenters called registrants prior to the class



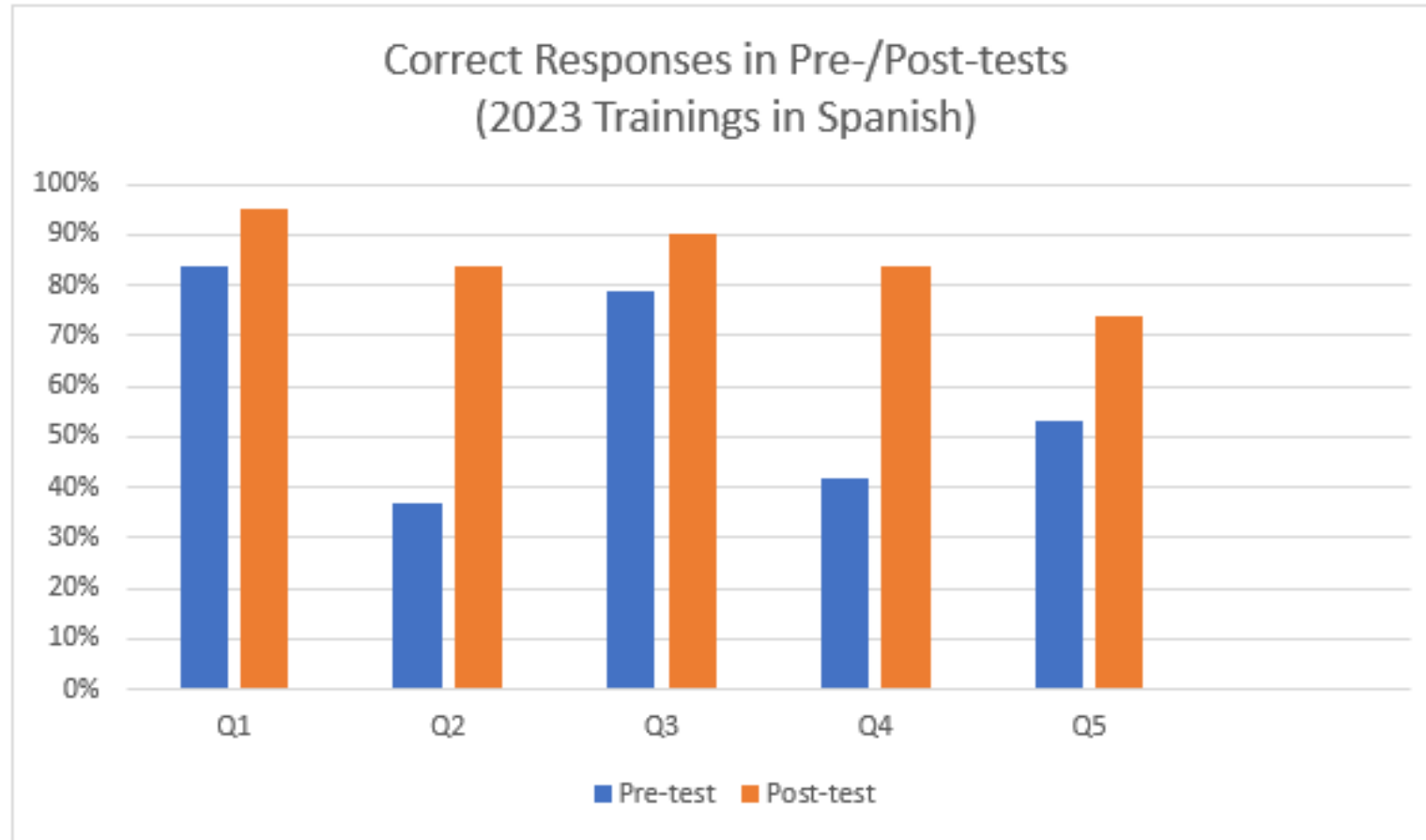
# Evaluations and comments



# Evaluations and comments



# Learning Gains



Q1) Why are small moments important in building a connection with your child?

Q2) What are the ABC's of behavior?

Q3) What is an affirmation?

Q4) Name an effective way to teach a routine:

Q5) When is it the best time to teach your child?



# Attendee feedback

- “Excelente”
- “The teaching materials, time given to share our experiences as parents in raising our children.”
- “The information was well chosen and explained, the opportunity to share with more parents.”





# Lessons learned

- Addressing barriers increased attendance
- Calling registered families increased attendance
- Spanish-speaking presenters
- Professionally translated materials
- Curriculum needs to be adapted for the community
- Providing child care was important
- Need to allot time to address specific challenging behaviors or disabilities



# Questions and Discussion

