Managing Your Child’s Behavior: Parent Workshop

3/1/2018

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BEHAVIORS OF FOCUS

Refusal

Tantrums
INVESTIGATE!

• Wants/needs are not being met
  – Have I given my child enough attention?
  – Have I praised my child for their appropriate behaviors?
  – Have they gotten enough sleep? Food?

• Does not know how to comply
  – Have they been taught the skill?
  – Have I reviewed expectations?

• Does not want to comply
  – Is it a non-preferred activity?
  – Are they scared?
  – Is it too difficult?
CONSISTENT STRATEGIES

• Ensure basic needs have been met
• Praise and validate behaviors you want to see

• First/Then
  – Consistent use of First/Then language for expectations
    • “First put on your shoes, then we can go outside.”
  – Give warnings of changes in routine
    • “In 5 minutes, we will clean up the toys and go to the grocery store.”

• Breathing Exercises
  – Video and practice: Breathing Exercises for Kids

• Consistent procedures and routines
  – Cozy Corner (for tantrums or calming)
  – Bedtime, grocery store, getting ready for school, etc.
REFUSAL - PREVENTION

- Teach behavior skills and procedures so they know expectations
- Identify non-preferred activities and plan appropriately
  - Use First/Then for non-preferred to preferred activities
- Be mindful of child’s feelings
- Know your child’s developmental level and individual abilities
  - Chronological age vs. developmental age
  - Plan to scaffold accordingly
  - “I’ll put three shirts away, you put two shirts away.”
- Use a behavior chart, if needed
  - Remind child of behaviors that get rewarded
- Paraphrase feelings and say the reason why
  - “You’re frustrated because putting so many shirts away is difficult”

- Provide support for identified reason for behavior
  - Meet physical and emotional needs
  - Teach/Reteach skill or behavior
  - Scaffold expectation based on developmental level
  - Offer choices

FOLLOW THROUGH!
ROLE PLAY! – SITUATION A

It’s time for dinner. You need to tell your child, who is watching her favorite show, to turn off the TV because it’s time to eat. You are worried because this is an issue every night. What do you do?
SITUATION A - COMPLIANCE

• Give your child a 5 minute warning
  – “In five minutes, it’s going to be time for dinner and the TV will be turned off”
• After 5 minutes, say, “It’s time for dinner. Now we’re going to turn the TV off.”
• Return in 5 minutes and repeat.
  – She complies – No further action!
ROLE PLAY! – SITUATION B

It’s time for dinner. You need to tell your child, who is watching her favorite show, to turn off the TV because it’s time to eat. After trying all your prevention strategies, your child refuses to come to dinner. What do you do?
SITUATION B – REFUSAL PERSISTS

• Whines, groans - “First eat dinner, then you can watch your show.”
  – Identify reason!
• She doesn’t comply or says “no” – paraphrase feelings/situation, state natural consequences
  – Paraphrase: “I understand that you’re upset because you don’t want to stop watching your favorite show. After dinner, you can finish watching your show.”
  – State natural consequences: “If you don’t come to dinner, then you can’t finish your show.”
• If noncompliance persists, offer choices:
  – “You can go to your Cozy Corner to calm down or you can come to dinner to eat.”
TANTRUMS - PREVENTION

• Refusal prevention, plus:

• How to use a Cozy Corner:
  – Prepare a calm down corner (“cozy corner”) in your home
  – Include child when coming up with materials for cozy corner
    • Pillows, stuffed animals, music, motion bottle
  – Role play and teach when and how to use cozy corner
    • Reading, breathing, motion bottle/fidgets, holding stuffed animal, etc.

• Use a behavior chart, if needed
MOTION BOTTLE ACTIVITY
**TANTRUMS - INTERVENTION**

**Home**
- Guide child to Cozy Corner
- Set timer according to child’s age (after child has calmed down)
  - If she leaves the Cozy Corner before time is up, guide her back, and reset timer
- After time is up:
  - Paraphrase feelings and show understanding
    - “You are mad because you couldn’t have the candy.”
  - Use First/Then
    - “First eat lunch, then you can have a piece of candy.”
  - Review expectations and re-teach as necessary
    - “Remember, you don’t eat candy before lunch because it could make you sick.”
  - Repair the relationship

**Community**
- Ignore tantrum behaviors until child looks calm (Remember to breathe!)
- Resist giving in to child’s wants
- If possible, leave and return when child is calm
- If child is able to calm in a reasonable amount of time, use strategies and repair
ROLE PLAY! – SITUATION C

It’s time for dinner. You tell your child who is watching her favorite show to turn off the TV because it’s time to eat. She refuses and starts to tantrum. What do you do?
SITUATION C – TANTRUM

• Guide child to Cozy Corner
• Set timer
• After time is up:
  – Paraphrase feelings and show understanding
    • “You are mad because you want to keep watching your show.”
  – Use First/Then
    • “First eat dinner, then you can watch your show.”
  – Review expectations and re-teach as necessary
    • “Remember, you have to eat dinner every night because it keeps us healthy.”
  – Repair the relationship
# Behavior Planning

## Grocery Store Behaviors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Trigger</th>
<th>Expected Behaviors</th>
<th>Reason</th>
<th>Preventative Strategy</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tantrum</td>
<td>When I say no to food</td>
<td>• Accept “no” (remain calm)</td>
<td>Could be hungry</td>
<td>Bring along a preferred snack</td>
<td>Remain calm</td>
</tr>
<tr>
<td>(Cries,</td>
<td></td>
<td>• Keep hands to self</td>
<td>Doesn’t want to comply/Wants food</td>
<td>Teach expectations for grocery store behavior (see below)</td>
<td>Remind her of calming strategy at first sign of escalation</td>
</tr>
<tr>
<td>screams,</td>
<td></td>
<td>• Use talking voice</td>
<td>Doesn’t understand the expectations/haven’t been taught</td>
<td>Review expectations before we leave the house and when we park</td>
<td>Ignore tantrum behaviors</td>
</tr>
<tr>
<td>kicks)</td>
<td></td>
<td>• Stay with parent</td>
<td>Doesn’t know how to remain calm/can’t regulate emotions yet</td>
<td>Praise for appropriate behaviors while in store</td>
<td>Leave store and return</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Model ways of calming when upset</td>
<td>when calm</td>
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</tbody>
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RESOURCES

• Aurora Mental Health
  – Early Childhood and Family Center
    • (303) 617-23000

• Families First
  – (866) 527-3264

• SafeCare Colorado
  – (720) 492-9086
  – SafeCare@thefamilytree.org