

Positive Behavior Just for Parents

PBJ Workshop #2: Managing Negative Behavior

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

Nemours Health &
Prevention Services



Why are we here today?

- Learn how to understand children's challenging behavior so that you can have confidence in addressing them in effective ways.
- Learn practical approaches for setting expectations for behavior and specific techniques for responding appropriately to negative behavior.

What topics are we covering?

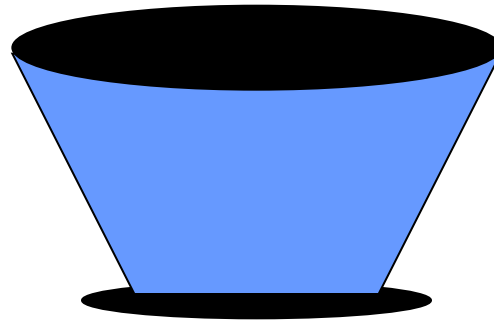
- Examining unhelpful disciplinary practice
- Positive Behavior Management
 - Keeping the Day Structured
 - Communicating Clear Expectations
 - Ignoring, Warnings, and Sensible Consequences
- Putting it all together

Review

- 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.

Thinking about Children's Behavior before Responding

REVIEW OF THE BASKET METHOD

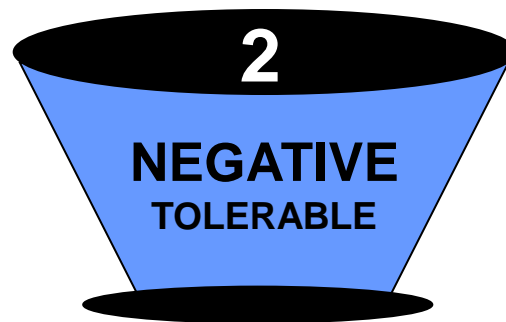


3 Baskets for Behavior

Attentive
Respectful
Cooperative
Independent



Irritating & Annoying
NOT
Dangerous
Hurtful or Destructive



Dangerous
Hurtful
Destructive
Repeated Defiance



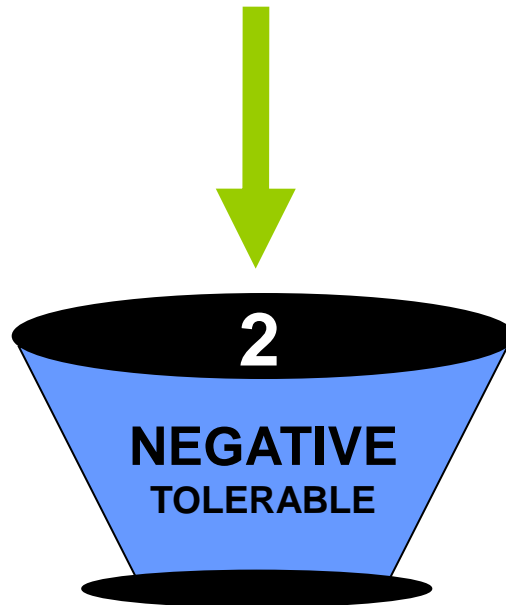
Review of Responding to the Positive

- 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

Basket 2

Disruptive, Irritating, Annoying Behavior

Yelling, Whining, Sassing, Arguing, Minor tantrums...



Basket 2 – Ignore, Ignore, Ignore

- Ignore minor, attention-seeking misbehavior
- **The Attention Rule: Whatever gets attention, RULES!**
 - Attention is reinforcing, even negative attention
 - Ignoring sends a clear message that these behaviors do not interest you or get attention
 - Very effective when combined with giving attention and praise for the positive opposite behavior

Basket 2 – Ignore, Ignore, Ignore

- **How do you ignore?**

- Pull all attention away as soon as behavior occurs
- Make it obvious - do not look at child or talk to him/her
- Be persistent - don't stop until the behavior stops
- Stay calm - it may get worse before it gets better
- Provide positive attention once behavior stops
- Make it a teaching experience for next time.

Basket 2 – Ignore, Ignore, Ignore

■ What are alternatives to ignoring?

Redirection or Distraction

- Redirect child from behavior you wish to decrease to another activity or behavior.
- Continue to “ignore” unwanted behavior
- Find another activity to focus child’s attention.
- Focus on positive task you are using as redirection.
- Praise positive behavior working on that task.

Basket 2 – Ignore, Ignore, Ignore

- **When do you move from ignoring to sensible consequences?**
 - After you try ignoring consistently with follow-through.
 - After attempting redirection.
 - When behavior escalates and could be dangerous to child or others around child.

Summary

- Attention increases both good and bad behaviors.
- Ignoring can be use for all basket 2 behaviors.
- When ignoring, do not look at or talk to the child.
- Ignoring only works if a parent provides no attention until the negative behavior stops.
- Give positive attention once child starts behaving.
- When ignoring is not working well, try redirection.
- Plan what behaviors to ignore and fully commit.

Basket 3

Defiant, Destructive, and Hurtful Behaviors

Dangerous
Hurtful
Destructive
Repeated Defiance



A



B



C



ANTECEDENT

BEHAVIOR

CONSEQUENCE

Everything that comes before a behavior even occurs

Positive or negative behaviors

The way the environment reacts to a behavior



What do we need to consider first?

Communicating Clear Expectations

- **Providing effective rules and directions**
 - Rules are guidelines for settings and specific activities
 - General rules for home
 - Specific rules for bedtime
 - Directions are day-to-day commands or instructions
 - Please put your shoes on.



Communicating Clear Expectations

Activity 1

What types of rules and directions are typically given to children?

Are there common commands that are hard
for children to understand?

Communicating Clear Expectations

- **Why are clear expectations important?**
 - Help children learn what is expected of them.
 - Keep children safe and even teach them new skills
 - Gives children a clear picture of what will happen if they do not follow them.

Setting Clear Rules and Directions

- Before giving directions, get children's full attention by:
 - Getting close
 - Making eye contact
 - Calling them by name
 - Reducing distractions around them
 - Lead the child to quiet area or have him put his sports equipment down

Setting Clear Rules and Directions

- **Direct:** state what you want the child to do instead of asking questions
- **Brief** – don't overload with too much information
 - Keep directions short and to the point
 - Limit number of rules to a few essential ones
- **Positive** – tell child what to do instead of what not to do

Setting Clear Rules and Directions

- **Specific**- tell child exactly what to do and avoid use of vague instructions
- **Age-Appropriate** – make them understandable
 - Use language children can understand
 - Limit directions to one step at a time
- **Be Polite** – Model politeness: “Please....”

Activity 2

Communicating Clear Expectations

- “Would you like to come to dinner now?”
- “Take off your shoes, put them away, come in the kitchen, take out a snack, and sit down.”
- “Can you stop hitting your sister?”
- “Why can’t you just get in the car?”
- “Don’t jump on the couch!”

Summary

- Providing clear rules and directions helps keep children safe and helps them learn too.
- Before giving rules or directions, it's very important to get children's full attention.
- Rules and directions should be direct, positive, and specific.
- It is also important to make them brief and age-appropriate and to give one step at a time.



ANTECEDENT

Everything that comes before a behavior even occurs

BEHAVIOR

Negative behaviors



CONSEQUENCE

The way the environment reacts to a behavior



What's Next?

Basket 3 – Sensible Consequences

- When children break rules or do not follow directions (not hurtful, dangerous, or destructive behavior), give them a reminder or warning:
 - **Direction:** “Daniel, please pick up the toys on the floor and put them in the crate.” *Child does not follow direction after a few minutes.*
 - **Reminder/Warning:** “Daniel, if you don’t pick up the toys on the floor and put them in the crate, THEN you cannot play video games after dinner.” *Again, child does not follow direction after a few minutes.*
 - **Consequences:** “Daniel, because you didn’t pick up the toys, you have lost video game time after dinner. Pick up the toys or you will lose TV time tonight.”

Basket 3 – Sensible Consequences

■ Time Out From Reinforcement

- Briefly removing a child from a positive activity
- Should occur in a boring but safe spot
- For younger children, time-out should last no longer than a few minutes (e.g., 1 minute per year)
- For older children, you can direct them to take a “breather” to cool down for 5 to 10 minutes

Basket 3 – Sensible Consequences

Time Out Example

- After a child displays a basket-3 behavior, immediately provide him with a brief explanation & directions to go to time-out
 - **“Jeremy, you hit Gina, so you have to go to time-out.”**
- Quickly explain rules of time-out
 - **“Jeremy sit here quietly for five minutes. I will tell you when time-out is over.”**
- As long as the child remains seated, ignore any basket 2 behavior that occurs
 - **Ignore crying, screaming, whining, kicking, etc.**
- If child leaves time-out, direct them back to their chair or space
 - **Sometimes, you have to repeat this step several times**
- Once a child completes time-out, direct him to an acceptable activity

Basket 3 – Sensible Consequences

- **Loss of privileges**

- **Removing an object or activity for a reasonable period**
- **When possible, the loss should be logically tied to behavior**
 - If a child refuses to let another child have a turn playing a video game (after being warned), then he loses his video game
- **Helpful to describe privileges as rewards for behaving and to periodically remind children of this**
 - If you behave, then you get to do all the fun stuff the want; but, if you don't behave, then you lose your privileges.

Basket 3 – Sensible Consequences

■ Positive practice

- Having the child practice the correct way of behaving
- Powerful consequence because it punishes the misbehavior and teaches the correct behavior
 - If a child runs around the pool area, he must walk slowly around the pool three times.
 - If a child calls a peer a mean name, she must say five nice things about her.

Activity 3

Choosing Sensible Consequences

Work in pairs to come up with a sensible consequence for the behaviors listed. Feel free to create your own scenarios from personal experience.

- Hitting
- Lying
- Stealing
- Throwing toys
- Cursing
- Saying no to a command
- Running in the house
- Jumping on the bed

Summary

- Sensible consequences are needed for Basket-3 behaviors (defiant, dangerous, destructive, or hurtful).
- Sensible consequences are reasonable and realistic and should be given immediately after a particular behavior occurs and consistently each time it occurs.
- Time-out, loss of privileges, and positive practice are three examples of sensible consequences.
- In giving any consequence, it is critical to limit the amount of attention given to avoid rewarding the misbehavior.

Pulling it All Together!

Now that you've learned all of this, what should you do to make it work?

What things should we do in the beginning?

- Explain rules and expectations
- Explain reward system (if applicable)
- Explain discipline rules
- Explain consequences.

That's a lot! How should I start?

- **Always start with the positive**
 - Rules, expectations
 - Rewards and positive responses
- **Proceed to explaining consequences and discipline strategies/procedures.**
- **Return to positive and remind them they will be rewarded or given attention for positive behaviors.**
- **Post rules where children can see them!**



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before a behavior
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CONSEQUENCE

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How do parents and caregivers fit into this picture?

A

B

C

ANTECEDENT

BEHAVIOR

CONSEQUENCE

Modeling
positive behavior

Following schedules
& routines

Giving warnings before
transitions

Keeping kids active
during "downtime"

Setting clear rules

Giving effective
commands

1

POSITIVE

Give positive attention

2

**NEGATIVE
TOLERABLE**

Ignore behavior

3

**NEGATIVE
NOT TOLERABLE**

Apply an appropriate
consequence

References and Resources

- **Access to NHPS Parenting Tip Sheets**
 - Feel free to take a copy
- **Clinic contact list for Nemours/AIDHC**
- **List of resources and referrals for outpatient counseling based on family needs.**

Conclusion



THANK YOU!