

LESSON 8

Working

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 have to be told over and over again to work at something. When this happens, the child is controlling the adult. Some children will say "No" whenever you ask them to do a job. This lesson provides ideas on how to encourage a child to work:

1. When a child is working on something for you or for himself, be sure to praise him. If you praise him for doing a job, he should start enjoying it and look forward to getting praised.
2. When a child refuses to work, it may be because he has not been noticed or praised for working. Ask the child to work with you on something that he enjoys doing. When he does it, praise him.
3. Try to get the child to work on things that he has refused to do before. Don't ask too much at first. You may have to praise him for small steps in the beginning. If the child just looks at what you want him to do, you might say "Good. You are paying attention. Now pick up your clothes." Sometimes praising small steps will encourage a child to do the task.
4. Some children like to work toward a goal. Tell the child that he may have a certain reward if he does something, "If you will help clear the table, you may invite Peggy over to play for a while."
5. If a child refuses to do a job, explain that this is not allowed and he will have to go to the "quiet area." The "quiet area" should be used infrequently, and the child should be immediately directed back to the work station.
6. You may need to help the child for a week or more before you begin getting results. But if you are consistent, praise will teach the child how to work.
7. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 41.
8. 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 small steps.

A: (Is sitting at the dinner table.)

Hank, take your plate to the sink, please.

C: (Looks at his plate but does not remove it.)

A: Thank you, Hank, for paying attention. Now pick up your plate.

C: (Picks up plate.)

A: Good. You picked up your plate. Now take your plate out to the sink, and I will take mine.

A&C: (Take plates to the kitchen sink.)

A: I really like it when you work with me.

Example 2: Setting conditions.

A: (Is sitting at the dinner table.)

Mary, if you take your plate to the sink, you may have dessert.

C: (Looks at her plate but does not remove it.)

A: (Serves dessert to those who have removed their plates.)

When you take your plate to the sink, Mary, you may have dessert, too.

(Do not give the child any dessert until she takes her plate to the sink. She may go without dessert rather than obey you, or she may go without dessert for several days until her favorite is served. Eventually, she will take her plate to the sink in order to get dessert. When she does, praise her.)

Example 3: Using the "quiet area."

A: (Is teaching child to pick up clothing.)

Joan, please pick up your clothes.

C: No, I don't want to.

A: If you won't do that job for me, you will have to go to the "quiet area."

A: (Takes child to "quiet area.")

You must sit quietly for one minute.

(After the child has remained quiet for one minute, return her to the task of picking up clothes. If she still refuses, take her back to the "quiet area" or follow the SHOW-HELP-TELL teaching procedure on page 3.)

Progress Chart

BEHAVIOR: _____

Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

Weekly Graph

