



**Supporting Caregiver Competence and
Confidence for Promoting Young Children's
Socially-Adaptive Competencies Through
Everyday Activities:**

Asset-Based Behavior Supports

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Socially-Adaptive Competency

Socially-adaptive competencies are those behaviors that allow children to participate successfully in a variety of social exchanges.

These include:

- expressing interest in or regard for others and/or objects
- requesting basic needs and favorite activities such drink or comfort, social games, going outside
- responding to others activities, communications and requests
- expressing emotions
- family and/or cultural conventions such as greetings, goodbyes, manners and/or how to treat guests



Socially-Adaptive Competency

Assumptions:

- That socially-adaptive competencies are invariably characterized by bi-directional communications of some kind between individuals (Schreibman, Stahmer & Pierce 1996)
- The building blocks of successful social interactions and emotional expression begin in infancy (Zeanah 2000, Kelly, Brownell, & Campbell 2000, Vaughan Van Hecke, et.al. 2007)



Asset-Based Support Model

- Promotes the child's development of socially-adaptive competencies by acknowledging both the child's and parent's current strengths within successful social interactions.
- Promotes the parent/caregiver's capabilities to identify the components of successful interactions and use that information to support and enhance the child's current socially- adaptive competencies and plan opportunities, and supports to promote new competencies through the use of coaching strategies by the therapist.



Asset-Based Support Model

Assumptions:

- That children learn socially-adapted competencies through the same natural learning processes they learn other competencies. Specifically, through the child's opportunities to practice and experience social exchanges that interest the child or that occur with regard to other child interests during every day activities.



Asset-Based Support Model

Assumptions:

- That parents/caregivers are the most knowledgeable about the characteristics of the bi-directional communications and social exchanges the child experiences and regarding the opportunities the child has to practice new socially-adaptive competencies.
- Parents/caregivers possess the interest and capabilities to promote socially-adaptive competencies within the child's and family's ongoing daily activities.



Natural Learning Processes Everyday Activities

Characteristics (Raab 2005)

Interest-based

Contextually meaningful

Strength-based

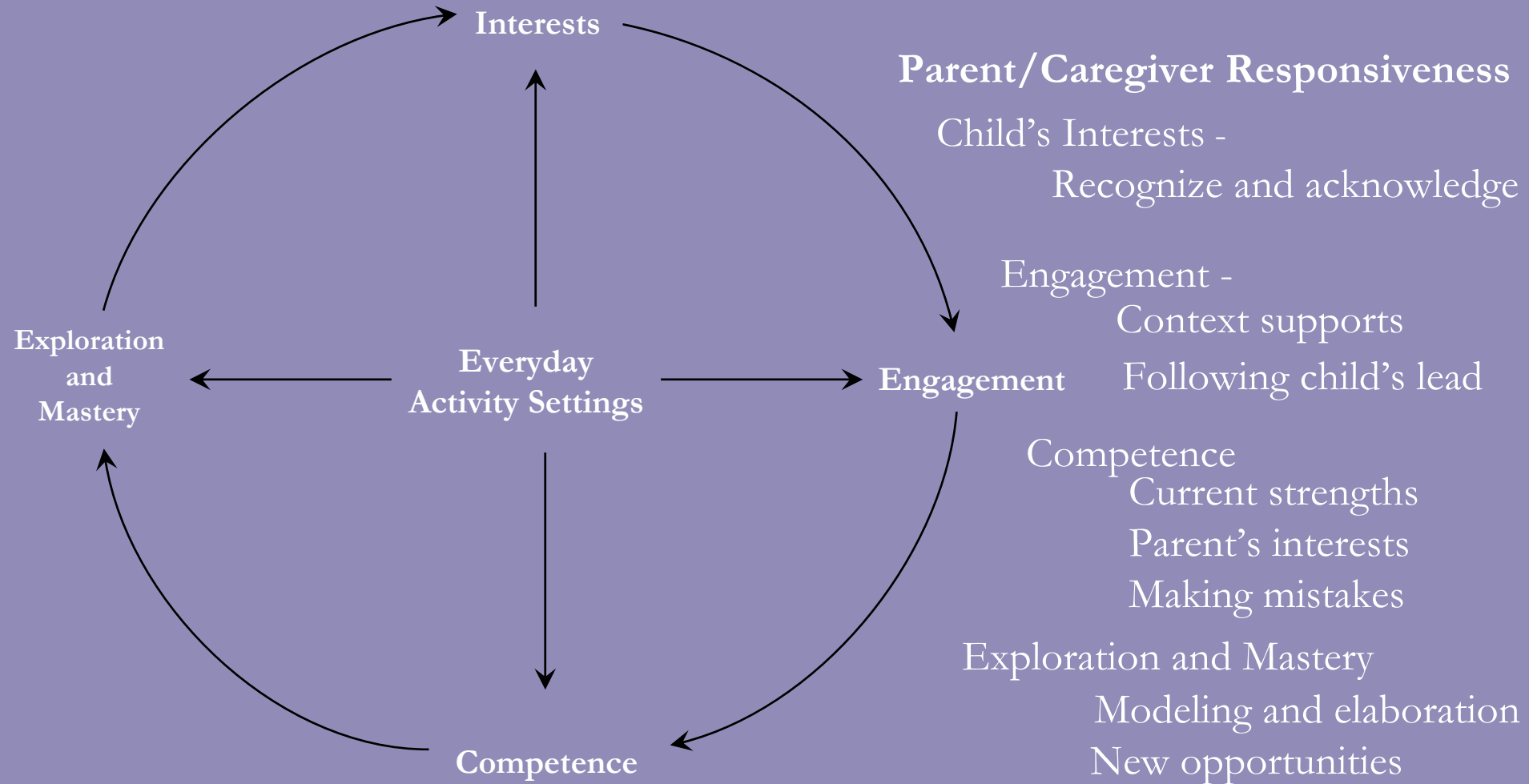
Multiple learning opportunities

Number of social interactions within a day

Not dependent upon “catching good behavior” or responding to undesirable behavior



Learning Processes for Socially-adaptive competencies in Everyday Activities





Parent Capacity-Building Supports

Capacity Building Model:

A basic foundation of the capacity-building model is **recognizing the strengths and abilities** of individuals and groups and **the conditions for supporting and strengthening these capabilities** (Kretzmann & McKnight, 1993).



Parent Capacity-Building Supports

Characteristics of the Capacity-Building Opportunities

- **Interest-based** - focus on the everyday activities in which the parent/caregiver and child participate
- **Strengths- and asset-based** - focus on the successful strategies the parent/caregiver currently uses and parent's knowledge of their child.
- **Active participation-based** - promotes and enhances parent/caregiver's active role in acquiring evidence-based information, learning and strengthening existing and developing new knowledge and skills to achieve self-identified outcomes.
(Wilson, Holbert & Sexton, 2006)



Coaching Strategies

“Coaching is an adult learning strategy in which the coach promotes the learner’s ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations.” (Rush & Shelden, 2005b)

Coaching characteristics that promote newly learned practices or improvement of existing skills (Rush, 2003):

- Joint planning
- Observation
- Action/Practice
- Reflection
- Feedback



Asset-Based Behavior Support Plan

A. Child's Participation In Daily Activities

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1. Identify everyday activities where the child successfully communicates his/her interests and intentions.

Activity (Activity Settings)	What does the child want to do during the activity? (Interests/Opportunity)	How do you know what the child wants to do? (Parent Competency and Confidence)	What strategies help the child to communicate what he/she wants to do or their interests? (Responsive Strategies)
DRAFT	DRAFT	DRAFT	DRAFT



Asset-Based Behavior Support Plan

A. Child's Communication Competencies

2. Identify how the child communicates and/or express the following:

	Facial Expressions	Simple Signs/Gestures	Creative Multi Word	Tantrums
Indicates hunger	DRAFT	DRAFT	DRAFT	DRAFT
Indicates interest				
Requests help				
Requests a social routine				
Requests comfort				
Protests or escapes				



Asset-Based Behavior Support Plan

B. Parent/Cargiver's Participation In Child's Daily Activities

1. Identify everyday activities where the child successfully understands the parent/caregiver's communications or actions.

Activity (Activity Settings)	What did you say or do that the child understood? (Parent Competencies and Confidence)	How do you know that the child understood you? (Parent Competencies and Confidence)	What strategies help the child understand you? (Responsive Strategies)
DRAFT	DRAFT	DRAFT	DRAFT



Asset-Based Behavior Support Plan

B. Parent/Caregiver Communication

2. How do you typically communicate with the child and what is his/her response to your communication?

	Teaching him/her how to do things	Enjoying a shared activity	Asking him/her to do something different	Child's Response
Taking by the hand	DRAFT	DRAFT	DRAFT	DRAFT
One to two word sentences				
Signs				
Inviting tone of voice				
Stern tone of voice				



Asset-Based Behavior Support Plan

C. Child's Social Interactive Competencies

1. Identify everyday activities where the child experiences success interacting with others.
 (examples: greeted a friend, asked for help, shared with others, participated in a group activity, played with an adult, remembered what happens next during transitions)

Activity (Activity Settings)	What does the child do when interacting with others that is successful? (Child Competencies)	How do you know he/she is successful? (Parent Competencies and Confidence)	What strategies helped the child be successful? (Responsive Strategies)
DRAFT	DRAFT	DRAFT	DRAFT



Asset-Based Behavior Support Plan

1. What were the behaviors and supports observed during the child's successful participation in daily home and/or classroom activities? (Combine information from Sections A,B & C)

Successful activity

What behavior was successful?

What strategies/supports were helpful (could include eating prior to event, sensory activity during, interests, transition planning or communication supports)?

DRAFT

DRAFT

DRAFT

Additional child communication and social interactive competencies:

Additional successful parent communication and strategies:



Asset-Based Behavior Support Plan

2. Choose current or new activities as opportunities for successful participation

Activity	What behaviors will the child use to increase participation?	Who and/or what strategies and supports will be tried (eating prior to event, during a sensory activity, interests, transition planning or communication supports)?	How will you know the child has been successful?
DRAFT	DRAFT	DRAFT	DRAFT



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