

Ideas and Information for Parents



When a Child Misbehaves

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Arguing
Teasing
Throwing Tantrums
Paying Attention
Taking Care of Things
Sharing

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General Directions

Please read the following directions carefully. Important information unique to this program is discussed.

Purpose of This Program

This program is designed for parents, teachers, and other adults who work with children and want to change a child's behavior. The adult may want to know:

1. How to get a child to do something.
2. How to get a child to stop doing something.

This program is divided into two sections. The first section gives examples of how to teach a child to do something or to behave. The second section gives examples of how to teach a child to stop doing something or to stop misbehaving.

Is the Child Ready?

A child is ready for this program when the adult interacting with the child feels that either of the following is needed:

1. The child's good behavior needs to increase.
2. The child's misbehavior needs to be replaced with good behavior.

Learning Environment

Length: The lessons in this program are not designed to be taught for a specific amount of time each day. The lessons provide techniques and guidance to be used daily when the skills to be worked on can be practiced.

Time: If the skill to be worked on is one that can be scheduled, try to work with the child the same time each day. For any skill that you are working on, do not choose a work time that conflicts with a highly valued activity for the child; for example, do not schedule your work during the child's favorite TV show, regular play time, or special activity.

Place: Choose a work space that is free from distractions, one that will best suit the activities

required by the program.

Be Prepared: Have the work space and/or materials ready before you begin working with the child. This will help you get off to a good start.

General Teaching Tips

Follow All Instructions Carefully: It is important that the child's experience with this program be rewarding. As you teach the lessons, it is recommended that you follow the instructions carefully. You will increase the child's chances of success by following instructions carefully and by paying close attention to the instructions on praising.

Despite Your Best Planning, Things May Still Go Wrong:

Despite your best planning, the child may still fail to master the skills you are trying to teach. Don't let the child's skill failure turn into a message that he is failure as a person. Make every effort to assure the child that he is always valued as an individual, not just when he is succeeding. If you can't achieve success, stop training. It is far better for the child to have no instruction than to have consistent demonstrations that he is a failure.

Symbols Used in This Program: This program used the terms "Adult" and "Child" to refer to participants. Only the first letter of each term is used:

- A:** stands for the adult. What the adult says or does follows it.
- C:** stands for the child. What the child says or does follows it.

There are other points to remember:

- Information within Parentheses () tells what the adult or child should do.
- **Words in bold print** are what the adult says to the child.

Methods Will Work for All Children: Adults us-

ing this program may have to have changes to fit a particular child's age and interests. However, the basic methods presented should work with all children. Some of the activities may seem awkward at first, but they are not new. All of them have been successfully used with children.

Let Common Sense Be Your Guide: You need not be a child psychologist or attend numerous classes or seminars in child development in order to work successfully with youngsters. Let common sense be your guide. You know that the reward for good behavior is more effective than punishment for misbehavior. You know that you must keep any promises you make to a child. If you try putting yourself in the child's place and try feeling what he feels, you will be in a better position to know how to cope.

Replace Misbehavior with Good Behavior:

Most children who misbehave have learned to misbehave. The following shows how a child may learn to misbehave:

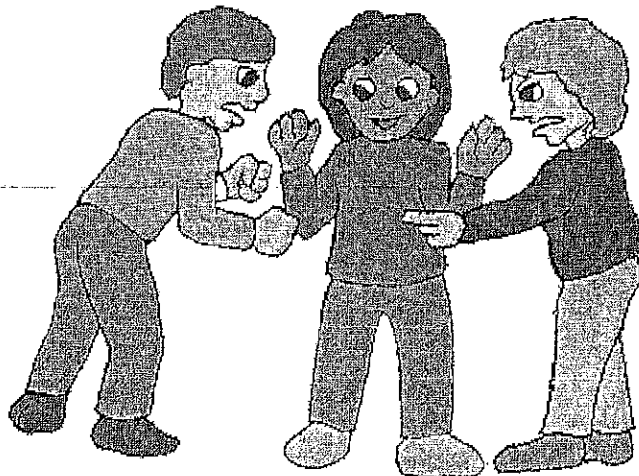
Here is what the child might have learned from this exchange.

1. When a grown-up asks a question, I don't know if he wants an answer or not. Sometimes he asks a question but really doesn't want an answer. It's very confusing.
2. If I say "No" to a grown-up, I get a lot more attention than I just do what he tells me to do.
3. If I cry, I get to stay five more minutes.
4. If I cry really hard, I won't get spanked.
5. If I cry enough, grown-ups will care more about getting me to stop crying than about spanking me or taking me home.

The key to disciplining a child is teaching him appropriate behavior before inappropriate behavior has a chance to occur. Since this is not always possible, we need to know how to deal with misbehavior when it does occur. The method used in this program is simple. Basically, it is an attempt to replace misbehavior with good behavior. Here

are some general rules to follow to help you teach a child good behavior:

1. Watch for good behavior and tell the child what he is doing that you like. Never take good behavior for granted. We adults have a tendency to ignore good behavior and focus on misbehavior. Make a conscious effort to reverse that tendency. Teach the child that your attention comes as a result of good behavior, not as a result of misbehavior. If you have to reprimand a child, make sure that the reprimands never dominate communications with your child. Be constantly alert, and "catch the child being good" and provide extensive and specific praise in which you identify the "good behavior." For example: "Thank you for playing with your little sister."
2. Provide the child with good models. Although this is not always possible, it is important to provide the child with as many good models as you can. Try to expose the child to playmates who are good "players," "workers," "learners," "talkers," - in other words, good at whatever behavior you would like the child to imitate. Avoid exposing the child to inappropriate models; for example, playmates or adults who consistently demonstrate inappropriate behavior.
3. Teach the child how to behave by keeping him actively involved in situations that promote appropriate behavior. Provide him with a variety of stimulating activities and praise him for playing and doing things in an appropriate way.
4. Prevent misbehavior by spending time teach-



ing the child how to behave. Play with him. Engage him in productive, enjoyable activities in which you can both take part.

Teaching Procedures: When you tell a child to do something and he cannot or does not do it alone, you may need to teach him that skill. The procedure to use when teaching a child something new includes three steps: **SHOW**, **HELP**, and **TELL**.

When teaching the skill, first **SHOW** the child how to do it. Then give him a chance to try it alone. If he cannot do it, showing him may not be good enough. You should then **HELP** him by moving or guiding him in practicing the skill. Then **TELL** him what to do and give him the chance to do it alone. The following examples show how the steps are used:

SHOW: Give the spoken directions and show the child what you want done. Then give the child a chance to try:

A: Jane, this is how you turn on the water. Now you try it.

C: (Turns on the water.)

HELP: If the child is having difficulty, give the spoken direction and then help by moving or guiding the child in following the direction:

A: (Take Jane's hand and put it on the faucet.)

This is how to turn on the water, Jane.

(Turn Jane's hand and the faucet until the water runs. Then turn it off.)

C: (Turns on the water without the adult's help.)

TELL: Give the spoken direction to the child. The child must complete it alone. Do not show or help the child follow the directions:

A: Jane, turn on the water.

C: (Turns on the water by herself.)

A: Great! You turned on the water by yourself.

Always praise the child when a task is completed. Even if you help him, praise him for trying. The

goal is for the child to be able to do something alone when you tell him. You should insist that the child be able to do more and more each time on his own before you praise him.

Note: Additional directions on how to teach this program are located within each lesson.

Providing Rewards

Positive Reinforcement: In this particular program, the kind of reinforcement we will be referring to is positive reinforcement. Positive reinforcement involves presenting something (attention or a tangible reward) after the occurrence of a desirable behavior in an attempt to increase the future likelihood of that desirable behavior. Positive reinforcement will tend to increase the

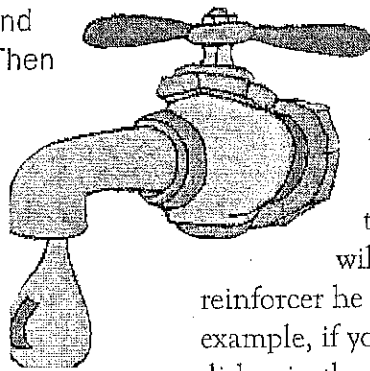
behavior that preceded it. Positive reinforcement may be in the form of tangible rewards or social rewards.

However, to increase behavior the reinforcer must be functional. That is, the quality and relative value of the reinforcers is important. A child will be more likely to work towards a

reinforcer he does not readily have access to. For example, if you offer a cookie if the child puts his dishes in the dishwasher yet he has just finished dinner, it is likely he will not complete the task because he is full from dinner. On the other hand, if you offer one on one time or 10 minutes of a favorite video (that he has not seen for several days) the chances he will engage in the task greatly increases.

Tangible rewards are objects you give a child for good behavior. If a child cleans his room, you might give him a cookie. If he rakes the leaves, you might buy him a toy. Tangible rewards may include the following:

Edible treats. There are a number of foods that may serve as reinforcers. Some suggested treats include fruits, vegetables, such as carrots or celery; nuts; cookies; etc. Try to use the most nutritious



When a Child Misbehaves

ways you can. Replace rewards of food with social rewards as soon and as often as possible.

Special Items: Some special items that may serve as reinforcers include stickers, small toys, and pens. Extra time such as a visit to the park is often a highly prized award. The reward badges included in this program are also an example of this type of tangible reward. In addition to heightening a child's sense of accomplishment, the badges serve to remind adults to recognize appropriate behavior and respond to it.

Activities: Some activities that may serve as reinforcers include playing games, singing, coloring, etc. Allowing the child to help make a progress chart is also an example of this kind of tangible reward.

Note: It might be useful to determine in advance what things are reinforcing to a particular child. What is reinforcing for one child is not necessarily reinforcing for another.

Social rewards are another type of sensitive reinforcement. While tangible rewards can be an effective way to modify behavior, they may not always be desirable or available. Social rewards, on the other hand, are free and easy to give. They include any behavior a person exhibits in an attempt to reinforce the good behavior of another. Smiling, touching, patting, and certain words like "You certainly are doing a good job, Edward" or "I like the way you are sharing with your sister" are all examples of social rewards.

How to Use Praise: The social reward we are probably most familiar with is praise. This program emphasizes the use of praise as an effective way to increase good behavior and decrease misbehavior. To be effective, though, praise must be specific.

When the child responds correctly, it is important to let him know exactly what he did correctly. "Great, you followed my directions!" or "I really like it when you work with me!" are examples of specific comments.

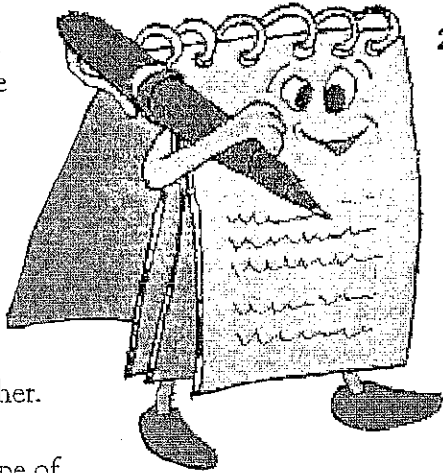
Point to Remember When Using Reinforcement: In learning to use reinforcement to increase good behavior, the adult must keep in mind several points:

1. Notice when the child is behaving.

Pay attention to the child when he behaves and always reinforce him for it. Don't take good behavior for granted.

2. Be specific in your praise.

Let the child know exactly what it is that he did correctly. "Very Good" does not tell the child exactly what he did. "Thank you for helping me set the table" would be a better comment. The following are examples of things you might say to praise a child:



A: Boy, you really set the table well.

A: When you play nicely with the baby, I'm really proud of you.

A: I like playing this game with you.

A: Thank you for picking up your toys.

A: You're doing just what I told you to do. I like that.

A: You listened carefully. You did everything I said to do. Good Work!

A: I'm very proud of the way you ate dinner tonight.

A: I've noticed you sit quietly watching TV. I'm so pleased with you when you do that.

3. Reinforce immediately

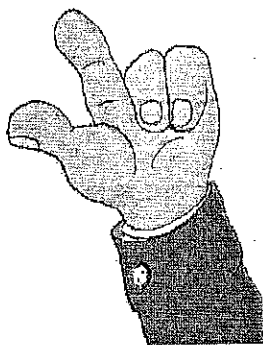
Try to reinforce the child's behavior right away. Don't wait until dinner to tell him he did a good job raking the leaves that afternoon.

4. Reinforce small steps

Reinforce small steps toward the desired behavior. If you want to teach a child to wash his hands, for example, you could start by praising him for going to the sink. After he has learned to go to the sink, you should show him the next step (turning on the water). Then wait until he walks to the sink and turns on the water before reinforcing him. As the child learns to do one step, you can teach him another.

The steps for washing hands would look like this:

- Go to the sink.
- Turn on the water.
- Pick up the soap.
- Wash the hands.
- Rinse off the soap.
- Put the soap in the holder.
- Rinse the hands.
- Turn off the water.
- Dry the hands.



Praise the child for each step. When he learns one step, reinforce him and show him the next step. Wait until he can do both steps before reinforcing him again. By reinforcing small steps, you can teach a child to do things and behave the way you like.

5. Follow the three steps for teaching

Remember the three steps to use when teaching a child something new: SHOW, HELP, and TELL. For a more complete description refer to "Teaching Procedures" on Page 1.

6. Be consistent

Whatever behavior you expect of a child, continue to demand it. This is very important. Your responsibility is to let the child know what you expect of him and that you expect it today the same way

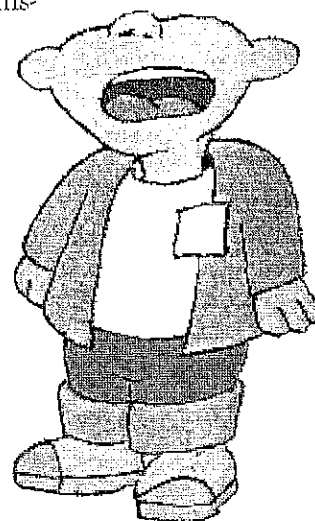
you did yesterday. The child's responsibility is to make sure he follows the rules. If the rule is "You get to play only after all your homework is done," that rule should be enforced every day. Once you let a child get away with breaking rules, he will no longer believe in them. You must be consistent. It is often a good idea to let the child decide what the rules should be and what will happen if they are broken. That way you are both sure of the rules.

7. Ignore misbehavior

Pay no attention to a child's misbehavior whenever possible.

Any kind of attention, even scolding, or a disapproving look can be rewarding for a child. If the misbehavior is not harmful, ignoring it will often cause it to stop. Ignoring misbehavior is difficult for several reasons: The child may continue misbehaving for what seems, or what is a very long time. (such as 5 minutes).

Remember to be strong and not provide any attention. Additionally, other (brothers, sisters, grandma and grandpa) might try to provide attention for the misbehavior. Kindly ask them to follow your lead and ignore the misbehavior, and wait for good behavior before talking with the child. When a child gets no attention for doing things that you don't like and plenty of attention for things that you do like, he will begin to do the things you like more often.



8. Create a "quiet area" and use it when necessary

Sometimes a misbehavior is harmful and you cannot allow it to occur again. You may have warned the child and tried various distraction tactics that serve to replace the inappropriate behavior. For example, asking the child climbing on the furniture to feed the dog. In that case you may need use punishment. The "quiet area" is one form of

punishment. It is often referred to as "time out." A "quiet area" is a place where a child must stay for a limited amount of time (1 to 5 minutes) with nothing to do. A timer is helpful for keeping accurate time. Use of a timer will be helpful for you and your child. Merely associating with other people and being involved in what's going on is rewarding for a child. Removing him from activity and attention because of misbehavior is an effective way to stop that behavior. An example of a "quiet area" is a chair facing a blank wall.

If a child is teasing his sister, you might have to sit him in the "quiet area" for 5 minutes before allowing him return to play. It is important to always tell the child why he is going to the "quiet area." This should not be a lecture - quickly state the problem, "teasing is not allowed," set the timer, and walk away.

A Word of Caution: The "quiet area" should be used sparingly to maintain its effectiveness- use it only when other attempts have not worked. Example: "You were teasing your sister, you need to go to the "quiet area." This should be the end of parent to child discussion.

9. Set conditions

Tell the child that he must do something before he can have (or do) something that he really wants. You should use this method when what you want the child to do is not absolutely necessary and when you can wait for the child to do it. "If you take off your coat and hang it up, we can read a book together." "When you put your toys away, you may have some juice." Be sure to state exactly what you want the child to do.

You may need to use other cues to make sure he understands; for example, point to the coat and hanger or demonstrate putting the toys in their proper place.

10. Make effective demands.

Sometimes what you want the child to do is absolutely necessary and cannot wait. In that case

saying "When you put on your jacket, I will give you a cookie" is not appropriate. A better statement would be "It is time to put on your jacket. Please do so right away." Say it firmly. Do not confuse the child by mentioning a reward before he has obeyed you. And do not ask a question unless you are willing to accept a "Yes" or "No" answer. Asking a question when you are really making a demand can be confusing to a child. Some other rules for making demands are:

1. Make only those demands that you can follow through on.
2. Be sure the child knows how to do what you are demanding.
3. Make sure the child understands. Pointing or demonstrating may be necessary.
4. As soon as the child starts the task, praise him.
5. Be patient and allow the child time to complete the task, then give more praise.
6. If the child does not do what he is told, firmly repeat the demand once. If the child does not begin the task, help him physically. In the previous example you should begin by getting the jacket and starting to put it on the child.

While you are helping, if he does something on his own, praise him immediately. Teach the child that he will have to do what he was told one way or another.

7. Say nothing else. Only the demand and praise are necessary. Do not scold. Do not reason.

Token Economy (TE)

In its simplest terms, a token economy is a type of reinforcement system in which a child receives tokens (coin, sticker, poker chip) that are later exchanged for access to an item or activity. If done consistently and correctly this type of reinforcement system is quite powerful for several reasons:

1. Tokens represent progress toward any number of items or activities (for example, books, one on one time, games, toys.)

2. The system is portable. For example, a child can earn a token for being nice to his sister at home, helping at the grocery store, or at Grandma's for helping with chores.
3. Tokens act to bridge the time gap between good behavior and the "pay off."

Note: It is not advisable to take tokens away for not following directions (or any other misbehaviors). Instead simply remind the child, "For following directions you earn a penny and 10 pennies equal 10 minutes with your favorite video."

When you begin the T.E. explain to the child that when you catch him following directions you will put a penny in his reward jar. At first, you will want to catch him following directions as often as possible. Then as time goes on you can reward with pennies less frequently. It is inevitable that your child will at some point say, "Mom, I was following directions, where is my penny?" Simply state this rule, "I decide when to deliver the pennies for good behavior, just keep up the good work and you will earn a penny soon." This occurrence will let you know he is interested in accessing the reward and that you may need to deliver a few more pennies throughout the day.

Let's look at an example of a TE. Every morning you would like your child to make his bed. So you set up a TE where your child earns a token each morning he makes his bed before breakfast. One way to keep track of this behavior could be through the chart in the back and some small stickers.

1. **Explain the conditions to the child - To earn a token,** every morning you will need to make your bed before breakfast.
2. **Explain the outcome -** If you make your bed before breakfast you will get to add a sticker

to your chart. If the bed is not made before breakfast no sticker will be added. Instead you will have to make your bed when you get home, before you can play or do anything else.

3. **Explain the "pay off" (reward) -** When you get 5 stickers we will go to your favorite ice cream parlor, or you can save up 10 stickers and pick the weekend video the family will watch.

Note: After a few successful 5 or 10 sticker runs you may change the condition to be 5 or 10 consecutive stickers in order to strengthen the behavior.

In summary a TE incorporates many of the components just described:

- a) set clear conditions.
- b) note (reward) good behavior
- c) reinforce specifically
- d) specifically praise what you see

11. Reason with the child only when he is behaving. Trying to reason with the child after he misbehaves can lead to many problems. Here is an example:



A: If you throw that clay one more time, you will have to leave the table.

C: (Throws a ball of clay on the floor a few seconds later.)

A: I don't want you to throw clay because I have no time to clean it up.

C: I'm sorry. I won't do it again.

A: You know I'm busy and can't waste my time picking up clay.

C: I won't do it again.

A: Okay. But one more time, and that's it!

What did the child learn about misbehaving? He may have learned the following things:

1. Mom really doesn't really mean it when she says I will have to leave the table if I throw clay.
2. Mom is busy, but I want her to play with me. I'll throw the clay to get her attention.
3. When I misbehave, all I have to do is say I'm

sorry and mom will forget about it.

You would not try to reason with a child at a time like this. Wait until he is being good. In the previous example a good time to explain why he shouldn't throw clay is when the child is playing quietly with it. Or set this as a condition and stick to it. "If you throw clay I will put it away or you will have to leave the table!"

Important:

- **Be consistent about all rules.**
When you make a new rule for the child, be certain that the child understands the rule. You might say "This is a new rule. If you hit your brother, you will have to sit by yourself for three minutes."
- **Reinforce good behavior immediately.**
- **Ignore bad behavior.**
- **Use the quiet area only when necessary.**

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

How to Use the Reward Badge or Other Tangible Rewards:

One tangible reward provided by the program is the reward badge. It serves to remind adults to give the child attention when he does things correctly. The reward can intensify the child's sense of accomplishment.

Although a reward badge is provided by the

program, the child may not find it to be reinforcing. Another tangible reward may be selected for use in rewarding the child. If the reward badge is used, you should select a badge or allow the child to select a badge from those found on page 52. If the reward badge is not used, select another tangible reward.

For more information on tangible rewards refer to "Tangible rewards" on pages 5-6.

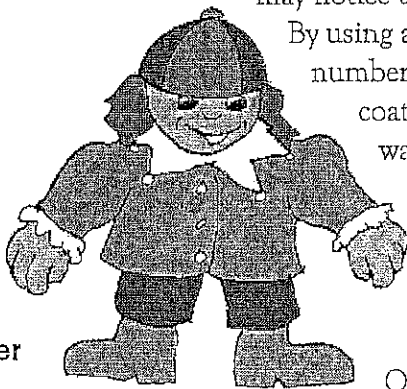
Remember: Once the child has acquired a skill, he should receive a reward badge or some other tangible reward.

Monitoring Child Progress

Charting Behavior: Charting a child's behavior is an effective way to tell if you are modifying it. It is also a good way to see if your rewards are working. You can either chart behavior that you like or misbehavior that you dislike.

When you begin to change a child's behavior, it may take a long time before you start to notice a difference. If Anita hangs up her coat once a day when she had not been hanging it up at all, you may notice the improvement right away.

By using a progress chart to record the number of times Anita hung up her coat you would know that she was behaving appropriately more often. Sometimes a chart provides the only way to see that what you are doing is working.



Often it is of value to observe and chart the child's behavior for one week before you do anything to change it. You can then compare the first week's records with those of the following weeks. If you are changing the child's behavior, it will show on the charts. Overtime, behavior that you are trying to promote should show an increase on the charts. Misbehav-

ior that you are trying to discourage should show a decrease on the charts.

Note: It should be noted, however, that ignoring misbehavior will often cause it to *increase* at first before it *decreases*.

In this program you will use a chart to record information about how the child is doing. A Progress Chart is included on page 50.

How to Use the Progress Chart: The Progress Chart (see sample on page 50) is designed to help you keep an accurate record of the child's progress. There are two parts to the Progress Chart, the Daily Tally and Weekly Graph. You will keep a record of the child's behavior by marking the Daily Tally each day and then by transferring that information to the Weekly Graph at the end of each week.

Daily Tally: On the Daily Tally you will record the number of times the child exhibits the behavior you are working on. The following blanks and columns are to be filled out on the Daily Tally.

Behavior. Record the behavior you are going to work on. You can either chart the behavior you want to increase or the misbehavior you want to decrease.

Dates. Record the month and days of the week in this column. On the sample Daily Tally, you can see that the child's behaviors were recorded during the weeks of February 3-9, February 10-16, and February 17-23.

Monday-Sunday. Place a Tally mark in the column each time the child exhibits the behavior you are working on. This should be done for each day of the week. On the sample Daily Tally, you can see that during the week of February 3-9 the child was observed hitting other people four times on Monday, five times on Tuesday, six times on Wednesday, and so on.

Total. Add up the total number of times the child exhibits the behavior during the week and record the number in this column. On the sample Daily Tally, you can see that the child was observed hitting other people 32 times the first week, 27 times the second week, and 24 times the third week. This information should be transferred to the Weekly Graph.

Weekly Graph. On the Weekly Graph you will mark the total number of behaviors exhibited for the week. The graph should be marked as follows:

Dates. Record the month and days below the appropriate week. On the sample Weekly Graph, you can see that the dates of February 3-9 were recorded below week 1, February 10-16 below week 2, and February 17-23 below week 3.

Grid. Place a mark (X) on the grid to indicate the total number of behaviors that occurred during the week. On the sample Weekly Graph, you can see that during the first week (February 3-9) the behavior occurred 32 times. The X is placed on the vertical line at 32 for week 1. In the second week (February 10-16) the behavior occurred 27 times. The X is placed on the vertical line at 27 for week 2. In the third week (February 17-23) the behavior occurred 24 times. The X is placed on the vertical line at 24 for week 3.

Draw a line to connect the X's on the graph so that you can see the general pattern of the behavior. The sample Weekly Graph shows that the behavior decreased from 32 times a week to 27 times a week to 24 times a week.

Note: Some children like to see the graph and help draw the lines. Involvement in the monitoring process can often work well as a tangible reward for the child.

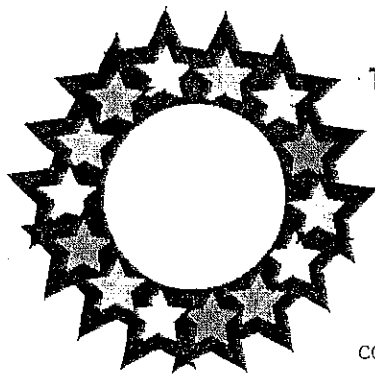
Materials

Materials Provided by the Program:

Lesson Manual. You are reading the Lesson Manual. It contains all the information you will need in order to teach the program.

Directions and Dialogue. These sections are provided in each lesson. They guide you in what to say and do as you teach the child.

Progress Charts. You will use these charts to keep a record of the child's progress. A Progress Chart is provided with each lesson.



Timer. The timer will be helpful to keep track of work time and also for time outs.

Reward Badges. When the child successfully completes a lesson, he will be given a reward badge (page 52).

Materials You Will Provide. This information is provided at the beginning of each lesson.

Unit One: Teaching to Behave

Introduction

Unit Overview

The purpose of this unit is to provide information on how to teach a child to behave. There are eight lessons in this unit. Each lesson provides directions on how to teach the skills and gives examples of adult dialogue. The lessons are organized as follows:

Lesson One:	Following Directions
Lesson Two:	Paying Attention
Lesson Three:	Picking Up Toys
Lesson Four:	Playing With Other Children
Lesson Five:	Sharing
Lesson Six:	Sitting Still
Lesson Seven:	Taking Care of Things
Lesson Eight:	Working

Lesson One: Following Directions

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on pages 10-11.)

Directions

It is important for children to learn to follow directions. To do this, they may often need to improve their listening skills. These are suggestions for teaching a child to listen and follow directions:

1. Say the child's name. Wait for eye contact and then praise him for paying attention. When he looks up at you, give the directions and have him repeat them.
2. Whenever the child follows a direction correctly, praise him immediately; for example, "Thank you for rinsing off your dish and putting it in the sink. You did that just the way I asked."
3. Avoid saying, "You don't listen" or "That's not what I told you to do!" Ignore mistakes whenever possible and praise the child when he follows directions correctly.
4. You can also make a game of learning to follow directions. Hide a nickel (or some-

thing the child likes) somewhere in a room. Tell the child that he may have the nickel if he will listen to your directions and follow them exactly. Give directions only once:



- A:** (*Hide a nickel.*)
Freddie, you may have a nickel if you listen to my directions and follow them exactly. Go _____ to the kitchen. Open the top drawer next to the sink. (*Do not repeat instructions*)
- C:** (*Follows directions exactly.*)
- A:** Take the nickel from the back of the drawer. (*Notice that in order to keep the nickel, the child must go straight to the kitchen, pull open the top drawer next to the sink, and look in the back of the drawer. If he goes to another drawer or makes any other mistake, he may not have the nickel. You may want to hide the object in a new place and give new directions. If the child follows the directions exactly, be sure to praise him. You might reward him by hiding another nickel or other object.*)

Remember:

1. Give the instructions only once!
2. Start with very simple directions.
3. Then as the child gets better at following them, make them longer and more complicated.
4. Be sure that the directions are clear and easy to understand.
5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

- Notice when the child is behaving.
- Be specific in your praise.
- Reinforce immediately.
- Reinforce small steps.

- Follow the three steps for teaching.
- Be consistent.
- Ignore misbehavior.
- Create a "quiet area" and use it when necessary.
- Set conditions.
- Make effective demands.
- Reason with the child only when he is behaving.

Dialogue

The Skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations.

Example 1: Praising and rewarding for following directions.

A: Billy.

(Waits until Billy makes eye contact.)

Thank you for paying attention. Please put on your boots and mittens and come outside with me.

C: *(Puts on his boots and mittens and goes outside with the adult.)*

A: You really listened well, Billy. You quickly put on your boots and mittens and came outside. Let's take the dog for a walk. Then we can make hot chocolate when we come home.

Example 2: Praising for following directions and ignoring mistakes.

A: Suzy!

(Waits until Suzy looks up.)

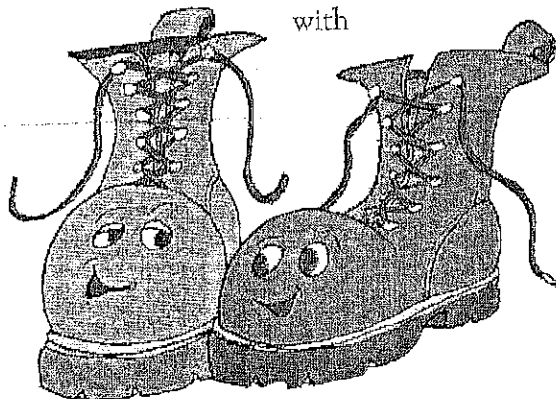
Listen carefully. Please take off your boots and put them on the back porch.

C: *(Takes off her boots and leaves them on the floor.)*

A: Suzy, thank you for taking off your boots so quickly. Now please put them on the back porch.

C: *(Puts her boots on the back porch.)*

A: Thank you for putting your boots on the back porch.



Example 3: Praising and rewarding for following directions.

A: Jim!

(Waits until Jim looks up.)

If you do exactly as I tell you, we will go to the store when you're finished.

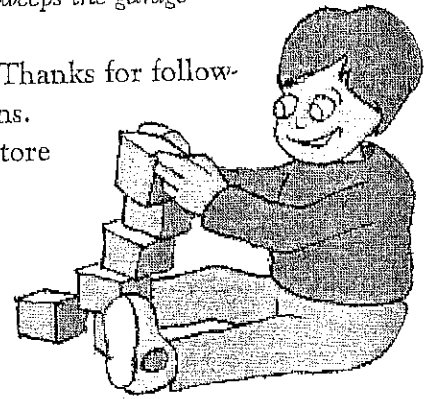
C: Good! What do you want me to do?

A: Please take the newspapers and put them on the garage shelf. Then sweep the garage floor.

C: Sure, Dad.

(Takes out all the newspapers and puts them on the garage shelf. Sweeps the garage floor.)

A: Good job, Jim. Thanks for following my directions. Let's go to the store now.



Caution: It is a serious error to punish so-called misbehavior that

results from misunder-

standing. If the parent gives the instruction "Play with your toys after you put on your slippers," the child might immediately start playing with his toys because he did not understand the meaning of "after" or because he only heard the first part of the instruction. The meaning might have been clarified

by giving two separate instructions: "Put on your slippers." The child obeys and receives praise.

"Now you may play with your toys." Another way to simplify the instruction is to put the activities in their proper order: "Put on your slippers; then play with your toys."

Lesson Two: Paying Attention

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities. (ex. when your child is completing homework at the kitchen table.)
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

If a child has trouble paying attention to what you say to him or to what he should be doing, this lesson will provide suggestions on how to help the child with this behavior. The following example demonstrates how to encourage a child to pay attention:

1. Notice when the child is paying attention to what he is doing. Praise him immediately, "I like the way you are working hard," or "You are really paying attention. That's great!" You might even reward him by giving him something he likes.

2. Whenever the child is not paying attention, ignore him. Do not say "You are not listening," "You aren't doing your work," or "Sit down here and get to work!" Give him attention only when he is paying attention.
3. For a child who always has trouble paying attention, it may be helpful to use a timer. When you want the child to work, set the timer for three minutes. Tell the child that if he pays attention to his work for three minutes, such as having his eyes on his paper or staying on task. Afterwards he may then do something he likes for three minutes. Be sure to praise him for paying attention. You should gradually increase the time he must pay attention.
4. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
5. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interaction with children in a variety of situations.

Example 1: Praising for paying attention to task.

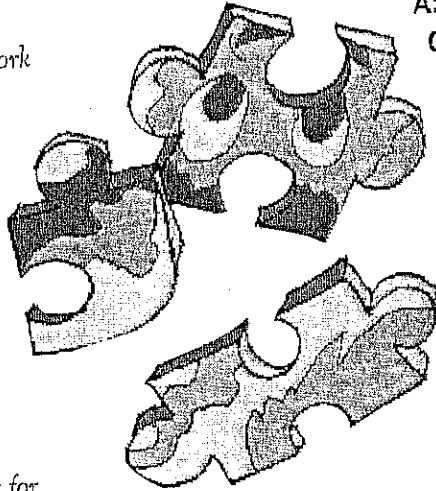
A & C: (Sit down to work on a puzzle.)

C: (Starts finding pieces.)

A: It looks as though you are eager to put this puzzle together. I like the way you are working on it.

A & C: (Work together for five minutes.)

A: You are working so hard today. We are almost finished!



Example 2: Ignoring, praising, and setting conditions.

A: (Starts to help child with his homework.)

C: (Stops and stares out the window.)

A: (Ignores child.) - (see page 7 for guidelines)

C: (Gets back to work.)

A: You're sure working hard now. As soon as we're finished, we can go outside and play catch.

C: Hurrah!

Example 3: Setting conditions and praising.

C: (Sits down to write out spelling words.)

A: Today we'll use a timer while you work. Work on your spelling until the timer rings, then we'll set the timer for the same amount of time and you may look at your comic book until the timer rings again. Then you will go back to work on your spelling.

(Starts timer.)

C: (Work on his spelling until the timer rings.)
(When the timer is started again, he looks at his comic book. When the timer rings once

more, he goes back to his spelling.]

A: Very good! You are paying attention to your work. Let's reset the timer for the comic book.

Lesson Three:

Picking Up Toys

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on pages 10-11.)



Directions

Children often fail to pick up their toys, making extra work for adults. This lesson describes one way to handle this problem by denying the child the use of those toys for a period of time: (note: see page 7 on Being Consistent)

1. Get a large box, such as a grocer's cardboard box. Tell the child that toys left lying around will be put in that box.
2. Anything put in the box may not be removed until the following day or until a particular day like Saturday or Sunday.
3. You may help to motivate the child by counting the number of toys that are put in the box during the first week. Offer him a special treat or privilege at the end of the second week if there are fewer toys in the box. At the end of each week there should be fewer and fewer toys in the box.
4. Since the purpose is to teach the child to be tidy, it is important to praise the child when he does pick up his toys.
5. The advantage of this system is that it eliminates the need for nagging. "Howard, pick up your toys!" Once the box idea is established, you can stop reminding the child about picking up. The responsibility has now become his.
6. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
7. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

- Notice when the child is behaving.
- Be specific in your praise.
- Reinforce immediately.
- Reinforce small steps.
- Follow the three steps for teaching.
- Be consistent.
- Ignore misbehavior.
- Create a "quiet area" and use it when necessary.
- Set conditions.
- Make effective demands.
- Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which

demonstrate adult interaction with children in a variety of situations.

Example 1: Using a box and ignoring arguments.

C: (Finishes playing with blocks and goes off to watch television, leaving blocks scattered on the floor.)

A: (Notices blocks after child has gone to bed. Picks them up and puts them in the box.)

C: (Next day.)

Where are my blocks?

A: You left them lying on the floor so I put them in the box.

C: That isn't fair!

A: You may have them back in one day. You know the rules.

(Ignoring all arguments. See "Unit Two, Lesson 1 Arguing." and pg 7 ignoring)

Example 2: Praising for picking up toys.

C: (Finishes playing with blocks and puts them into proper container. Puts container away on

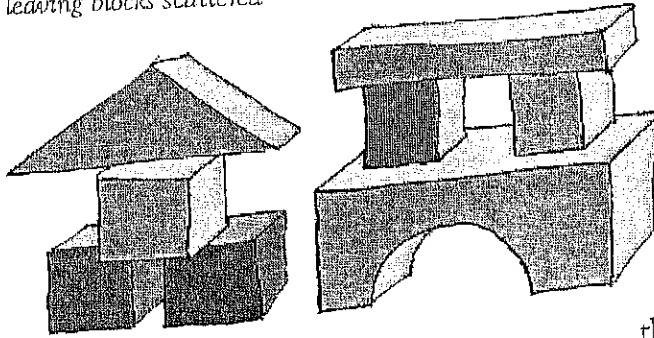
shelf.)

A: I'm pleased that you are remembering to put away your toys.

(Hugs the child.)

C: Yeah! I don't want them in the box again. I like those blocks. I'm going outside to play now.

A: Have a good time!



Example 3: Using special privileges as reward.

A: It's Saturday, so you may take your toys out of the box and put them away.

C: Oh boy! You said I could go swimming today if I have less than six toys in the box.

(Goes to the box, takes out toys, and counts them.)

I have only four toys in the box!

A: That's great! That shows you are really learning to pick up your things. Let's go swimming now!

Remember: As hard as it might be to not allow the privilege if more than six toys are in the box, be consistent and stick to the conditions.

Lesson Four:

Playing With Other Children

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress.

(For more information on charting, refer to "Monitoring Child's Progress" on pages 10-11.)

Directions

Some children are happy playing with themselves or with others. They are both self-sufficient and social.

Other children keep playmates away by using unacceptable behavior-ranging from hitting, arguing, interrupting, teasing, or not sharing, etc. You can teach such a child acceptable behavior by reading the sections in this manual that deal with these problems.

Many children, however, would like to play with others but are afraid, shy, or unsure of themselves. They may not know how to play with other children. If a child is too shy or doesn't know how to

play with others, follow these suggestions.

1. Be conscious of the child's behaviors. If you take the child someplace where he has the opportunity to play with another child, watch him. If he is hesitant and afraid to play, gradually build up his confidence so that he can interact with others.
2. When you are with the child and he smiles or talks with another child, praise him for being friendly. You might even try playing with both children for a while.
3. Be careful not to push the child into uncomfortable situations. If he is shy, he won't like large groups of children. Try to find one child to play with him. If he enjoys that, he may soon be ready to play with several children.



4. Let the child know that you care. Comfort him if his feelings get hurt while playing but don't be overprotective. Children can be cruel to one another. Every child has to learn that some playmates are fun and some may have to be avoided or ignored. Help the child learn to distinguish between the two.

5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.

8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interaction with children in a variety of situations.

Example 1: Teaching a child how to play with others.

C: *(Is playing in backyard by himself. New next-door neighbor's child is also playing alone in his backyard. Looks at neighbor with interest.)*

A: *(Calls over to neighbor's child.)*

Tommy, ask your mother if you may come over to our backyard. Let's all three play a game together. Choose a game that is familiar or easy to learn.

(Plays with both children for a short time. Then finds a reason to leave.)

I have to check the laundry now. You play without me for a while.

(Starts out with very short periods and then makes them longer and longer.)

You are playing well together. I like that.

Example 2: Not pushing a child into situations that are uncomfortable.

A: *(You and your child are at a social gathering. A number of parents and children are present, and your child shows signs of being nervous such as not talking with others or clinging to parents leg. Someone suggests you let him go outside and play with the other children.)*

George, you may go out and play with the other children or you may sit quietly with me.

C: I don't want to go outside.

A: Very well, you may stay here.

Example 3: Noticing the child helping others and praising him.

C: *(Helps little brother pick up toys and put them away.)*

A: That is really nice. I like to see you working together.



Lesson Five:

Sharing

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on pages 10-11.)

Directions

Children will sometimes not share, either because others have not shared with them or they fear they may lose their belongings. This lesson provides ideas for helping a child learn to share:

1. Whenever you have a chance, share something of yours with the child. This includes encouraging him to help you do something he enjoys, like cooking, planting a garden, and making repairs. The child will learn from these experiences that you trust him with your things and that you also trust him to do a good job.
2. When he uses something of yours, praise him for holding it or using it correctly.
3. When the child starts sharing with you, do not keep his belongings very long. Give them back quickly and thank him. As he becomes more relaxed and willing to share, he won't mind if you keep his things for longer periods of time.

4. Whenever the child shares his possessions with anyone, thank or praise him. "Thank you for letting Sue play with the airplane. She took good care of it. It is very nice of you to share with your friends."
5. Never scold or force a child to share. He might be even less willing to share in the future. Instead, always praise him for sharing. Help him feel generous by sharing your praises with him.
6. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
7. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Sharing an activity with the child.

- A:** I'm going to make cookies now, Jimmy. Would you like to help me?
- C:** Yes! Can I lick the spoon?
- A:** Certainly!
- A & C:** (Measure ingredients together.)
- A:** You're really measuring carefully, I'm glad you're helping me today.

Example 2: Sharing for a short time.

C: *(Is playing with a new truck.)*

A: That's a nice truck. May I look at it?

C: *(Reluctantly.)* Well... okay.

A: *(Takes the truck and admires it. Gives it back after a few seconds.)*



Thank you for sharing with me. I liked looking at your truck.

Example 3: Not forcing the child to share.

C: *(Is playing with a new doll.)*

A: You really like your new doll, don't you?

C: Uh, huh.

A: I can tell you like it because you take such good care of it. May I hold it for a minute?

C: No!
(Hugs doll closely.)

A: *(Casually.)* All right. Maybe you'll want to show it to me later.

Lesson Six:

Sitting Still

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

The child who is always moving about and acting restless can present a problem. Such behavior might occur because the child wants attention or because you fail to notice and comment on the times when he is quiet. To lengthen the time a child can sit still, you must become conscious of his behavior. This lesson will help you and the child work together to create times of peace and quiet:

1. When a child is being overly active, try and ignore him. This is difficult, but it is important not to give undue attention to such behavior. (see pg 7 for helpful guidelines on Ignoring.)
2. When a child is paying attention and sitting still, or at least not jumping about, be sure you praise him. It is important to notice when a child is quiet. His overactive behavior may be a bid for your attention.
3. A timer may be used to help a child sit still

for longer periods of time. Set the timer near him, but out of reach, and tell him that he is to sit still for a short period of time (one to three minutes at first). Be sure he has something to keep him busy and clearly set the conditions. (see pg 8) You can make this into a kind of game. Begin to chart how long the child sits still and show him how he is doing. When he manages to sit still for the desired length of time, reward him. Have the child set his own limits of how long he will sit still. He will try harder to meet self-imposed limits.

4. You can make a contract with a child. "If you can sit still for one minute and work with your picture cards, I'll give you some milk and cookies." If the child fails to keep the contract, he forgoes the treat. If he succeeds, he receives his reward. (see pg 8 on setting conditions)
5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising the child for sitting still.

C: *(Is sitting quietly working on a puzzle.)*

A: Thank you for working on your puzzle so quietly. I really like to see you working hard on something. Would you like me to help you?

C: Yes, I'm having trouble with this piece.

Example 2: Setting conditions and praising.

C: *(Is trying to work in his coloring book but is restless and cannot keep his mind on it.)*

A: If you work in your coloring book for one minute, I'll go for a walk with you.

C: *(Colors a picture quietly for one minute.)*

A: You are really trying. You worked hard on that picture. Let's take a nice walk together.

Remember the child must complete a full minute of work to earn the walk.

Example 3: Using a timer.

A: *(Shows the timer to child.)*

See this timer? I want to find out how long you can sit still and look at your storybook. How long do you think you can do that?

C: I don't know. Maybe a minute?

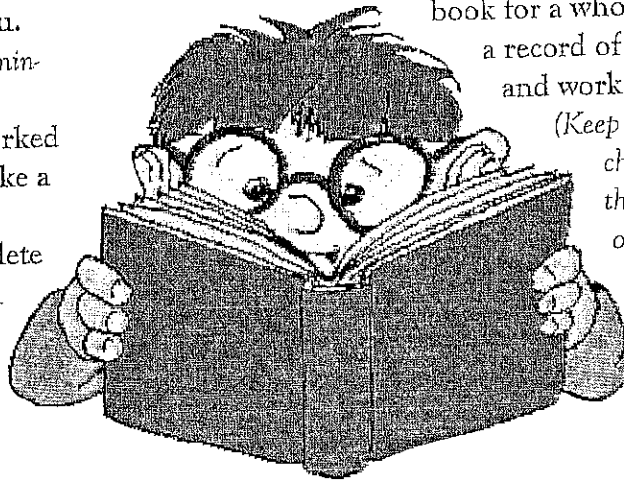
A: Okay. Let's set the timer for one minute. I'll put it where you can see it.

(Explains how to tell when the time is up.)

C: *(Looks at storybook for one minute.)*

A: That's very good! You looked at your book for a whole minute. Let's keep a record of how long you can sit and work quietly.

(Keep track of how long the child can sit still. After the child has sat still for one minute three times in a row, increase the time.)



Lesson Seven: Taking Care of Things

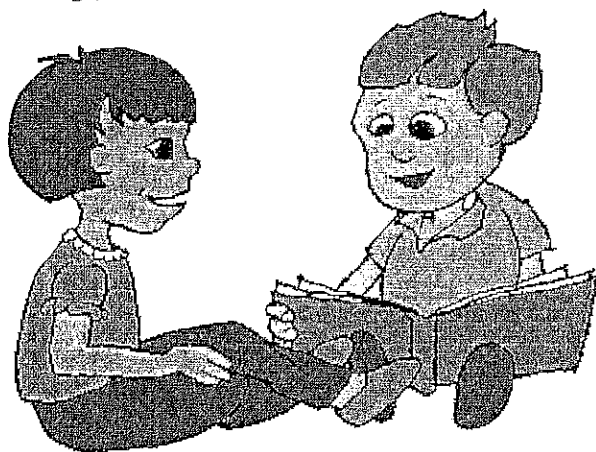
Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on pages 10-11.)

Directions

1. If a child breaks his own or other people's things, he needs to learn how to take care of things better. The following suggestions demonstrate how to do this:
Tell the child "It is good to take care of your things. It is good to take care of other people's things, too."



Pick up something that belongs to the child—something that he likes very much. "This is your CD player. You like your CD player very much. You want to take good care of it so you will have it for a very long time. I want to take good care of it, too, because it belongs to you." Pick up something that belongs to you and that you like very much. "This is my knitting bag. I like my knitting bag. I want you to take good care of it, too."

2. You must praise the child every time you see him handling something carefully or taking care of his own or someone else's property. Be specific in your praise, "I can see that you are holding that glass very carefully" or "You are showing me that you respect my book because you used it carefully. Thank you."
3. Once the child starts taking better care of his and other people's things, you might reward him with something new.
4. If you find a child breaking something, quickly take it away from him. Tell him when he breaks something, he must go to the "quiet area." (see guidelines on quiet area use on pg 8-9) Leave him one to three minutes or until he has been quiet for one to three minutes. In some cases you might tell the child that he will have to do jobs to earn the money to pay for what he has broken. See that he does the jobs on a regular basis and as soon as possible. It is important that he learn to be responsible for his actions.

Remember: Do not reason with the child right after misbehavior. It serves only to call attention to what he did wrong. Reason and praise the child when you find him taking care of things.

5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising for taking care of things.

- C:** *(Doing a jigsaw puzzle. Has difficulty making one piece fit.)*
- A:** That looks like a hard piece.
- C:** It won't fit!
- A:** It's really giving you a lot of trouble, isn't it? Maybe we can do it together.
- C:** Okay. *(Hands puzzle piece to adult.)*
- A:** You're taking good care of this puzzle. Does

the piece go in this way?

(Turns piece in correct direction.)

C: I guess so. Thanks.

(Puts piece in place.)

A: Thank you for taking care of the puzzle.

Example 2: Rewarding with something new.

- A:** *(A week has passed and the chart shows that Tommy hasn't broken anything deliberately.)*
I've brought you a new toy car because I've noticed that you've been taking good care of things.
- C:** Oh boy!

Example 3: Sending to the "quiet area" for deliberately breaking things.

- C:** *(Is drawing a picture with a pencil. The pencil lead breaks. The child breaks the pencil and throws it across the room.)*
- A:** You may not break things. You must go on to the "quiet area" for three minutes.
(Says nothing further to the child. Send or take him to the "quiet area," and sets timer.)
After the three minutes has expired have a positive alternative planned. For example do something together that the child enjoys. But not until he has picked up the pencil pieces.

Lesson Eight:

Working

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

Some children have to be told over and over again to work at something. When this happens, the child is controlling the adult. Some children will say "No" whenever you ask them to do a job. This lesson provides ideas on how to encourage a child to work.

1. When a child is working on something for you or for himself, be sure to praise him. If you praise him for doing a job, he should start enjoying it and look forward to getting praised.
2. When a child refuses to work it may be because he has not been noticed or praised for working. Ask the child to work with you on something that he enjoys doing. When he does it, praise him.
3. Try to get the child to work on things that he

has refused to do before. Don't ask too much at first. You may have to praise him for small steps in the beginning. If the child just looks at what you want him to do, you might say "Good. You are paying attention. Now pick up your clothes." Sometimes praising small steps will encourage a child to do the task.

4. Some children like to work toward a goal. Tell the child that he may have a certain reward if he does something. "If you help me clear the table, you may invite Peggy over to play for a while." (see guidelines on setting conditions pg 8.)
5. If a child refuses to do a job, explain that this is not allowed and he will have to go to the "quiet area." The "quiet area" should be used infrequently, and the child should be immediately directed back to the work station.
6. You may need to help the child for a week or more before you begin getting results. But if you are consistent, praise will teach the child to work.
7. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
8. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary

from child to child. A few examples, are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising small steps.

A: (Is sitting at the dinner table.)

Hank, take your plate to the sink, please.

C: (Looks at his plate but does not remove it.)

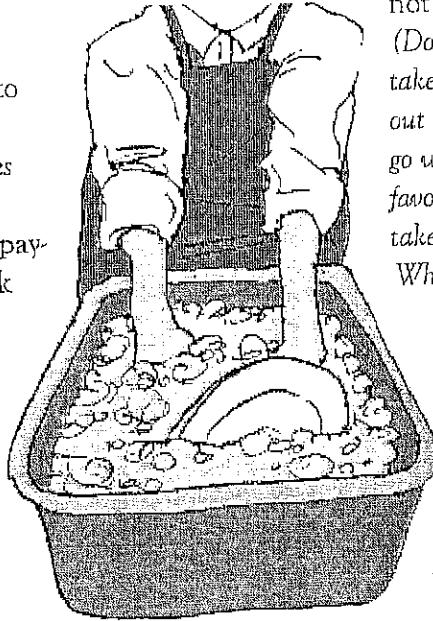
A: Thank you, Hank, for paying attention. Now pick up your plate.

C: (Picks up the plate.)

A: Good. You picked up your plate. Now take your plate to the sink, and I will take mine.

A & C: (Take plates to the kitchen sink.)

A: I really like it when you work with me.



Example 2: Setting conditions

A: (Is sitting at the dinner table.)

Mary, if you take your plate to the sink, you may have dessert.

C: (Looks at her plate but does not remove it.)

A: (Serves dessert to those who have removed their plates.)

When you take your plate to the sink, Mary, you may have dessert, too.

Provide this direction about every minute. Do not nag or provide any extra attention.

(Do not give the child any dessert until she takes her plate to the sink. She may go without dessert rather than obey you, or she may go without dessert for several days until her favorite dessert is served. Eventually, she will take her plate to the sink in order to get dessert. When she does, praise her.)

Example 3: Using the "quiet area."

A: (Is teaching the child to pick up clothing.)

Joan, please pick up your clothes.

C: No, I don't want to.

A: If you won't do that job for me, you have to go to the "quiet area."

(Takes child to "quiet area." and sets timer.)

You must sit quietly for one minute.

(After the child has remained quiet for one minute, return her to the task of picking up clothes.

If she still refuses, take her back to the "quiet area" or follow the SHOW-HELP-TELL teaching procedure on page 5.)

Unit Two: Stopping Misbehavior

Introduction

Unit Overview

The purpose of this unit is to provide information on how to teach a child to stop misbehaving. There are nine lessons in this unit. Each lesson provides directions on how to teach the skills and gives examples of adult dialogue. The lessons are organized as follows:

Lesson One:	Arguing
Lesson Two:	Getting Into Everything
Lesson Three:	Hitting
Lesson Four:	Interrupting
Lesson Five:	Jabbering
Lesson Six:	Whining, Pouting, and Sulking
Lesson Seven:	Swearing
Lesson Eight:	Throwing Tantrums
Lesson Nine:	Teasing

Lesson One:

Arguing

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with the use of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

The child who continually argues is usually trying to get attention or is attempting to get out of doing something. This lesson provides suggestions for dealing with an argumentative child.

1. Establish a rule about arguing. "We don't seem to get anywhere arguing. I'm not going to argue with you anymore."
2. If a child starts to argue after you have refused a request, *say nothing else to him. Go on about your business and do not look at him or say a word. Do not encourage arguing by paying attention to it. Remember never escalate the loud tone of the interaction.*
3. If the child starts to argue after he has been told to do something, *repeat the demand firmly. If he stills argues, ignore what he is saying and physically help him do the task. (note: see page 7 on ignoring)* Remember your actions speak louder than your

words.

4. When a child does not argue, praise him right away. Say "Thank you for getting ready for bed" or "That's good. You did not beg for another cookie when I told you 'No.'" Follow immediately with a hug.
5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples, are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Being consistent, helping, and praising.

A: Okay, Sally. It's time to go to bed.

C: I don't want to go!

A: Sally, it is time to go to bed.

C: I'm watching TV.

A: (Firmly directs the child toward the bedroom ignoring protests. Gets out pajamas.)

C: (Begins undressing.)

A: I like the way you are getting out your pajamas. That is really good. (Make sure you give specific praise.)

C: (Puts on pajamas.)

A: Good night, Sally. I am proud of the way you got ready for bed.

Example 2: Setting conditions, ignoring, and praising.

A: I'm setting the timer now. In five minutes you will have to go to bed.

C: No! I don't want to go!

A: *(Ignores child and continues setting timer. In five minutes the timer rings.)*

There's the bell. Time for bed.

C: Aw, shoot!

(Goes to bedroom, puts on pajamas, and gets into bed.)

A: I like the way you went to bed when the timer rang. I'm proud of you.

Example 3: Setting conditions and praising.

A: John, if you put your pajamas on and get into bed without complaining, I'll read you a story.

C: Oh, goody! *(Puts on pajamas and gets into bed.)*

A: John, you are great at going to bed without complaining. I'll read you a story now.

Example 4: Setting conditions, making demands, being consistent, and ignoring.

A: Roger, if you put your pajamas on and get into bed without complaining. I'll read a story from your new book.

C: I don't want to go to bed. I don't care about a story.

A: Roger! Listen! Go to bed right now.

(Uses physical help if necessary.)

C: No, no, no!

C: *(Gets into bed.)*

A: Good night, Roger.

C: What about my story? *(Cries.)* I want a story!

A: *(Ignores child and leaves the room.)*



Lesson Two: Getting Into Everything

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with the rest of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

Some children seem to be constantly getting into everything. They go from place to place, always leaving a mess behind. Such children may have short attention spans and may need to learn how to concentrate better. They may also need to be taught to put things away (see unit 1 lesson 3) and keep their hands off things that do not belong to them. With this lesson you can help a child with this problem. The following suggestions are recommended.

1. Praise the child every time he uses something and puts it away.
2. Do not give attention to the child when he is getting into things. Avoid saying "Why can't you leave things alone?" or "You are always getting into everything." (see pg 7 on ignoring)
3. Spend a few minutes every day with the child exploring things that seem to interest him. If he

likes to get into the button box, suggest getting it out. Dump out some buttons onto the floor, sit down with the child, and look at the buttons together. Talk about the buttons, handle them, and enjoy this activity with the child. Help him increase his attention span by calling attention to shapes and colors. Show him how to sort the buttons by color, shape, size, or whatever appeals to him.

4. When the child shows signs of tiring, say "Well, I guess we are through looking at the buttons. Let's see how quickly we can put them back in the box. Then we'll eat lunch."
5. Be sure to praise the child in this way: "I like the way you picked up those buttons."
6. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
7. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising for putting things away.

C: (Walks past cupboard where brooms and other cleaning items are kept, stops, opens cupboard, looks in, and takes out broom. Pushes it from

side to side a few times and puts it back in the cupboard.)

- A:** Thanks for putting away the broom, Billy. It's good to put things away when we're finished with them.

Example 2: Helping increase attention span.

C: (Wandering around living room.)

- A:** Let's take some magazines and look at them.

C: (Goes to bookshelf and takes out a few magazines.)

You take some, too, and we'll look at them together.

C: (Helps pull out magazines.)

- A & C:** (Look at magazines together. Adult points to pictures of interest, asks child questions about them, and responds to child's comments and questions.)

C: (Starts getting bored.)

- A:** You're tired of looking at the magazines, I guess. We can put them back now. Then we can play a game or work on something you

like.

- A & C:** (Pick up and put away all magazines.)

- A:** Boy! You picked up all those magazines. You really did a good job!

Example 3:

C: (Opens kitchen drawer and takes out measuring cups. Starts playing with them and then leaves them on the counter.)

- A:** (Ignores child leaving cups on counter.)

C: (Picks up timer, sets time, and starts it. Then puts timer away.)

- A:** Thanks for putting back the timer, Becky. I like that.

- A:** Prompt to return measuring cups to the drawer too.

- A:** Praise the child.

Lesson Three:

Hitting

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with the rest of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

Hitting is usually a way of attracting attention or getting one's own way. This lesson provides ideas for dealing with a child who hits:

1. Whenever a child who is angry does not hit someone, be sure to praise him. Say "I know you feel angry. I can see that you are learning to control your anger. That's very good."
2. Tell the child that he will not be allowed to hit you or anyone else. Tell him that whenever he hits someone, he will have to go immediately to the "quiet area" for three minutes. (see pg 7-8 for guidelines on "quiet area")
3. From then on if the child hits anyone, remind him that hitting is not allowed and take him to the "quiet area." Leave him there for three minutes or until he has been quiet for three minutes.
4. Don't say "Stop that hitting" or "Don't you



hit me." You'll only be giving attention to the misbehavior.

5. It is a good thing to reward the child when he is first learning not to hit others. If he has shown self-control, praise him as in number 1 above. Tell him he may stay up an extra half hour to watch TV or give him something he really likes.
6. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
7. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples, are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising for not hitting.

C: *(The child is building with blocks. His sister walks by and bumps the table.)*

Watch out!

(His sister says, "What did I do?" The child looks angry. Then he stops and sighs.)

Can't you see that I'm building a tower? You bumped the table and almost knocked it over. Please be more careful.

A: The proper way to solve the problem is to use words instead of fists to settle your quarrels. That shows you are really learning to control your anger.

Example 2: Setting conditions

C: *(The child comes into the room and notices another child playing a game.)*

Hey! Those are my cards. Who said you could use them?

A: *(See possibility of a fight.)*

If you two can solve the problem with words, we will go over to Grandmother's house after supper.

(Both children grin and proceed to settle their problem by talking it over.)

A: It's good to hear you settling your quarrels so peacefully. I'll call Grandmother and tell her we're coming.

Example 3: Sending the child to the "quiet area" for hitting, noticing good behavior, and praising the child.

C: *(The child and her brother are playing together. Suddenly the brother yells. "You cheated!" The child hits her brother on the back.)*

Hitting is not allowed. You must sit and be quiet for one minute.

A: *(Quietly goes to child and takes her to the "quiet area.")*

(Ignores child for one minute.)

Now you may go and play with your brother.

C: *(Plays with brother for one minute without hitting him.)*

A: I see you are playing well together. I like cooperation. I think you deserve some lemonade.

Time Out Procedure:

1. Hitting is not allowed.
2. You must sit and be quiet for one minute.
3. Set timer
4. *(Release)* You must apologize to your sister.
5. Now you may go and play.

Lesson Four: Interrupting

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with the rest of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

This lesson will help you learn how to break a child's habit of interrupting. Just follow these steps:

1. State the rule: "It is not polite to interrupt when someone is talking. Wait until the other person is finished, you may speak."
2. If the child waits for you to finish speaking after you have reminded him, you should say "Thank you for waiting. What would you like to say to me?" Give him your full attention.
3. If the child sees you talking and does not interrupt you, give him a lot of praise following the conclusion of your conversation. Be aware that the child is behaving.
Whenever the child interrupts, quietly say "Please wait until I am finished." Say nothing more to him. Eventually just putting your

finger to your lips should be enough to remind him to wait. (CAUTION: *Never give in to interruptions.*)

5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Stating rules and praising.

A: (*Is talking with spouse in living room.*)

C: (*Bursts in and shouts.*)

A: Wait, please, until we are finished talking. Then one of us will help you.

C: (*Goes out quietly and waits.*)

A: (*Finishes talking.*)

Thank you for waiting Jane. Let's see about that peanut butter jar now.

Example 2: Praising for not interrupting.

A: (*Is talking to neighbor at kitchen door.*)

C: (*Comes into kitchen, sees adults talking, and sits quietly at kitchen table.*)



A: *(Finishes conversation with neighbor.)*

Thank you very much for waiting so quietly, Bobby. Would you like to talk to me now?

C: Can I have something to eat?

A: Yes, you may. Would you like an apple or an orange?

Example 3: Reminding and ignoring

A: *(Talking on telephone.)*

C: Hey, Mom!

A: *(Puts finger to lips.)*

C: Can I go outside to play?

A: *(Ignores child's question.)*

C: *(Sits down quietly and waits.)*

A: *(Finishes phone conversation.)*

Thanks for waiting, Tom. Now what would you like to ask me?

Lesson Five:

Jabbering

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

The child who talks too much may be trying to get attention. On the other hand, he may be nervous and unsure of himself and trying to cover up that fact by jabbering. Some children need a good deal of reassurance. They need to know how much you love them and how important they are to you. This lesson will help to solve a jabbering problem.

1. If a child has difficulty carrying on a conversation, you can teach him. Set aside five to ten minutes a day when you and the child can talk. You begin the conversation and then let the child talk. Take turns. Make sure the child holds up his end of the conversation.
2. When the child talks too much, explain that no one person should do all the talking. Say that you will be happy to talk with him whenever you can have a give-and-take conversation about something worthwhile.

3. When the child does not jabber, be sure to praise him. Let him know that you enjoy his company even when he is not saying anything.
4. If the child interrupts others, observe the rules on "interrupting." (See Unit Two, Lesson 4 Interrupting.)
5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising for not talking too much.

C: (Has been quietly finger painting for five minutes.)

A: This is really great. You have been working hard and haven't made any noise. I really like that.
(Gives child a hug to go with the praise.)

Example 2: Teaching how to work quietly.

C: (Has been following you around the house jabbering constantly as you are doing your housework.)

A: Jill, if you want to be with me, I'd really appreciate it if you would help. We can work together.

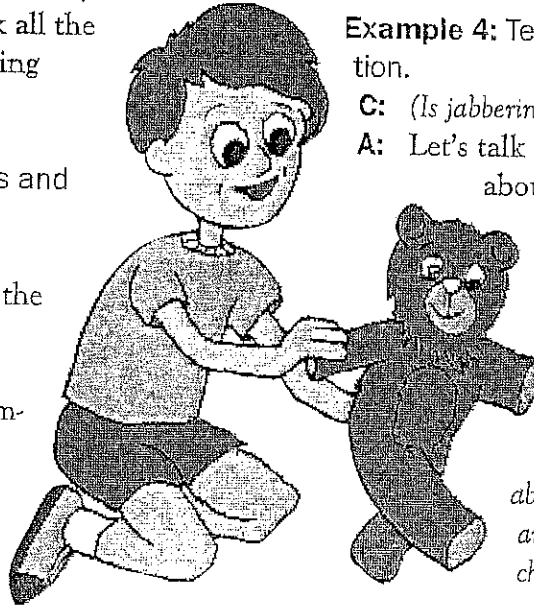
C: *(Quietly, helps with household chores.)*

A: Thank you, Jill. It's nice to have your help. We don't have to talk all the time. I really enjoy just being with you.

Example 3: Setting conditions and rewarding the child for not jabbering.

C: Nine. Number nine. Is that the show? Trees. And so there? Blah, blah, telephone, bug, and then, number nine, number nine.

A: If you sit quietly for one minute, you may do something special that is fun. Let's time it and see if you can do that.



C: *(Sits quietly for one minute.)*

A: That's very good. Do you see how easy it is to be quiet? Let's do something fun.
(Do something that the child really enjoys.)

Example 4: Teaching how to have a conversation.

C: *(Is jabbering about nothing.)*

A: Let's talk together. I would like to talk about your favorite toy. Which of your toys do you like best?

C: My teddy bear.

A: What do you like about your teddy bear?

(Continue to ask questions about the toy or talk about anything else that appeals to the child.)

Lesson Six:

Whining, Pouting, and Sulking

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with the rest of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on pages 10-11.)

Directions

A child whines, pouts, or sulks to get his own way. This type of behavior continues because the child has been reinforced for it. When he has whined, pouted, or sulked in the past, he has received what he wanted. The chances are the next time he want something, he will act the same way. Because these behaviors are similar, they can be handled in much the same way. This lesson will help you learn to handle a child who whines, pouts, or sulks:

1. When the child whines, pouts, or sulks, ignore him. If you give in just once, you will have reinforced the behavior and it will appear again. If it is hard for you to ignore a whining child,

go into another room. Some children actually follow adults from room to room to make sure they are noticed. Ignore the child and eventually he will give up. (see guidelines on ignoring pg 7)

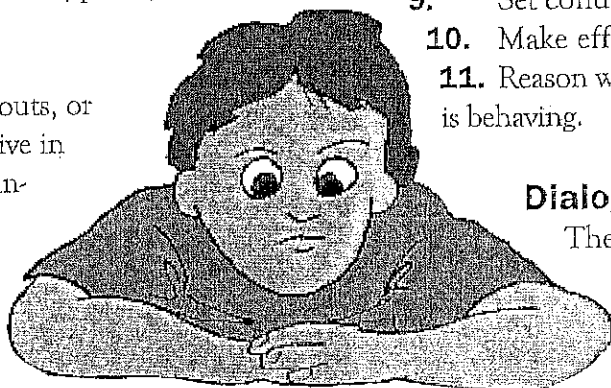
3. Be sure to watch the child. When he completely stops whining, pouting, or sulking, praise him. Say "I enjoy seeing you happy" or "You're being cheerful today. That makes me cheerful." If the child doesn't sulk or pout when he has been disappointed, tell him how proud you are of him. Say thank you for acting like a big boy or adult.
4. If you are in a situation where the child often whines but doesn't (such as during dinner when he wants dessert), praise him. Say "Thank you for asking for dessert in a nice voice. I like to hear your nice voice."
5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided



which demonstrate adult interactions with children in a variety of situations:

Example 1: Ignoring whining.

- C:** May I have some pie? Please, Please! I want some pie. Please, oh please! I need some pie.
- A:** It's dinner time and you may not have any pie now. If you ask me in a nice voice after dinner, you may have some then.
- C:** Oh, but I want some pie now. Please? Please!
- A:** *(Ignores whining and does not give child any pie.)*

Example 2: Praising for not whining.

- C:** May I have a cookie?
- A:** After dinner you may have a cookie. Thank you for talking in your nice voice.

(Give the child a hug and make sure you give him a cookie after dinner.)

Example 3: Ignoring whining.

- C:** I want to stay up late tonight. There's a really good TV show on. Please, Mom! Please let me stay up to watch it.
- A:** You have to get up early tomorrow to start for camp. You must go to bed at the usual time.
- C:** Oh, Mom! I have to stay up. Please! Please! Let me stay up.
- A:** *(Puts child to bed. Ignores whining and does not refer to it.)*

Note: Some additional related items are found in "Unit Two, Lesson 1 Arguing."

Lesson Seven: wearing

etting Ready

Read through the lesson before working with the child.

Organize the materials you will need for the lesson:

- Progress Chart
- Items necessary for completing lesson activities.
- Pencil or pen for marking charts.
- Reward Badge or other tangible reward.
- Arrange a work space that will best suit the lesson activities.
- Begin working with the child.

Note: The progress chart will be very important here - because the child might swear to get the attention (attention). If this is the case, the "explaining" that such behavior is unacceptable might lead to more swearing. At this point ignoring would be more appropriate.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

If a child hears someone swear, he will probably react. He may try out some "forbidden words" for the shocked reaction he gets or to appear "grown-up." The suggestions in this lesson may help you

teach a child not to swear.

1. Watch the child when he is in a situation where he might swear. If he uses another more acceptable word, praise him for not swearing. "I know that you are upset, but I liked the way you expressed it."
2. When the child swears, explain to him that such language is not allowed and suggest that he use more acceptable speech. Each time he uses a more acceptable word praise him.

Note: it might be necessary to generate a list of more appropriate words.

3. If the child still swears after you have told him not to, take him to the "quiet area" right away for one to three minutes. Do this every time he swears. Make sure he understands the rule and knows why he is going to the "quiet area."

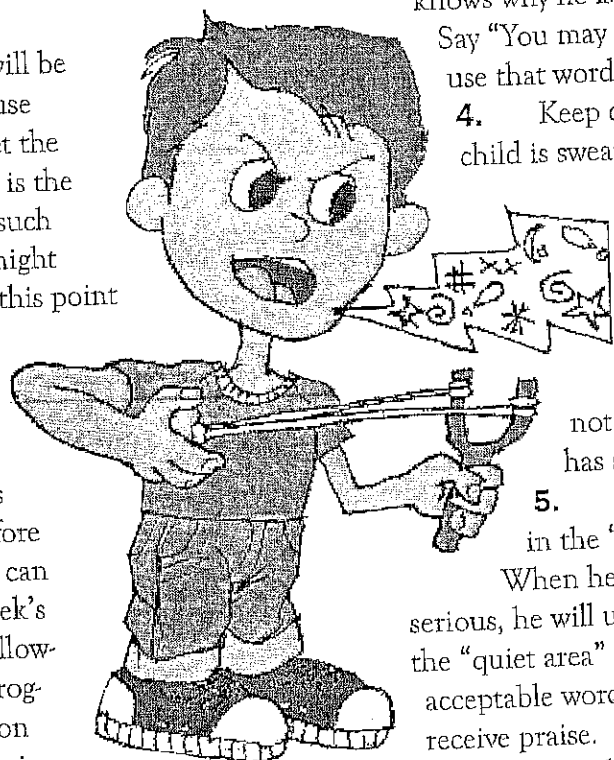
Say "You may not swear" or "You may not use that word!" Do not say anything else.

4. Keep cool. If it appears that the child is swearing just to shock you and get your attention, ignore the swearing if there are no other people close by. If there are others around, quietly move the child to a "quiet area." Above all, do not allow the child to think that he has succeeded in shocking you.

5. You may have to put a child in the "quiet area" more than once. When he finally realizes that you are serious, he will understand that he must go to the "quiet area" if he swears. If he uses a more acceptable word, he will make you happy and receive praise.

6. Be sure to chart the child's behavior so that you can determine his progress and choose the correct procedure to follow. Use the Progress Chart on page 63.

Once the child has mastered the skills in this lesson, give him a reward badge or other tangible reward.



Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising for not swearing.

- C:** That darn Billy hit me again today.
- A:** I'm sorry that Billy hit you, but I like the way you said it. Let's go and play a game together.
- C:** Okay.

Example 2: Teaching the child to use another word.

- C:** I can't make this damned puzzle fit.
- A:** Steven, please don't say that word. I know you are upset about the puzzle, but please use a word that is acceptable. Please try that again.
- C:** I can't make this crazy puzzle fit.
- A:** That's nicer, Steven. That sounds much better. Now let me see if I can help you with it.

Example 3: Taking to the "quiet area" for swearing.

- C:** There isn't a damned thing on television to-night!
- A:** You know the rule. You are not allowed to swear.
(Takes child to the "quiet area." Explains that he must sit without talking for a certain period of time. At the end of the time, allow him to return to what he was doing.)

Lesson Eight: Throwing Tantrums

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities.
 - Pencil or pen for marking charts.
 - Reward Badge or other tangible reward.
3. Arrange a work space that will best suit the lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with the rest of the following weeks to determine progress. For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Directions

A tantrum is a fit of temper in which a child cries, stomps his feet, ignores instruction, or acts very cross. If the child throws a tantrum often, it is probably because he has received what he wanted by doing it. This lesson will help you teach a child not to throw tantrums. Follow these suggestions:

1. When the child throws a tantrum in a place where he will disturb other people, ignore the tantrum behavior. You may leave the room. If the child follows you, continue to ignore him. A child will eventually discover that the tantrum will not get him what he wants.
2. If you are in public when the child throws a tantrum, take him out to the car and put him in the back seat. You sit in front and tell him you are going to sit there until he has quieted down, then ignore him. Always stay with the child but give him no attention. When he has finished his

- tantrum, take him back wherever you were and continue what you were doing. You must take a child back to where you were or he might get the idea that he can throw a tantrum to get you to leave a place. Do not let the child keep you away from certain places because of his tantrums. You will probably have to repeat this procedure several times before the child understands that he cannot get away with tantrums.
3. If a child has tantrums at one particular time or place, you might be able to forestall them by promising to do something afterward that he enjoys. Explain this to him ahead of time, "We are going to the dentist. If you behave, we will go to the park afterward and you can play on the swings." (See *Setting Conditions* on page 8).
 4. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
 5. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Ignoring a tantrum.

A: *(You are at home, and you have no visitors. The child's tantrum will not disturb anyone else. He is crying and kicking.)*

A: You need to stop arguing and kicking. *(Ignore the child. If the tantrum is getting out of hand and you are having trouble ignoring him, leave the room. Let him cry out loud, but prevent him from doing anything destructive.)*

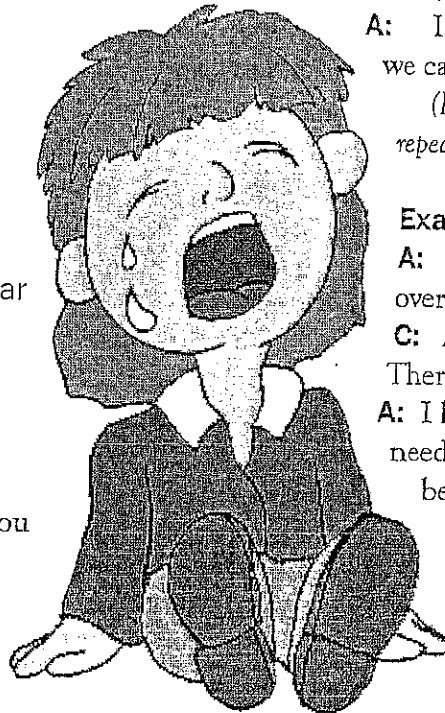
Example 2: Taking a child to the car during a tantrum.

C: *(Is crying and having a tantrum in the supermarket because you will not buy him some candy.)*

A: Having a tantrum will not get you what you want.

C: *(Continues tantrum.)*

A: We are going to go and sit in the car until you can behave.



Then we will come back and finish our shopping.

(Takes child out to car and puts him in the back seat. Gets in front. Ignores child's tantrum.)

C: *(Finally stops crying and fussing.)*

A: I see you are ready to behave. Now we can go finish our shopping.

(If the child has another tantrum, repeat the above.)

Example 3: Setting conditions.

A: Come, Charles. We are going over to the dress shop.

C: Aw, Mom! It's no fun in that shop. There's nothing to do.

A: I know you don't enjoy it, but I need to do some shopping. If you behave while we're there, I'll take you to the pet shop afterward to look at the animals.

C: Okay.

Lesson Nine: Teasing

Getting Ready

Read through the lesson before working with the child.

Organize the materials you will need for the lesson:

- Progress Chart
- Items necessary for completing lesson activities.
- Pencil or pen for marking charts.
- Reward Badge or other tangible reward.

Arrange a work space that will best suit the lesson activities.

Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child's Progress" on page 10-11.)

Reactions

If a child teases other children, it is probably because he enjoys their reactions and has found that teasing will get him what he wants. The child who is being teased is not always innocent. He may actually encourage the teasing. The suggestions in this lesson will help you learn what to do when a child teases others.

When a child realizes that teasing will not get him what he wants, he will stop teasing. As he begins to let up, be sure to praise him. Say "I like the way you are getting along with others now. You are learning to be nice to people." If a child continues to tease after you have admonished him, tell him he will have to go to the "quiet area" every time he teases others. When he does not tease, remember to praise him. To teach a child how to avoid being teased, ex-

plain that part of the reason he is being teased is because he reacts to it. Tell him to ignore the teasing—to walk away from teasers. If he is being teased to lend a toy, tell him to say "I am playing with this now. You can play with it when I am through."

4. If a child is being teased and ignores it, be sure to praise him. Say "I like the way you didn't let teasing bother you. You are working hard at that."
5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 50.
6. Once the child has mastered the skills in this lesson, give him a Reward Badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

Dialogue

The skills to be taught in this lesson will vary from child to child. A few examples are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising for ignoring teasing and for not teasing.

C: (Is teasing Jean, who is screaming and crying.)

A: (Talks with Jean after she is calm. Asks her to help teach Billy not to tease. Tells her that when Billy teases, she should ignore him or walk away. Explains that screaming and crying makes Billy tease more.)

- C:** Jean is a sissy! All girls are sissies. Sissy! Sissy!
(Continues to taunt Jean, who pays no attention.)
- A:** Jean, I like the way you are not paying attention to Billy's teasing.
- C:** *(Stops teasing and realizes Jean is ignoring him.)*
- A:** It's really nice, Billy, that you have stopped teasing Jean.
(Returns to chores and lets children play alone. When one child ignores teasing and the other stops, praise both children for their actions. You must be sure to work with both children.)

Example 2: Taking child to the "quiet area" for teasing.

- C:** *(Talking to a younger brother.)*
 I get to go to school and you don't. Ha, ha! You have to stay home.

- A:** You know the rules. You are not allowed to tease.
(Takes child to the "quiet area.")
 You must sit quietly for two minutes.

Example 3: Praising for not teasing

- C:** *(Is playing with other children and getting along well.)*
- A:** This is really nice. I like to see you getting along so well.

