
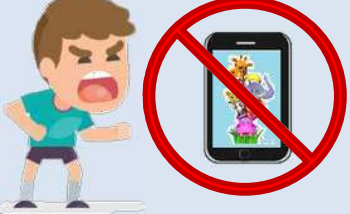


Strategies to Manage Behaviors

PC-CARE

SESSION 4

Skill	Reason	Example
Effective Commands 	<ul style="list-style-type: none"> Tells child they NEED to listen Should only be used when other skills are not enough, and a task must be accomplished now 	<ul style="list-style-type: none"> “Please put on your shoes.” “Please share one of your toys with me.”
Consistent Consequences 	<ul style="list-style-type: none"> Reinforces importance of following parents’ directions Helps children feel safe by knowing what will happen if they comply/don’t comply 	<ul style="list-style-type: none"> Praise for following directions: “Thank you for listening.” Removal of Privilege for not following directions: “You didn’t do what I told you to do, so you will not get your sticker.”

Effective Commands: Calmly Tell Your Child Exactly What To Do, then Wait	
Skill	Reason
Calmly	<ul style="list-style-type: none"> When you are calm, your child is more likely to remain calm Your child will learn to listen always, rather than only when you yell
Tell	<ul style="list-style-type: none"> If you ask (“Can you brush teeth?”) or suggest (“Let’s brush teeth”), a perfectly reasonable response from your child is “No” or “I don’t want to.” When you tell (“Please brush teeth”), compliance is the only reasonable response.
Your Child	<ul style="list-style-type: none"> Make sure the command is developmentally appropriate for your child If the task is too difficult, your child cannot comply
Exactly	<ul style="list-style-type: none"> When you are specific (“sit still” vs. “be good”), it reduces demands on your child to figure out how to comply and reduces room for questions
What <u>To Do</u>	<ul style="list-style-type: none"> Avoid “no, don’t, stop, quit, not” in commands, as these words encourage children to do exactly what you asked them not to do Children are not good at inferring meaning (“don’t run” could mean “hop or cartwheel instead”; “please walk calmly” makes it clear what <u>to do</u>)
Then Wait	<ul style="list-style-type: none"> Pause for 5 seconds after giving a command to give your child a chance to listen Children’s brains can take 5 seconds to process commands and initiate a response

Praise for Following Directions

- Rewards following directions

- “Thank you for listening”
- “Great job following directions”

Removal of Privilege for Not Following Directions

- **ONE** warning tells a child that they must comply
- **Consistency and follow-through** improve later compliance
- If you do not follow through with taking away a privilege after a child has chosen to lose it, the thought of losing a privilege will lack any power to get the child to comply.
- **Choose well!** Privileges must be: Important to the child; small in scope; and easy for you to enforce without interfering with necessary routines.
- **Logical consequences** feel fair, and could result from that behavior in the “real world.”
- **How many?** No more than 3 per command. After 3, non-compliance is receiving too much attention.
- **How long to remove?** Never more than 1 day. Children should start fresh every morning with the opportunity to succeed. Often, 15-30 minutes is long enough and gives parents consequences for later non-compliance.

COMMAND

E.g., “Please put on your shoes”

WAIT 5 seconds (silent or out loud)

WARN: “You have two choices: either put your shoes on, or you will not get your sticker.”

WAIT 5 seconds

Comply

Does not Comply

PRAISE!

EXPLAIN: “You didn’t do what I told you to do, so you won’t get your sticker.”

DEEP BREATH (stay calm)

WARN: “You lost your sticker. You have two choices: either put your shoes on or I will turn off the TV.”

WAIT 5 seconds

Comply

Does not Comply

PRAISE!

EXPLAIN: “You didn’t do what I told you to do, so I turned the TV off.”

DEEP BREATH (stay calm)

WARN: “You lost your sticker and the TV. You have two choices: either put your shoes on or we will not go to the park today.”

WAIT 5 seconds

Comply

Does not Comply

PRAISE!

EXPLAIN: “You didn’t do what I told you to do, so we will not be going to the park today.”

DEEP BREATH (stay calm)

WHAT NOW?

**Recognize that your child will not comply right now.
Remain calm and redirect to something positive.**

Complete task for the child
(e.g., put shoes on for child)

Parent ends activity
(e.g., read a book rather than go to the park, carry child to the car)

Ignore/Focus on positive
(e.g., ignore whining; praise calm, creative, etc. action)

Daily CARE!



Child's Name: _____

Therapist – Session #: _____

Parent Name: _____

Date Returned: _____

DATE	During 5 Minutes		Throughout the day		
	5-minute Special Play Time!	What toys did you play with?	Circle PRIDE skills used today	List strategies to manage behavior used today	Overall, how was your child today? (circle one)
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹

SPECIFIC SKILLS TO PRACTICE DAILY

Use your Relationship Enhancement Skills (PRIDE)

P Praise!

R Reflect!

I Imitate and model!

D Describe!

E Enjoy out loud!

Use "physical positives" such as smiles, eye contact, hugs, kiss, sitting closely

Reduce questions and commands

Avoid "NO", "DON'T", "STOP", "QUIT", & "NOT"

Use your Strategies to Manage Behaviors

Transitions between activities.

Compliance-friendly environment: Help child to succeed.

Ignore unwanted behaviors that are mild.

Redirect & Model appropriate behavior.

Keep Calm!

When-then, if-then, & choices to encourage compliance.

Set up **Rules**.

Effective commands: Praise compliance, remove privilege for non-compliance.

Redo and hand-over-hand to practice positive behaviors.

Recovery by using PRIDE skills after compliance.

Increase the behaviors you want to see by using key words:

Unwanted behaviors:	Dawdling, stalling, delaying	Misbehaving at meal times	Disobeying, acting defiant	Acting angry or aggressive
Words to encourage appropriate behaviors:	Quickly Complying (first time) Focusing Right away	Quietly Waiting Hands to self Sitting in seat Using manners Polite words	Good attitude Calmly Following directions Cooperative Complying	Using calming skills Softly Gently Carefully Calmly Thinking things over
Screaming, yelling	Destroying or being rough with things	Provoking others, picking fights	Interrupting, seeking attention	Trouble paying attention, overactive
Using nice words Big boy/girl voice Indoor voice Using calming skills Speaking softly Talking calmly	Safely Calmly Gently Softly Carefully Hands to self	Hands to self Polite words Saying nice things Cooperative Sharing	Letting others talk Listening Waiting Patiently Taking turns	Listening Focusing Concentrating Waiting Patiently