

Positive Behavior Just for Parents

PBJ Workshop #1: Promoting Positive Behavior

*A behavior management workshop for parents
developed by Nemours Health and Prevention Services*

Nemours Health &
Prevention Services



Why are we here today?

- Learn ways to manage children's challenging behavior through techniques aimed at promoting positive behavior
- Learn practical approaches for setting the conditions for positive behavior and techniques to respond appropriately to both positive and negative behavior.

What are our learning objectives?

- Learn about some causes of behavior problems in children
- Master an effective way to think about all the behaviors that children display
- Practice different ways to manage children's behavior

What topics are we covering?

- Understanding child behavior
- Examining unhelpful disciplinary practice
- Positive Behavior Management
 - Positive Attention
 - Routines and Schedules
- Putting it all together

Summary

- This workshop is aimed to teach you practical ways to help children behave
- A wide variety of learning tools will be used, including lectures, activities, and handouts.
- You will spend most of this time in a large group with some small group time as well.
- Follow along with the Action Plan handout provided.

Understanding Behavior Management



Developmental Differences in Behavior

All children act out!

- Children are still developing and learning
- Many negative behaviors are normal
- We can't expect *perfect* behavior *all the time*

Major Causes of Behavior

1. Temperament

- Children are born with different types
- Typical way a child responds to their environment
- Includes qualities like how active, moody, social...
- Explains part of why some children act out more than others

Major Causes of Behavior

2. Caregiving

- All we do to help children learn and grow healthy
- Parents, teachers, grandparents, doctors, etc.
- Behavior management is a major part of caregiving
 - All the steps we take to help children behave in positive ways as much as possible

Behavior Analysis

- The A-B-C model of behavior analysis
 - **A: Antecedent**, the conditions or activities that happen right before a behavior occurs.
 - **B: Behavior**, any behavior that a child does (negative, positive, or neutral).
 - **C: Consequence**, what occurs immediately after the behavior that either increases the chances of the behavior happening again or decreases its probability of recurring.



ANTECEDENT

Everything that comes before a behavior even occurs

BEHAVIOR

Positive or negative behaviors

CONSEQUENCE

The way the environment reacts to a behavior



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How do parents and other caregivers fit into this picture?

A-B-C Model – EXAMPLE 1

- A parent trips and stubs his toe, and without thinking—he curses. A few seconds later, his child begins repeating the curse word and the parent laughs.
 - What is the A? *Parent cursed*
 - What is the B? *Child repeated curse word*
 - What is the C? *Parent laughed*
 - How will the C influence the child’s behavior?

A-B-C Model – EXAMPLE 2

- A parent is planning a trip to the store. Before leaving, she lists a few rules for her children to follow. During the trip, the children follow the rules well, which leads the parent to reward them with game time right before checkout.
 - What is the A? *Parent explained rules*
 - What is the B? *Children followed rules pretty well*
 - What is the C? *Parent rewards children*
 - How will the C influence the children's behavior?

Activity 1

The As, Bs, and Cs of Behavior Management

Work together to arrange the 12 cards onto the blank poster into 4 groups that follow logical A-B-C patterns.

Activity 1

The As, Bs, and Cs of Behavior Management

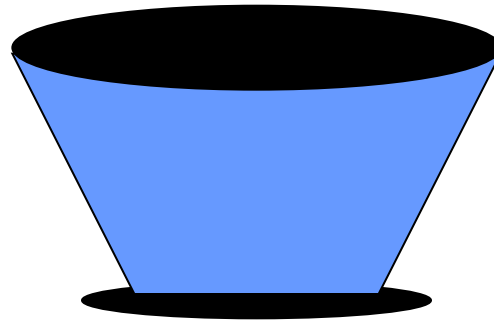
A	B	C
Parents give children clear directions to clean up their toys when done playing.	The children follow the directions and put all of the toys away where they belong.	The parents praise the children for following directions.
At swim time, parents forget to remind the children about the pool rules.	Several children run around the pool, slip, and get hurt.	Parents take these kids to the nurse and review the pool rules with the others.
One parent jokingly slaps another on his behind.	A small group of children start smacking each others' back sides.	Parent explains that she made a mistake and that this kind of touching is not okay.
In the morning, parents remind kids what it means to be a good friend.	At lunch, a child drops her snack on the ground, and another child offers his to share.	A parent rewards the child with a "Good-Friend" award for being so kind.

Summary

- All children misbehave, so we can't expect perfection.
- Children's temperament and the caregiving they've experienced both influence their behavior.
- While we can't really change children's temperaments, we can control how we manage their behavior.
- One way to understand how behavior management works is the Antecedent-Behavior-Consequence (A-B-C) model.
- The antecedents and consequences that you provide children can shape their behavior in both positive and negative ways.

Thinking about Children's Behavior before Responding

BASKET METHOD

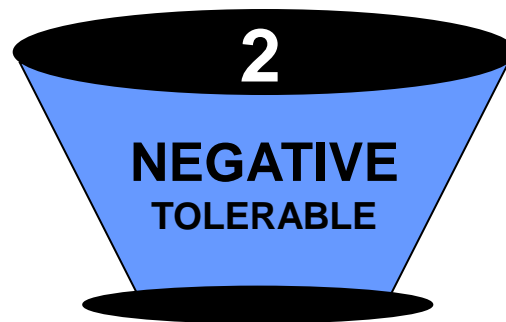


3 Baskets for Behavior

Attentive
Respectful
Cooperative
Independent



Irritating & Annoying
NOT
Dangerous
Hurtful or Destructive



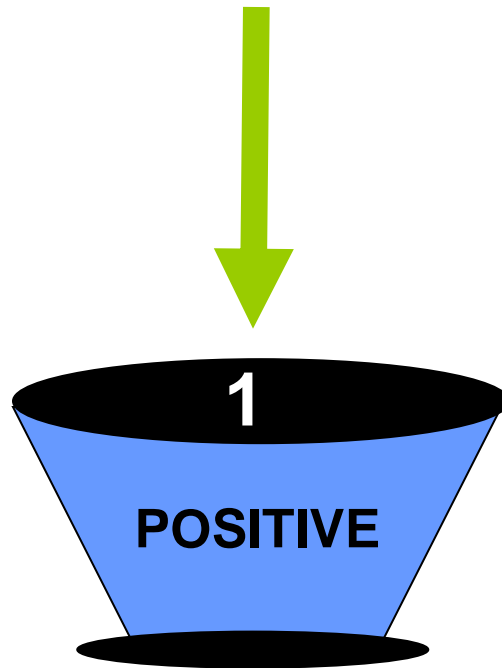
Dangerous
Hurtful
Destructive
Repeated Defiance



Basket 1– Positive Attention

What behavior should be praised and rewarded?

Attentive, Respectful, Cooperative, Independent



Basket 1 – Positive Attention

- **Why respond to positive behavior?**
 - Giving positive attention for positive behavior increases likelihood of more positive behavior
 - Teaches children how they are expected to behave
 - Builds self esteem and helps us develop positive relationships with children
 - Likely the most powerful tool for shaping behavior

Basket 1 – Positive Attention

- **Different types of positive attention**
 - Attention (get down to their level and eye-contact)
 - Non-verbal approval (smiling, thumbs-up, hi-five)
 - Praise (“Good job for sharing”)
 - Rewards (stickers, games)
 - Privileges (special job, extra time)
 - Physical affection of parents

Basket 1 – Positive Attention

- **How do you make verbal praise powerful?**
 - **Immediate:** give praise as soon as you catch behavior
 - **Labeled:** label the specific behavior you like
 - **Positive & authentic:** praise should be genuine and non-critical
 - **Enthusiastic:** keep it upbeat
 - **Frequent:** cannot offer children too much praise

Accentuate the Positive

- **Tips for staying focused on the positive:**
 - Easy to become hypnotized by negative behavior
 - Train yourself to *catch children being good*
 - The *positive opposite* technique:
 - Look for & praise the opposite of any negative behavior
 - If a child tends to be bossy, catch him cooperating and praise him

Activity 2: A Race to Classify Behavior

Work together in two teams to decide which behaviors go into each basket as quickly as you can.

Sharing

Slap friend on the back

Whining

Yelling

Hugs

Throws toy at wall

Complaining about meal

Sits quietly

Throws food

Screams for a game

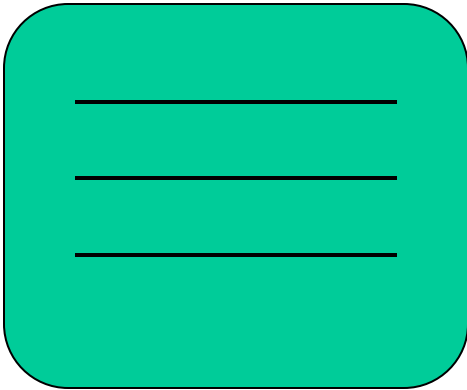
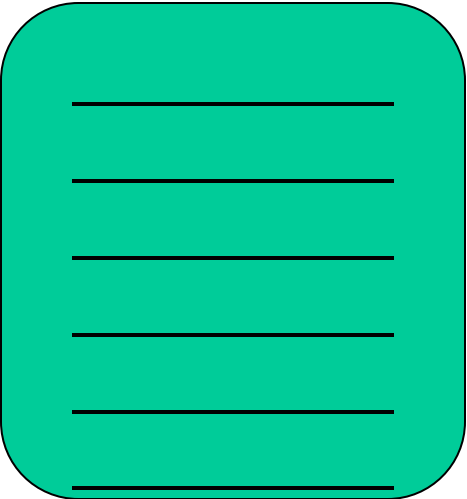
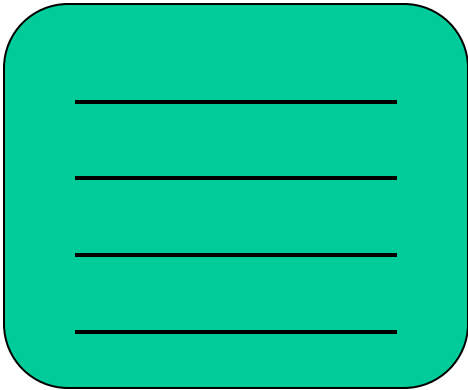
Pulls sister's hair

Waits for turn

Repeats "mommy, mommy"

Interrupts an adult

Let's Practice: A Race to Classify Behavior



Summary

- The basket method is a way to quickly think about children's behavior and figure out how to respond.
- Basket 1 is filled with positive behavior, while baskets 2 and 3 are filled with different types of negative behavior.
- It takes practice to be able to quickly organize different behaviors across the 3 baskets.

Promoting Positive Behavior with a Reward System

- **Different types of positive attention**
 - Rewards give children motivation to continue positive behaviors.
 - Rewards are tangible ways to show child you appreciate their behavior.
 - Rewards are not “bribes” and should always be given after behavior, not before.
 - Rewards should be desirable and motivate children.

Promoting Positive Behavior with a Reward System

- **What are the important parts of a Reward System?**
 - Age appropriate (use points, stickers, etc)
 - Points/stickers can be used to trade in for bigger rewards or a chance at a drawing for a bigger reward.
 - Make sure it is possible to use the reward system for a large group of children.
 - Make rewards easy to get and frequent.

Promoting Positive Behavior with a Reward System

- **Tips for setting up Reward System for groups.**
 - Keep it simple since you are working with a group.
 - Reward for positive
 - Do NOT take away for negative behavior (i.e. you don't "lose" points already earned)
 - Discuss rewards with children
 - Use tickets, tokens, points
 - Tickets and tokens more tangible for younger kids.

Summary

- Providing positive attention for positive behavior builds self-esteem and encourages more positive behavior in the future.
- Positive attention includes a range of responses (e.g., from smiles to praise to tangible rewards).
- Praise is more powerful when it is immediate, labeled, enthusiastic, positive, and frequent.
- The positive opposite technique helps shift our focus away from negative behavior in order to catch children being good.
- Reward systems help reinforce positive behaviors in a tangible

Setting the Stage for Positive Behavior





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Everything that comes before a behavior even occurs

BEHAVIOR

Positive behaviors



CONSEQUENCE

The way the environment reacts to the behavior



What have we covered so far?



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BEHAVIOR

Positive behaviors

CONSEQUENCE

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What we will cover next.

Providing Structure to Your Child's Day

- Providing children with schedules, routines, and structured activities creates a predictable and consistent environment for them, which helps them:
 - Feel secure and comfortable
 - Be engaged and attentive
 - Learn and behave better

Strategies for Keeping the Day Structured

1. Schedules and Routines
2. Transitions and Changes in Routine
3. Making the most of Down-Time

Schedules

The sequence of main events throughout the day

- Include a wide range of daily events; for example:
 - Activities, dinner, clean up, homework, free time...
- Review daily schedules with children at the beginning of the day, especially changes in the typical schedule

Routines

Routines are the typical steps for activities or tasks

- Include procedures like the steps for getting ready to go outside or the steps for getting ready to go home.
- Some children pick up on routines very quickly, others need to be shown how to complete certain routines.
- Frequently remind children how to complete daily routines, especially the one they seem to forget.
- Also provide notice of any changes in routine.

Transitions

Periods of moving from one activity (or situation) to the next

- Warn children several minutes in advance, letting them know when the activity will end and what will happen next
 - “Play time will end in 5 minutes; when I tell you to stop, put the game away and get ready for lunch.”
- Some children struggle with change and may need several warnings to prepare for transitions.

Down Time

Down-time (also called unstructured time) is a period where nothing is really happening (no games, activities, events, etc.)

- Creating safe and interesting activities during down time can keep children occupied and out of trouble.
 - Playing Simon Says while kids wait.
 - Setting up an arts-&-crafts, lego projects, helping children identify interests and hobbies.
- Sometimes you will need to come up with activities very quickly with a limited range of materials (or no materials at all).

Special Time

- ***Special Time***

- One-to-one playtime or quality time for a parent & child
- Brief daily special time (10 to 15 minutes) is effective in strengthening positive relationships
- Parents should offer their child a choice between a few play activities
 - Examples: blocks, trains, dolls, crafts
 - Avoid competitive games, television, & activities encouraging rough play

Special Time

- **During *Special Time***

- Parents should allow child to take lead & comment on the play/activity
 - Parents can describe his/her play like a sports broadcaster
 - Commands, questions, & criticisms should be avoided
- Praise positive behavior & ignore minor disruptive behavior
- Special time should end for the day if serious misbehavior occurs

Summary

- Keeping the day structured involves routines and schedules.
- Provide transition time and warn children when there are changes to the daily routine.
- Make the most out of down time by using the resources around you to keep children safe and occupied.

Next Time: Managing Negative Behaviors