

CFISD Psychological Services Department

Building Positive Behaviors: Part 2

Parenting Our Children



Agenda

What major topics will we be covering tonight?



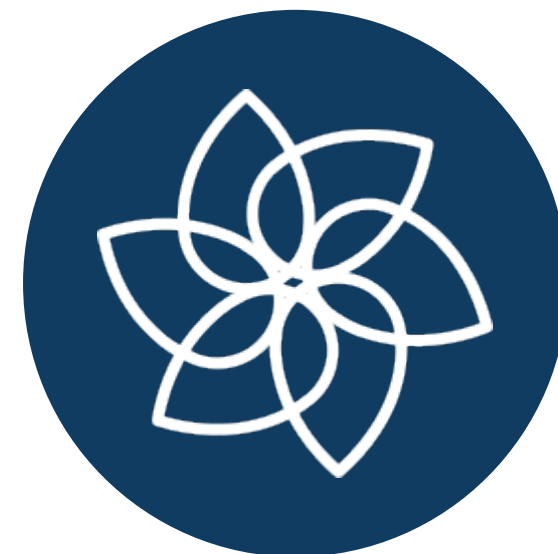
Point Charts: Review



Differential
Attention



Redirection



Limit Setting



Effective
Commands



Reflections

Was I able to implement a point chart?

If yes: What improvements have I seen?

What has been challenging?

If no: What have been the barriers I have been facing?



Point Charts: Review

Common Problems and Trouble Shooting

Point Charts: Common Problems

1. Too many rewards indiscriminately
2. Too many reminders

Reinforcement: Things to Consider

1. Are you sure you are praising the behavior every time or almost every time?
2. Are you providing genuine praise even when you also reward points?
3. Is the praise immediate or very near and specific?
4. Are the rewards really rewarding?
5. Is the child earning enough points but unwilling to spend them?

The Scrooge Scenario



It is important for the child to spend points because:

1. The points are a currency and they have value because they can be used to get what the child wants.
2. Spending points keeps the child working for more points, which leads to wanting to earn more.



Reflections

Can I think of any adjustments that
need to be made to our behavior
chart?

Is the behavior bar too high?

- The most common culprit leading to program failure is expecting too much of a desired behavior
- Always consider your child's age and developmental level as well
- If a behavioral expectation is appropriate but it is not happening, we may want to “shape” the desired behavior



Shaping

- Taking a complex behavior and breaking it down into smaller, more doable steps
 - Each step is reinforced
 - Gradually build up to overall goal behavior

Shaping: Step by Step

- Was there any component of what I want them to do?
 - If yes, then praise that component
- Follow up with encouragement
- Don't use "but" (avoid "caboozing")



Reflection

Are there any behaviors that I expect
of my child/children that may need to
be shaped?



Differential Attention

Purposeful Attending and Planned Ignoring

Differential Attention

- Common examples of attention-seeking behaviors:
 - Tantrums
 - Saying “Mom, mom, mom”
 - Whining when they are redirected
 - Pulling on/touching parent
- Used to address attention-seeking behaviors
- Plenty of behaviors are NOT ATTENTION SEEKING; these will need prompts or other strategies
 - If a child is arguing with their sibling, you likely should give a prompt such as “Please use nice words with each other”
 - If your child is being loud and running around the house to be silly, you should say something like “Please use your inside voice and walking feet”
 - After you give a prompt, as soon as they comply with the prompt, please provide praise/positive attention

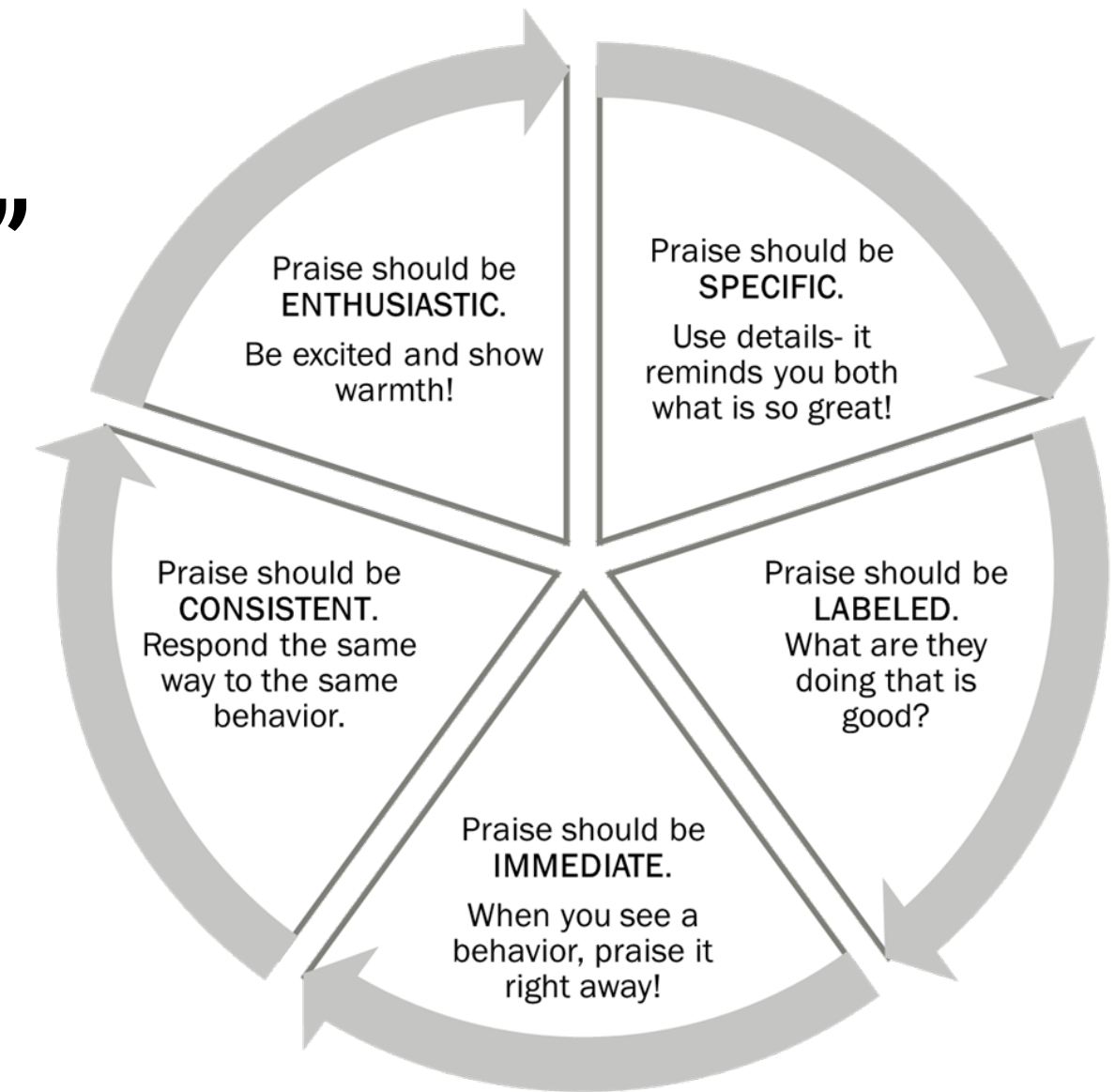


Reflection

Which behaviors (both appropriate and inappropriate) of my child/children seem to be done because they want attention?

Differential Attention

- Review:
 - Giving positive attention to positive behaviors can be done through PRAISE
 - “Catch your child being good”
 - Remember SLICE



Purposeful Attending

- However, positive attending does not always have to be verbal praise

Attending also includes:

- Nonverbal signals of attention
 - Smiling
 - Eye contact
 - Physical touch (i.e. pat on the shoulder)
 - Positive gestures (i.e. thumbs up or high 5)
 - Turning body towards child
- Commenting in a neutral or positive way
- Asking simple questions to show interest



Planned Ignoring

- Intentionally ignore negative (attention-seeking) behaviors so that children are not reinforced by your attention
- Start with a prompt/command:
 - “I would love to talk with you as soon as you are using a calm voice.” After a prompt is given, attention goes away.
- Examples of how to do this:
 - Turn head and body away
 - Neutral facial expression
 - No commenting
 - Go to a different area or room
 - Give attention to something or someone else

When to Use Planned Ignoring

1. Is the behavior looking for your attention?
2. Is it safe for you to ignore the behavior?
3. Are you able to ignore the behavior?

Important Points

- Planned ignoring is incredibly difficult
- One of the hardest parts of planned ignoring is providing immediate, positive attention immediately when they demonstrate the appropriate behavior
- If the parent provides attention prior to the appropriate behavior, this can reinforce the child to immediately go to the extreme/heightened behavior next time

Remember:

- Planned ignoring is only made POWERFUL when PAIRED with positive attention!



Reflection

What negative, attention-seeking behaviors can you ignore at home?

What do you think will be difficult about ignoring your child's negative behaviors?



Cautionary Remarks
Regarding Behavior
Change

Extinction Bursts

- Unfortunately, before a behavior gets better it often gets worse
- Be prepared!
- For example, with planned ignoring, your child may test the limits of your ignoring by escalating their behavior
- Stay consistent! Be persistent! You've got this!

Check with Each Other

- Consistency among care givers is also KEY!
- Inconsistency can undermine the effects of the program
- Have explicit conversations with other caregivers about behavior strategies they are using/are willing to use
- Make a plan with other caregivers regarding consistency



Reflection

Are there any other caregivers I
may need to add to my plan?

How can I ensure other caregivers
are in agreement with me
regarding behavior strategies?



Redirection

Redirecting Behavior

- Modeling the appropriate behavior explicitly
 - Example: If the child is yelling, rather than yelling back, “STOP!”, you could say, “I will speak with you when your voice can match my quiet voice.”
- Distraction
 - Example: If the child is frustrated and ripping up homework, can we go to a different task for a bit and come back to it?
- Reminders
 - “It would make me sad if you lost your TV time because you did not finish cleaning your room.”



Effective Commands

How to Give Effective Commands

- Get their attention
- Give specific commands
- Give one command, one step, at a time
- Make sure the command is positively worded
- Ask the child to repeat the command back
- Make the command a statement, not a question

- Make sure the command is necessary
- Praise when child follows through!

Effective Commands

INEFFECTIVE COMMANDS (WHAT NOT TO SAY):	EFFECTIVE COMMANDS (WHAT TO SAY):
Vague/Unclear	Specific/Clear
Shut up!	Please lower your voice
Your room is a mess.	Pick your clothes up off the floor.
Negative	Respectful
Stop hitting!	Keep your hands to yourself
Stop bugging your sister	Please be nice to your sister
Question	Action-Oriented
Why is your bike still in the driveway?	Put your bike away
What are you doing still on the tablet?	Turn off your tablet

Practicing Commands and Compliance

- Set up compliance training periods to increase opportunity for success. Ask your child to do a series of **EASY** short commands.
 - Example:
 - Please put the plates on the table. (if complies, praise!)
 - Now, please fill the cups with water. (if complies, praise!)
 - Now, please get a napkin. (if complies, praise!)



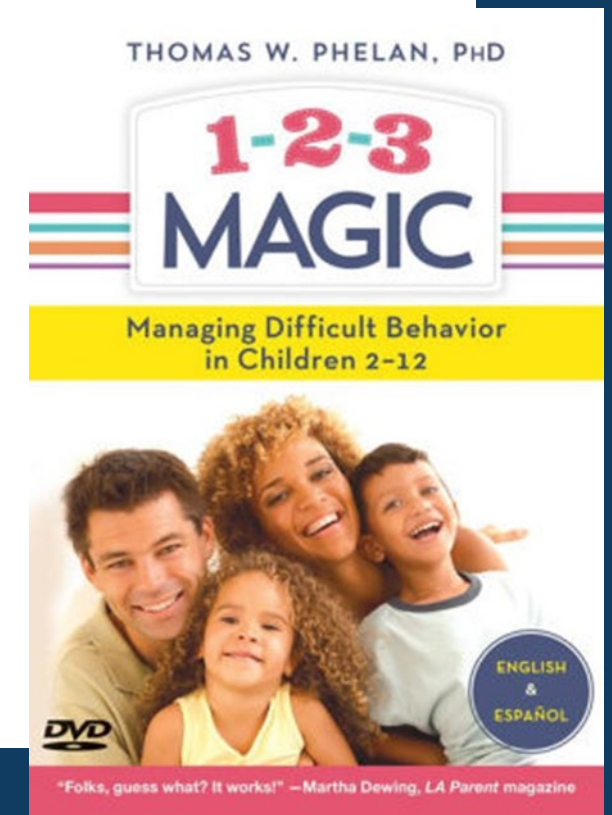
Reflection

Have I been giving effective
c o m m a n d s ?

How can I improve in this area?

1-2-3 Magic

- One strategy for giving effective commands and connecting those commands to the consequences for not following the commands is using counting
- Keep your commands simple and effective, minimal speaking
- Make sure to keep a neutral, calm tone of voice



1-2-3 Magic: Example

Parent: "Please sit down at the table for dinner"

Child: (loudly, from the couch) "I do not want to eat dinner"

Parent: That's 1. When I get to three, you will lose your TV time tonight.

Child: (still on the couch) "Ah! Come on! Can't I eat dinner later?"

Parent: That's 2.

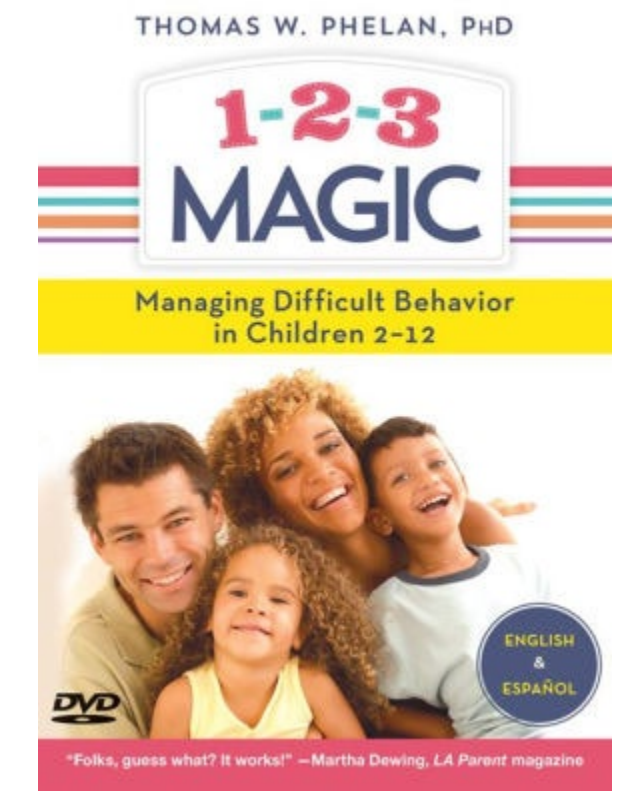
Child: (still on the couch) "I want to finish my game!"

Parent: That's 3. You have lost your TV time tonight.

For more on this particular strategy, check out this book:

1-2-3 Magic: Effective Discipline for Children 2-12

by Thomas W. Pehlan, Ph.D.



When They Do Not Comply...

- Offer choices, if possible
- Provide if/then or when/then
- Give warnings

- THEN... Consequences



Limit Setting

Household Rules and Limit Setting

- Household rules should be:
 - Clear
 - Explicit
 - Positively worded
 - Linked to consistent, immediate consequences
- Remind your child/children of the rules frequently
 - If needed/appropriate, post the rules on the wall somewhere
- Remember:
 - Almost all children will test the rules... **BE CONSISTENT!**

Topics for the Next Session

- Consequences
- Troubleshooting
- Special situations
- Self-care

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.

Phelan, T. & Lee, T. (2017). *1-2-3 Magic for Kids, 2nd Edition*. Sourcebooks: Naperville, IL.



Thank you for attending!

- Questions?

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