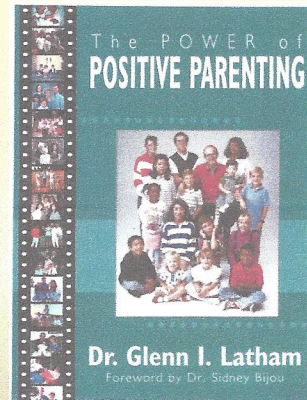


Welcome!



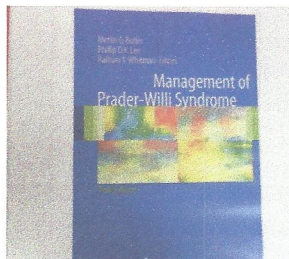
Parenting Success with less Stress
 Kevin Jackson, PhD, BCBA-D Jackson@behavioralsupports.com

1-1



1-2

Chapter 12- Tools for Psychological and Behavioral Management



2-3

Proactive and Reactive Parenting

Proactive	Reactive
Calm and rational.	Allow caregiving to be controlled by their mood.
Show the child which behavior they like by Using Reinforcement (for example, attention).	Look for what the child is doing wrong, respond emotionally, and try to weaken that behavior.
Recognize inappropriate behavior as a need to teach appropriate behavior.	Recognize negative behavior as a need to "teach the child a lesson".
Establish themselves as safe persons to be around.	Establish themselves as unsafe persons to be around.
Maintain self-control.	Often lose control.
Have a plan	Do not have a plan.

2-4

The Proactive Approach -

When Caregivers . . .



Focus on desirable or appropriate behavior using reinforcement and positive interactions.

1-5

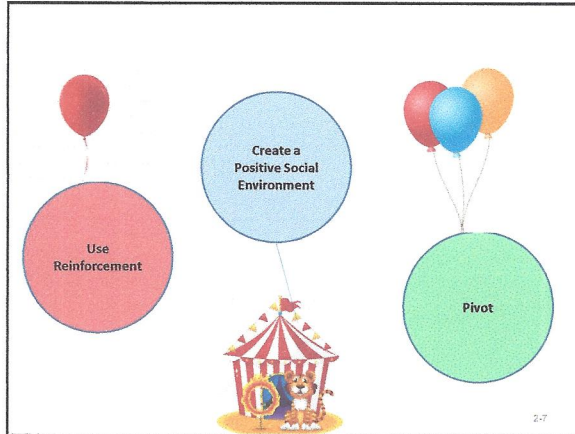
The Reactive Approach -

When Caregivers . . .



Focus on undesirable or inappropriate behavior, take away privileges, and use punishment.

1-6



Some Basics About Behavior

- The occurrence of behavior is influenced and controlled by the environment.
- Environment includes both the physical and the social environment.
- Events in the real world influence behavior in predictable ways.
- The environment interacts with the person to influence and shape behavior.

The Logic of Dealing with Behavior

Behavior is controlled by the environment.
 We can control the environment.
 Therefore . . .
 We can control behavior.

Managing and Treating Behavior

Not like fixing your car
 like driving your car



Create a Positive Social Environment

- *Focus on Positive Interactions*
- *Avoid Coercion (negative interactions)*

Positive Interactions

Smiles, greetings, thumbs up, compliments, friendly gestures, holding, carrying, making eye-contact, small talk, expressions of care or concern, hugs, high fives



Negative Interactions or Coercion

criticism, frowns, arguing, screaming, threatening, talking down to, or lecturing in the traditional parental way, showing disapproval, scolding, bossy or demanding talk



1-14

People are happier, healthier, more cooperative, more productive, and less likely to engage in problematic behavior when their social environment is a positive one.



A social environment with predominately negative interactions directly contributes to behavior problems.



A Positive Social Environment

- At least 8 times as many positive interactions as negative interactions
- The goal is a ratio of 8:1 or higher

1-17

Human Nature and the Science of Behavior

- There is a natural tendency for people to ignore appropriate behavior and react to annoying, inappropriate or less desirable behavior.
- But decades of research with families, businesses, schools, institutions, and communities shows that reacting to, and acknowledging, appropriate behavior is more effective at producing desirable behavior, and at eliminating undesirable behavior.

2-18

Coercion

Trying to change inappropriate or undesirable behavior through negative or harsh interactions.

2-19

Eliminate Coercion (Negative Interactions)

Questioning	Despair
Arguing	Logic
Sarcasm/Teasing	Telling on them to others
Force (verbal and physical)	Taking away privileges, items, allowance
Threats	One-ups-manship
Criticism	Silent treatment

2-20



2-21

Problems with Coercion

Children may react and display a behavior problem.

2-22

Children may learn coercive behavior.



2-23

"Children do not always listen to their parents, but they never fail to imitate them."

James Baldwin

1-24

Children may receive attention for inappropriate behavior.



1-25

Children may try to get even.



1-26

Children may become afraid they will fail.

2-27

Children may have trouble learning

2-28

Children may avoid or escape the coercion, the people, and places associated with the coercion.

1-29

Why are we Coercive?

- Immediate Results
- To get last word in
- We are angry and getting back at them
- It's what our parents did
- It feels good

1-30

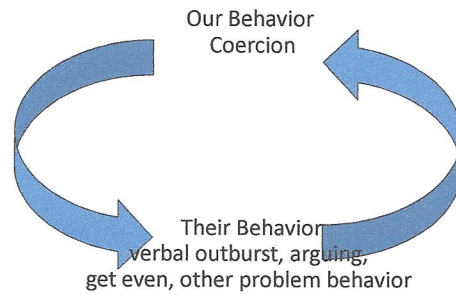
"If the only tool you have is a hammer, every problem looks like a nail."

Abraham Maslow



1-31

Cycle of Coercion



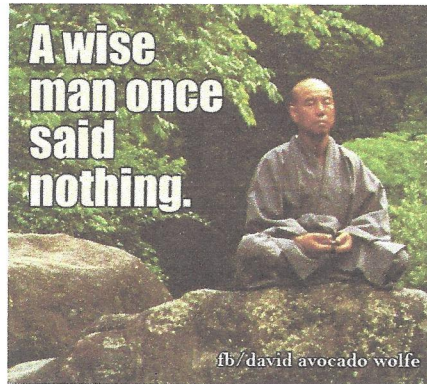
1-32

Unless what you are about to say or do has a high probability of making things better, don't say it and don't do it.

(Latham, 1994)

3-33-00

A wise man once said nothing.



fb/david avocado wolfe

2-34

People are happier, healthier, more cooperative, more productive, and less likely to engage in problematic behavior when their social environment is a positive one.



1-35

A Positive Social Environment

- At least 8 times as many positive interactions as negative interactions
- The goal is a ratio of 8:1 or higher

1-36

Examples of Behavior

- Talking on the phone.
- Dancing.
- Following instructions.
- Cleaning up.
- Being polite.
- Hitting a baseball.

1-43

Use Reinforcement

You provide a consequence after a behavior happens and, as a result, that behavior is more likely to occur in the future.

4-44

Consequence?

What happens
right after behavior.

4-45

Some consequences increase the chances that a particular behavior will occur again.



This is
reinforcement.

4-46

Positive Attention

... Is the most
powerful consequence
available to you.

Dr. Glenn Latham

Types of Reinforcing Consequences

1. Social interaction.
2. Verbal praise.
3. Appropriate touch.
4. Tangible items.
5. Appropriate privileges.
6. Providing assistance with a task.



4-48

Steps to Using Reinforcement

1. Tell the child what behavior you liked (often helpful, not always necessary).
2. Provide a consequence for the behavior that matches the value of the behavior.
3. Provide the consequence within 3 seconds of recognizing the behavior, if possible.

4-49

Steps to Using Reinforcement

4. Use sincere and appropriate facial expressions, tone of voice, and body language.
5. Avoid reacting to junk behavior.
6. Avoid coercives and punishment.

4-50

Examples of Appropriate Behavior

- A child giving another child some time to play with a toy.
- Putting on clothes without help.
- Picking up their dirty clothes.
- Playing with a toy, quietly.
- Cleaning up toys.
- Keeping hands to self.
- Following instructions

4-51

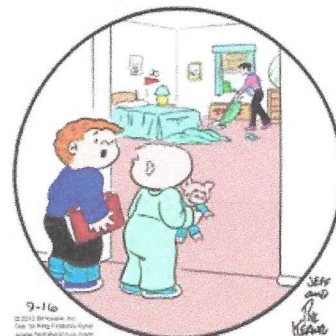
Examples of Appropriate Behavior

- Eating with fork and spoon.
- Using a napkin to wipe mouth.
- Fastening seat belt.
- Brushing teeth.
- Cooperating with brushing teeth.
- Staying in bed all night.
- Waiting while mom is on the phone.

4-52

Examples of Appropriate Behavior

- Asking permission to do something.
- Using an inside voice.
- Putting toys away.
- Waiting patiently.
- Saying "please."
- Asking for help.



9-16
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"Now I won't know if my things are missing or just put away."

2-54

Remember

All children, in the course of a day, will do or say something that is worth giving a positive consequence.

**Keep your eyes and ears open
And your antennae up!**

4-55

Your strategy . . .

Notice desirable behaviors, know what consequences the child wants, and reinforce the desirable behaviors so they pay off better than less desirable behaviors.



4-56

Important Tip

Instead of treating problem behaviors as an opportunity for coercion or punishment, treat problem behaviors as a prompt to teach appropriate behavior.

4-57

Reinforced Practice

- You set up a situation in which a desired behavior can be repeatedly reinforced.
- Next, you wait for the behavior to occur in the natural situation (prompt if necessary) and reinforce it there too.

4-58

Advantages of Reinforced Practice

- More Efficient
- Provides a greater opportunity for reinforcement of the behavior
- May result in quicker acquisition of a desired behavior

4-59

When to use Reinforced Practice

- Child is learning a new behavior
- A desired behavior is not being completed consistently
- A desired behavior is often done incorrectly

4-60

Research has shown that the most effective way to reduce problem behavior in children is to strengthen desirable behavior through positive reinforcement rather than trying to weaken undesirable behavior using aversive or negative processes.

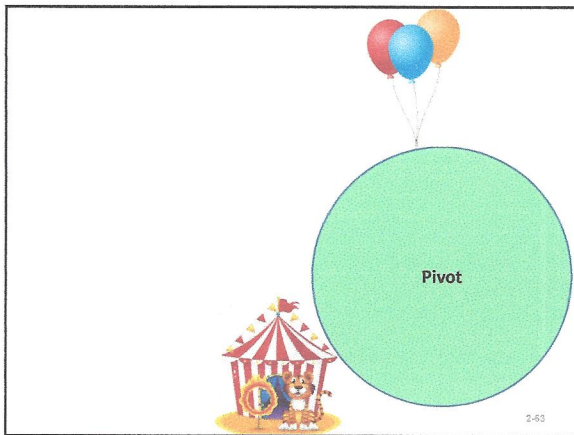
S.W. Bijou

2-61

Create a Positive Social Environment

- At least 8 times as many positive interactions as negative interactions
- The goal is a ratio of 8:1 or higher

1-62



2-63

Definition of *Junk Behavior*

Any age-typical behavior (or PWS-typical behavior) that may be annoying, but is not harmful to self, others, property, or animals.

1-64



2-65

Examples of *Junk Behavior*

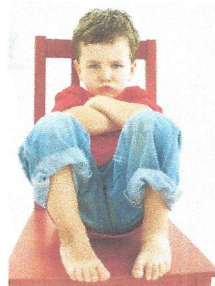
- Whining
- Stomping feet
- I can't hear you
- Mumbling under breath
- Getting the last word in
- Rolling Eyes



1-66

Examples of *Junk Behavior*

- Saying No.
- Screaming.
- Crying
- Arguing
- Tantrums



Why Does *Junk Behavior* Happen?

Puppies Chew, Babies Cry,
And Children Engage in Junk Behavior



Pivot

You withhold your attention when
junk behavior happens by
turning your attention to
someone or something else.

4-68

Pivot

- When we withhold our attention during the occurrence of junk behavior by turning to someone or something else, we call this "Pivoting."
- When we see junk behavior, we turn to desirable behavior or activities.
- When the child who displayed the junk behavior, engages in appropriate behavior use reinforcement

4-70

When You Pivot

- If you have only one child, do another activity when you Pivot away from junk behavior.
- If you have more than one child, when one does junk behavior, Pivot to another child with more desirable behaviors.



Steps to Using Pivot

1. Say nothing about the junk behavior.
 - For example: don't say "Stop that now!" or "Quit doing that!"
2. Do nothing to react to the junk behavior.
 - For example: don't roll your eyes, stomp out of the room, cross your arms, or stare.

4-72

Steps to Using Pivot

3. Actively attend to another child, person, or activity.
 - For example: read a book, praise another child for behaving appropriately.
4. Once the child who displayed junk behavior behaves appropriately, provide reinforcement for the appropriate behavior (use praise, touch, provide item and/or privilege) within 10 seconds of recognizing the appropriate behavior.
5. Stay cool. No coercives.

4-73

To Avoid an Extinction Burst

- Maintain a positive social environment
- Provide plenty of positive reinforcement for appropriate behaviors.
- When Pivoting away from junk behavior during a task or activity, continue doing the task or activity with the child.
- If junk behavior happens often when the child does a certain task, give frequent, short breaks during the task.

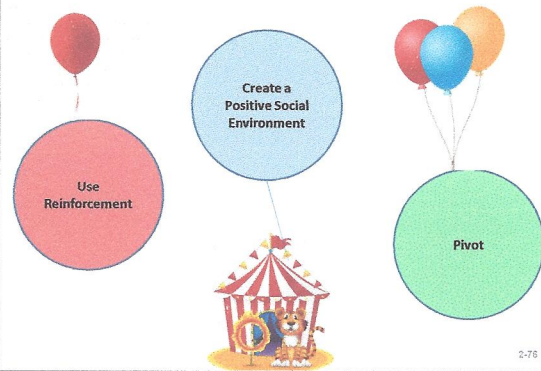
4-74

What about discipline?

1. training to act in accordance with rules
2. activity, exercise, or a regimen that develops or improves a skill; training

4-75

Parenting Success with Less Stress



2-76