

# LESSON 3

## Picking Up Toys

### Getting Ready

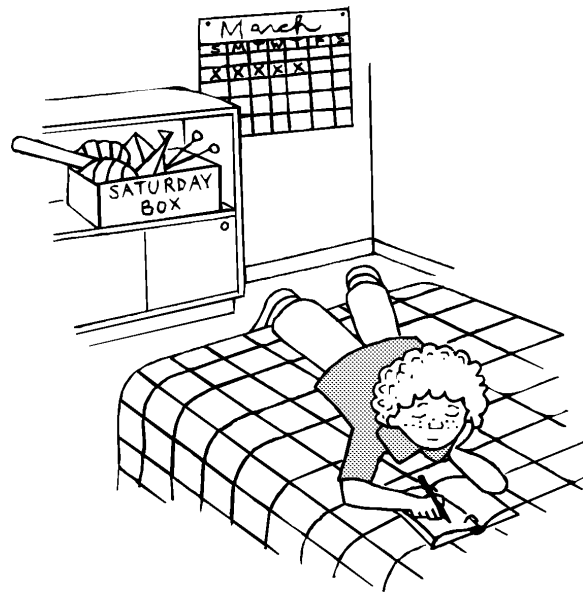
1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
  - Progress Chart
  - Items necessary for completing lesson activities
  - Pencil or pen for marking charts
  - Reward badge or other tangible reward
3. Arrange a work space that will best 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

Children often fail to pick up their toys, making extra work for adults. This lesson describes one way to handle this problem by denying the child the use of those toys for a period of time:

1. Get a large box, such as a grocer's cardboard box. Tell the child that toys left lying around will be put in that box.
2. Anything put in the box may not be removed until the following day or until a particular day like Saturday or Sunday.
3. You may help motivate the child by counting the number of toys that are put in the box during the first week. Offer him a special treat or privilege at the end of the second week if there are fewer toys in the box. At the end of each week there should be fewer and fewer toys in the box.
4. Since the purpose is to teach the child to be tidy, it is important to praise the child when he does pick up his toys.



5. The advantage of this system is that it eliminates the need for nagging, "Howard, pick up your toys!" Once the box idea is established, you can stop reminding the child about picking up. The responsibility has now become his.

6. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 25.
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:** Using a box and ignoring arguments.

**C:** (Finishes playing with blocks and goes off to watch television, leaving blocks scattered on floor.)

**A:** (Notices blocks after child has gone to bed. Picks them up and puts them in the box.)

**C:** (Next day.) Where are my blocks?

**A:** **You left them lying on the floor so I put them in the box.**

**C:** That isn't fair!

**A:** **You may have them back tomorrow morning.**

(Ignore all arguments. See "Unit Two, Lesson 1

Arguing.")

**Example 2:** Praising for picking up toys.

**C:** (Finishes playing with blocks and puts them into proper container. Puts container away on shelf.)

**A:** **I'm pleased that you are remembering to put away your toys.**

(Hugs the child.)

**C:** Yeah! I don't want them in that box again. I like those blocks. I'm going outside to play now.

**A:** **Have a good time!**

**Example 3:** Using special privileges as reward.

**A:** **It's Saturday, so you may take your toys out of the box and put them away.**

**C:** Oh, boy! You said I could go swimming today if I have less than six toys in the box.

(Goes to box, takes out toys, and counts them.)

I have only four toys in the box!

**A:** **That's great! That shows you are really learning to pick up your things. Let's go swimming now!**

