

# 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 skill 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, special activity, etc.

**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 a *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

uses 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 using this program may have to make 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 used successfully 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 reward for good behavior is more effective than punishment for misbehavior. You know that you must keep any promise 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:

**A:What do you say, Johnny? Do you want to go home now?**

**C:**No.

**A:Well, it's time so get your coat.**

**C:**No.

**A:Johnny, get your coat right now.**

**C:**No.

**A:If you don't get your coat, I'm going to spank you.**

**C:** (Crying.) No! No! I don't want to go home.

**A: All right. Just stop crying. We can stay for five more minutes, but you have to stop crying right now.**

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 if I just do what he tells me to do.
3. If I cry, I get to stay for 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.
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 teaching the child how to behave. Play with him. Engage him in productive, enjoyable activities in which you can both take part.

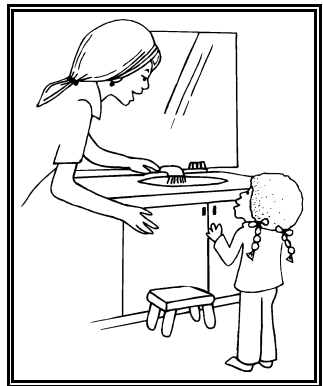
**Teaching Procedures:** When you tell a child to do something and he cannot or does not do it alone, you may need to teach him that skill. The procedure to use when teaching a child something new includes three steps: SHOW, HELP, and TELL.

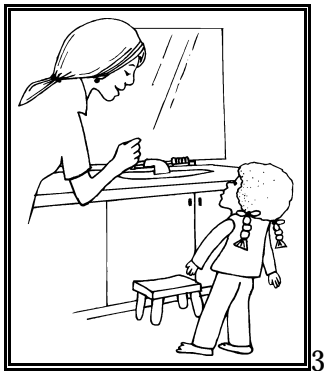
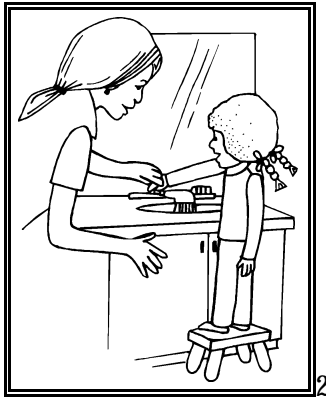
When teaching the skill, first SHOW the child how to do it. Then give him a chance to try it alone. If he cannot do it, showing him may not be enough. You should then HELP him by moving or guiding him in practicing the skill. Then TELL him what to do and give him the chance to do it alone. The following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

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

**A: Jane, this is how to 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 with adult's help.)

Always praise the child when a task is completed.

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

**A:**Jane, turn on the water.

**C:**(Turns on the water by herself.)

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

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

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

on his own before you praise him.

## Providing Rewards

**Positive Reinforcement:** In this particular program, the kind of reinforcement we will be referring to is *positive reinforcement*. This type of reinforcement consists of attention and reward paid to a child for behaving, rather than attention and punishment for misbehaving. Positive reinforcement will tend to increase the behavior that preceded it. Positive reinforcement may be in the form of tangible rewards or social rewards.

**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, such as grapes, apples, apricots, and raisins; vegetables, such as carrots or celery; nuts; cookies; etc. Try to use the most nutritious foods 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, pencils, etc. 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 mark a progress chart is also an example of this kind of tangible reward.

**Social rewards** are another type of positive 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 and phrases 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. "Very good!" does not tell the child exactly what he did correctly. "Great, you followed my direction!" or "I really like it when you work with me!" would be better comments.

**Points to Remember When Using Reinforcement:**

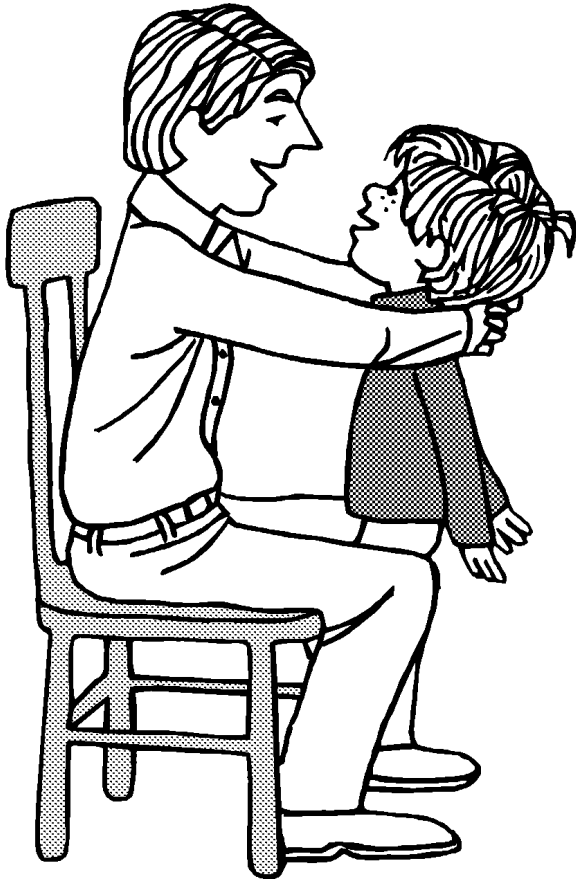
In learning to use reinforcement to increase good behavior, the adult must keep in mind several points:



**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.

**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.**

**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 after 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 to 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 3.

## 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 dessert only if you eat all of your dinner," 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 help 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, can be rewarding for a child. If the misbehavior is not harmful, ignoring it will often cause it to stop. 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.

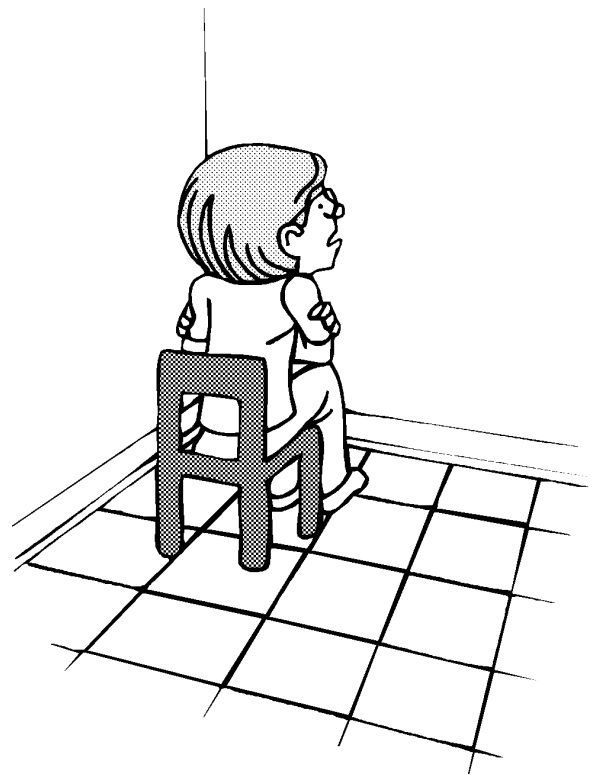
### 8. Create a "quiet area" and use it when necessary.

Sometimes a misbehavior is harmful and you cannot allow it to occur again. You may have warned the child and tried various distraction tactics. In that case you may need to 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 (one to five minutes) with nothing to do. 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 him sit in the "quiet area" for five minutes

before allowing him to return to play. It is important to always tell the child why he is being isolated.

**A Word of Caution:** The "quiet area" should be used sparingly to maintain its effectiveness--use it only when other attempts have not worked.



### 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.

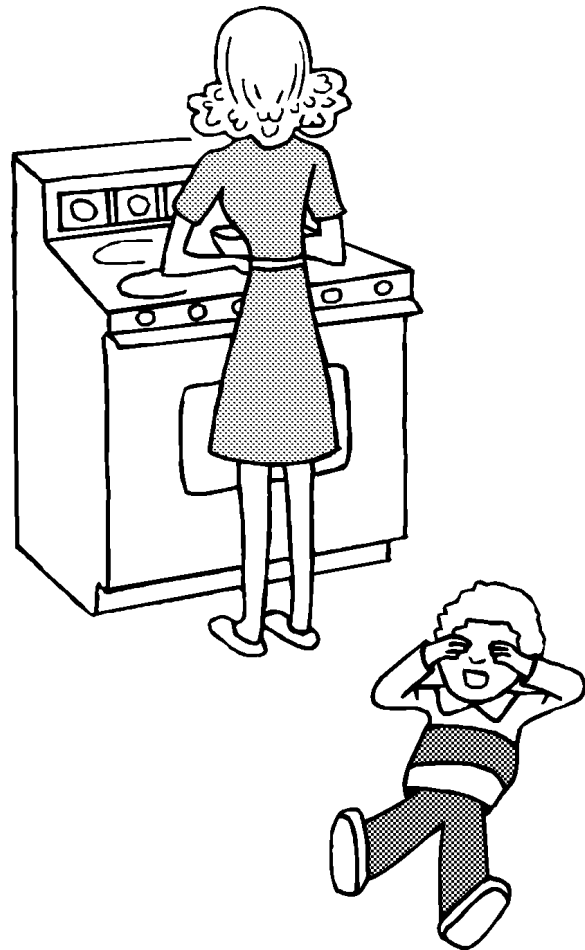
### 10. Make effective demands.

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 was told, firmly repeat the demand once. If the child still 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.

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



### 11. Reason with the child only when he is behaving.

Trying to reason with a 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 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 should 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.

#### **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.**

##### **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

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

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 among those found on pages 12-13. If the reward badge is not used, select another tangible reward.

For more information on tangible rewards refer to "Tangible rewards" on page 4.

## 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 not notice the improvement right away. But if you had a chart--a record of the 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. Behavior that you are trying to promote should show an increase on the charts. Misbehavior 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 with each lesson.

**How to Use the Progress Chart:** The Progress Chart (see sample on page 10) 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 the 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-Friday.** 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

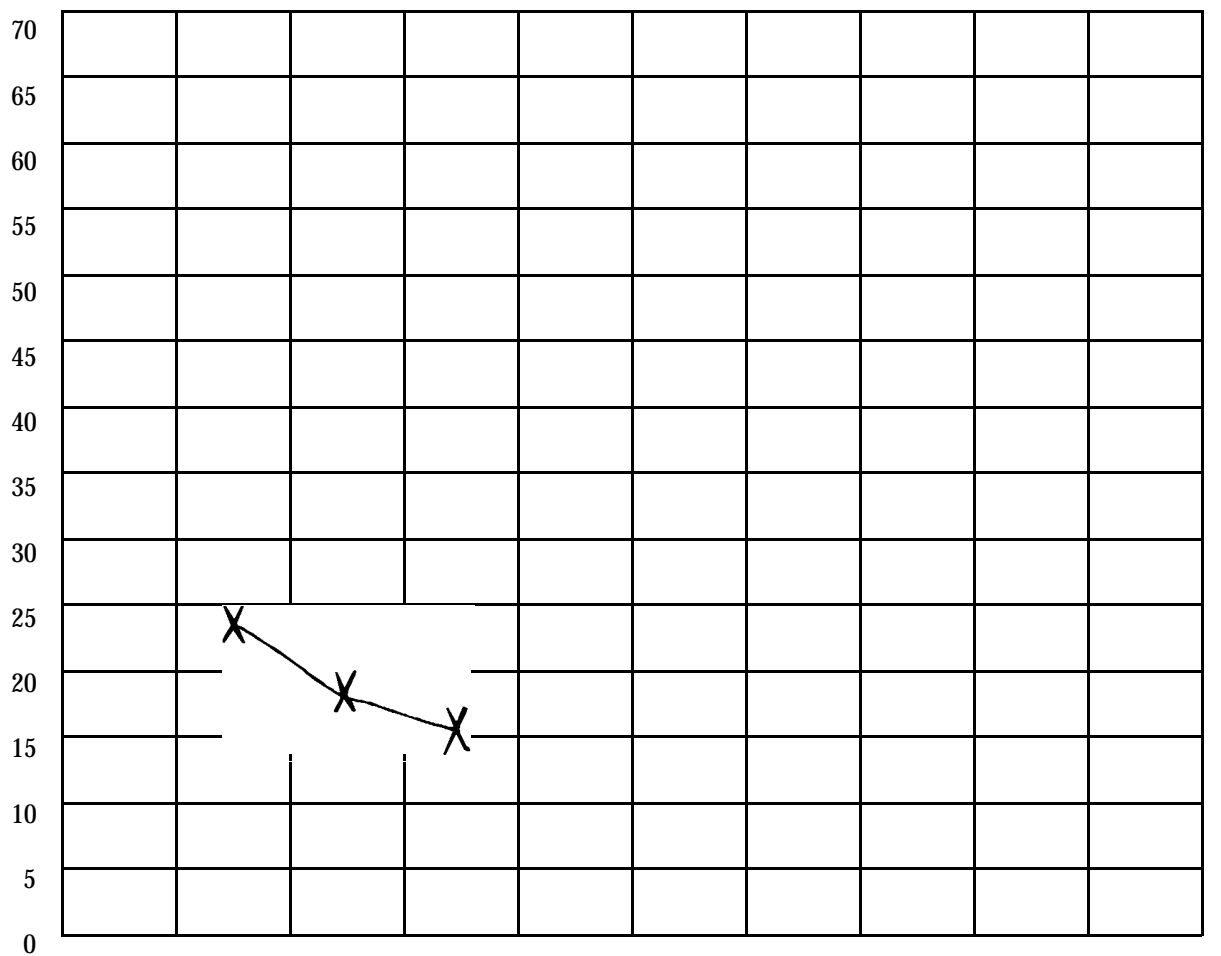
### Progress Chart

BEHAVIOR: *Hitting people*

### Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL
Feb 3-9 <sup>9</sup>	10	<del>    </del> 11	<del>    </del> 12	13	<del>    </del> 14	15	16	32 <sup>17</sup>
Feb 10-16 <sup>18</sup>	19	20	<del>    </del> 21	22	<del>    </del> 23	24	25	27 <sup>26</sup>
Feb 17-23 <sup>27</sup>	28	29	30	31	32	33	34	24 <sup>35</sup>

### Weekly Graph



WEEK: 1 2 3 4 5 6 7 8 9 10

DATE: 3-9<sup>37</sup> 10-16<sup>38</sup> 17-23<sup>39</sup>

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 Xs 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 of the information you will need in order to teach the program:

*Directions and Adult 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.

*Reward Badges.* When the child successfully completes a lesson, he will be given a reward badge (pages 12-13).

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

## Beginning Check

This program does not provide a Beginning Check.



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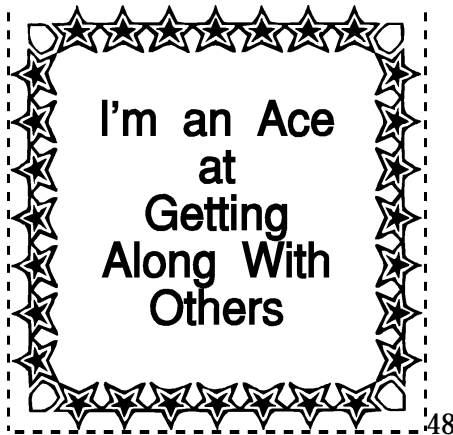
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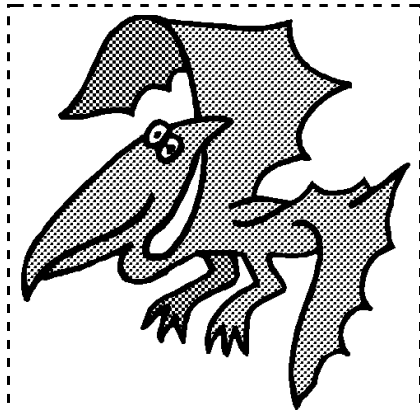
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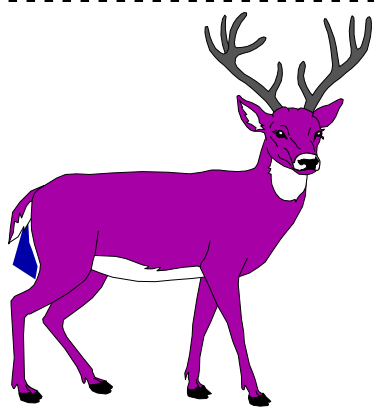


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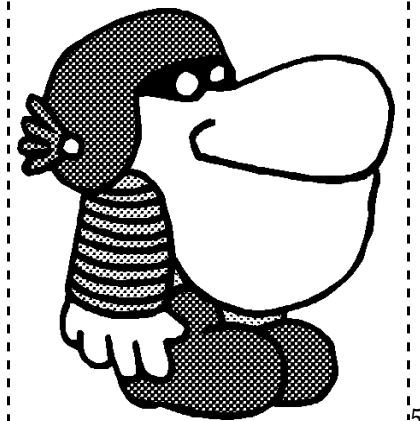
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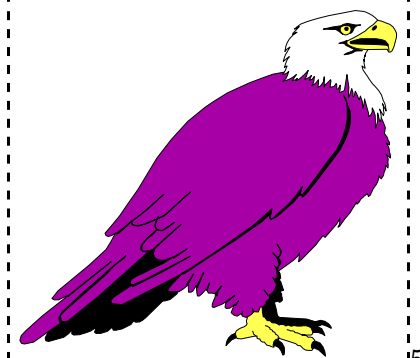
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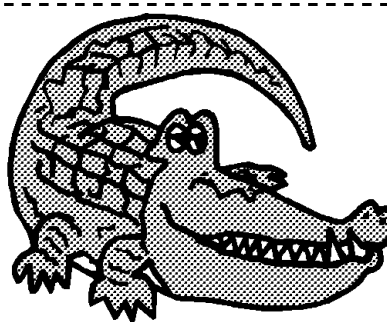
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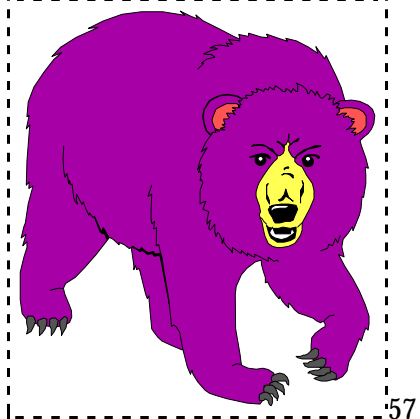
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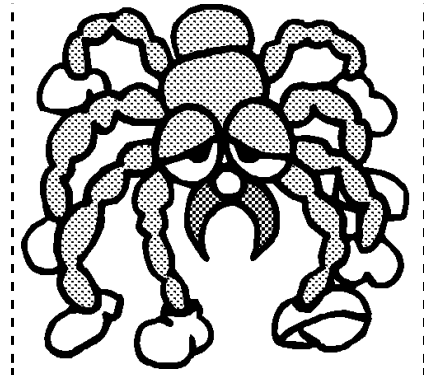
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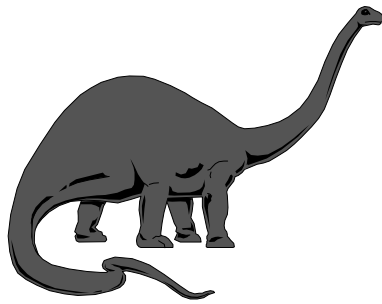
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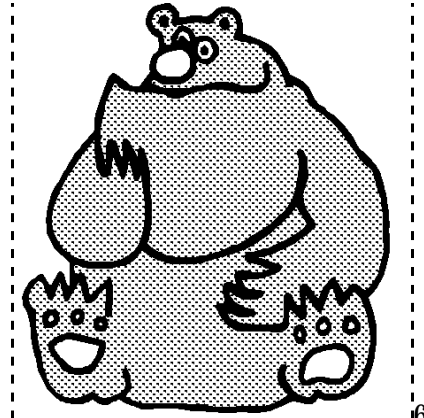
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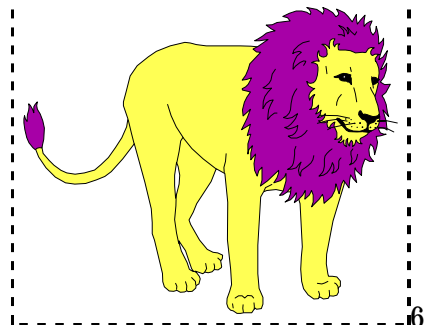
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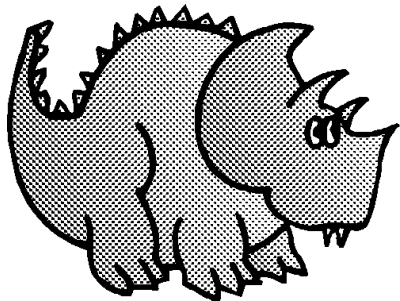
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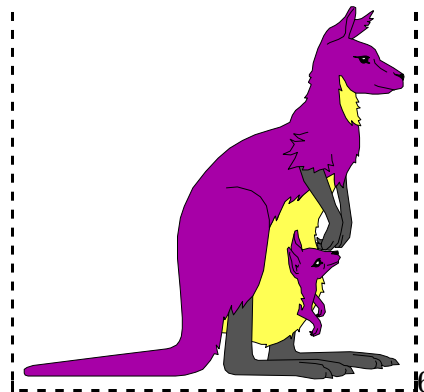
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