

Session Six

LIST OF RESOURCES

1. Session Six Trainer's Guide

2. Handouts

- Adult Rules Activity
- Behavior Management STOP Worksheet
- Command-Time Out Flow Chart
- Ways to Manage Your Child
- Behavior Management Planning Tool

RECOMMENDED READING

Dorsey, Shannon. "Behavior Management Basics." University of Washington.

Gruber, Catherine. "Token Economy for Elementary: A Parent's Guide." University of Pittsburg, 2011.

Smith, Mekka. "Manage that Behavior! Systems that Work." 2009.

Sugai, George. "Catch 'Em Bein' Good!-Effective Behavior Management for Parents." University of Connecticut, September 2010.

Trimm, Franklin. "The ABC's of Behavior Management." University of South Alabama Children's and Women's Hospital.

Improving Your Child's Behavior-Strategies for Parents and Caregivers. Kern County Consortium, SELPA.

Session Six: Behavior Management

OBJECTIVES

Participants will be able to:

- Explain the purpose of behavior management.
- Define rewards and provide 2-3 age appropriate examples for their child.
- Identify and implement appropriate behavior management techniques in role play settings.

OVERVIEW

While children should have time to direct interaction, the majority of the interaction will likely still be directed by the parents. This is true especially related to behavior management. The purpose of behavior management is to aid children in understanding positive and negative behaviors as well as the consequences of their actions. Behavior management should be used as a teaching tool rather than as punishment.

KEY CONCEPTS

- Behavior management consists of a set of skills to teach children appropriate behavior and deter negative interactions.
- Consequences should be timely, fair, and age-appropriate
- Rewards should be timely, meaningful, and inexpensive.

SESSION OUTLINE

This session should last approximately two hours in a group setting or one hour in an individual setting. Topics to cover with the parents include:

1. Rewards
2. Planned Ignoring
3. Warnings & Forced Choice
4. Consequences
5. Use of Time Out

MATERIALS NEEDED

- Parent and Child-Directed Interaction PowerPoint Projector
- Flipchart paper
- Markers

TO BE HANDED OUT:

- Adult Rules Activity
- Ways to Manage Your Child
- Behavior Management STOP Worksheet
- Command-Time Out Flow Chart
- Behavior Management Planning Tool

ACTIVITIES TO ENGAGE PARENTS

- **Adult Rules Activity**-In this activity, participants will be provided with a work-related scenario where they will have to navigate confusing rules and consequences to determine what they can and cannot do. This emphasizes the importance of setting clear rules and consequences for children.
- **Creating a Reward System**-In this activity, participants will be provided with real-life scenario for which they will have to create a reward system as agreed upon by their group members.
- **Planned Ignoring**-Participants will role play parents, observers, or children in order to practice the planned ignoring technique.
- **STOP Worksheet**-Participants will use the stop model to consider several of the problem behaviors of their child.

FREQUENTLY ASKED QUESTIONS

1. My child is out of control. It doesn't matter what I say or do; he/she won't listen. What am I supposed to do?
 - While it can be incredibly frustrating to deal with a child who just won't seem to "listen" there are activities and strategies that you can use to help improve behavior. While there is no one strategy that will solve everything, trying some of the strategies we covered today and figuring out what works and doesn't is a good step in the right direction.
2. It seems as though these behavior strategies take a long time to implement. Why should I bother?
 - Poor behavior won't disappear overnight. In this case, it is necessary to establish clear rules and consequences and remain firm. It is also important to develop a reward system to incentivize good behavior, at least initially. This combined with setting consistently high expectations will eventually cause a child's behavior to improve. It just takes time and a little effort to see the results you want to see.

ADDITIONAL READING FOR FACILITATORS

- Becker, Wesley C. "Parents are Teachers: A Child Management Program." (1971).
- Dorsey, Shannon. "Behavior Management Basics." University of Washington.
- Gruber, Catherine. "Token Economy for Elementary: A Parent's Guide." University of Pittsburg, 2011.
- Improving Your Child's Behavior-Strategies for Parents and Caregivers. Kern County Consortium, SELPA.
- Manage that Behavior: Systems that Work, Kid Pointz Parenting and Child Behavior Resource Center <http://www.kidpointz.com/>
- Smith, Mekka. "Manage that Behavior! Systems that Work." 2009.
- Sugai, George. "Catch 'EmBein' Good!-Effective Behavior Management for Parents." University of Connecticut, September 2010.
- The Tough Kid Series-For both teachers and parents <http://toughkid.com/series.html>
- Trimm, Franklin. "The ABC's of Behavior Management." University of South Alabama Children's and Women's Hospital.

WARM-UP (5 MINUTES)



“Answer the following questions: Do you remember how your parents handled it when you misbehaved? What did they do? Do you think this was effective, why or why not?”

When my child misbehaves, I usually _____ . Take two minutes to think about this statement and come up with one to two reasons why you think this. You may write down your response if you want. After two minutes are up, I will call on volunteers to share their responses with us.”

(Responses will vary)

“This week we will be discussing one of our favorite topics, managing child behavior, in particular what to do when a child misbehaves and how to prevent this in the first place. Before we get started, let’s take a few minutes to review our home assignment from last session.”

REVIEW OF HOME ASSIGNMENT (5 MINUTES)



“For this assignment, you were asked to try 4-5 effective commands with your child and note what happened as a result of using them.

1. Who can tell me the eight things a command should be in order to be effective?
 - BE DIRECT: specific, positive, developmentally appropriate, one at a time, respectful, essential, allows a choice to be made, neutral tone of voice
2. Which commands did you find challenging to carry out? What happened?
 - **(Responses will vary)**
3. Were there any commands you found easy/successful? Why do you think they were successful?
 - **(Responses will vary)**



“Today we will continue discussing parent-directed interactions, focusing specifically on behavior management techniques and basic reward systems.”

“Before we begin, let’s review what we’ve covered over the past few sessions with child and parent directed interactions. Who can explain the relationship between the two? Do they operate in isolation?”

Model Response: Child-directed interactions allow the child to have a sense of control and feel supported by the parent while parent-directed interactions allow children to learn the boundaries they operate within such as rules and consequences and how they help prepare them for a larger role in society. These two interactions must function together and not separately in order to develop positive interactions between a parent and child.

BEHAVIOR MANAGEMENT (60 MINUTES)



Unless otherwise noted, read information from the slide out loud to participants before reading the prompts provided in the sidebar and below. For this session, each slide presented corresponds to **Parent-and Child-Directed Interaction PowerPoint**.


Trainer Action: Have participants partner up and discuss as many of these questions in the next three minutes.

Randomly select a few participants to share their responses.

Why do people behave a certain way?

- Discuss with your neighbor
 - Why do you brush your teeth?
 - Why do you go to work?
 - Why do you go to dinner?
 - Why do you spend time with your friends?
 - Why did you finish your last report at work?
 - Why didn't you make your bed this morning?
 - Why didn't you go swimming this morning?




 CRS faith. action. results.

Trainer Action: Read this slide to participants.

Behavior Basics

- We increase behaviors that have a positive payoff for us.
- We decrease (or eliminate) those behaviors that don't have a payoff for us.



 CRS faith. action. results.



“Why we choose to do certain things and decide not to do others is directly related to our behavior. In general, we like to do things that either feel good or reward us in some way. We tend to avoid behaviors that have negative results. This type of behavior is the same in children, although they usually need more guidance in learning what a positive behavior is and what a negative behavior is.”

“This is something that is an inherent part of being human. However, children do not just know what appropriate, positive behaviors are. They may cry or throw a tantrum to get you to do something for them. They may continue this behavior because they notice that you always give them a certain toy or snack to get them to stop. In this case, the child thinks this is a positive behavior because he/she gets what he/she wants. However, this behavior is usually considered inappropriate especially when this child becomes an adult. Thus it is the role of the parent to help guide and teach the child to learn appropriate forms of behavior.”



Now we will discuss behavior management where we will focus on one particular type of management system called assertive discipline.

Behavior Management & Assertive Discipline

- **Children need boundaries and consistency, which helps them feel safe and secure and know what to expect.**
- Parents should have the skills to manage behavior and respond accordingly, including when to ignore and when to discipline.
- Assertive discipline helps children understand that their behavior always has consequences and that those consequences are carried out in a predictable, loving environment.



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“It is especially important that children understand that certain behaviors will always have the same consequences.”

“What are some common rules we follow as adults? Why do we follow them?”

Model Response: Speed limit, shoplifting, cheating, etc. There are usually consequences that can involve paying a fine, losing one’s job or scholarship, etc..



It is likely that some individuals may cite that it can be embarrassing or shameful if others find out.



“Because these consequences exist, and we know that the consequences will always be the same, most people avoid doing these types of behaviors. However, as we learned in earlier sessions, children’s brains are still developing and they cannot always tell right from wrong. It is our job as adults to help guide them to learn that there are consequences for certain inappropriate behaviors. This is exactly what assertive discipline does.”

Trainer Action: Read the slide and then take a poll and ask how many parents think they can apply assertive discipline.

Behavior Management & Assertive Discipline

- Assertive discipline means parents are prepared. They set clear ground rules and tell their child what to do rather than what not to do. They give clear, calm instructions and are consistent from one day to the next.
- If set rules are broken, parents act quickly, stay calm and follow up with fair, age-appropriate consequences, such as taking away a play thing for a short period.
- Parents should remember to praise behavior they like.
 - Catch them doing something good!

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“Assertive discipline may seem a little challenging at first, but the techniques and strategies we will learn today are simple enough that you can go home and do them yourself. Remember, the most important thing to keep in mind when practicing assertive discipline is to be consistent and fair with consequences but also remembering to reward positive behavior!”



How is assertive discipline different from corporal punishment? Why do you think assertive discipline is better?

Behavior Management



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Model Response: Assertive discipline does not involve touching a child or yelling. It emphasizes setting reasonable limits and upholding them by using age-appropriate consequences. It is a type of discipline which teaches; it is not a type of discipline used for punishment. Studies also indicate that physical damage does more harm than good and can cause children to continue to exhibit poor behavior. Assertive discipline is more effective as it teaches children why certain actions and behaviors are appropriate and why others are not.



“Now we will discuss in more detail, the main components of behavior management and assertive discipline. Let’s take a few minutes to see what it’s like following rules as an adult.”

Trainer Action: Hand out **Adult Rules Activity** sheet for participants to follow along on. Have participants form groups of 3-4 individuals.



If running short on time, remove a few of the expectations.

Trainer Action: Read the following expectations out loud.

Activity

You start a new job. On your first day, your supervisor says that the following is expected of you:

- Arrive to work on time. Your work hours are 8:30-5:00 every day except Thursday, when you are allowed to leave at 4:45.
- Lunch is 45 minutes long, except on Tuesday, when it is only 30 minutes to make up for the other 15 minutes on Thursday.
- Wear a clean, pressed white shirt every Monday with black trousers.
- The rest of the week, you should wear the blue company shirt.
- You can take vacation days if your supervisor, the programming chief, and the coordinator II of administration approves.
- You must submit all vacation requests 2 weeks in advance in the winter and 1 month in advance in the summer.
- All work must be completed on time. Tardy reports will result in a letter in your file after the 2nd tardiness unless you have an excuse from your direction supervisor or the coordinator II of programs, who reports to the programming chief.



Trainer Action: Read the following questions out loud. Give groups 10 minutes to answer each question.

Activity

- What time do you need to arrive to work?
- How long is work on Thursday? Tuesday? Wednesday?
- What do you wear to work on Friday?
- Who must approve your vacation?
- How much notice do you need to give for vacation requests?
- When will you receive a notice in your file for tardy work? Who can provide an excuse for you?

Trainer Action: Call on different groups to answer the following questions. If incorrect responses are given, direct participant to the correct location on the activity sheet. Depending on the amount of time, this may be done as a whole class activity.



Answers to the questions are located in the two following slides.

Activity

- What time do you need to arrive to work?
 - Arrive to work on time. Your work hours are 8:30-5:00 every day except Thursday when you are allowed to leave at 4:45.
- How long is long on Thursday? Tuesday? Wednesday?
 - Lunch is 45 minutes long, except on Tuesday, when it is only 30 minutes to make up for the other 15 minutes on Thursday.
- What do you wear to work on Friday?
 - Wear a clean, pressed white shirt every Monday with black trousers.
 - The rest of the week, you should wear the blue company shirt.

Activity

- Who must approve your vacation?
 - You can take vacation days if your supervisor, the programming chief, and the coordinator II of administration approves.
- How much notice do you need to give for vacation requests?
 - You must submit all vacation requests 2 weeks in advance in the winter and 1 month in advance in the summer.
- When will you receive a notice in your file for tardy work? Who can provide an excuse for you?
 - All work must be completed on time. Tardy reports will result in a letter in your file after the 2nd tardiness unless you have an excuse from your direction supervisor or the coordinator II of programs, who reports to the programming chief.



“Let’s take a minute to reflect on this activity.”

Trainer Action: Read this slide to participants.

How was that?

- How did that make you feel?
- What do you think should have been different?



“How might this activity be related to child behavior?”

Model Response: If rules and expectations are inconsistent and confusing, a child may become frustrated causing him or her to act inappropriately.



As was illustrated in this last activity, when expectations are unclear or confusing, you are less likely to do what you are supposed to do. When considering rules and expectations for children...

Rules and Expectations

- Clearly explain rules and expectations to children.
- Explain slowly and in language that children understand.
- If children can read, hang them up.
- Give children a warning that they are breaking a rule and state your expectation.
- Choose only a few rules at a time or children will not be able to remember them.



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Like we discussed last session is important to make sure your behavioral expectations are developmentally appropriate. Some things you should keep in mind...

Effective Limit Setting

- Toddler/child proof your homes
- Only use necessary commands
- Use redirection liberally!
- Give children a choice: forced choice
- Use “when-then” commands
- All children test limits!
- Children need transition time (2 minute alert)
- Commands should be brief, clear, respectful and action-oriented
- Distractible children need warnings and reminders



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If necessary review parts of BE DIRECT for effective commands.

Forced choice: Give a child two options, both of which you will accept. This way the child feels as though he/she has a say and is more likely to comply. Ex. Would you like to take a bath before dinner or after?

When-then: Let's children know the consequence of them following a certain command whether positive or negative. Ex. When you put your toys away then can go to the store.

Remind parents that in most cases children need time to comply with a command as well as an alert that a command will be given. While children are smart, their brains are not developed enough to allow them to respond immediately to a request or perform tasks as quickly as adults.



Regardless of the age of your child, there are several things you should remember about using assertive discipline:

All Ages-Positive Discipline

- Important to follow up on commands with a consequence (no empty threats!)
- Avoid power struggles that reinforce misbehavior!
- Do the positive first- praise desired behaviors
- Maintain self-control
- Help children to calm down



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The next component of behavior management we will cover is developing and using a reward system.

Trainer Action: Read this slide to participants.

Rewards

- Reward desired behaviors
- Start with small behaviors (1-2 at a time)
- Try to catch the child being good
- Consistently follow through with praise after the desired behavior occurs
- Use reinforcers that are meaningful for the child
- Unexpected rewards are useful when labeled



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“It is more effective to reward positive behavior than discouraging negative or unwanted behavior.”



Does anyone use rewards now or has used rewards before? Was it effective?

Trainer Action: Read this slide to participants.

Rewards

- Not bribes. Rewards only occur after the behavior has happened.
- Reward child instantly with something small (even praise) and allow older children to work up to a larger “prize”
 - Ages 2-4 can be rewarded with something small and immediate (praise, sticker, stamp)
 - Ages 4-6 should be able to trade in small award for something each day
 - Ages 7-8 can wait a few days before trading in



“Remember, a reward is not a bribe. A bribe is giving a child a desired object or to get them to do something. With a reward a child does something and is then rewarded for the positive behavior, thus making them more likely to continue doing the positive behavior.”

Trainer Action: Read this slide to participants.

Rewards

- Are temporary and targeted at direct behaviors
- Once child achieves competence in behavior, the reward is phased out
 - Child gets praise a sticker for washing dishes each day
 - After child successfully washes dishes each day, decrease the reward system so child is rewarded after doing dishes for two days
 - Rewards are phased out while behaviors are maintained



“Now that we have discussed what a reward is let’s review the key points. With the person to your left, consider everything you have just learned and come up with three main points you could use to explain the purpose of a reward to someone who has never used them before.”



Give pairs approximately five minutes to come up with 3-4 key points on rewards. Call on several pairs to provide their responses and explain why they chose those particular points.

Model Response

1. Given after desired behavior
2. Temporary and focused on a specific behavior
3. Rewards phased out as behavior maintained



“Now that you know what rewards are and how they work, let’s consider a scenario where you will work in groups to develop a reward system.”



Trainer Action: Split up participants into groups of 3-4 and present the following scenario. It may be helpful to provide groups with writing utensils and paper to map out their reward system.

Trainer Action: Ask participants the following questions:

Activity

Create a reward system together for the following child.

Betty is a five-year-old girl. Her parents say that she has trouble following directions. They complain that they have to tell her 10 times at least before she does what they ask. Mom usually gets mad and yells, and sometimes dad threatens to spank her in order to get her moving. Betty likes to play with toys and help her mother with the cooking. She also likes to play outside with her friends.

Trainer Action: Give groups approximately 10-15 minutes to design a reward system. Ask groups to be ready to explain why their reward system will be meaningful to Betty and how they plan to phase out the reward. Give a one minute warning and have groups select one person to explain their reward system to the class.



“Which group would like to share its reward system? Please explain what your reward is and how it will be used to improve Betty’s behavior.”

Trainer Action: Have a few other groups share their responses and point out similarities between them if any exist.



“This scenario brings up a good point about behavior management. Here Betty is not refusing to do something or being naughty. Her parents say that she has trouble following directions. One contributing factors to child misbehavior is lack of clear directions. Think back to our activity with the work rules. When we have to follow a lot of rules that are confusing, it can be difficult to remember what we are supposed to do, how to do it, and when.”

NONCOMPLIANCE VERSUS INCOMPETENCE



“It is important to determine why the child is misbehaving. While it is easier to conclude that the child is naughty and is trying to stress you out, consider how you are asking things. Is your child being noncompliant-refusing to do something, perhaps indicating that he is trying to get your attention, although inappropriately or is he incompetent-meaning he does not understand what he is asking you to do? Remember, children are not miniature adults. What may seem like an easy or straightforward task for us, may be confusing for a small child to remember and carry out.”

“Going back to your scenario, Betty needs to be told many times what do to. However, it does not say she throws a tantrum or refuses to do the work. In addition to providing Betty rewards for times she does the dishes or helps out around the house, her parents may consider how they are asking Betty to do a task. Remember, as discussed before, keep requests short. Double-check with your child to make sure he or she understands what he/she is supposed to do. Offer friendly reminders.”

Trainer Action: Ask participants the following questions:

Activity

- What are barriers to parents being able to praise their children?
What are possible solutions to this barrier?
- What are possible rewards that parents could use for children that do not cost money locally?



Model Response 1: Parents may not know what praise “looks” like or feel that rewards are time consuming or cost money. There are many rewards that do not take a lot of time/money.

Model Response 2: Consider going for a walk with your child, reading a story, making clothes for a doll, making a toy, etc. Rewards do not always have to be toys. It can be as simple as doing a favorite activity with a parent or other person.



“Now that we have discussed how to reward positive behavior, let’s learn more about what to do with difficult behaviors. The following are three steps to the behavior management of challenging behaviors.”

Trainer Action: Read this slide to participants.

Behavior Management

- First ignore unwanted behaviors (unless they are harmful to child or others)
- Then correct with a warning
- Then implement the disciplinary action (e.g. timeout, losing privileges)
- Unwanted behaviors will then decrease over time



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“Let’s examine each step in more detail.”

Trainer Action: Read this slide to participants.

Ignoring

- Avoid eye contact and discussion
- Move away from child but stay in the same room
- Be prepared for testing
- Be consistent
- Return your attention as soon as misbehavior stops
- Combine distractions and redirections with ignoring
- Limit the number of behaviors to systematically ignore
- Give more attention to the positive, opposite behavior



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“Why might it be a good idea to ignore any unwanted behavior?”

Children usually act a certain way to get attention. If they are doing something they shouldn't be doing, by not acknowledging them, you are signaling that that type of behavior will not get your attention. Children are less likely to continue doing these types of activities/behaviors.



“Has any parent experienced a situation where you had to ignore your child? How did you feel?” **(Responses will vary)**



Consider adding the following to further elaborate on planned ignoring.

1. Attention seeking = Annoying or obnoxious
2. STOP THE PLAY for dangerous or destructive behavior



“Why might it be difficult to purposely ignore your child? Turn to the person to your left and discuss.”

Trainer Action: Call on several pairs to explain why.

Model Response: Ignoring your child may make you feel inadequate as a parent. There is the possibility that your child may hurt him/herself.



“Ignoring your child can be very challenging, especially at first. Just like any other skill, you need to practice ignoring negative behavior and rewarding positive behavior.”

Trainer Action: Hand out the **Ways to Manage Your Child** sheet.



“This is a chart summarizing ways to effectively use the ignore technique.”

Trainer Action: Take a few minutes to read over this chart with participants.

Ways to Manage Your Child

• Handout

BEHAVIOR MANAGEMENT	REASON	EXAMPLES
<p>IGNORE negative behavior (unless it is dangerous or can hurt something or someone).</p> <ul style="list-style-type: none"> • Avoid looking at the child • Be silent • Ignore every time • Expect the ignored behavior to increase at first • Continue ignoring until your child is doing something appropriate • Praise your child for appropriate behavior 	<ul style="list-style-type: none"> • How you respond helps your child to notice the difference between your responses to good and bad behavior. • Although the ignored behavior may increase at first, consistent ignoring decreases many behaviors. <p style="text-align: center;">Behaviors to ignore include:</p> <ul style="list-style-type: none"> • Crying for a good reason • Whining • Playing roughly 	<ul style="list-style-type: none"> • Child guesses parent and picks up toy. Parent: (ignores noise; praises picking up).
<p>STOP THE PLAY TIME for aggressive and destructive behavior.</p> <p style="text-align: center;">Aggressive and destructive behaviors include:</p> <ul style="list-style-type: none"> • Biting • Kicking • Throwing things 	<ul style="list-style-type: none"> • Teaches your child that they have to behave nicely during special play time. • Shows your child that you are beginning to set limits. 	<ul style="list-style-type: none"> • Child (hits parent). Parent: PLAY STOP! This can't be ignored. Special play time is stopped because you hit me. Child: Oh, oh, oh mom. I'm sorry. Please, I'll be good. Parent: Special play time is over now. Maybe next time you will be able to play nicely during special play time.

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“Let’s practice using the ignore strategy. You may use your chart if you like.”



Trainer Action: Break up participants into groups of four and assign roles to each member.



This activity may be done with one observer instead of two.

Read this slide to participants and then call on three other volunteers to assist you in a model role play illustrating what the role play should look like. Select one of the topics provided and answer any questions if what participants are being asked to do is unclear.

Practice

Groups of 4:

- 1 child, 1 parent, 2 observers
- 2 minutes each, then switch roles, so that everyone has a chance to be the parent
- Observers should share comments with parent before switching (remember to start with the positive!)
- Child: 3-year-old who has discovered one of the following: annoying song, buzzing sound, curse words
- Parent: ignore child using what we’ve just learned



Trainer Action: Have participants role play for two minutes each until everyone has had the opportunity to play the parent. It is recommended that you walk around the class and provide appropriate feedback. Once finished, call on several groups to present one of their role plays.



“Now that everyone has had a turn to practice planned ignoring, let’s discuss how this activity went in your groups.”

1. *How did it feel to use the ignore strategy? (Responses will vary)*
2. *What was challenging about it? Easy? (Responses will vary)*
3. *When playing the child, how did the ignore strategy make you feel? (Responses will vary)*
4. *What could the parent have done different? (Responses will vary)*




“Another effective technique for improving your child’s behavior is the use of problem solving. Children are more likely to comply if you explain consequences to them prior to any infractions especially if you allow your child to take part in the behavior management process.”

Trainer Action: Read this slide to participants.

Problem Solving

- Encourage problem solving with hypotheticals ahead of any misbehavior
- Help children define the problem and recognize feelings
- Generate many possible solutions for preschoolers
- For primary age, help them think through the consequences of different situations
- Help children anticipate what to do when a solution doesn't work
- The process of learning how to think about conflict is critical rather than getting correct answers

 **OCRS** faith. action. results.



“Despite using these strategies to prevent inappropriate behavior, a child may still behave negatively. When this occurs, consequences need to be immediate and should be framed as a teaching tool not as punishment. Remember the point of a consequence is for children to understand that negative things happen when they do not behave as they should just like they do in the ‘adult world’.”




*“What are some consequences that you currently use at home? How does your child respond to these consequences?” **(Responses will vary)***

Trainer Action: Read this slide to participants.

Consequences

- Should be preceded by warning
- Should be age-appropriate
- Should be immediate
- Should not be too severe or too long-term
- Be friendly and polite when presenting consequences
- Offer new opportunities for learning and success

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If necessary explain what a warning is.

A warning is when a parent tells a child that if the child continues to do _____ the parent will _____ (consequence). Example, if you continue to throw your ball in the house, I will have to put it in the cabinet, etc. Warnings are meant to serve as reminders to a child and offer him/her a chance to change his/her behavior and comply with the request.



“Let’s try another role play to practice our behavior management techniques and assertive discipline strategies.”

Trainer Action: Have participants pair up and assign role of either parent or child and have them act out the scenario. After five minutes have one to two groups present their role play.



Consider presenting a model role play to the class if participants seem confused or reluctant.

Example

Child (age 5) did not do the chores instructed by his father. When his father returns home and sees the child has not done his chores, the father tells him to do them right away. The child says he will do them as soon as he is finished playing with his toys.

- How could this scenario end?
- What would the parent do?
- Act this out in groups of 2 (1 child, 1 parent)

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“For those who played the parent, what did you do to get your child to do his chores? Is this something you can do at home?” (Responses will vary)



Trainer Action: Hand out the **STOP worksheet** for parents’ future reference.



“It’s likely that your child will exhibit only a few behaviors that you will have to manage. It’s a good idea to think about these behaviors and think about what you can do to improve this behavior. To do this, consider the word STOP.”

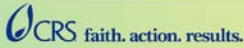
Here **STOP** stands for:

- Say the Problem
- Think of a Solution
- Other Solutions?
- Pick the Best Solution

Trainer Action: Take a few minutes to read over this chart with participants.

STOP

Say the problem	Think of a solution	Other solutions?	Pick the best solution

 faith. action. results.



“Rather than become angry with your child, plan out ahead of time what you will say or do if he/she does an inappropriate behavior.”

“Take three minutes to consider one behavior you would like to improve in your child and fill out the STOP chart. Think about using one of the strategies we discussed today.”


Trainer Action: Monitor participants and offer feedback as necessary. After three minutes, ask for volunteers to share their chart.



Another effective behavior management tool is a time out. Time outs give both the parent and child a time to cool down and deescalate.

Time Out

- Be polite and stay calm
- Be prepared for testing
- Give short time outs (no longer than age of child)
- Limit time out (only for certain behaviors; others are ignored)
- Use nonviolent approaches such as a loss of privilege as a back-up

 faith. action. results.



Has anyone used a time out before? Was it effective? Why or why not? **(Responses will vary)**

Time Out

- Follow through!!!
- Ignore child while in time out
- Child cleans up any messes he makes while in time out
- Use time out anywhere
- Expect repeated learning trials
- Build up trust beforehand with child with praise, love and support
- Use personal time out to relax and refuel energy!

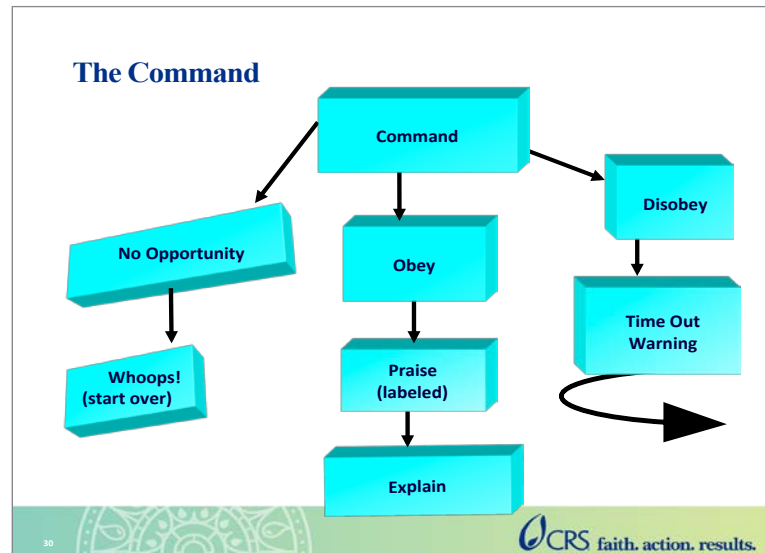


“Let’s examine the entire process from the command to dealing with noncompliance and giving a consequence.”

Trainer Action: Hand out the **Command-Time Out Flow Chart** for participants to reference.



Consider reviewing the components of an effective command-BE DIRECT.

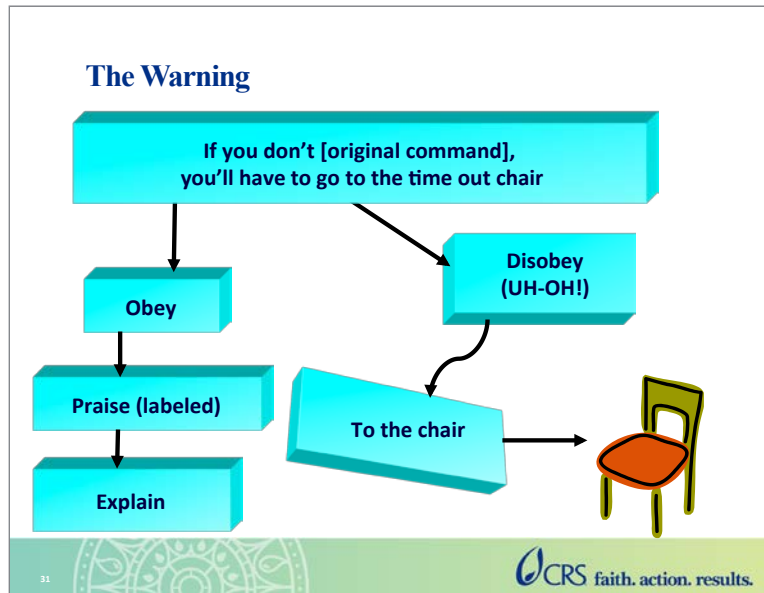




“When you issue a command, there are three routes it can take.”

1. If your child obeys your request, provide specific praise commenting on what he/she did well and explain why this deserves praise. Think back to when we focused on describing a child's actions.
2. If the child disobeys, consider issuing a warning or a time out to provide time for you both to cool off and to allow the child a chance to change his/her behavior.
3. You do not provide the child time to either comply or disobey. If you do not allow the child time to make a decision, he/she will not be able to improve his/her behavior. Repeat the request and allow time for them to make a decision.

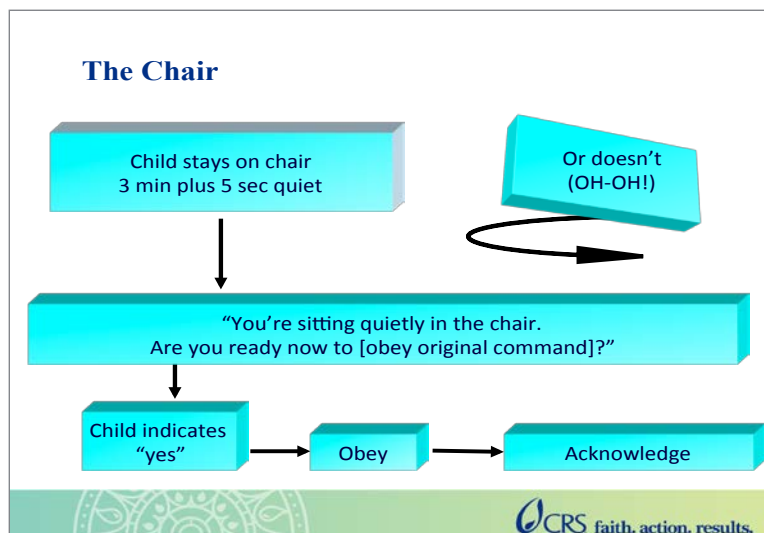
“If the child does not do what you ask, it is time to issue a warning such as the following:”



Here the chair and time out are used interchangeably. It can be effective to have a designated spot in the house/room for the child to sit when in out. Preferably this space is away from other individuals so as not to distract or further provoke the child.

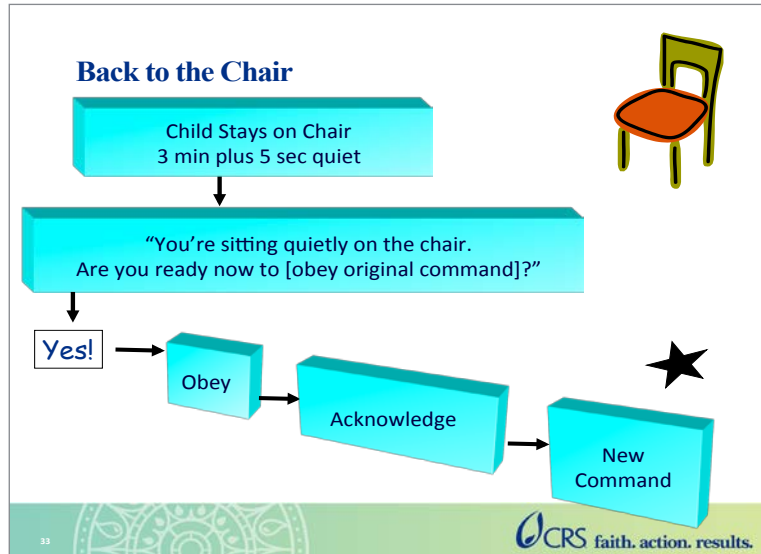


“If the child is sent to time out, explain why and ask the child to stay there for a set period of time. Once the time is up and if the child has done so quietly as requested, ask the original request again. If the child complies, acknowledge the child's actions and offer specific praise.”

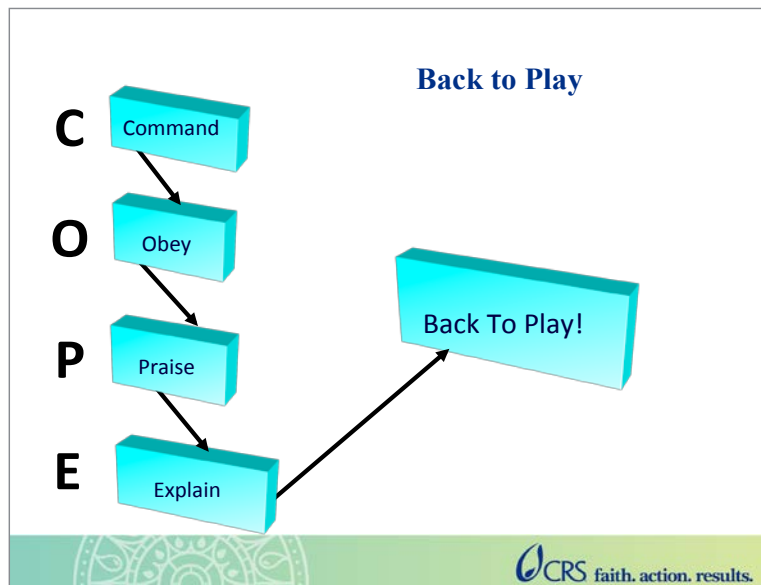




“However, if the child refuses to comply tell he/she to remain in time out/chair. After the allotted time ask the original request again. If child says “yes,” provide praise and then ask child for another request. This is to reinforce that it is not the specific request that needs to be complied with but any requests the parent makes.”



“In this case, follow the COPE model. Provide a command, allow the child to obey the new command, provide specific praise, explain why the child is receiving praise/why the behavior is appropriate, then allow the child to continue playing.”



At this point, it may be helpful to stop class and ask for any questions regarding the preceding slides before continuing with the final activity



“Now that we have learned different strategies for dealing with inappropriate behavior, we will practice using them in a realistic scenario.”



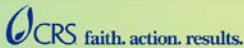
Trainer Action: Divide class into groups of four and assign individuals to parent, child, observer, or coach. Give participants the following scenario to role play. Give groups eight minutes, two per person as the parent or until everyone has had a chance to

be the parent and the coach. Remind observers that although they are not offering suggestions they should still be looking for things the “parent” did well as well as things to modify.

Trainer Action: Read this slide to participants.

Practice

- Groups of 4: 1 parent, 1 child, 1 observer, 1 coach
 - Coach should offer soft suggestions during event
- Scenario: Family has a rule that child (aged 3) must go to time out if s/he hits someone else. Child hits mother on the leg when mad. What does the mother do?
- Switch every 2 minutes so that everyone can be a parent and a coach.



Trainer Action: After everyone has role played as the coach and parent, ask for volunteers to respond to the following questions.



How do you feel about this family rule and consequence?”

- *Should the mother put the child in time out, or explain that it is not appropriate to hit someone when upset? (Responses will vary)*
- *When role playing the parent, was it challenging to remain calm and stick to the consequences you laid out? (Responses will vary)*
- *For the child, how did you feel about going to time out? Was the consequence for your action explained clearly? (Responses will vary)*

EXPLANATION OF HOME ASSIGNMENT (5 MINUTES)

Trainer Action: Hand out the home assignment. This can either be as a packet or week by week.



“At home this week, select 1-2 of your child’s problem behaviors. Determine which behavior technique you will use, what your reward system will be, and what consequences will occur if your child does not comply. Mark down any challenges or successes you have. We will go over this during our next session.”

CLOSING: SUMMARIZATION OF KEY POINTS AND CLOSING (10 MINUTES)

Trainer Action: Ask participants the following questions. Try to ask a variety of participants to share their responses. If any responses are not correct, ask other participants to offer support, or ask probing questions to help participant answer the question correctly.



“Take the next five minutes to think about the following questions:”

1. *Why is important to be clear and consistent when asking a child to do something?*
 - *If children are unsure what they will do or know that there is a chance they will not get in trouble for a given activity due to lack of consistently enforcing consequences, they are less likely to behave the way you want them to.*
2. *What is one behavior management strategy you would like to try this week?*
 - **(Responses will vary)**

Trainer Action: Spend the next five minutes selecting participants at random to respond the following questions for review. **(Responses will vary)**



“Now we will review what we have discussed today.”

1. *What is the difference between rewards and consequences?*
 - Rewards encourage a child to do a certain positive behavior while consequences usually deter a child from continuing with a particular behavior.
2. *What is one reason why time out can be an effective behavior management tool?*
 - Time out allows both the parent and child time to cool down and remove each other from the presence of the other person. It also allows a child multiple ways and opportunities to comply and carry out the desired activity.
3. *What would you do if your child refuses to wash up?*
 - **(Responses will vary)**

“Does anyone have any questions about what we covered today?”

Trainer Action: Thank parents for attending and remind them of the time/date for the next session. Answer any lingering questions not answered in class.



Session Six Handouts

- Adult Rules Activity
- Behavior Management STOP Worksheet
- Command-Time Out Flow Chart
- Ways to Manage Your Child
- Behavior Management Planning Tool

Adult Rules Activity

You start a new job. On your first day, your supervisor says that the following is expected of you:

- Arrive to work on time. Your work hours are 8:30-5:00 every day except Thursday, when you are allowed to leave at 4:45.
- Lunch is 45 minutes, except on Tuesday, when it is only 30 minutes to make up for the extra 15 minutes on Thursday.
- Wear a clean, pressed white shirt every Monday with black trousers.
- The rest of the week, you should wear the blue company shirt.
- You can take vacation days if your supervisor, the programming chief, and the coordinator of administration approve.
- You must submit all vacation requests 2 weeks in advance in the winter and 1 month in advance in the summer.
- All work must be completed on time. After the second tardiness, tardy reports will result in a letter in your file unless you have an excuse from your direct supervisor or the coordinator of programs, who reports to the programming chief.

What time must you arrive to work?

How long is work on Thursday? Tuesday? Wednesday?

What should you wear to work on Friday?

Who must approve your vacation?

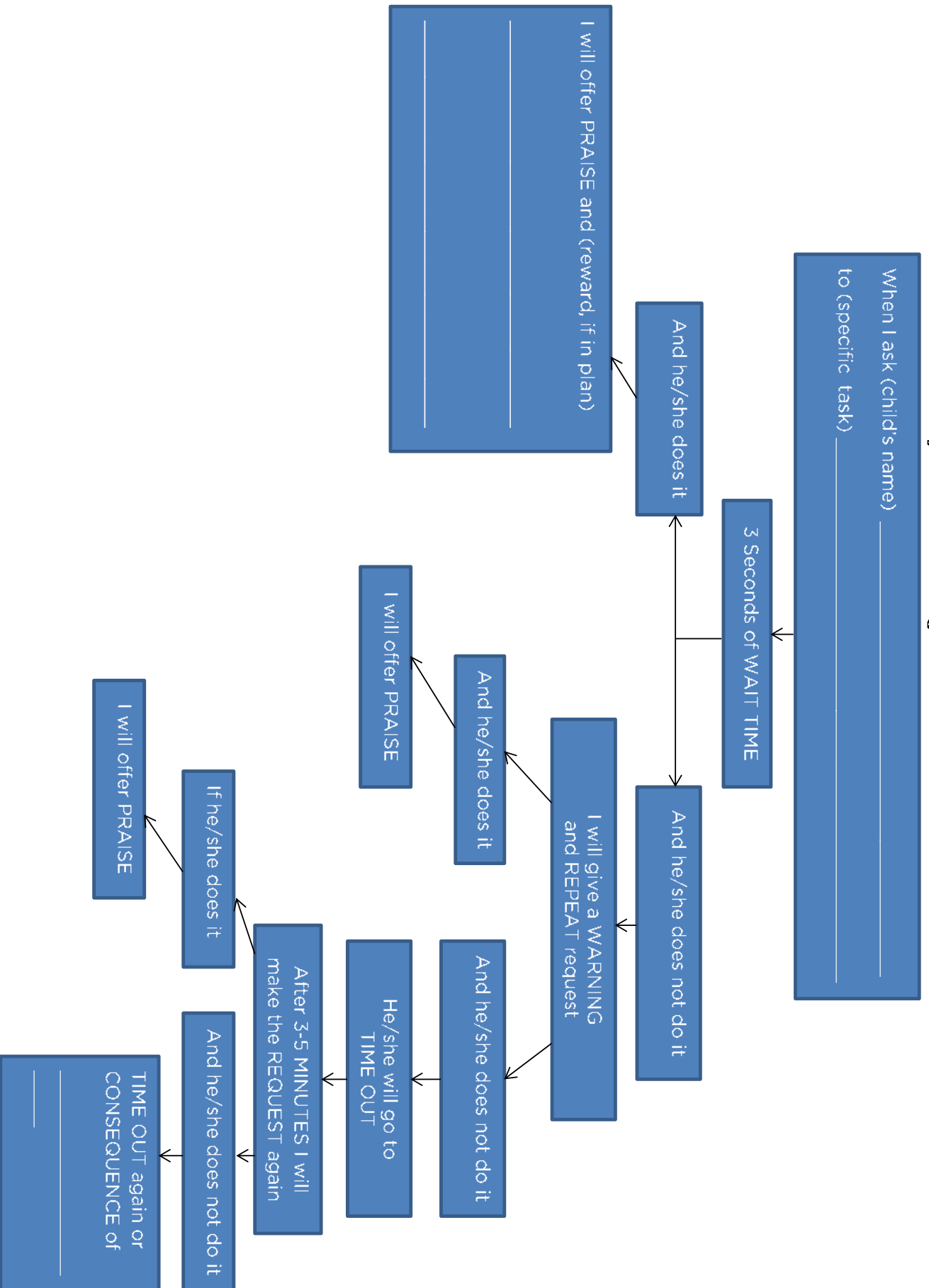
How much notice must you give for vacation requests?

When will you receive a notice in your file for tardy work? Who can provide you with an excuse?

Behavior Management STOP Worksheet

STOP			
SAY THE PROBLEM	THINK OF THE SOLUTION	OTHER SOLUTIONS?	PICK THE BEST SOLUTION

My Behavior Management Flow Chart



Ways to Manage Your Child

BEHAVIOR MANAGEMENT	REASON	EXAMPLES
<p>IGNORE negative behavior (unless it is dangerous or can hurt something or someone).</p> <ul style="list-style-type: none"> • Avoid looking at the child • Be silent • Ignore every time • Expect the ignored behavior to increase at first • Continue ignoring until your child is doing something appropriate • Praise your child for appropriate behavior 	<p>How you respond helps your child to notice the difference between your responses to good and bad behavior.</p> <p>Although the ignored behavior may increase at first, consistent ignoring decreases many behaviors.</p>	<p><i>Child:</i> (sasses parent and picks up toy).</p> <p><i>Parent:</i> (ignores sass; praises picking up).</p> <p>Behaviors to ignore include:</p> <ul style="list-style-type: none"> • Crying for no good reason • Whining • Playing roughly
<p>STOP THE PLAY TIME for aggressive and destructive behavior.</p> <p>Aggressive and destructive behaviors include:</p> <ul style="list-style-type: none"> • Hitting • Biting • Kicking • Throwing things 	<ul style="list-style-type: none"> • Teaches children that they must behave nicely during special play time. • Shows your child that you are beginning to set limits. 	<ul style="list-style-type: none"> • <i>Child:</i> (hits parent). <p><i>Parent:</i> (PLAY STOPS. This can't be ignored). Special play time is stopped because you hit me.</p> <p><i>Child:</i> Oh, oh, oh mom. I'm sorry. Please, I'll be good.</p> <p><i>Parent:</i> Special play time is over now. Maybe next time you will be able to play nicely during special play time.</p>

Behavior Management Planning Tool

MY HOUSE RULES		WHY IMPORTANT	CONSEQUENCE IF BROKEN

Child's Behavior

CHALLENGING BEHAVIOR	WHY MY CHILD DOES THIS	HOW I REACT	WHAT I CAN CHANGE

Rewards

WHAT IS MEANINGFUL TO MY CHILD?	IS THIS SOMETHING I CAN DO?	IF NO, WHAT CAN I DO DIFFERENTLY?	WHAT MUST MY CHILD DO TO GET THIS REWARD?