

"Thanks for your constant advice
for how I should raise my children."

-Said no mother ever.



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YOU CONTROL THE SKITTLES: BEHAVIOR MANAGEMENT IN THE HOME

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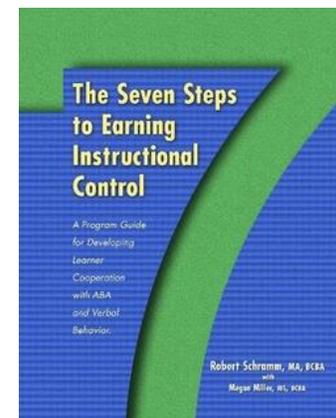
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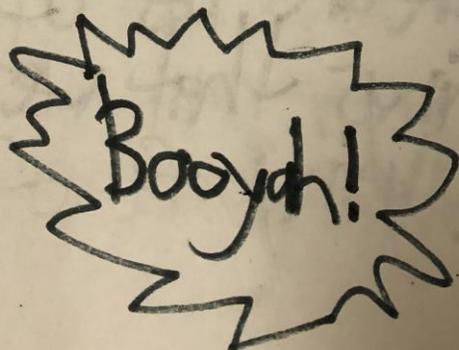
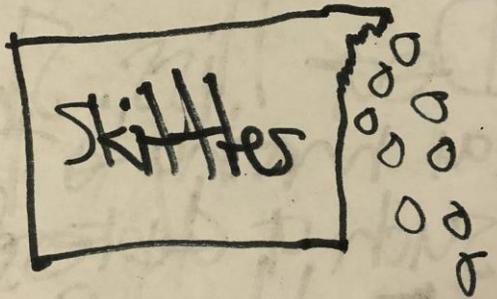
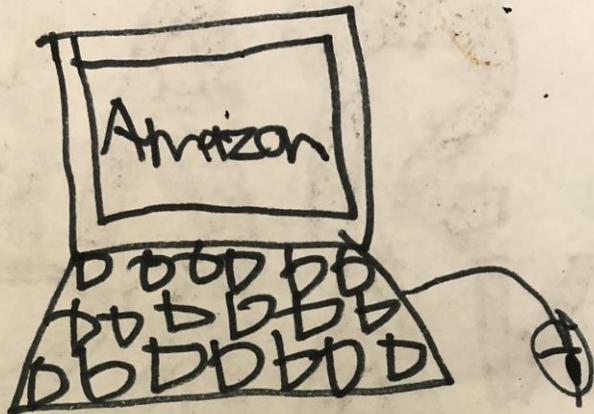
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GOAL

- This session will focus on teaching participants how to manage behavior in the home with items/activities already at parents' disposal and part of the child's daily routine.
- Credit: *The Seven Steps to Earning Instructional Control* By Robert Schramm





The Power of Expectations, Manners, and Rules

- [Video](#)



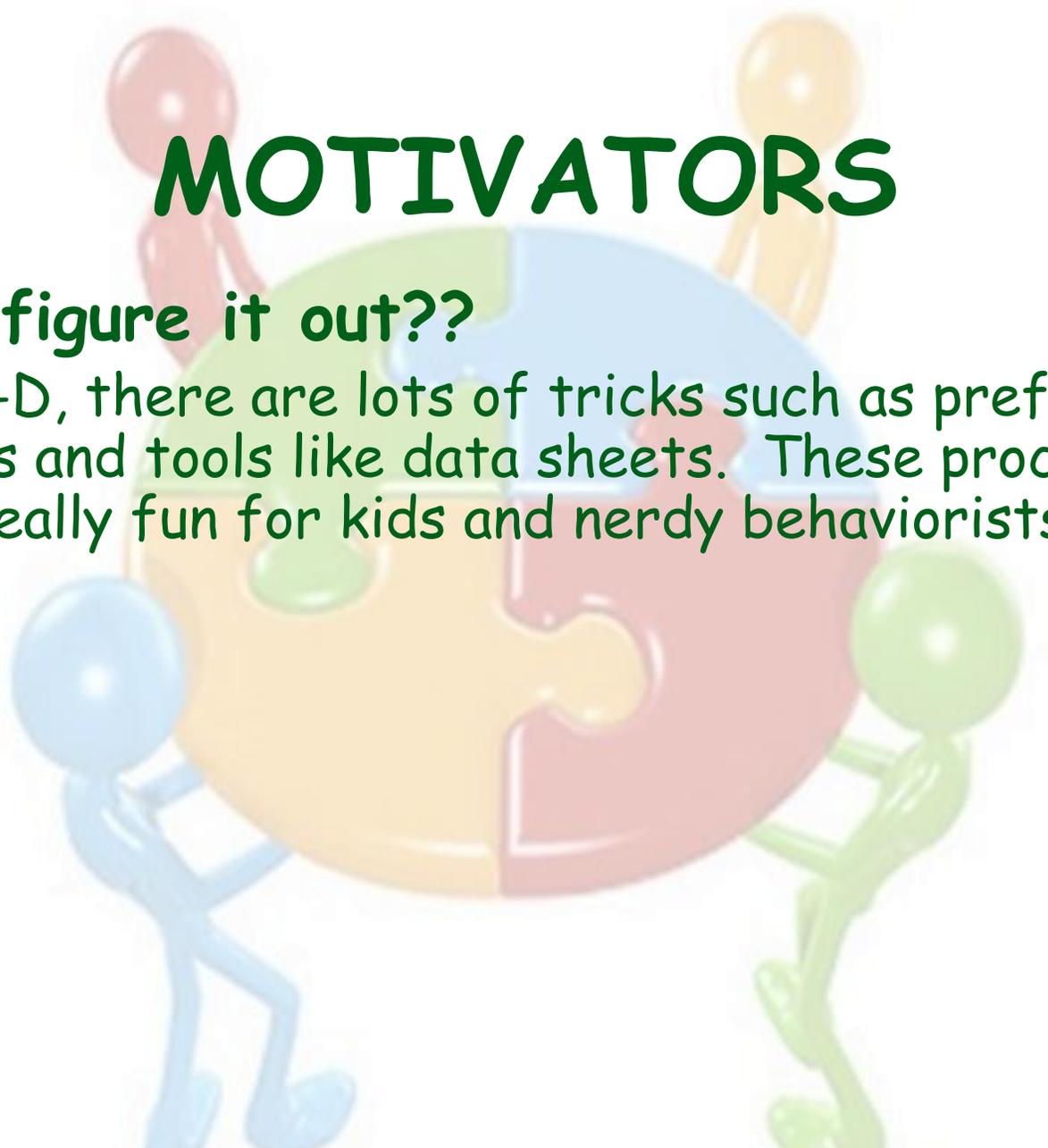
The Power of Expectations, Manners, and Rules



- Key Points of Video
 - Rules, Manners, and Expectations
 - Participation in things that were uncomfortable
 - "No progress was ever made in comfort"- Parent of Child in ABA Program
 - Pushed to Engage
 - Responsibility to Others to Share Gifts

Identifying Specific Items/Activities (i.e., the “Skittles”) that are Child Specific and MOTIVATING!

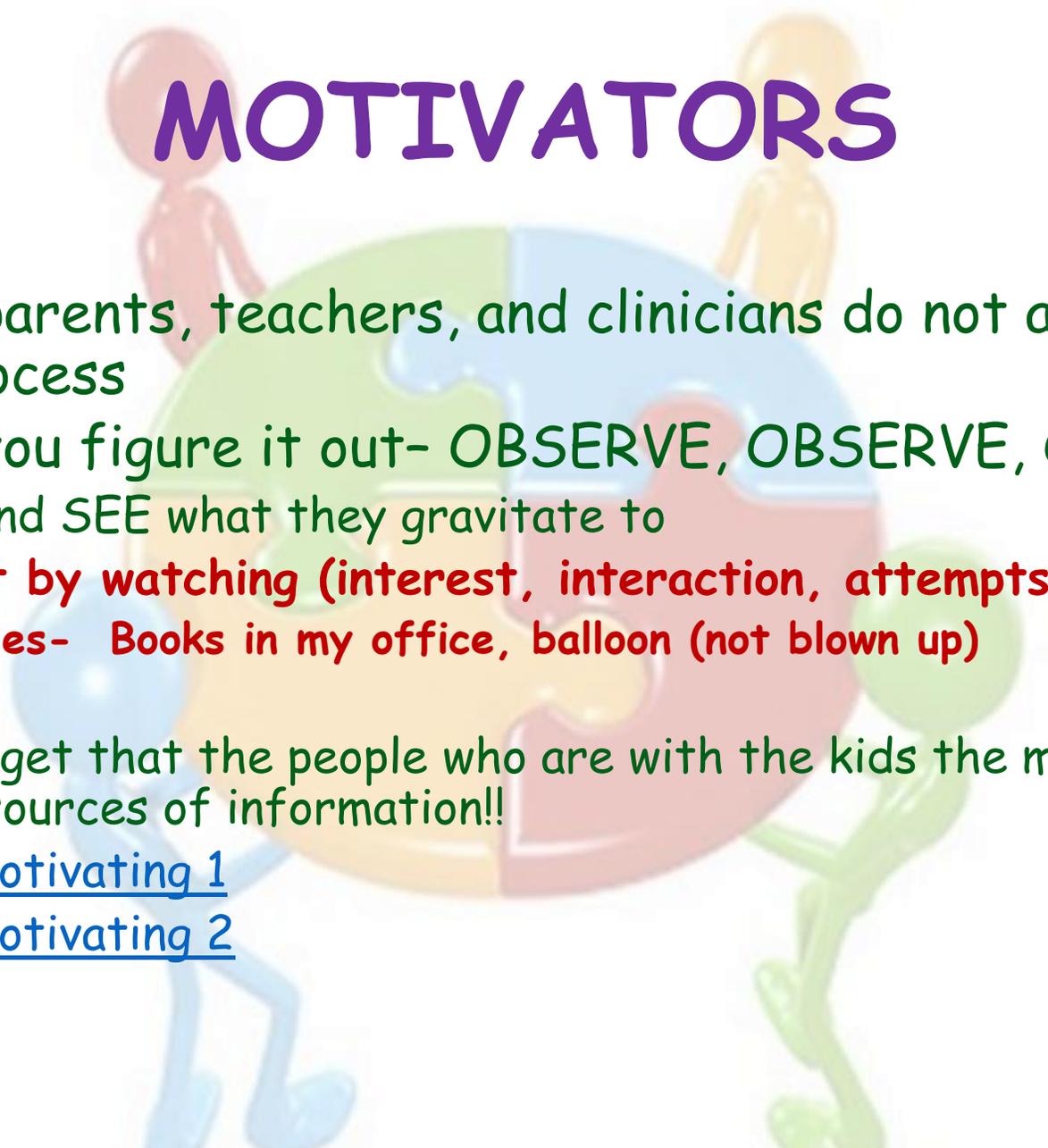
- Motivators ARE needed because these skills are hard and uncomfortable at times!!!
- HOW DO I FIND WHAT MOTIVATES A CHILD???
- MOST PARENTS/GUARDIANS ALREADY KNOW, BUT ACCESS IS “FREE” AT CURRENT TIME.



MOTIVATORS

- How do you figure it out??
 - With BCBA-D, there are lots of tricks such as preference assessments and tools like data sheets. These procedures are very sound and really fun for kids and nerdy behaviorists, **BUT**

MOTIVATORS



- In reality, parents, teachers, and clinicians do not always have time for that process
- So how do you figure it out- **OBSERVE, OBSERVE, OBSERVE!!**
 - WATCH and SEE what they gravitate to
 - **Figure out by watching (interest, interaction, attempts to access, etc.)**
 - **Examples- Books in my office, balloon (not blown up)**
- People forget that the people who are with the kids the most are the greatest sources of information!!
- [What is motivating 1](#)
- [What is motivating 2](#)

MOTIVATORS



- **Common comments:** "Nothing motivates", "not interested in anything", "nothing works for a long time".
 - Problem with those issues:
 - Weighed down by what WE THINK is appropriate to motivate (e.g., toys, activities) versus what the CHILD GRAVITATES to (e.g., parts of things, immature toys, acrylic overlays, food, electronics)
 - Goal not to keep them interested in those items/activities
 - Goal is to get them started with whatever motivates and build from there
 - No person (with a disability or not) is consistently motivated by the same thing- have to be flexible to switch out options

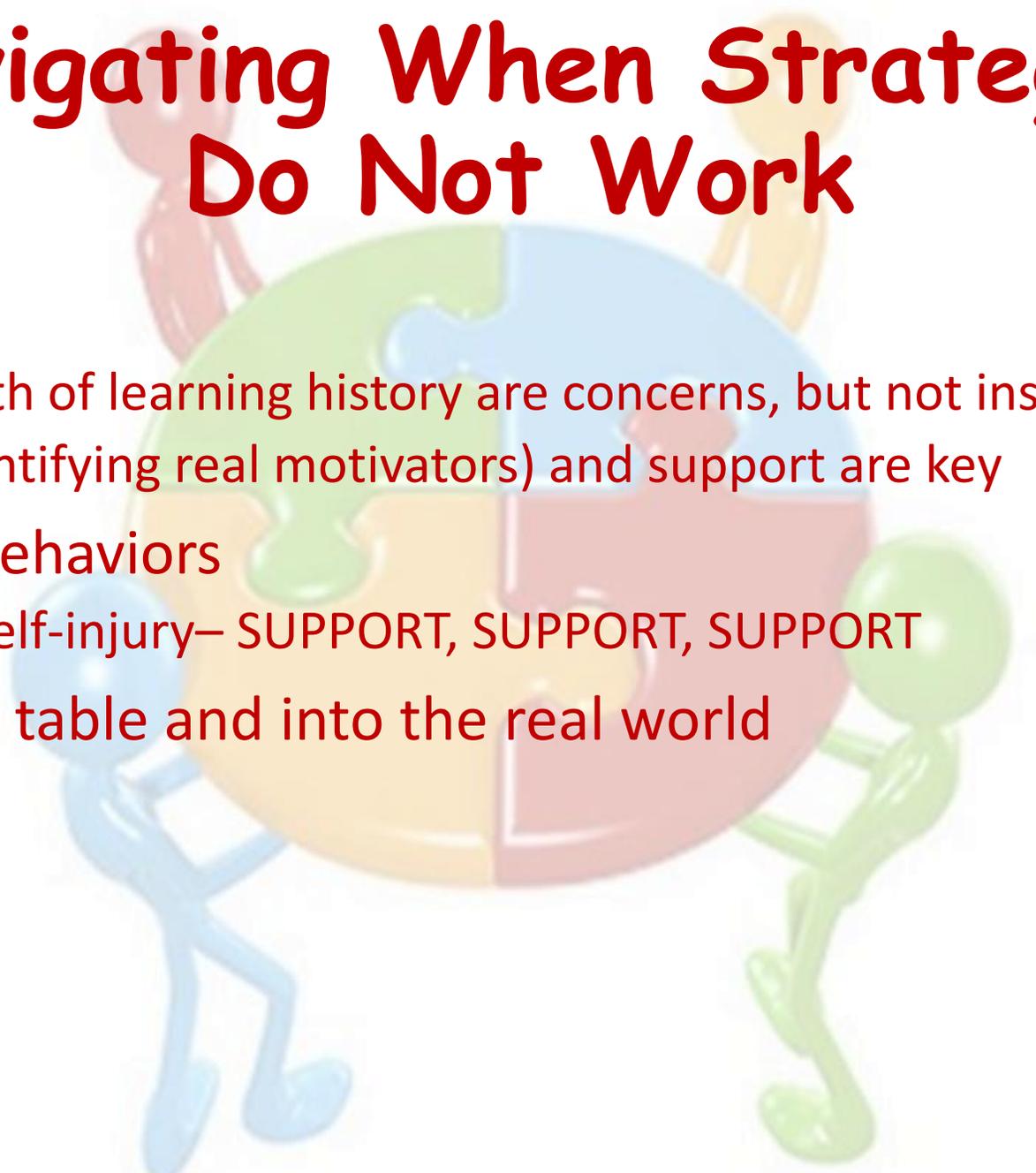
Telling the Difference Between Using the “Skittles” as a Bribe versus Motivator/Reinforcement

- Motivators/Reinforcement
 - Needed because learning skills and behavior management are WORK
 - Expectations for access to item/activity are BEFORE the behavior
 - Motivators/Reinforcement work to increase the likelihood of the DESIRED behavior AND not stop the UNDESIRE behavior.
 - Consistency is important to be predictable
- Bribe
 - Access is given AFTER the behavior starts as a way to stop it
 - Increases the likelihood the UNDESIRE will be shown again (to get opportunity to get something for STOPPING it).

Using "Skittles" to Gain Compliance with Daily Activities/Instructions and Decrease Behavior Issues in the Home

- At the beginning, have to:
 - Start small
 - Requires the greatest amount of effort
- Once it starts working, it continues working and generalizing at a very quick rate
- But those first few attempts are often really hard and feel like failures
 - Limited access to preferred things
- But if you can make it through- what does it look like applied to:
 - Eating
 - Work
 - Play

Navigating When Strategies Do Not Work



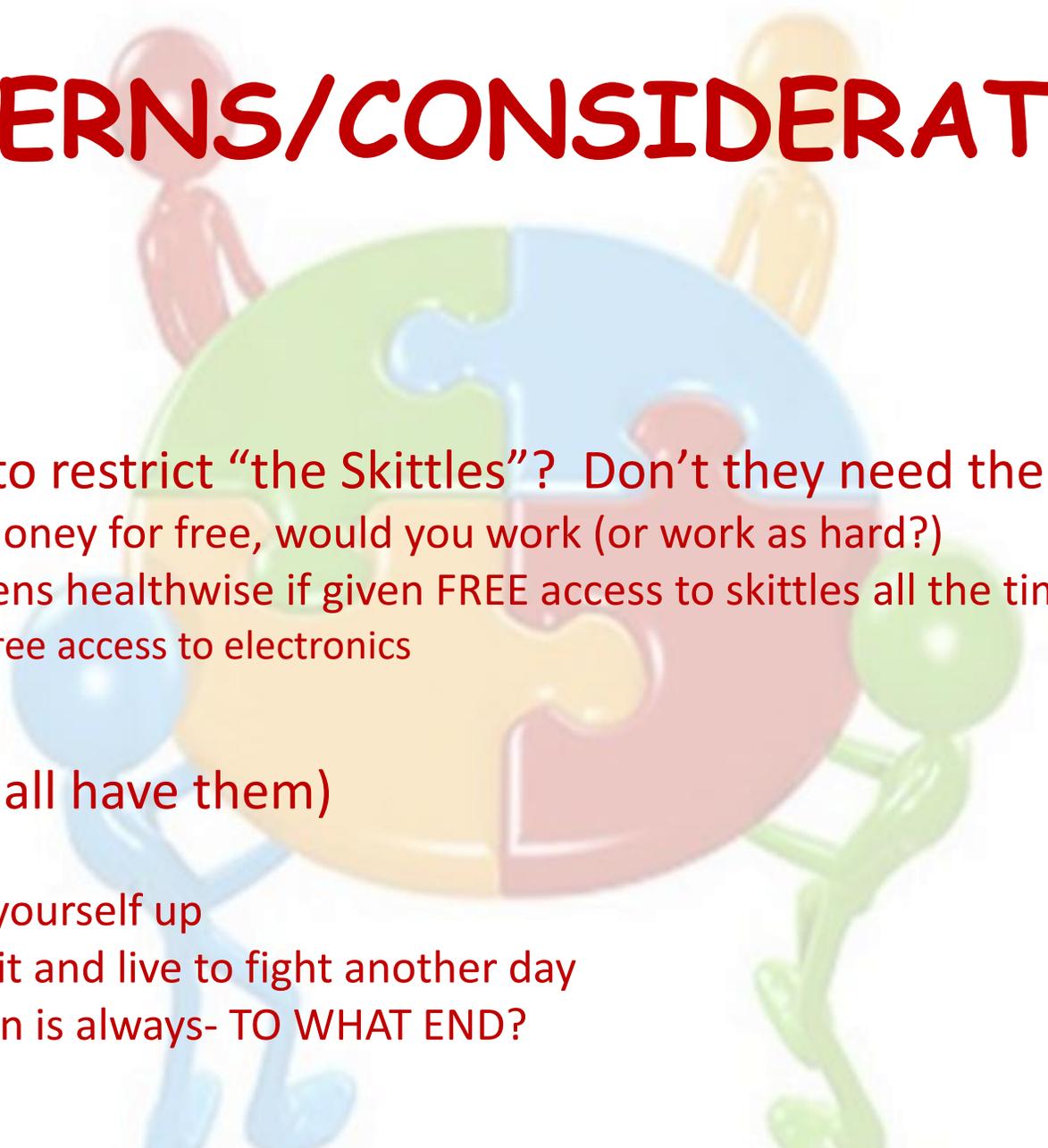
- Older children

- Size and length of learning history are concerns, but not insurmountable
- Planning (identifying real motivators) and support are key

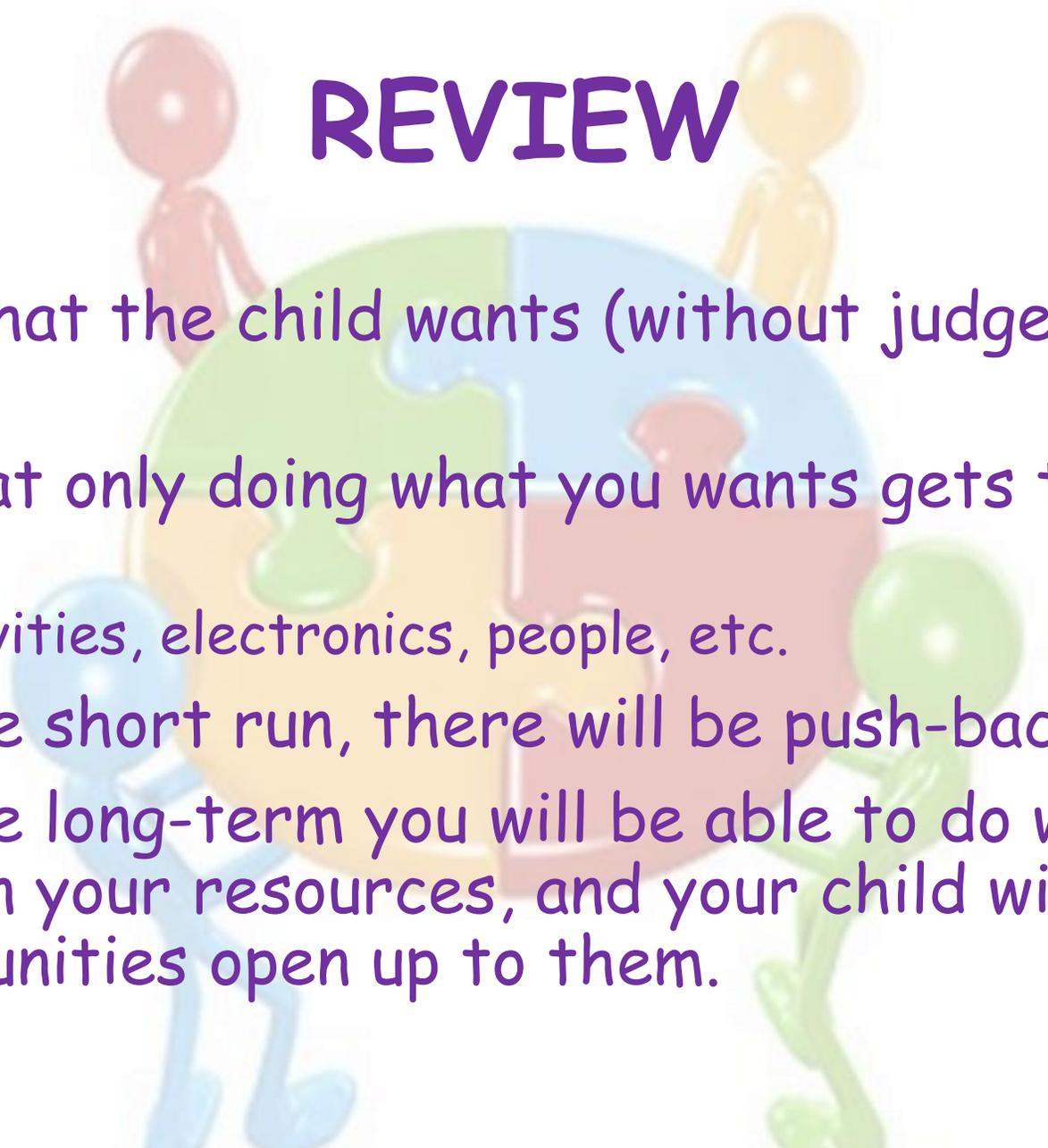
More complex behaviors

- Aggression, self-injury– SUPPORT, SUPPORT, SUPPORT
- Away from the table and into the real world

CONCERNS/CONSIDERATIONS



- Concern:
 - Isn't it mean to restrict "the Skittles"? Don't they need them to calm down?
 - If you got money for free, would you work (or work as hard?)
 - What happens healthwise if given FREE access to skittles all the time
 - Relate free access to electronics
- Consideration:
 - Bad days (we all have them)
 - Accept
 - Don't beat yourself up
 - Learn from it and live to fight another day
 - The question is always- TO WHAT END?



REVIEW

- Figure out what the child wants (without judgement at times)
- Establish that only doing what you want gets them what they want
 - Items, activities, electronics, people, etc.
- Realize in the short run, there will be push-back
- Realize in the long-term you will be able to do what family values, within your resources, and your child will have many more opportunities open up to them.