

# LESSON 1

## 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 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 Progress" on page 9.)

### 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.
3. If the child starts to argue after he has been told to do something, repeat the demand firmly. If he still argues, ignore what he is saying and physically help him do the task.
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 47.
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.



## Adult Dialogue

The skills to be taught in this lesson will vary from child to child. For this reason specific adult dialogue is not included. A few examples, however, are provided which demonstrate adult interactions with children in a variety of situations:

**Example 1:** Being consistent, ignoring, 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 child toward bedroom ignoring protests. Gets out pajamas.)

**Put on your pajamas.**

**C:** (Begins undressing.)

**A:** I like the way you are obeying me. That is really good.

**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:** (Ignores child for two or three minutes.)

**Okay, Roger, get into bed.**

**C:** No, no, no!

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

(Uses physical help if necessary.)

**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.)

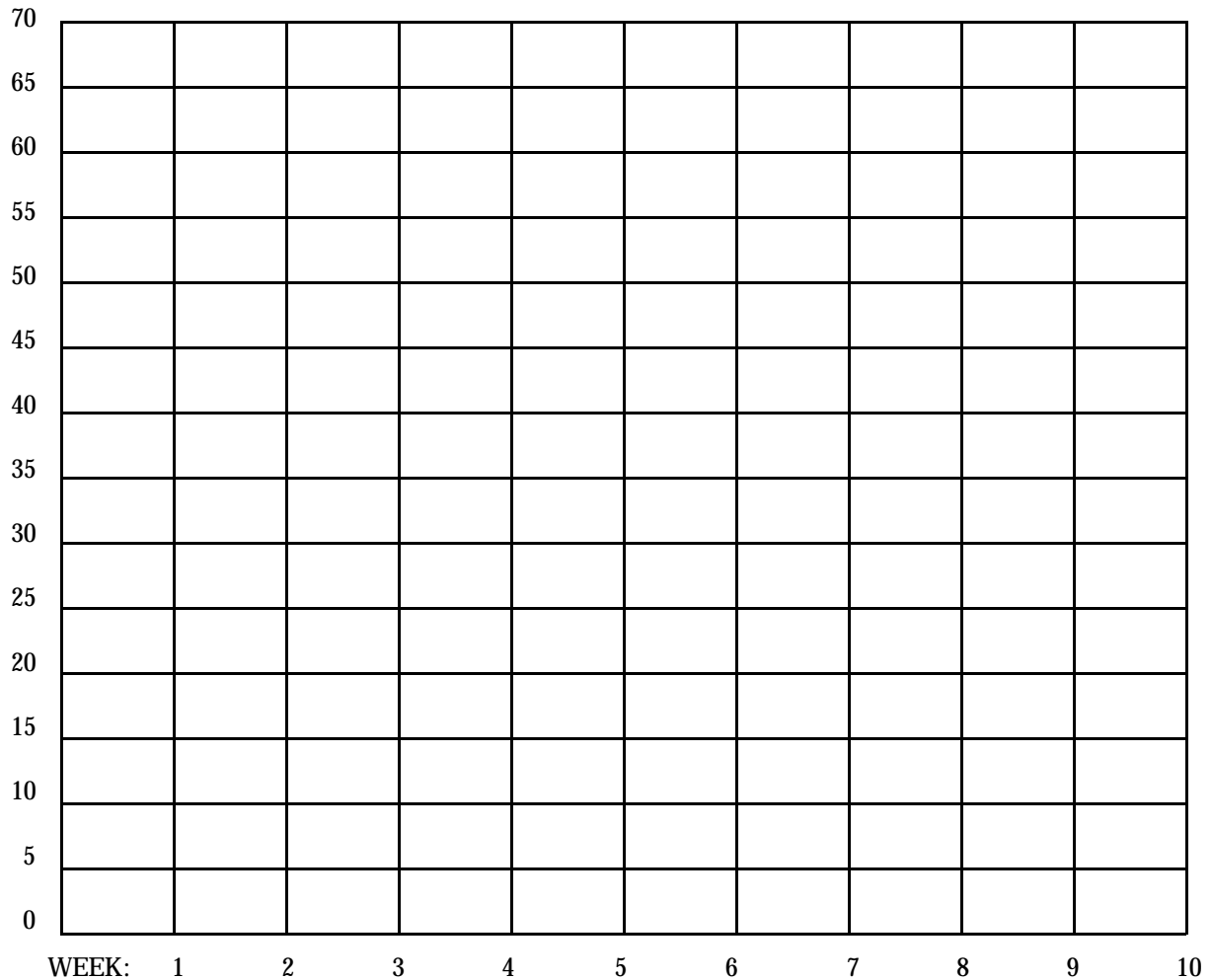
# Progress Chart

BEHAVIOR: \_\_\_\_\_

## Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

## Weekly Graph



DATE: