

LESSON 2

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 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

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 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."



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 all the 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.

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: 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 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 out some magazines and look at them.

(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: Ignoring and praising.

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

Progress Chart

BEHAVIOR: _____

Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

Weekly Graph

