



Behavior 911: Managing Difficult Behaviors in Kids and Teens

Photo Credit: "ambulance" by Till Krech. Used via Creative Commons License CC-BY 2.0
<https://www.flickr.com/photos/extranoise/151980044/>

Presented by Joy Wong Liu, MFT
A Workshop for Mental Health Professionals

Syllabus

Course Description

Trauma often breeds more trauma; and chaos, more chaos. Kids and teens who have experienced traumatic, out of control circumstances may often display disruptive, out of control behaviors in their everyday lives. Although behavioral therapy does not resolve underlying trauma, it can be a crucial tool for helping to manage and contain negative behaviors so that new, healing relationships can develop. This 2-hour training will introduce you to practical behavioral tools that can impact even the most difficult behaviors.

Course Objectives

1. Participants will learn the ABCs of behavioral therapy and gain a basic understanding of how to conduct a functional analysis of a target behavior.
2. Participants will learn how to develop a robust behavioral plan to change a target behavior through positive reinforcement and negative consequences.
3. Participants will learn simple, practical tools to shape behavior and cultivate character in kids and teens.

Course Overview/Outline

This course will present an overview of behavioral therapy from a Christian perspective, including how to conduct a functional analysis and develop an effective behavior plan to change an identified target behavior. The course will present simple, practical tools that participants can use right away. Topics will include the following:

- The 3 Traits of Effective Parents
- The ABCs of Behavior
- Positive Reinforcement vs. Bribery
- Negative Consequences
- Practical Tools to Shape Behavior
- De-escalation Techniques

Selected Bibliography

Cline, F. & Fay, J. (2006). *Parenting with love and logic*. Colorado Springs, CO: Piñon Press.

Dinkmeyer, D., McKay, G., & Dinkmeyer, D. (2008). *The parent's handbook: Systematic training for effective parenting*. Circle Pines, MN: STEP Publishers, LLC.

Glasser, H., Bowdidge, J., & Bravo, L. (2008). *Transforming the difficult child workbook: An interactive guide to the nurtured heart approach*. Tuscon, AZ: Nurtured Heart Publications.

Kuypers, L. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. San Jose, CA: Think Social Publishing.

Phelan, T. (2008). *1-2-3 magic: Managing difficult behavior in children 2-12* [DVD]. United States: Parentmagic, Inc.

About the Presenter

Joy Wong Liu is a Licensed Marriage and Family Therapist (MFC# 53681) who has been affiliated with Christian Counseling Centers since 2012. Joy has had years of experience as a community based behavioral coach, helping kids and teens with severe behavioral issues achieve more successes at home and at school. Joy has worked with children and teens struggling with aggression, property destruction, defiance, and many other behaviors. Additionally, Joy is trained in EMDR for the treatment of trauma and also is currently pursuing International Certification in Trauma Therapy using the Therapeutic Spiral Model (TSM). Joy currently co-leads a drama therapy group for trauma survivors at CCC Hayward.

**Behavior 911:
Managing Difficult Behaviors in Kids and Teens**

Presented by Joy Wong Liu, MFT
12-2PM, Wednesday, February 10, 2016

Post-Test

1. Which of the following are traits of effective parents?
 - (a) Warm
 - (b) Demanding
 - (c) Encouraging Independence
 - (d) All of the above

2. Antecedents are circumstances and events that happen ____ a target behavior occurs.
 - (a) Before
 - (b) After
 - (c) At the same time
 - (d) None of the above.

3. When first developing a behavioral plan, use positive reinforcements that are
 - (a) Valuable to adults
 - (b) Surprising and Unpredictable
 - (c) Desirable, Achievable, Reliable, and Timely
 - (d) Difficult to earn

4. The best “teachable moments” are when children make mistakes.
 - (a) True
 - (b) False

5. Practice is what teaches new behavior, not the severity of the negative consequence.
 - (a) True
 - (b) False

6. When a child has escalated past the “point of no return,” what is the best way to handle the situation?
 - (a) Offer the child a reward if s/he calms down.
 - (b) Threaten the child with negative consequences if s/he does not calm down.
 - (c) Offer the child empathy to help him/her calm down. Give an appropriate negative consequence once s/he has calmed down for at least 1.5 hours.
 - (d) Ask the child to explain why s/he is acting out and reason with the child to convince him/her to calm down.