

# SKIP- 4

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## Parent Workbook



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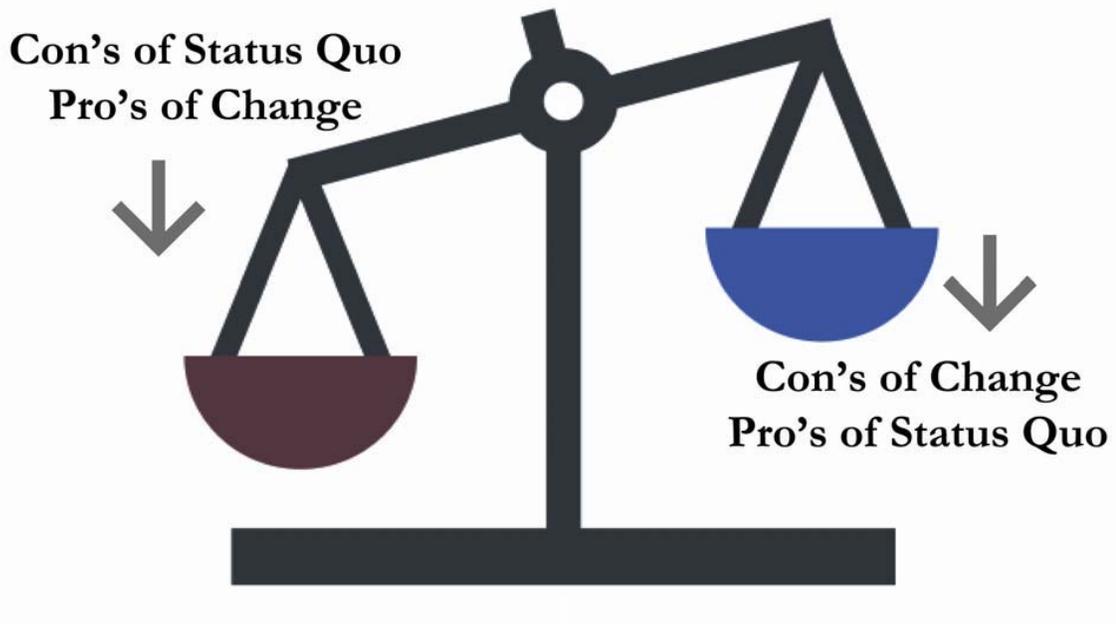
## Frequently Asked Questions about ADHD



- **ADHD is one of the most common chronic health conditions affecting school-aged children and the most common behavioral disorder of childhood.** Prevalence has been reported to be 4 to 12% in community samples of children in the U.S., with a conservative estimate of prevalence being 3 to 5 % of school-aged children. Boys are approximately three times more likely to be affected than girls.
- **ADHD is a real condition and associated with real problems and impairments.** Children with ADHD are more likely to suffer from academic problems, relationship problems, and accidents than unaffected peers.
- **People usually don't "grow out of it".** Approximately 60% of children with ADHD continue to experience symptoms into adulthood.
- **Childhood ADHD predicts future problems.** Children with ADHD are at greater risk for substance abuse, cigarette smoking, unwanted pregnancy, traffic violations and car accidents, and performance problems later in life.
- **ADHD is a biological disorder that runs in families.** ADHD is highly heritable. As a group, children with ADHD show differences from unaffected children in brain imaging studies, but the cause is unknown. Brain imaging is usually not a useful diagnostic tool.
- **ADHD is quite treatable.** Research has shown behavioral treatments and medications can be helpful. It is important to instill hope and positive expectations since many patients and families are feeling discouraged.
- **Medication is more effective than behavioral treatment alone for most children with ADHD.** Medication alone may work as well as the combination of medication and behavioral treatments for the average child with ADHD. Most children with ADHD do not respond to placebo.
- **Stimulants are the mainstay of treatment and will help most children with ADHD.** In the classroom, stimulants have been shown to decrease interrupting, fidgetiness, and finger tapping, improve attention, and increase on-task behavior. At home, stimulants can improve interactions between parents and children, and improve listening and on task behavior. With peers, stimulants can decrease aggressive behaviors, increase attention during sports, and improve peer rankings of treated children.
- **Many children with ADHD go untreated or are inadequately treated.** While many parents are understandably concerned about the risk that stimulants are being overprescribed and that ADHD is being overdiagnosed in children, research suggests that many affected children are unrecognized and untreated.



# Decisional Balance Sheet



## Decisional Balance Sheet – Example

### Get a haircut

<u>Pro's</u>	<u>Con's</u>
Look & feel better	Might be cut too short

### Do not get a haircut

<u>Pro's</u>	<u>Con's</u>
Do not have to take time out of busy day	Continue to feel poorly

## Decisional Balance Sheet – ADHD Medication Treatment

### Agree to a medication trial

<u>Pro's</u>	<u>Con's</u>
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### Do not agree to a medication trial

<u>Pro's</u>	<u>Con's</u>
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# Parenting Styles

Source: Dacey, J.S., & Fiore, L.B. (2000). *Your Anxious Child*. San Francisco, CA: Jossey Bass.

Diana Baumrind is one of the researchers who has examined the role of parents in child development. Baumrind's research involves observations of parents interacting with their children. She has identified two broad characteristics of these interactions: demandingness and responsiveness. *Demandingness* refers to the standards parents set for their children and their expectations that children will meet those standards. It follows that high expectations are often associated with stiffer consequences if the expectations are not met. Some parents set high standards, others demand little.

*Responsiveness* refers to acceptance of the child for who she is, as reflected in candid discussions where there is an open give-and-take between parents and their child. Some parents are willing to listen to their child carefully. They consider their child's point of view when making decisions or resolving conflicts. Other parents reject their child's opinions and neglect to consider her/him as an individual who contributes to the family as a whole. Baumrind has found no parents who are completely responsive or unresponsive. What she has found are multiple combinations of the demandingness and responsiveness that result in three distinct parenting styles: authoritarian, permissive, and authoritative. Two other styles, which we will discuss later, are called democratic and nurturing parenting.

## Authoritarian Parenting

Parents who use the authoritarian style are highly demanding and highly unresponsive. This style is characterized by a "my way or the highway" mentality; these parents emphasize conformity and obedience and at the same time are unwilling to see the child's point of view. Parents (in a two-parent household) have two votes and their child none. Children are expected to accept their parents' decisions without question, and punishment usually follows disobedience.

Baumrind has found that children of authoritarian parents tend to be more anxious and distant. A child who is not allowed to make many independent decisions does not have the opportunity to experience the consequences of success and failure, so has little practice in making good judgments.

## Permissive Parenting

On the opposite end of the spectrum, the permissive parenting style makes very low demands on children. Furthermore, it is extremely accepting, either because parents approve of their child's desires (philosophical) or because they really don't care that much (disengaged). In this type of household, the child gets three hypothetical votes and the parents have none. In the first subcategory, parents choose to be permissive because of their philosophical stance regarding parenting. This "hands-off" philosophy allows children to make virtually all of their own decisions, even when they may not be qualified to do so.

Some parents who use this style of parenting believe that children should be able to watch as much television as they like or to have any bedtime they choose. These parents do not enforce curfews or stress the learning of manners. They have a strong belief that when children are given "freedom," they will almost always make decisions that are good for them. They will get lots of practice in decision making. This philosophy has been espoused by the French philosopher Jean-Jacques Rousseau and by the British educator A.S. Neill in his book *Summerhill*, which was popular in the 1960's.



The other type of permissive parenting results not from a personal philosophy or belief system but rather from the parents simply being disengaged. This type of parenting, at its extreme, may be considered neglect, for the parents exhibit the minimal commitment to their children and their role as parents. These parents usually display little emotional or physical warmth to their child, and may even suffer from depression. Aside from providing the bare minimum in terms of feeding and clothing their child, disengaged parents show little interest in their child's well-being. Often, disengaged parents may be struggling with stresses in their own lives, such as divorce, substance abuse, or lack of income, which makes it difficult for them to find the energy and motivation to focus on the needs of their child.

Unfortunately, disengaged parenting affects a child's development in terms of him/her forming some of the basic building blocks for successful later development, such as attachment, social and emotional skills (for example, sharing, empathy) and self-esteem. If the child perceives that s/he is not valued as a part of his/her family, then s/he may come to expect that s/he is not worthy of love and respect from others. Baumrind has observed that children who grow up in permissive households are uncooperative when faced with rules imposed by nonfamily members, such as teachers or clergy. These children also have difficulty controlling their impulses, as they have not learned the concepts of patience and self-control. Although it seems contradictory, children who grow up in permissive households tend to crave rules and guidelines, because such structure provides the security and consistency that their homes lack.

### **Authoritative Parenting**

Authoritative child rearing is somewhere between the authoritarian and permissive styles of parenting. In authoritative households parents place reasonable demands on their children to enforce limits and discipline with rational explanations tempered with love. These parents express love and acceptance openly and encourage the child's participation when family decisions are made. Parents in an authoritative household get two hypothetical votes to the child's one vote, because the parents possess wisdom and experience that the child does not. Parents are responsible for the health and well-being of their child and reserve the right to exercise their majority vote if they feel that their decision is in the best interest of their child. The important element of this parenting style is respect: parents respect the rights of their child, and the child respects the parents' input. Baumrind has observed that children in authoritative homes are happy and self-confident. Both boys and girls displayed independence and cooperative behavior.

Why does authoritative parenting succeed where authoritarian and permissive styles fail? One reason is that the rules authoritative parents enforce are not random and illogical but consistent and reasonable. These parents are not necessarily certain that their decisions are perfect, but they are confident that they provide models of desired behavior and that their children are capable of making intelligent decisions. These parents are aware of their child's capacities and set standards for behavior according to their child's developmental level. As we mentioned earlier, Baumrind's three parenting styles are not the only styles that researchers have identified; the next two sections describe two additional styles.

### **Democratic Parenting**

The original research into democracy in terms of parenting styles was conducted by Alfred Baldwin. Baldwin's findings, like Baumrind's, revealed two general factors in the parent-child relationship: control and democracy. Control is similar to the concept of demandingness



we have already discussed; democracy relates to the honest communication between parents and their child. For example, democratic decisions are reached by mutual agreement, whereby the parents receive a total of one hypothetical vote, and the child receives one vote. Parents and child are on equal footing in the decision-making process, and the child's input is actively sought and respected by the parents.

When democratic parents choose to enforce discipline, they provide reasons for doing so. In this aspect, democratic parenting is similar to authoritative parenting. The difference lies in the fact that parents and child are equals in the democratic household. Children who are used to getting their own way find it difficult to obey someone else's demands. Baldwin found that although these children may tend to be more rebellious than children raised in non-democratic homes, they also tend to be highly curious and creative.

### **Nurturing Parenting**

A fifth parenting style, one that encourages a child's creativity, sense of responsibility, and social skills, has been identified by John Dacey and Alex Packer in their book, *The Nurturing Parent*. Their studies of families whose children had been designated by their school systems as one of their top students in creative abilities revealed many similarities among these teenagers. For instance, virtually all of these youth reported that avoidance of their parents' disapproval is a strong motive for their high level of success. These similarities reflected an underlying philosophy held by the parents that they would nurture their child's development every day in as many ways as possible. Whether this philosophy was a conscious choice or an unconscious instinct, these nurturing parents instilled confidence and persistence in their children, which resulted in their abilities to seek out creative outlets and achieve imaginative outcomes.

In terms of the hypothetical votes parents and child hold in nurturing households, the number is zero. Neither parents nor child have a vote in the decision-making process. Rather, the decisions tend to be reached through a constant give-and-take, evaluative process. For example, parents trust their child's judgment because they trust that they have demonstrated fairness as role models.

As a result of this trust, nurturing parents have fewer rules for their children to follow. This was a significant finding for Dacey and Packer when they interviewed the teenage participants of the study, for they observed that the absence of rules did not mean absence of discipline, as is the case with permissive parenting. Nurturing parents do set limits, but they do so indirectly rather than explicitly. Nurturing parents do not protect their children from hurting themselves or others, not by making demands but by communicating values and discussing their child's behavior. This is certainly a unique approach to parenting children, and many parents may not feel comfortable with such an open and unstructured system. Remember that what is not effective in one home may not be effective in another household, with another set of parents; ultimately you are the experts who can determine the most comfortable fit between your parenting style and your child's personality.





## What type of Parent am I?



**What type of parenting style(s) best describe me?**

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**What type of parenting style(s) best describes my child's other caregiver(s)?**

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**What things would I be willing/wanting to change about my parenting?**

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**What things do I value and/or would be difficult to change about my parenting?**

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**What interventions (discipline and rewards) have I used or am I using currently?**

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# Tips For Parents and Teachers

- **Provide Structure.** Structure provides children boundaries, while also allowing them to know what to expect. Without structure, children tend to be unproductive and have more difficulty with unexpected transitions. Structure can be implemented through providing rules as well as a schedule. Also, prepare children for unstructured time. This may mean presenting them with options of activities to choose from.



- **Post Rules:** Having rules posted serves as a reminder for children about their expectations. When creating rules for your home, invite children to take part. This allows them some control in the situation as well as a feeling of responsibility to the rules created.

- **Have A Predictable Schedule:** making a schedule as predictable as possible will aid the child in getting into a routine, knowing what to expect and being better prepared. If there is going to be a change in the routine, make the child aware of this change ahead of time and provide frequent reminders.



\*This includes having a set time for homework each day. By having a set schedule, it also limits any negotiations children may attempt to put tasks off until later. Post the schedule where the child can easily see it.

- **Simplify instructions:** Try to make instructions as simple and concise as possible. If they are too long, children will become confused and unfocused as well as forgetful as to what they are told. Making directions as simple as possible ensures that children will be more likely to remember what they were told, as well as following through with the instructions.

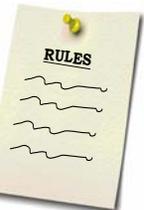
- **Repeat directions frequently:** Children with ADHD are often forgetful. Providing a reminder ensures that children will be more likely to follow through with the directions they were given. They can be given to children verbally, as well as writing them down. Ask children to repeat the directions back to you to ensure they heard and understood what is being asked of them.

- **Make Eye Contact:** Chances are that if a child is not looking at you, they are not listening to you. Do not yell directions to your child from another room! Use their name, make eye contact and reduce any other distractions before providing directions.



- **Encouragement:** Provide praise as often as possible. Rewards may also be given as incentives and as part of a behavior plan.

- **Try Not To Single Children Out:** Children with ADHD may engage in disruptive behaviors at times due to their hyperactivity or impulsivity. Instead of drawing others' attention to the child and causing possible embarrassment or increased frustration on the part of the child, try providing nonverbal warnings or cues.



- **Communicate:** Parents and teachers should communicate frequently. Keep a notebook that can transfer between home and school so that parents and teachers can communicate about goals, behaviors, or upcoming projects.



- **Workspace:** Make sure that the child's desk is as neat as possible. Have only the books and tools that are necessary for each assignment on the desk at one time. Clutter = distraction.

- **Classroom Seating:** Provide the child with seating that is best for the child. If the child is inattentive and easily distracted, sitting in the front of the classroom reduces the amount of distractions viewable distractions as well as putting the child in close proximity of the teacher. Should the child engage in more hyperactive behavior, sitting in the rear of the classroom may allow them to get up and take movement breaks as permitted by the teacher. Also, try to place the child's seat away from a door leading to the hallway or near a window. This will reduce distraction. Special seating may be provided for test taking times.



- **At home:** Provide the child with an area to complete their schoolwork. Make this area as quiet as possible so there are no distractions (TV, siblings, windows, etc.). Quiet music or even a fan may be helpful in providing background noise to drown out any distracting sounds.

- **Goals:** Break down large tasks into small tasks so they appear more manageable and not overwhelming. Have a plan and set a timeline. Check them off as you go.



- **Breaks:** Children with ADHD have difficulty focusing for long periods of time, especially on subjects that they are not greatly interested in. They also may need frequent movement breaks if they experience hyperactivity. Whether in the classroom or at home doing homework, breaks provide children time to release stress and reset. Provide breaks often and frequently to allow children to be more productive over a shorter period of time. In the classroom, develop a plan for how the child can signal the teacher if they need a movement break.



- **Learning Skills:** Teach children tricks to help with their memory such as mnemonic devices, rhymes, flash cards, etc. Also use studying skills like underlining and outlining while reading and taking notes.



- **Organization:** Organization leads children to be more productive. Here are several options: color-code binders, have folders for homework that needs to be done and has been completed, make checklists, post schedules, etc. Also instruct the child to keep their belongings in the same place. When they are done using something, instruct them to put it back, so that it will be easily found the next time they need to use it.



- **Homework Buddy:** Allow your child to pick a member of their class who is responsible and willing to help. This way, if your child forgets an assignment, or needs help following directions, they may call their homework buddy for assistance.



- **Use timers to help the child monitor themselves.** This will aid in allowing a child to see how much time they have to complete a task, like getting ready in the morning, eating



their dinner, or completing their homework. Timers can also be used to allow children to work on a task for an allotted amount of time, and then take a break.

- **Plan Ahead:** Prepare for upcoming tasks and activities. If you have trouble getting ready in the morning, put your clothes out the night before. If you are forgetful in remembering things before you go to school, post reminders to yourself or pack your book bag the night before.
- **Place responsibility on children:** You may always help and support your child, but do so in a way that allows them to be responsible for being prepared and getting tasks done. This not only teaches them independence and a sense of accountability, but may also teach them to be proud of their accomplishments.
- **Ask your child what will help:** often children know how they learn best and may come up with creative ideas on how to tackle a problem.



# Home Contingency Programs

## General guidelines:

### • The Purpose

- Contingency programs are used to SHAPE a desired behavior to occur more frequently.
- This is a tool for parents to use to elicit or draw out desired behaviors. It allows us to “catch” our children being good or doing what is expected of them instead of “dealing” with misbehaviors or opposition.

### • Identify specific, clear, target behaviors

- Who, what, when, how much, etc.
- Break complex targets into small parts
- Make your targets realistic and attainable, these can be changed/updated along the way!
- Keep your targets/goals at 3-5 behaviors.

### • Establish contingency for target behaviors

- Choose reinforcers or rewards (note these are not prizes, but *rewards* the child *earns* for something s/he has done).
- Reinforcers/rewards can include:
  - Verbal/praise
  - Time spent together doing a special activity
  - Special privileges
  - Tangible (e.g., small toys)
  - Representational (e.g. tokens or points to be traded in for the above at a later time)
- KEEP IT POSITIVE ☺, put the contingency in positive terms – Child does X behavior and then gets Y reinforcer (rather than, “If child doesn’t do X, won’t get Y”)
- Once a reward is earned, child must get reward. – child does X behavior and then gets Y reinforcer even if right after they earn the reinforcer they have negative behavior

### • Explain behavior to child

- Be very clear and check for understanding
- It may help to post the contingency plan or ‘rule’ where child can see it

### • Enforce contingency

- Consistency is key! Give frequent and consistent reinforcement/response
- Not following through, or making exceptions, will weaken the program’s effectiveness
- Do not nag – prompt for target behavior twice and then enforce contingency in a calm matter-of-fact manner.

- **The ultimate goal** transition from material contingencies to verbal praise, natural consequences, and internal motivation, and over time contingency program will be faded out, but initially be consistent!!



## 4 Types of programs:

- **If-Then Statements**

- Child does something you want (target behavior) and then gets something (reinforcer) – make sure to use positive language (see above).
- Can be used spontaneously, on a case-by-case basis.
- Verbally cue child, using positive, contingent language:
  - “First you do \_\_\_\_, then you get to \_\_\_\_.”
  - “First you do \_\_\_\_, then I’ll do \_\_\_\_ for you.”
- Immediately follow-through on contingency once child completes target behavior.

- **Contract**

- Like If-Then Statements, but established ahead of time – a “standing” agreement (not spontaneous/case-by-case)
- Written down.
- Used for key target behaviors that come up frequently, or that are essential for improving child’s overall behavior/functioning.

- **Points/token economy**

- Establish point values of each target behavior ahead of time
  - Values should reflect the importance or difficulty of the target behavior
- Be clear when and how points can be exchanged for rewards
- Points should only be given for the pre-established target behaviors, for the set amount
- Verbally label the behavior the child does
  - make it clear whether the child met or didn’t meet the target behavior
  - verbally label the consequences (points or no points)
  - e.g., “Johnny, you completed your homework today so you get 2 points.”
- Give immediate response – award points (write on chart, etc) immediately after child completes target behavior

- **Allowance**

- Good for chores/jobs, not for day-to-day expected behavior
- Establish what chores/jobs are clearly ahead of time (see suggestions above)
- Establish amount of allowance.
- Establish rules for what will be done if part of chores are completed (e.g., all or nothing, or partial allowance?)



# ***PRINCIPLES FOR REWARDING***

- The child wants and likes the reinforce/reward (child chooses)
- Use different rewards because sometimes they lose their effectiveness (develop a list with your child and periodically add to it)
- Be sure the reward is earned (giving in because you feel guilty reinforces the incorrect behavior).
- **The reward is given consistently and can be predicted by the child (each time I do “A,” I get “B”)**
- Label the behavior -- be descriptive (e.g., “Thank you for doing your chores right after you came home from school,” instead of “Great Job!”)
- Reinforce frequently - it is necessary to reward effort
- Don't reinforce undesirable behavior
  - Be sure to withhold the reward for incorrect behavior (don't give in!)
  - Refrain from giving too much attention to incorrect behavior (Yelling at a child for stomping up the stairs can cause a child to do it more next time...he wants your attention and is getting it”)
- Be sure child doesn't already have separate access to the reinforcer.
  - If preferred activities are restricted, it is easier to use them as rewards. Ex. If a child is permitted 30 minutes of TV, videogames, or computer each evening, parent can always add additional time for specific desired behaviors. If child has a curfew or bedtime, adding 15 minutes of playtime can be highly motivating.
- **Always include praise**
- Use age appropriate rewards
- Shaping (i.e., reward behaviors that come close to the behavior goal).

**Example:** Parent would like child to put all of his toys in a bin when he is done playing with them. Parent tells the child to clean up:



**Child's Response:**

*Child ignores.*

*Child complains and places the toys in the bin.*

*Child places the toy in the bin when asked.*

**Parent's Response: (notice that parent continues to praise each step closer to the goal)**

*He does not earn the reward*

*Parent praises for cleaning up and ignores complaints. Child earns the reward*

*He is praised for cleaning without complaint and earns his reward (and possibly a bonus!)*

- Avoid "yes, buts" /mixed messages/confusion.

Parent's goal is for child to get a shower (typically argues, and refuses). Parent tells child if they get a shower, they can play a video game for 15 minutes. Child complains under his breath and stomps up the steps on his way to the shower, but does get the shower.

Out of frustration, the parent then says, "Since you stomped and complained, you don't get your video game!"

Parent ignores the extra behavior and says "Thank you for getting a shower. Now you get 15 minutes on your videogame!"

***Can you think of a time you gave a mixed message like this?***



# Types of Rewards/Reinforcers

## **Social**

(Praise, Smile, Hug, Pat on Back) should be included with all other forms of Reinforcement

## **Activity**

(Games, TV, Privileges, Play)

## **Symbols**

(Stars, Points, Coupons, Tokens)

## **Material Things**

(Toys, Candy, etc.)



# Praise is KEY!!!



- “Catch” your child being good and showing desired behavior
- Be careful of back-handed compliments (Example: You worked really hard for that A in math! Too bad you can’t do that in Reading.
- Be enthusiastic and use different praise statements or kids will begin to “tune” you out.

## Sample Praise Statements

You did it all by yourself! Way to go! WOW! Amazing!

I’m proud of you! Fantastic! You did it all by yourself! ALL-RIGHT!

Good Job! Great! You did a lot of work today!

It’s really coming along! Hey, look at you! Nice work!

YES! You’re really improving! Well done! That’s the best ever!

Good for you! Fabulous! Awesome! You’re really learning!

Beautiful! Keep it up! You’re a winner! You did that so well!

Perfect! I knew you could do it! Now you’ve got the hang of it!





<p><b>Extra Bedtime Story</b></p> 	<p><b>Stay up extra ____ minutes</b></p> 	<p><b>Pick a snack</b></p> 	<p><b>Extra ____ min. on computer</b></p> 
<p><b>Small amount of money</b></p> 	<p><b>Dinner Choice</b></p> 	<p><b>Trip to Park</b></p> 	<p><b>Special time with dad</b></p> 
<p><b>Special time with _____</b></p> 	<p><b>Watch a Movie</b></p> 	<p><b>Sleepover</b></p> 	<p><b>Invite a friend to play</b></p> 
<p><b>Stay outside extra ____ min</b></p> 	<p><b>Game Night</b></p> 	<p><b>Favorite TV Show</b></p> 	<p><b>Extra TV show</b></p> 
<p><b>Special time with mom</b></p> 	<p><b>Go to a friend's house</b></p> 	<p><b>Get out of Chore Free</b></p> 	<p><b>Earn a small toy</b></p> 
<p><b>Outdoor Fun</b></p> 	<p><b>Call a friend or relative</b></p> 	<p><b>Go for a drive</b></p> 	<p><b>Video Game time</b></p> 

# Attending and Ignoring

In order to change negative behaviors, parents must first determine how intense of a response the behavior warrants.

## Attention-Seeking

Annoying behaviors such as mock crying, whining, stomping feet, pouting, tantrums, etc. are children trying to get attention

## Dangerous Behaviors

Require immediate attention and intervention: hitting, setting fires, running away, damaging property, harming self

## Other Behaviors

Require a stronger consequence (time out, loss of privilege, work chore) to promote motivation for change

### Directions

1. List the types of behavior that will be handled by withholding your attention.

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2. You can ignore your child by turning or walking away, talking to or looking at another person, or involving yourself in another activity. List things you can do when your child engages in the attention-seeking behaviors. Remember planned ignoring means NO response (this includes sarcastic statements, grunts, eye rolling, emotional facial expressions, etc.)

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3. Pay attention to your child shortly after the misbehavior stops by smiling, praising, looking at, or talking to your child.

4. Be prepared: when you first start withholding attention, the child's annoying behavior will increase for a while. Usually, things get worse for several days before they improve. If the behaviors worsens, what can you do to help yourself be consistent and continue ignoring? Is there someone who can help you?

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5. Use calm matter-of-fact tone throughout.

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# Giving Effective Instructions

1. **Reduce distractions before giving an instruction.** (e.g, Shut off TV/stereo.)
2. **Make eye contact.**
3. **Say child's name.**
4. **Use a firm voice.** Sound as if you expect to be listened to; businesslike; not angry or shrill.
5. **Be clear about what you want the child to do.** You may even “post” a list of expectations for things such as what it means to have a clean room (make bed, dirty clothes in hamper, toys in bin, etc.)  
Good instruction: “Sally, clean up your room now.”  
Bad instruction: “You are such a pig. How can you sleep in a room like that?”  
If you give a direct instruction, it's more difficult for your child to ignore you.
6. **State the instruction as an instruction.**  
Not a request, favor, or question.  
Poor instructions: “Will you take out the garbage for me. Don't you think it's time to go to bed now?”
7. **Give only one instruction at a time.**  
If you give more than one, you increase the chance that your child will tune you out.
8. **Always praise/reward as soon as your child follows an instruction.**  
It makes it more likely that your child will listen to your next instruction & it makes listening more enjoyable for the child.
9. **Back up your instruction with consequences, if necessary.**  
Never give an instruction unless you intend to do so!!!
10. **Make visual reminders, calendars, etc. for frequently given instructions** such as morning, afterschool, evening routines or chores to limit verbal interactions and fights
11. **If child continues to attempt to gain control provide structured opportunities in which he may have choices.** Example: Child must still get a shower, but he can choose to get it before or after he brushes his teeth. Child still must complete his homework, but he can choose to do it at the kitchen table or at his desk in his bedroom. Important to note: be careful about allowing the child to pick now or later because he may always choose later and then argue again. Also, child does not get out of the demand-- just has a choice in how it is done. Can you think of an example of how you might use this technique?



# Rules for Effective Punishment

1. Warn the child before administering the punishment.

2. Punish immediately after the unwanted behavior occurs.



3. Punish each time the behavior occurs.

4. Label the behavior being punished so your child knows what he/she is being punished for (BE SPECIFIC).

5. Reward appropriate behavior.

6. Avoid rewarding unwanted behavior unintentionally (such as laughing at a behavior or giving in to tantrums).

7. Match the intensity of the punishment with the severity of the behavior. Have a variety of punishments available to use.

8. Stay calm when punishing your child.

9. Avoid emotional discussions or criticisms while administering the punishment. The less said, the better.

10. Ignore your child's attempts to negotiate.

11. If taking privileges away, provide a means for child to earn privilege back.



# Types of Punishments

## 1. Planned Ignoring:

PLAN to ignore behaviors such as whining, mock crying, temper tantrums, pouting, verbal aggression when they are occurring. Start to pay attention to child IMMEDIATELY after child stops unwanted behavior.

## 2. Natural Consequences:

Help correct immature behaviors. These consequences would naturally happen without any adult intervention. Example: Overslept and missed school bus then child walks to school or refuses to dress for school and child goes to school in pajamas.

## 3. Logical consequences:

Consequences would occur due to adult intervention. Punishment logically fits the crime. Example: Child deliberately breaks toy then broken toy goes in garbage and parent does not buy replacement toy.

## 4. Removing privileges:

Should be a privilege that the child likes, often gets, and can be easily removed. Recommended time for removing a privilege: In general, shorter periods are better than longer ones. For example, 24 hours is better than one week. Examples: Playing video games, watching tv or favorite show, having friends over, going outside, riding bike, listening to radio, etc.

## 5. Time Out:

Removing the child from a stimulating environment or situation. For children that are seeking attention, removing it can be a significant punishment. A time-out is meant to remove the child from a situation where he or she is getting attention for inappropriate behavior.



## PLANNED IGNORING

1. Do not ignore dangerous behavior (physical aggression; property destruction; self-injurious behavior)
2. Ask yourself: Is this a behavior I want to ignore?
3. Be consistent when ignoring — every time the child engages in the behavior
4. The behavior you ignore likely will get worse at first – this is expected!
5. Remember: You are ignoring for a reason!

## EFFECTIVE WAYS TO IGNORE

1. Remove eye contact (turn your head and walk away)
2. Stay calm – Use ‘matter of fact’ tone of voice if you say anything at all
3. Do not attend to the child’s negative behavior
4. When the child engages in appropriate behavior, immediately praise the child!!

Adapted from Kolko, D. J. & Swenson, C. C. (2002). p. 242.



# Natural and Logical Consequences

**Natural consequences** help correct irresponsible or immature behaviors *without adult intervention*. Your child must deal with the effects or consequences of an action.

**Logical consequences** are used when we “let the punishment fit the crime.” Your goal is to help your child to see a connection between the misbehavior and the consequence given.

## Examples of natural and logical consequences:

### Problem

Overslept and missed school bus  
Child breaks toy  
Damages neighbor’s property  
Child says/does something hurtful

### Natural or logical consequence

Walk to school  
No replacement of toy  
Make restitution by doing chores for neighbor  
Must say/do something kind before playing

- ❖ What specific situations or behaviors do you think can best be handled with natural or logical consequences? What would the consequences be?
- ❖ You may be concerned about letting your child face natural or logical consequences. What are the advantages and disadvantages of letting your child face those consequences?

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## Taking Away Privileges

Removing privileges can be used if your child **tests** your use of **time-out** or **withholding attention**. Loss of privileges is also an appropriate consequence **by itself** if your child fails to carry out an agreement made between you. Used in this way, it is probably the most appropriate method of discipline for **older children and adolescents**.

### Important Points for Removing Privileges:

1. Decide (*in advance, when possible*) which behaviors will be dealt with by removing a privilege.
2. The privilege must be something you can actually **deny** your child.
  - a. For example, if you work and don't get home until after 5:00 p.m., you probably can't deny your youngster the privilege of watching TV in the afternoon.
  - b. Ideally, the privilege taken away should not affect others. For example, if the child is to be denied TV, what effect will this have on other family members who wish to watch?
3. The number of privileges lost and the length of time for which they are removed should be **matched** to the **age** of the child and the **seriousness** of the particular behavior.
  - a. Most parents make the mistake of taking away too many privileges for too long a time. This action turns what might have been a good learning experience into one of lingering hostility and resentment.
    - i. *We recommend that a privilege be removed for no more than 24 hours.* In fact, parents often get better results if they use even briefer periods such as taking away a toy for a few hours or preventing the child from watching a favorite TV show for each episode of swearing or talking back.
4. When taking away a privilege, be **calm but firm**. If your child tried to ignore the restriction, verbally address the consequence and then remove an additional privilege.
5. Once the privilege has been lost, the punishment accepted, and the time spent, the privilege should be **restored** and the incident **dropped**. Avoid any further lectures or reminders.

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# Time-Out

Time-out is a mild but effective way to deal with repeated noncompliance, aggression (e.g., fights between brothers and sisters) and other significant misbehavior. It involves sending the child to a relatively isolated but safe place for a few minutes immediately after each misbehavior. This is particularly helpful with younger children.

## Time-out serves several purposes:

- ❖ It takes away the attention that may be encouraging your child's misbehavior
- ❖ It stops the conflict
- ❖ It reduces the likelihood that your child's behavior will get worse
- ❖ It gives you and your child a chance to settle down.

## Important Points for Using Time-Out Effectively:

1. Know in advance the types of behavior that will be handled by using time-out.
2. Establish a consistent space in your home for the time-out. Avoid using either your child's room (too many distractions) or a chair in the corner (still in sight of other people). Also using bathrooms, laundry rooms, or stairs (except bottom stair) can be dangerous.
3. Time-outs can & should be used when needed in public. Identify a space in eyesight with minimal distractions & follow your family's time-out routine consistently.
4. The length of the time-out is dependent on the age of the child. A general rule of thumb is that a time-out should be no more than 1-minute in length for every year of the child's age (i.e. a maximum of 6-minute time-out for a 6-year-old child). The goal of time-out is to use the shortest amount of time needed for the child to calm and feel a desire to return to "time-in"
5. You will need to remove from the time-out location "fun" items (toys) or things that your child might get into or damage (pens, markers, fragile items, etc).
6. Keys to the effective use of time-out are (a) telling your child that what he or she did is unacceptable; (b) telling the child in a firm, calm manner to go to time-out.



- a. Here's an example: PARENT: Michael, I asked you to stop yelling at your brother and you have now hit him. In our house, hitting is not allowed. Go to time-out.
7. Once your youngster is in time-out, set a timer or check the clock and leave the child alone.
8. Your child needn't be absolutely quiet while in time-out. However, if your child yells or fusses loudly while in time-out, calmly & firmly state one time that the time-out will not begin until they have settled down.
9. Expect your child to test you and the time-out procedure. If he/she refuses to go to time-out and you are able to do so, gently but firmly take your child to the time-out place.
  - a. If your child is too old or combative to be physically guided to the time-out place, an option is to give one calm warning to go to time-out or lose a privilege for 24 hours. Later, if the child repeats misbehavior and again refuses to go, remove another privilege.
10. Should your child make a mess while in time-out, insist that it be cleaned up before he/she may leave time-out. (using natural consequences – child should clean mess)
11. If your child is sent to time-out for not doing something he or she was told to do, tell your child to do what you wanted after coming out of time-out. Be prepared to back up this second command with another time-out.
12. Once the time-out is over, do not scold or lecture your child.
13. Don't be concerned if your child tells you time-out doesn't bother him or her; the child is bluffing. If you continue to use it, you'll find that the misbehavior happens less and less often.
14. Be careful not to use time-out too much. If it is overused, it will lose its effectiveness. Instead, you want to rely on a combination of discipline strategies.



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# If-Then Statement How To's:

The key to IF-THEN Statements is that the privilege held back is something the child wants and was planning to do.

The "IF":

"Let's get those blocks picked up ..."

The "THEN":

...so we can read this story."

Wrong way:

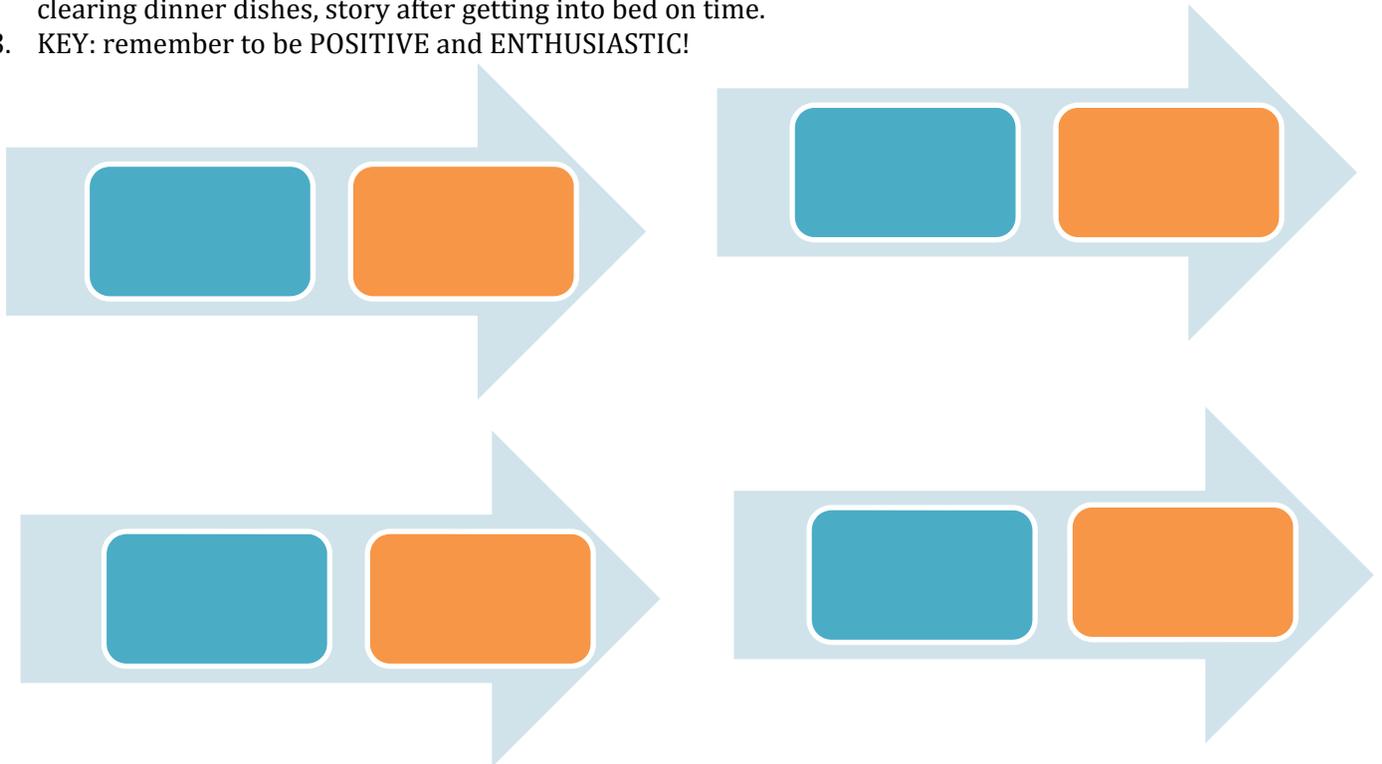
"If you don't pick up those blocks, I won't read you this story."

"Billy, you can't go out until you straighten up your room."

## Practice:

Think about the common problems you have with your youngster where IF-THEN Statements might work, lets use the models below to identify a few here that you can try over the next week:

1. Make sure you state the desired behavior and the privilege the child will earn or engage in. Never assume that your child knows what they are expected to do or what privilege will follow.
2. Try to use natural incentives, such as, playing out side after putting a coat on, earning a dessert for clearing dinner dishes, story after getting into bed on time.
3. KEY: remember to be POSITIVE and ENTHUSIASTIC!



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# Allowances



Allowances are particularly effective with children aged 9 or older. Children at this age begin to value money and are usually eager to earn it. An allowance will give your child a good way to earn money and learn how to manage an income. Behaviors rewarded with an allowance usually involve chores or work tasks (doing homework, babysitting, doing dishes).

*How to set up an allowance system:*

1. Determine how much money your child can earn on a daily basis. List the amount here:

---

2. Select the chores/tasks your child will be responsible for completing. Determine exactly what must be done for a task or chore to be considered satisfactorily completed (lawn mowed and trimmed around sidewalks).

Describe the chores/tasks here:

---

3. Assign a dollar or cents value to each task. If your child is expected to complete more than one task or chore daily, assign each one monetary value (5¢ for taking out garbage, 10¢ for doing dishes). If any one task is (a) particularly difficult, (b) something your child really dislikes doing, or (c) very important to you, you may want to assign it a higher monetary value.

Money earned for each chore/task:

---

---

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4. Develop a system for tracking daily chores/tasks. List each chore/task on a blank monitoring form. Every day, mark off each item on the form as it's completed.

5. Determine how often your child will be paid. It's usually best to pay each day, although some children aged 12 or older can be paid on a weekly basis. In either case, you should review your child's performance daily. During the review you should tally the allowance earned. If any or all tasks are not completed, you should refrain from scolding or lecturing.

6. Write down how often you will pay the allowance earned:

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# Point/Token Systems

## Key Tips:

1. The program should be explained to the child before implementation.
2. Behaviors should be verbally labeled as points are awarded.
3. Points should be given immediately following the behavior.
4. Points should be given only contingent on target behaviors.
5. A variety of back up reinforcers should be available.
6. The target behaviors least preferred by the child should earn more tokens.
7. The most desired reinforcers should cost more tokens and points.
8. Consistency in carrying out the program is important.
9. The value of tasks and reinforcers can all be adjusted if necessary.
10. If accumulation of too many points becomes a problem, only allow a certain number of points to be carried over after a certain date. The child may choose one or two major reinforcers to spend the points on before that date (e.g., a new bike or a trip to an amusement park).
11. There should be no bankruptcy. A child who has a negative point value should immediately have some consequences to get back to zero (e.g., extra chores or time out).
12. Do not nag your child to complete tasks. Children can be prompted twice, no more. If prompts are needed, the reinforcers are not potent enough and new ones should be selected.



## Point/Token Systems

To use a point/token system, you will give your child a “point” or some form of token (poker chips, beans, sticker) each time the youngster does the desired behavior. A child who earns a certain number of points or tokens over a period of time (for example, 10 points in 1 day) receives a special privilege or treat.

### HOW TO SET UP A POINT SYSTEM:

1. *Decide which behaviors earn points.* Remember, be very specific, pick behaviors that can occur often (daily chores, compliance, playing quietly for 15 minutes) so that your child has the chance to earn points and receive a reward each day.
2. *Determine how many points can be earned for each desirable behavior. You may choose to:*
  - a. Give a different number of points for different tasks (5 points/tokens for making the bed, 3 points/tokens for feeding pets);
  - b. Assign points/tokens to different parts of each task (cleaning the bedroom could be broken into three parts, such as 3 points/tokens for making the bed, 2 points/tokens for hanging up clothes, 2 points/tokens for sweeping the floor);
  - c. Award 1 point/tokens each time a particular behavior occurs.
3. *Select a list of special treats or privileges.* Both you and your child should have some ideas about this. However, common treats and privileges include reading or telling your child a story, playing a game together, getting to pick a special meal or dessert, receiving a small toy, going to the park, staying up late, choosing the evening’s TV programs, letting other children spend the night, or doing a special activity outside the home (movies, skating, a picnic).

### USE YOUR CREATIVITY TO ENGAGE YOUR CHILD:

1. Being creative will get your child to buy into the program faster.
2. A fun engaging program keeps you and your child motivated.
3. This can be a way to use and express your child’s interests.
4. Examples of creative Token Systems:
  - a. Use seeds or pictures of flowers that are planted (glued to a green poster board), once your child has planted a determined number of plants he/she earns the reward.
  - b. Use pictures of fish or small toy marine animals that are added to a “fish bowl” or any clear container if you child enjoys fish.
  - c. If you’re using this program only for a specific interval of time like dinner or bedtime create a game board using a picture of your child to move along the game. Use the spaces on the board as the token. The number of spaces you child moves will then equal an incentive. An incentive of greater value will be move spaces into the game.
  - d. My child’s interest that could be used in a fun playful way is:
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_

**Let’s get started:** Use the following worksheet to outline your token system, review this with your child and post this in your home as a reminder.

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# \_\_\_\_\_ 's Reward System

Behavior:

- |          |   |       |
|----------|---|-------|
| 1. _____ | = | _____ |
| 2. _____ | = | _____ |
| 3. _____ | = | _____ |
| 4. _____ | = | _____ |
| 5. _____ | = | _____ |

Tokens:

Reward:

- |          |   |       |
|----------|---|-------|
| 1. _____ | = | _____ |
| 2. _____ | = | _____ |
| 3. _____ | = | _____ |
| 4. _____ | = | _____ |
| 5. _____ | = | _____ |

Tokens:

Remember: Target only 3-5 behaviors, make them specific, be consistent!

You may choose several incentives/rewards for your child to earn or just one at a time!



## Managing Behavior in Public Places

1. Make a plan before you leave the house
  - a. Tell your child where you are going.
  - b. Be specific about how you want him/her to behave
    - i. Example - “While we are at the grocery store, I want you to stay beside me and talk in an inside voice.”
  - c. Be clear about what will happen if he/she misbehaves
    - i. Example - walks away, screams, cries; “If you don’t stay beside me or if you scream in the store, you will not get to watch TV tonight.”
2. Remember to use lots of specific praise  
Examples - “Thanks for staying beside me.” “You are talking in a great indoor voice.”
3. Try not to push your child too hard.
4. Incorporate something into the trip that will make it fun for the child  
Example - “After we get you’re brother’s soccer shoes, we’ll stop by the toy store for you.”
5. Bring along toys, books, and snacks “just in case” so that you can prevent your child from getting bored or hungry
6. Remember to use all the good behavior management strategies you’ve learned that will work with your child.



Adapted from: Eyberg (1999) *Parent-Child Interaction Therapy Procedures Manual*. Unpublished manual, University of Florida.51

