

The ABC's of Behavior Management

Assumptions:

1. The goal of behavior management is to teach children self-control
2. Every behavior serves a purpose
3. Children want to please



<h1 style="text-align: center; color: red;">A</h1>	<h1 style="text-align: center; color: blue;">B</h1>	<h1 style="text-align: center; color: yellow;">C</h1>
Antecedent – Triggers	Behavior	Consequences -- Rewards
<ul style="list-style-type: none"> • <i>Where was child?</i> • <i>What was child doing?</i> • <i>Who else was present?</i> • <i>What were they doing?</i> 	<ul style="list-style-type: none"> • <i>What did child do?</i> 	<ul style="list-style-type: none"> • <i>What benefits did the child receive?</i> <ul style="list-style-type: none"> ○ <i>E-escape</i> ○ <i>A-attention</i> ○ <i>T-tangible</i> ○ <i>S-sensory</i>

GIVING EFFECTIVE COMMANDS

Goals for effective commands:

- ◆ Improve compliance of child
- ◆ Avoid triggering "flight-fight" response in child
- ◆ Be efficient in use of time and energy
- ◆ Setup parent and child for success

Steps for effective commands:

- ◆ **Go to your child** or have your child come to you.
- ◆ Place your hand firmly on child's back. Lean your upper body toward your child, get down to his or her eye level.
- ◆ **Say child's name**, pausing, then repeating until he or she looks at you. Use an assertive, firm, but non-hostile tone. Praise child for successful eye-contact.
- ◆ **State your command** while maintaining eye contact. Commands should:
 - be a statement, never a question, unless you intend to give the child a choice.
 - be clear, short, and specific. Don't lecture or make negative comments while your child is trying to comply.
- ◆ **Ignore** everything your child says and does after you give a command that is not a move toward obedience. These *diversionary tactics* are learned behaviors that need to be weakened. If an unacceptable diversionary tactic is used, deal with it after you have completed current task.
- ◆ **Praise** all efforts that are a move toward obedience.
- ◆ Use the '**broken record**' technique of repeating the command over and over with pauses in between until the child complies.

Additional Guidelines:

- ◆ Use this extended technique only when you know you can follow through.
- ◆ Practice this technique at home and when you are rested. Don't practice in public or in front of your mother-in-law!
- ◆ If you are sure you will not receive much resistance from your child, only an abbreviated approach should be necessary.
- ◆ If you start losing your self-control, put the current command on hold and return to it after you have calmed down. (This is very unnerving for children and often promotes hasty obedience.)

OUTLINE OF STEPS

1. Go to child
2. Get child's attention
 - physical contact
 - call name
3. State command
4. Ignore DT's
5. "Broken Record" technique
6. Praise obedience

TIME - IN

Goals

- ◆ To consistently reinforce children for good behaviors.
- ◆ To enhance the development and maintenance of a healthy self-esteem.
- ◆ To create an environment so enriching that any separation from it would be a significant loss.
- ◆ To avoid the use of ineffective “positive attention.”
- ◆ If you don’t have anything nice to say, don’t say anything at all.

Effective Tools of Positive Attention

- ◆ Verbal Praise
 - Should follow the desired behavior as quickly as possible
 - Get child’s attention
 - Short, specific praise
 - Catch the child being good
 - Praise effort more than product
- ◆ Physical Praise
 - 1-2 second contacts (Love Pats)
 - Less distracting than verbal praise
 - Less energy consuming on part of parent
 - Able to be given more frequently
 - Can be used for any acceptable behavior
- ◆ Reinforce “Pieces of the Pie”
 - Give positive attention to any portion of expected behavior in beginning
- ◆ High Frequency
 - 50+ times/day to maintain positive environment
 - 75+ times/day when problem behaviors are present

Ineffective Tools of Positive Attention (Praise Spoiling)

- ◆ Attaching the praise to future expectation.
“What a good grade you got on your spelling test. Do you think you can do this well next week too?”
- ◆ Attaching the praise to previous disappointments.
“Your bed looks so nice today. Why couldn’t you have made it this nicely yesterday?”
“What a good job you did cleaning up your room. Now aren’t you ashamed that you put up such a fuss about doing it?”
- ◆ Too lengthy verbal praise.
“You were so good at the party today. Mommy is so happy when you are a good girl. I like it when you are so good. I’m sure you have more fun at parties when you are good. Daddy will be so happy too when he hears what a good girl you were today.”
- ◆ Positive words mixed with negative body language.
“Well, you sure look nice today.” (Said while crossing your arms and rolling your eyes up toward the ceiling.)
- ◆ Praise that diminishes the value of the performance.
“What a good job you did on the dishes. See, that wasn’t such a big deal, was it?”
- ◆ Non-specific or lazy praise.
“Nice job!” “Good boy.”

Water the flowers, not the weeds.