

LESSON 7

Taking Care of Things

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

If a child often breaks his own or other people's things, he needs to learn how to take care of things better. The following suggestions demonstrate how to do this:

1. Tell the child "It is good to take care of your things. It is good to take care of other people's things, too."

Pick up something that belongs to the child--something that he likes very much. "This is your record player. You like your record player very much. You want to take good care of it so you will have it for a very long time. I want to take good care of it, too, because it belongs to you."

Pick up something that belongs to you and that you like very much. "This is my knitting bag. I like my knitting bag. I want to take good care of it. I want you to take good care of it, too."

2. You must praise the child every time you see him handling something carefully or taking care of his own or someone else's property. Be specific in your praise, "I can see that you are holding that glass very carefully" or "You are showing me that you respect my book because you used it carefully. Thank you."



3. Once the child starts taking better care of his and other people's things, reward him with something new.

4. If you find a child breaking something, quietly take it away from him. Tell him that when he breaks something, he must go to the "quiet area." Leave him for one to three minutes or until he has been quiet for one to three minutes. In some cases you might tell the child that he will have to do jobs to earn the money to pay for what he has broken. See that he does these jobs on a regular basis and as soon as possible. It is important that he learn to be responsible for his actions.

Remember: Do not reason with the child right after misbehavior. It serves only to call attention to what he did. Reason with the child when you find him taking care of things.

5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 37.
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 taking care of things.

C:(Doing a jigsaw puzzle. Has difficulty making one piece fit.)

A:**That looks like a hard piece.**

C:It won't fit!

A:**It's really giving you a lot of trouble, isn't it? Maybe we can do it together.**

C:Okay. (Hands puzzle piece to adult.)

A:**You're taking good care of this puzzle. Does the piece go this way?**

(Turns piece in correct direction.)

C:I guess so. Thanks.

(Puts piece in place.)

A:**Thank you for taking care of the puzzle.**

Example 2: Rewarding with something new.

A:(A week has passed and the chart shows that Tommy hasn't broken anything deliberately.)

I've bought you something new because I've noticed that you've been taking good care of things.

C:Oh, boy!

Example 3: Sending to the "quiet area" for deliberately breaking things.

C:(Is drawing a picture with a pencil. The pencil lead breaks. The child breaks the pencil and throws it across room.)

A:**You may not break things. You must go to the "quiet area" for three minutes.**

(Says nothing further to child. Sends or takes him to the "quiet area.")

Progress Chart

BEHAVIOR: _____

Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

Weekly Graph

