

## **“Working with Parents/Guardians ...”**

*A Team Approach to Meeting the Needs of Children Who Demonstrate Challenging Behaviors that Interfere With the Learning/Teaching Process ...*

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### **Overview: Where Do We Begin?**

- SELF
- PERCEPTION
- ATTITUDE
- SOCIAL SKILLS

### **Phrases/Words ... BEWARE!! ... ????**

- I know how you feel ...
- We have a **“little problem”** ...
- I don’t think you really understand ...
- What I hear you saying is ...
- They’re in **Denial** ...
- You really need to **CALM DOWN** ...
- There is really **NOTHING** I can do ...
- I’ve tried **EVERTHING** and **NOTHING** works ...
- Your child, **NEVER, ALWAYS**
- **CAN’T, WON’T, REFUSES,**
- **IS NOT ABLE TO ...**

### **Communicating Concerns/Needs:**

- focus on **sharing** and **comparing** information regarding the student’s performance
- **define** behavior by **environment**
- **clearly** describe behaviors that interfere with the learning/teaching process ...  
what does the behavior **LOOK** like, **SOUND** like, and can you clearly **COUNT** the number of behavior demonstrations
- refrain from any comments that are **judgmental** and/or reference terms of **frequency**
- **separate** the child from the behavior
- **NEVER** make a child pay because the primary adults lack skills

### **Things to Consider:**

- a behavior is most often fueled by **people** or the **environment** that people are in
- Denial = HOPE
- strategies should be child/home specific
- separate the developmental age from the chronological age
- quality of life issues
- HEAR – SEE – DO
- **P.A.S.S.** perception, attitude, social skills

### **NOTES:**