

# LESSON 3

## 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 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.)

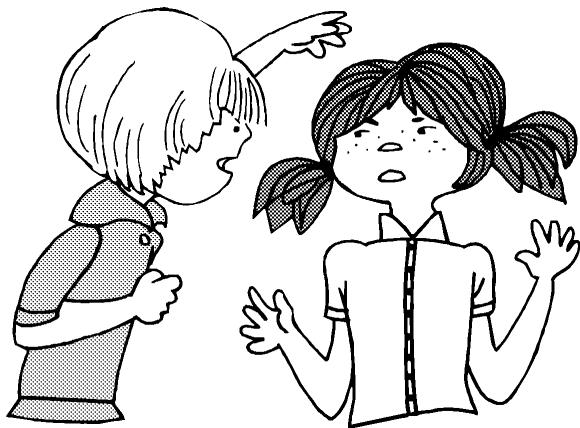
### Directions

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.
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 53.
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 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 and starts to hit her. 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:** I'm glad to hear that you are using words instead of fists to settle your quarrels. That shows you are really learning to control your anger. I like that.

**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:** (Sees possibility of a fight.)

**If you two can solve your 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 quarrel 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.)

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

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

(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.

# Progress Chart

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

## Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

## Weekly Graph

