

CFISD Psychological Services Department

Building Positive Behaviors

Parenting Our Children



"Quote to come, quote to come, quote to come, etc." — *New York Times*

The **KAZDIN METHOD**
*for Parenting the
Defiant Child*



WITH
NO PILLS,
NO THERAPY,
NO CONTEST
OF WILLS



Includes a DVD
illustrating key concepts
of the Kazdin method

Alan E. Kazdin, Ph.D.,
DIRECTOR OF THE YALE PARENTING CENTER AND CHILD CONDUCT CLINIC

The Kazdin Method

for Parenting the Defiant Child



Icebreaker

What brings you here?

What do you hope to gain?

Agenda

What major topics will we be covering tonight?



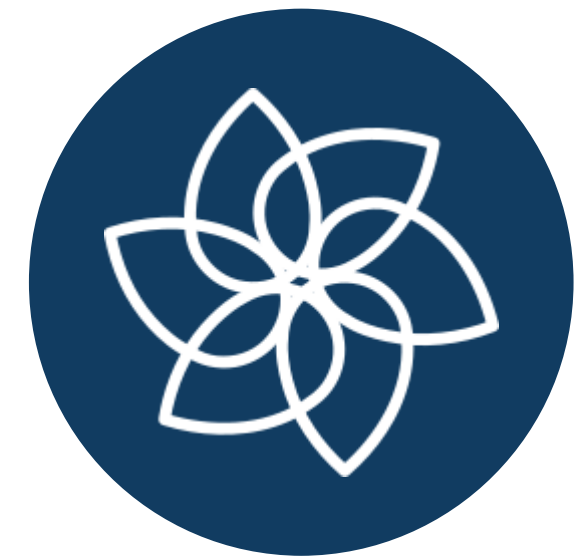
7 Myths of Parenting



Introduction to
Positive
Techniques



Our Favorite
Positive
Techniques



Building an
Incentive Program



Seven Common
Myths of Parenting

Myth:

Punishment =
Learning Opportunity

1

Fact:

Punishment is largely
ineffective at changing
behavior



Myth:

More reminders →
better behavior

2

Fact:

Nagging decreases the
chance children display
the desired behavior(s)



Myth:

Explanations →
Desired Behavior

3

Fact:

Explaining increases
understanding but
does not lead to
changed behavior



Myth:

Lots of praise →
“spoiled brats”

4

Fact:

Quality praise
significantly impacts
behavior in a positive
way



Myth:

They have done it before, they should be able to do it again!

5

Fact:

Consistency of behavior takes training and time



Myth:

My other child did not need this, so neither should this one

6

Fact:

Individual differences exist and individual training is needed



Myth:

My child is being
manipulative

7

Fact:

Problematic behaviors
are often unwittingly
reinforced by adults
who shape behavior





Reflections

Did I believe any of these myths?

Do I need to re-evaluate any of my
current practices?



Now What?



Starting with Positivity

We want to start with positive behavioral techniques FIRST

Why?

Deposit

Kind smile

“good job”

High five

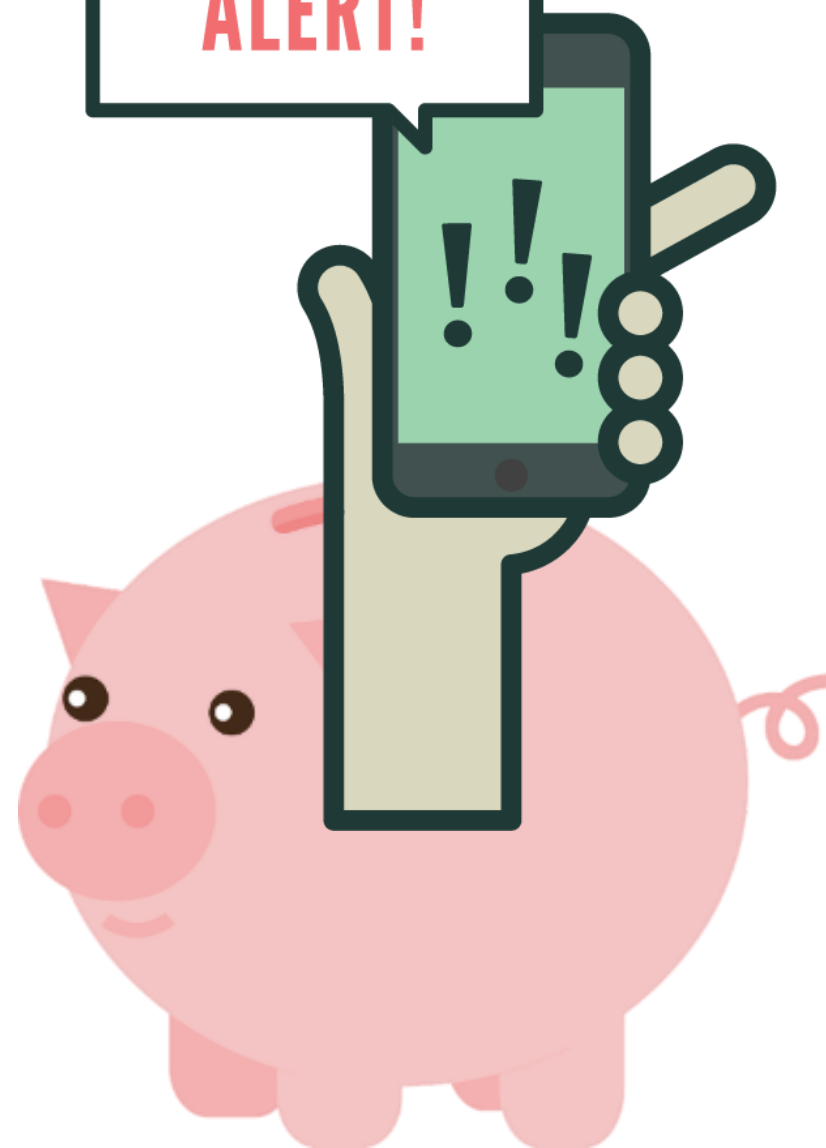
OVERDRAFT
ALERT!

Withdrawal

Redirection

Behavior
correction

Physical
intervention



Quality Time

- Spend some positive, un-interrupted time together with each of your children (ideally one-on-one)
- Ask your child what they would like to do together
 - Child-led
 - Avoid technology
 - Comment with excitement and enthusiasm
 - Limit commands or questions



Reflections

When will I be able to fit in some positive activity
time with my children?

What are some activities we may do?



Praise

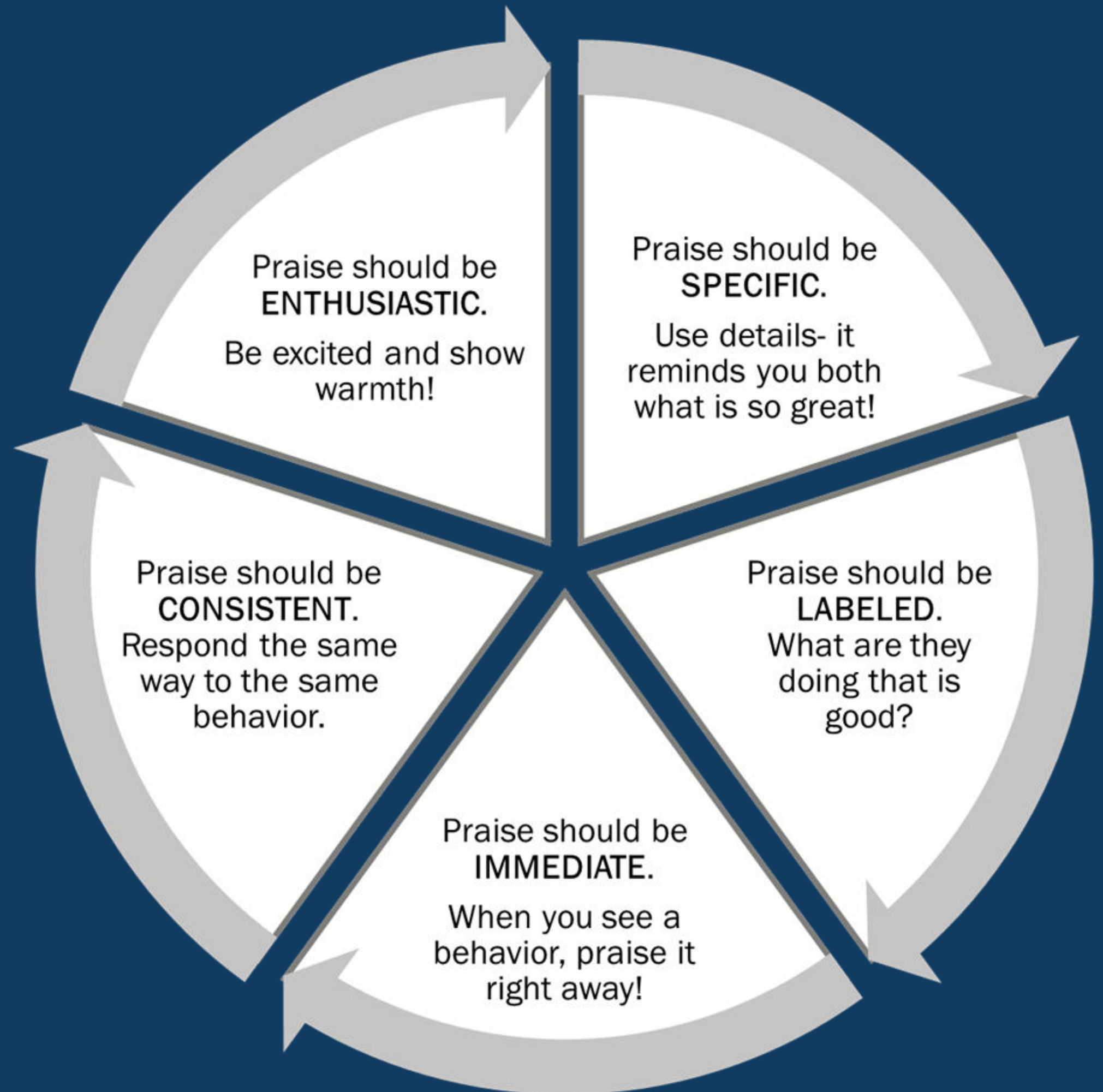


Reflections

How often do I provide verbal
praise to my child/children?

How often do I provide nonverbal
praise to my child/children?

Praise: Remember SLICE



Praise should be
ENTHUSIASTIC.
Be excited and show
warmth!

Praise should be
SPECIFIC.
Use details- it
reminds you both
what is so great!

Praise should be
LABELED.
What are they
doing that is
good?

Praise should be
IMMEDIATE.
When you see a
behavior, praise it
right away!

Praise should be
CONSISTENT.
Respond the same
way to the same
behavior.

Praise Sentence Starters

- I like it when you...
- It's nice when you...
- That was terrific, the way you...
- Great job...
- Nice going...
- Awesome...
- Super...
- Fantastic...
- Beautiful...
- Wow...
- Incredible job...
- I'm so impressed that you...
- I'm very proud of you when...
- I always enjoy it when...

Nonverbal Praise

- You can combine verbal praise with nonverbal praise
- OR
- Sometimes it is not even necessary to say anything
- Examples of nonverbal praise:
 - Thumbs up
 - Pat on the back or shoulder
 - Brief hug
 - Wink

Be Careful...

- Praise needs to be sincere and genuine
- Avoid extreme praise or praise for achievements that come too easily
- Praise kids for things they can control, not for having certain qualities or talents
- Avoid praise that compares your child to others
- Kids need support/encouragement all the time, not just when they've done something praise-worthy



Positive Reinforcement

What do we want to reinforce?

How do we ensure “good” behaviors occur?

What Do We Want to Reinforce?

- We want to reinforce the positive behaviors our children exhibit, including:
 - Good behaviors they already do
 - The **POSITIVE OPPOSITE** of their negative behaviors
 - Example: tantrum → communicating frustration with calm words and body

Positive Opposites: Examples

| Problematic Behavior | Positive Opposite |
|-----------------------------|-----------------------------------------|
| Fights over video game | Takes turns without shouting or hitting |
| Throws clothes on floor | Places clothes in hamper |
| Argues when told "No" | Calmly accepts "No" |
| Refuses to eat veggies | Eats a few bites without complaining |



Reflection

What are some positive opposites for
my child's undesired behaviors?

Reinforced Practice

- Child is given repeated opportunities to practice exhibiting the desired behavior
- Child is then noticed and reinforced for engaging in the behavior, *even in practice*



Child Development

Different Contexts of Development

- Motor/Physical Development
- Language/Communication
- Cognitive (learning, thinking, problem-solving)
- Emotional
- Social

Developmentally Appropriate Expectations

| Age | Cognitive | Emotional | Social |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 4 | <ul style="list-style-type: none"> - Understanding of time; the idea of same and different - Limited attention span and short-term capacity | <ul style="list-style-type: none"> - Learning to regulate emotions and self-soothe | <ul style="list-style-type: none"> - Child talks about their interests |
| 5-6 | <ul style="list-style-type: none"> - Development of memory and imagination - Egocentric - Thinking is intuitive, rather than logical | <ul style="list-style-type: none"> - Developing competency and self-esteem in personal ability to achieve goals | <ul style="list-style-type: none"> - Interested more in peers and wants to be liked/accepted |
| 7-11 | <ul style="list-style-type: none"> - Systematic, logical problem solving | <ul style="list-style-type: none"> - Industry/Inferiority - Personal sense of right and wrong | <ul style="list-style-type: none"> -Peer pressure/conformity to peers -Participation in social groups |

Flexible Expectations





Reflections

Are my expectations developmentally appropriate for my child/children?

For parents with multiple children:
How do my expectations differ for each child?



Behavior Charts

Chore vs. Behavior Chart

CHORE CHART




- Teaches children responsibility and independence
- Serves as a visual reminder for parent and child on what needs to be completed at home
- Helps maintain a routine

BEHAVIOR CHART

- Targets a specific behavior
- Sets a goal
- Encourages positive behavior and helps curb negative behaviors


Chore Chart Example

Multiple Chore Expectations: New Chart Each Day

| <i>Monday</i> | Elizabeth | Sonia |
|-----------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Make Bed |  |  |
| Wash the Dishes |  |  |
| Take Out Trash |  | -- |
| REWARD: | 30 Mins. Tablet Time Goal: Finish all 3 chores to earn reward | |

Behavior Chart Example

Target Behaviors: Starting and Finishing Homework

| | Ready, Set, Go: Start Immediately | Reached the Finish Line |
|-----------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Monday |  | --- |
| Tuesday |  |  |
| Wednesday |  |  |
| Thursday | --- | --- |
| Friday |  |  |

Goal: 7 smiley faces

Overview

1. Create a
Point Chart

2. Rewards

3. Explaining
the Program

4. Practice

5. The
Routine

Step 1: The Point Chart

- What to include:
 - Expected behavior
 - Points earned for behavior
 - Area to keep account of points earned
- Decide on a 5 or 7-day schedule.
- Put it in a visible, prominent place!
 - Everyone can see it
 - Reminds the parent to do it
 - Motivates the child
 - Creates an audience for praise



Reflection

What are some behaviors I may want
to put on a reward chart for my
child/children?

Step 2: Rewards

- Ground Rules
 - Do not take away
 - Do not take away existing privileges (e.g., computer time)
 - Add new rewards
 - It is OK to add *more* of an existing privilege (e.g., *more* computer time)
- Begin with small rewards
 - Special privileges/rewards that can be earned with very few points

Step 2: Rewards

- Ground Rules (continued)
 - Price rewards so that they're readily attainable
 - Earning rewards right away
 - Option to save points
 - Timing Matters
 - No delay between behavior and points
 - Prizes selected & ready to go
 - Regular "cash-in" opportunities

Step 2: Rewards

- Ground Rules (continued)
 - Adding more “expensive” rewards
 - Larger point values for special rewards
 - Pick rewards your child will be excited about & will regard worth the extra effort
 - Tracking system for daily reinforcement
 - Delivery isn’t immediate with big rewards
 - Second point chart to track progress towards special reward?
 - Track total points earned weekly with your child

Step 2: Reward Schedule

Example

| Reward | Point Cost |
|---------------------------------|------------|
| Play a game with parent. | 2 |
| Extra book at bedtime. | 2 |
| Build a fort in living room. | 5 |
| Choose a restaurant for dinner. | 10 |
| Take a friend to see a movie. | 25 |



Reflection

What are some realistic reinforcers for our family? (think about both activity and tangible reinforcers)

Step 3: Explaining the Program

- Be ENTHUSIASTIC!
- Child can help:
 - Design the chart
 - Choose the point markers (e.g. stickers, chips)
 - Pick the rewards—This one is a must!
- Clearly identify the behavior. Write it on Point Chart.

Step 4: Practice

- Begin immediately.
- Explain the practice sessions to your child.
- Walk through the desired behavior.
- Reward & Praise.
- Mark points on chart.
- Practice everyday.
- Practice under positive conditions!

Step 5: The Routine

- “Setting-up” events
 - Set the stage for the desired behavior.
 - Make the behavior easy for the child to accomplish.
- Rituals
 - Establish consistent rituals that make good behavior likely.



Now What?

My child's positive behaviors have increased and the negative ones are much less frequent (or gone)! Do I have to do this behavior chart forever?

Fading the Program

- Continue to praise!
- Make the reinforcers more intermittent, more delayed, or both
 - Give reinforcer for larger “chunks” of behavior
 - Eventually, give rewards after longer and longer periods of appropriate behavior (i.e. daily, weekly, etc.)
- Use a leveled system
 - Level 1 – regular program
 - Level 2 – new rewards, more freedom, more choice, more independence or earning off the program



Homework

Take some time and create a behavior chart and plan. Include both how you will introduce it to your child/children and how you will use it on a daily basis.

What to Expect the First Week

- Do not expect perfection!
- Be prepared for non-point days.

References

Kazdin, A.E. (2008). *The Kazdin Method for Parenting the Defiant Child: With No Pills, No Therapy, No Contest of Wills*. Houghton Mifflin Company: New York, NY.

Webster-Stratton, C. (2006). *The Incredible Years*. Incredible Years Press: Seattle, WA.

Future Session Topics

- Planned ignoring/extinction of behaviors
- Redirecting
- Limit setting
- Commands
- Consequences
- Self-care
- Troubleshooting
- Special topics



Thank you for attending!

Questions?

Please contact the CFISD

Department of Psychological Services

281-517-6394