

## Behavior Management Basics:

*What should you do to manage behavior in session, how do you teach parents to manage behavior, and what should parents be doing?*



## The Importance of Warmth and Limits in Parenting and Therapy

### Directions/Commands

- Statements vs. Questions “It’s time to come back for session.”
- Setting an agenda and having session ‘rules’: Clear expectations
- Choices when appropriate and acceptable “Do you want to practice coping or continue becoming an expert on child sexual abuse?”

### Praise/Rewards

- Refocusing on positive behavior: “catch them being good”
  - Genuine labeled praise for positive behavior
  - Creativity in rewards: at home and in session
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- Specifics about rewards: Provide as immediately as possible, related to child’s interests or control/ability to make a choice, *parents and therapists have to hold up their end of the bargain*
  - Letting kids think they got a ‘deal’

### Differential Attention: The Key

- Attention: what behavior do you want to see more of? “catching your child being good”
  - Don’t tip toe around positive bx



- Ignoring: what behavior do you want to decrease/get rid of?
- How do you ignore a behavior? *Active Ignoring*
  - Inadvertent reinforcement of (the dreaded) Staying in the Waiting Room, Tantrums, & Power Struggles
- What behaviors *can* you ignore?
- What behaviors *can't* you ignore?

### Consequences

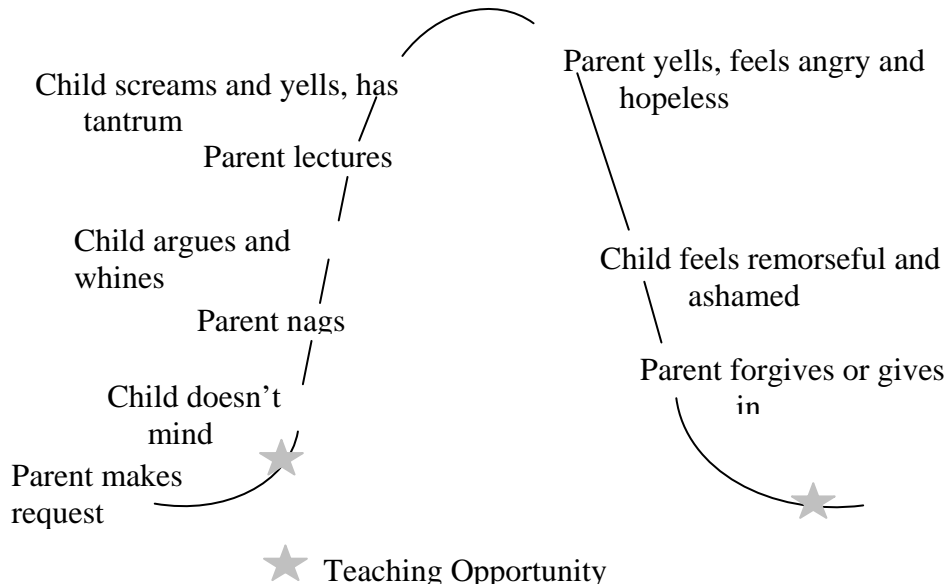
- Natural/Logical Consequences
  - many natural consequences are not appropriate (e.g., “You need to look both ways before you cross the street.”)
  - logical consequences are very effective, because they are related to the behavior
- Privilege Removal: **Creativity** in thinking about privileges for different age groups; parent has to have ‘**control**’ of the privilege
  - Young kids
  - Adolescents
- How does privilege removal *work*?
  - Remove privileges 1 at a time; for a limited period of time (1 day, ½ a day, 1 weekend day); getting the privilege **back** is what changes the behavior

- Not punishment: changing behavior
- Parents often want punishment: So, how do you convince them of what they view as ‘getting off easy?’
  1. Combating wanting to remove everything
    - You need something left for kids to lose: “What will you do if he hits his brother again, that same day?”
    - What do kids do when they have all their prosocial/occupying activities removed? What is left to do?
  2. Combating limited periods of time
    - “Can you stick to/make sure he doesn’t watch any TV for a month?”
    - “If he watches TV during that period, what does that mean?”
    - “Kids view a month as a lifetime...(relate to their experiences as a kid), so where’s the motivation to change behavior—I’ll never get to watch TV.”
  3. Why getting the privilege **back** changes behavior
    - Child “No way are you taking my game boy again!” We don’t like to lose what we already have
- Time Out: Best for young children (2 – 7)
  - T.O. essentials: a backup for refusal to stay in the time out chair; the child has to comply/complete the task after getting out of T.O.
  - What are potential backups?
  - What happens if kids won’t complete task/comply?
  - Parents have to use active ignoring while child is in T.O.
- Work Chores: Good consequence, but parents need to have relative control of child’s behavior to use

-work chores—purposeful tasks, time-limited (5-20 minutes); not usual chores

### Discipline vs. Teaching: Timing

- Both discipline and teaching are important; however, when implementing discipline, NOT the time to teach



- Parents can teach after child has calmed down, or at a neutral time: PCIT example: We teach kids T.O. *before* noncompliance

### Avoiding Power Struggles

- Broken Record: Repeating/sticking with the original command regardless of the child's excuse "having your blinders on, not getting off track"
- Using Deflectors: Nevertheless, the rule is..., exit and wait,
- Using analogies: "They have a lasso...; "They are pushing your buttons..." "Don't let them get your goat...; "They are throwing out that line, reeling you in..."
  - Having parents identify their buttons; button pushing handouts
- Reframing disrespect as "attitude" or button pushing

## Teaching Behavior Management to Parents

- Teaching parents and kids expectations
- **Role Plays**
  - talking is NOT the same as doing: See them do it
  - Practice it over and over with increasingly difficult/noncompliant child behavior
- Home Visits: Seeing skills in action; logistical issues

