

LESSON 5

Jabbering

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 talks too much may be trying to get your attention. On the other hand, he may be nervous and unsure of himself and trying to cover up that fact by jabbering. Some children need a good deal of reassurance. They need to know how much you love them and how important they are to you. This lesson will help you solve a jabbering problem:

1. If a child has difficulty carrying on a conversation, you can teach him. Set aside five to ten minutes a day when you and the child can talk. You begin the conversation and then let the child talk. Take turns. Make sure the child holds up his end of the conversation.
2. When the child talks too much, explain that no one likes to be around a person who does all the talking. Say that you will be happy to talk with him whenever you can have a give-and-take conversation about something worthwhile.
3. When the child does not jabber, be sure to praise him. Let him know that you enjoy his company even when he is not saying anything.
4. If the child interrupts others, observe the rules on "interrupting." (See "Unit Two, Lesson 4 Interrupting.")
5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 59.
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: Praising for not talking too much.

C: (Has been quietly fingerpainting for five minutes.)

A: **This is really great. You have been working hard and haven't made any noise. I really like that.**

(Gives child a hug to go with the praise.)

Progress Chart

BEHAVIOR:

Example 2: Teaching how to work quietly.

C: (Has been following you around the house jabbering constantly as you are doing your housework.)

A: **Jill, if you want to be with me, I'd really appreciate it if you would help. We can work together.**

C: (Quietly helps with household chores.)

A: **Thank you, Jill. It's nice to have your help. I really enjoy just being with you. We don't have to talk all the time.**

Example 3: Setting conditions and rewarding the child for not jabbering.

C: Nine. Number nine. Is that the show? Trees. And so there! Blah, blah, telephone, bug, and then, number nine, number nine.

A: **If you sit quietly for one minute, you may do something special that is fun. Let's time it and see if you can do that.**

C: (Sits quietly for one minute.)

A: **That's very good. Do you see how easy it is to be quiet? Let's do something fun.**

(Do something that the child really enjoys.)

Example 4: Teaching how to have a conversation.

C: (Is jabbering about nothing.)

A: **Let's talk together. I would like to talk about your favorite toy. Which of your toys do you like best?**

C: My teddy bear.

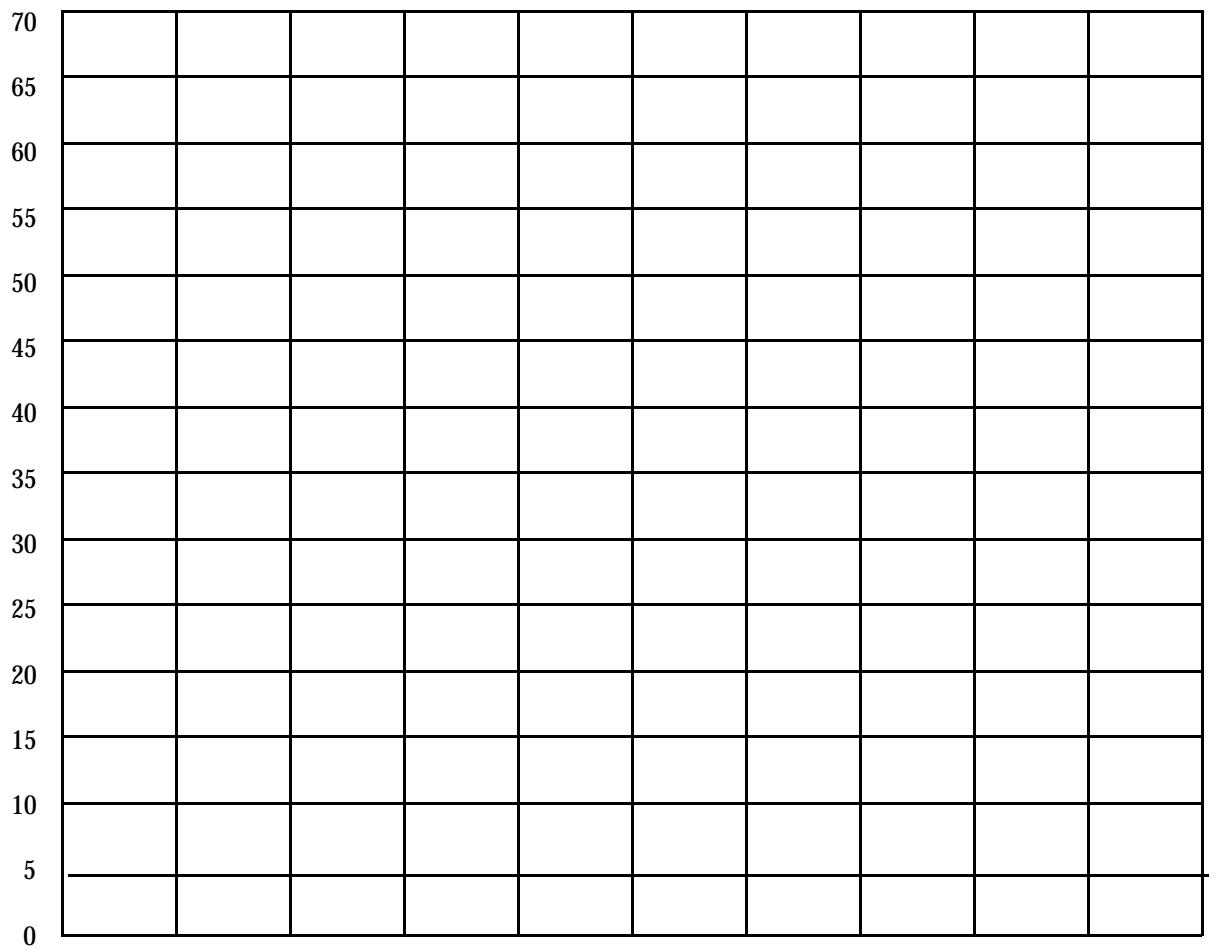
A: **What do you like about your teddy bear?**

(Continue to ask questions about the toy or talk about anything else that appeals to the child.)

Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

Weekly Graph



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