

Antecedents	Behavior	Consequences
<p>What happened <u>before</u> the behavior?</p> <p>What factors influenced the behavior?</p> <p>May be internal or external, immediate or distant</p>	<p>What happened?</p> <p>What do we want to see instead?</p> <p>What alternate behavior could get the child what he/she wants?</p> <p>(Start Here)</p>	<p>What happened <u>after</u> the behavior?</p> <p>What did the kid get out of it? (Motivators)</p> <p>How did it work for the child (or not work)?</p> <p>What consequences do you have control over?</p>
<p>What could I/we change about these factors to set my child up for success?</p>		<p>What consequences do I have control over and could change?</p>

Special Time

Ages 2 - 18

The parent-child relationship is a child's most important relationship. Children with behavior problems often experience frequent corrections and discipline from their parents. This can negatively affect the parent-child relationship. Special Time is focused on creating a space for positive interaction between parent and child.

**The goal is to help you remember why you not only love your child,
but *like* them too!**

PREPARATION

- Identify a number of fun activities that your child would enjoy.
 - Think simple, unstructured, interactive, short, & cheap ☺
 - You might just join in the activity your child is already doing.
- Identify a time when you can spend 5-10 uninterrupted minutes with your child.
 - No siblings.
 - Pick a time of day where you aren't rushed or stressed.

WHAT TO DO

1. **Have fun!!!** This is the most important rule.
2. Avoid questions or commands. Let your child be in charge. This is not a time to teach or correct. You'll have plenty of opportunity for that later.
3. Narrate what is happening like a sports announcer.
 - This feels awkward at first, but it has many benefits: it tells your child that you are paying attention; it helps the child focus on the activity; and it helps you avoid questions or commands.
4. Praise, praise, praise.
 - Be specific, immediate, and enthusiastic!
 - Use thumbs up, high fives, etc. liberally.

HOW OFTEN

- Try to aim for 5-10 minutes once a day for most days out of the week.

Ideal Activities:

- Blocks or Legos
- Catch or Soccer
- Coloring
- Dolls, Action Figures, Cars
- Video Games that Allow Interaction

Fun Activities, but Not For Special Time

- Special Outings that Cost Money
- Baking or Cooking
- Watching TV
- Playing a game that requires your instruction (unless you let them make up rules and win ☺)

Special Time Plan

When:

What time of day would work for you to set aside 5-10 minutes of one-on-one time with your child?

Possible Activities for Special Time:

1. _____
2. _____
3. _____
4. _____

Praise

Praise is the secret weapon of child therapists and parents alike. Most children respond to praise with more of the same behavior. Liberal use of praise can help shape a child's good behavior. Children who get into trouble often for bad behavior tend to receive a good deal of discipline and correction rather than praise and encouragement. They respond particularly well to this technique and you will feel better too!

QUICK TIPS FOR EFFECTIVE PRAISE

Immediate – Praise your child as soon as you see good behavior.

Specific – Tell your child exactly what behavior you appreciate.

Avoid “Good Job” . . . instead, try “Great cleaning up!” or “Excellent listening!”

Consistent – Praise after each instance of behavior that you are trying to increase.

WHERE TO START

1. Choose 1-2 specific target behaviors you would like to see more of from your child.
 - Example: Following directions.
2. Praise your child each time he or she does the target behavior.
 - *Remember* – Immediately, specifically, & consistently
3. As your child begins to consistently demonstrate the target behavior, you can begin to “fade” the praise (less often and less enthusiastic) and choose a new target behavior.

Verbal praise is ideal, but non-verbal praise such as
a thumbs up, high fives, or hugs are great too!

Plan for Praise

Target Behavior: *What specific behavior can you praise in order to see more of? Ex: following directions*

Ways to Praise: *What can you say and do to praise your child for demonstrating the target behavior?*

1. _____
2. _____
3. _____

Active Ignoring

Most parents accidentally and unknowingly cause some of their child's negative behavior to continue. Have you ever responded when your child interrupted you incessantly? Have you ever given your child what he or she requested, but your child did so in an annoying or inappropriate way? Have you ever responded to whining with a demand to stop talking? If so, you may have accidentally caused your child's behavior to continue. People repeatedly do what gets them the response they are looking for – this could be positive or negative.

Active ignoring is an effective tool that will help decrease your frustration with annoying behaviors and will cause your child to stop those behaviors.

PREPARATION

- Identify a target behavior to ignore – specifically define the behavior and make sure it is in line with the type of behavior on the list to the right.
- Identify a behavior you would like to see instead – again, be very specific.
- Identify how you will praise your child – when you observe the replacement behavior, what will you say? Remember – praise should be immediate, specific, & consistent.
- Work as a team – are there other people at home who also need to join you in ignoring the target behavior? Have a discussion with them and get on the same page.

Use this technique for these behaviors:

- Whining
- Interrupting
- Annoying behaviors like repeating questions or making noises
- Behaviors that are meant to get your attention

Do NOT use this technique for:

- Aggression toward people or objects
- Disobedience
- Dangerous behavior
- Not completing tasks like chores or homework

WHAT TO DO

1. When the identified target behavior occurs – **DO NOT respond or explain what you are doing.**
 - You may need to look away, turn your back, or do something else.
 - Look as bored or disinterested in what is happening as possible.
2. **DON'T walk away** – remember, you need to catch them being good for this to work! You must be actively aware of what your child is doing.
3. **Catch them being good.** Praise your child's positive behavior. Don't even mention the negative behavior.
4. **Don't give up.** Sometimes it gets worse before it gets better. Remember – this always worked for your child before...he or she will likely be persistent at first.
5. **Repeat as necessary.**

Active Ignoring Plan

Target Behavior to Be Ignored:

Positive Behavior to Praise Instead:

Praise Statements to Use: (Remember – make it specific!)

Other Target Behaviors for the Future:

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****Don't forget to get other parents, caregivers, and older siblings in on the plan too!**

Giving Good Directions

Is your child actually ignoring you and blatantly disobeying or did he just not hear you? Maybe he did not understand you? Making some simple tweaks to how you give directions will set your child up for obedience, allow you to repeat yourself less, and will also make it more clear when your child is actually disobeying.

Be clear and specific

Tell your child exactly what you want her to do. (*Calm down* or *be good* are not useful commands because they are too general. *Speak quieter* or *stop making goofy noises* are better.) Leave no room for misunderstanding. If you're not sure whether or not she understood, ask her to repeat it back to you.

Get your child's attention first

Start with his name and establish eye contact. Turn off the television or video game before giving a direction.

Use a calm voice

If you are able to stay pleasant, your child is much more likely to stay pleasant too.

Avoid questions and suggestions

Questions or suggestions imply that the direction was not required. If you ask her to do something, she can say no! If you suggest "Let's do this..." you are implying that you are going to do it with her. Turn your questions and suggestions into statements.

Avoid lists

Give one direction at a time. This is particularly important if your child has any attention problems.

Prepare your child for the next step

Give plenty of warning before expecting your child to transition between tasks. No one likes to be rushed away from an activity, particularly if it is fun. Let your child mentally prepare before requiring him to move on to something else.

Rewards

When learning a new skill or changing a bad habit, anyone can benefit from the use of rewards to motivate behavior. This is especially true for children. Rewards should be used strategically in order to shape your child's behavior.

PREPARATION

- Identify what motivates your child.
This will look different for every child. Some kids experience reward with a sticker, others with a larger toy that they work toward, and others by a privilege at home like a later bedtime on a weekend evening or choosing the family's meal for the night.
 - Not sure? Ask your child and come up with a "reward menu."
- Identify what behavior you would like to see more.
What positive behavior isn't very consistent for your child?
- Identify a system for keeping track of your child's progress.
Keep this super simple. There are apps available for easy management of this. You might carry around a small notebook in your pocket or purse to tally good behavior. You might give stickers or check marks on a chart at home. You might give an overall point total/stickers at dinner each night. Make sure that the system allows for immediacy and consistency of rewards.

WHAT TO DO

1. Sit down with your child or children and explain the reward system.
 - Identify the specific target behavior (no more than 2-3 at a time, ideally 1.)
 - Explain "If you do [target behavior], then you will earn [reward]."
 - If they are old enough, ask them for their ideas and opinions about making the system better.
2. Get started! Every time you notice your child doing the target behavior, praise him (remember – specific!) and reward either with sticker or points.
 - *Be as immediate as possible.* If your child is earning stickers, stars, or points towards a larger goal or as the reward in and of itself, give those as soon as possible after the target behavior occurs.

**This is especially true for younger children and children with attention difficulties.
 - *Be consistent.* Provide the reward each time the behavior is shown.
3. As your child shows the target behavior more and more, start rewarding her less frequently (ex: require more points for the big prize or require the behavior to be demonstrated 2-3x before giving points/stickers).
4. Keep rewards and consequences separate from one another. If your child has earned points or a reward, nothing should not be taken away.
5. Once your child has mastered the target behavior, switch to another one!
6. Repeat as needed. Remember – be creative and flexible while maintaining the basic principles outlined here.

Rewards Plan

Brainstorm: What motivates your child and might make a good reward? (Keep it simple & inexpensive)

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Target Behavior to Reward (Be Very Specific):

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What reward will you offer your child (or does your child choose)?

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How will you keep track of the positive behavior? (App, Notebook, Chart?)

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Time Out

Time Out is a technique that has been repeatedly shown to be helpful in disciplining children. It can serve many purposes. For young children, Time Out can provide redirection from negative behavior to positive behavior or provide some much needed downtime. For preschool and elementary age children, Time Out can stop a negative cycle of behavior and remove any things (such as attention or privileges) that are reinforcing negative behavior. While Time Out is probably no longer helpful for tweens and teens, similar principles can be applied for removal of privileges.

PREPARATION

- Identify what behaviors will result in Time Out. This may involve setting rules for your home or clarifying rules already in place. Keep rules simple and clear.

Behaviors that will result in Time Out (house rules)

_____	_____
_____	_____
_____	_____

- Identify a spot for Time Out. This could be a step, a chair, or a spot on the floor. It should be a place that is boring, but also a place that you can monitor your child.

Our Time Out Spot Will Be: _____

- Identify the length of Time Out.
 - Many people recommend 1 minute for each year of a child's age. This might work well for your child. However, if they have trouble sitting still or a short attention span, it can be shorter.
 - Toddlers and young preschoolers benefit from Time Out as a redirection more than a punishment, so 30-45 seconds may be plenty of time.
 - Time Out should generally not be more than 10 minutes, if the child is able to calm down in that time.

How Long Will Time Out Be for Each Child?

_____	_____
_____	_____

- Work as a team – Are there other people at home who also need to join you in implementing Time Out? Have a discussion with them and get on the same page. Depending on your child's age, you may explain the process to him or her as well.

Use this technique for:

- Aggression toward people or objects (verbal or physical)
- Disobedience
- Dangerous behavior
- Breaking established rules

Do NOT use this technique for:

- Whining
- Interrupting
- Annoying behaviors like repeating questions or making noises
- Behaviors that are meant to get your attention

WHAT TO DO

6. When the child breaks a rule or behaves in a way that your family has determined will receive a Time Out, **provide a warning**. *“If you [behavior] again, you will go to Time Out.”*
 - If the child is physically aggressive (hits, kicks, bites, etc.), Time Out should be started without a warning.
7. **Walk the child to the designated Time Out spot.** Quickly and immediately following misbehavior.
8. **Briefly explain why the child is in Time Out and tell him to stay there until you come get him.** Try to keep your explanation to one sentence *“You are in Time Out because you did not obey my instruction.”*
9. **Begin timing.** Use an actual timer or make careful note of when Time Out began.
 - Pay attention to the child, but do not talk to her or interact at all. If she gets out of the Time Out spot, do not talk to her, but place her back in the Time Out spot and restart the timer.
10. When the child has completed the Time Out and is not screaming or saying rude things, **go to him, get down at eye level, and ask if he knows why he is in Time Out.** If he does not know, explain again - *“You were in Time Out because you did not obey my instruction.”*
 - Stay calm. Use a serious, but not harsh tone of voice.
 - If your child is still crying loudly or saying mean things, wait until he is quiet for 10-15 seconds prior to bringing him out of Time Out. This is so you do not reinforce negative behavior while in Time Out.
11. **Ask the child to apologize, accept her apology, and give a hug and tell them you love them.**
12. **Clean slate** – begin as if the incident did not occur and move on with your day! Repeat as needed.