Foreshadowing

Objectives	1. To help child with an upcoming event that may worry the child. 2. To help children picture how to act in the upcoming situation.
Action Steps	1. Identify the special or difficult situation. 2. Talk about the event and why it is important. 3. Talk with the child about where the place is, what it is like, etc. 4. Help the child to figure out how he will fit into the situation i.e. what he can do or say. 5. Practice or role play the situation with the child if the parent feels it is necessary. Provide the child with several ways the situation might develop.
Role Playing Examples	**HOW TO:** Mother wants David to go to the store for her. She wants him to get a loaf of bread and a can of peaches. **Mom: David, please go to the store and buy some bread and a can of peaches.** David: I can't remember where the peaches are. **Mom: I think they are in the first aisle, what could you do if you can't find the peaches?** David: Ask the grocery man? **Mom: That's right. What if they are too high for you to reach?** David: Ask him to get me a can of peaches. **Mom: Good thinking, now tell me what you are going to do when you get to the store.** David: I'm going to get bread, and then look for a can of peaches. **Mom: And if you can't find them?** David: Then I'll ask the grocery man to help me. **Mom: Good remembering. Now here's the money and off you go.** **HOW NOT TO:** David: I don't know where the peaches are. **Mom: Yes you do. You've been there a hundred times before with me.** David: (whining) I can't remember. **Mom: Don't be such a baby. Here's the money. Now go.**
Follow up action steps	After the event, praise the child for handling the situation successfully. If the experience was not successful, give support for the child's efforts and then follow up with more foreshadowing and discussion. **Praise any successful steps to success!**

Praise

Objectives	Praise is a way of saying, “I like what you did!” The message can be a word, a phrase, a gesture or a facial expression that makes another person feel pride, joy, or respected. Praise creates a sense of well being in a person.
Action Steps	When you see a child trying to do something that you want them to repeat on a regular basis, praise them. For example: Praise for cooperative play, thoughtful behavior, respect for others, handling pets gently, remembering a chore by himself. Whatever the event, praise should follow immediately.
Role Playing Examples	**HOW TO PRAISE** Praise should be related to the event not the child’s total character. Focus on the event. Below are examples of praise that created good feelings in the child. **Mom: I’m glad you remembered your school books this morning. That was good thinking!** (child thinks that they can think for themselves.) **Mom: The yard looks great. You sure did a nice job of cleaning up the trash and raking the leaves!** (Child thinks that they are strong and a hard worker.) **Mom: I see you’re working hard to tie your shoes. Learning to tie your shoes is hard. I’m glad you tried them by yourself this morning.** (Child thinks,I tried my best, and I can do better tomorrow.) **Mom: I see that you included the new boy in your ball game. That’s nice! Sometimes kids can feel left out.** (Child thinks that they are a caring person.) **HOW NOT TO PRAISE** The positive value of a praise can be lost if negative comments or comparisons are part of or follow the praise statement. **Mom: For such a little boy, you did very well.** (Child thinks that they are small or skinny.) **Mom: You remembered to feed the dog tonight. I hope you remember to do it tomorrow.** (Child thnks that they are stupid for forgetting.) **Mom: Well, you have a new haircut. Now you look like a human being.** (Child thinks that they did not look human, or that they look like an animal.)
Follow up action steps	You may feel uncomfortable in giving direct praise. If so, ask yourself: Does the child *know* that you are pleased? Don’t you think the child *should know*? You may think, why should I praise for something I expect him to do? Well consider that you are expected to cook for your family, but it is so nice to have someone tell you how good the meal is. A child also needs to know that their efforts are appreciated.

Commands vs. Requests

Objectives	Command is a statement which tells someone to do something. A request is a statement which gives a person a choice of responses. Learn when and how to use each of these statements.
Action Steps	1. The command must be matter-of-fact. State what behavior you want. Use language that is short, clear, direct and understandable. 2. The command should include a specific time when the task has to be completed. 3. If offering a request, also use language that is short, clear, direct and understandable; give the child only two choices. Make both of the choices tasks that you want the child to complete. (Some children respond better to choices as it gives them the feeling of control.) 4. The request should also have a clear time limit on when the chosen task has to be completed.
Role Playing Examples	**HOW TO MAKE A COMMAND** David, put your coat on **now**, please! Nevaeh, pick up these toys **now**, please! David, after supper you need to clear the table. I will remind you. Nevaeh, when you come home everyday, put your backpack by the coat hook. **HOW NOT TO MAKE A COMMAND** I want you to pick up the toys. I'd like you to clear the supper table. I don't want you to leave your backpack on the floor. Why can't you keep the living room picked up? **HOW TO GIVE A REQUEST** David, you can either pick up your coat, or vacuum the carpet before supper. Nevaeh, do you want to pick up the toys now or after you do your homework? David, would you rather clear the table, or dry the dishes now? **HOW NOT TO GIVE A REQUEST** Neveah, pick up the toys or else. David, you're going to get it if you don't pick up your backpack. When will you hang up your coat? Would you like to help me with the dishes?
Follow up action steps	When the child obeys the command, specifically praise the child for doing as you ask. When giving a choice, praise the child's decision. If the child does not obey or resists the choices, first examine whether you stated the command or request correctly. If not, restate it correctly.

Discipline

Objectives	To train a child in order to create or correct a behavior. Discipline teaches a child to handle difficult situations, get along with others, control negative behavior and find a positive alternative to negative behavior.
Action Steps	1. Get the child's attention. 2. Stop the undesirable behavior. If the child runs away or talks back, wait until he returns or settles down. Then tell him you understand how he's feeling (upset, disappointed, angry, or whatever) but that he has something he needs to do. If he is defiant and disobeys you, he may need to be told to leave the situation briefly (See Time Out strategy) 3. Help the child find a new way to handle the situation.Example: Teach sharing, teach a child to talk about his anger rather than hitting,
Role Playing Examples	**HOW TO:** Katelynn and Zoe are playing and having trouble sharing. Mom can hear that they are having trouble sharing and before a fight can happen, she steps in to discipline the children, to ***teach*** them about getting along with each other. Mom sits down with the girls and finds out that they both want to play with the same toy. Mom helps them work out a plan for how they can both play with the toy by taking turns. She helps them decide who should play with the toy first and how long each may play with it. She helps them find a way to measure the time and leaves them in charge of the sharing. If mom handles the problem of sharing this way each time it occurs, she will teach the girls to use this positive problem solving each time they need to share. **HOW NOT TO:** Katelynn and Zoe are playing and having trouble sharing. Katelynn hits Zoe. Mom yells at Katelynn to stop hitting, but does not try to find out why she was hitting. The girls continue to fight and Mom yells at them both to stop. The fighting continues and now the girls are hitting each other. Mom comes into the room and yells at the girls again and slaps them both. Now the girls are crying, mom is angry and nothing has been learned about how to resolve the situation in the future.
Follow up action steps	A parent must be consistent in using discipline so that the child learns how each negative situation can be solved by using problem solving strategies. The child must not think that sometimes they can get away with negative behavior. React to negative behavior early so that negative emotions do not grow out of control.

Compliance (Obeying)

Objectives	Compliance is doing what you are told to do (obeying). Parents, teachers and other child-caring adults should expect a child to do as they were told right away, unless they are given a longer time limit. Children need to comply in order to care for themselves and to get along with others. You need a child to comply in order to teach them: ● Daily hygiene ● Safety rules ● Household tasks ● Social custom such as table manners, clear speech, sharing ● School and game skills
Action Steps	1. Think before giving commands. Decide what must be done, and when it needs to be done. 2. Give the command or direction in a clear, short, matter of fact way. 3. If the child is young or the command complicated, check to see if the child understands by asking quietly, "What are you supposed to do?"
Role Playing Examples	**HOW TO:** "Put on your coat before going outside." "It is cold outside, so put your coat on now." To make sure they understand, ask "It's cold outside, so what did I ask you to do?" Hint: Many command statements work very well when they start with, "(Name), You need to (task)". **HOW NOT TO:** Put on your coat. You know it's cold outside dummy. Did you put your coat on? I told you to put your coat on, if you don't, you can't go outside for a week. Don't you want to put on your coat?
Follow up action steps	1. If the child is younger, it sometimes helps to show the child what compliance looks like. "Johnny this is how to pick up your toys and put them away." 2. If the child is older and does not obey, use Time Out to show the child they must do as they are told.

Active Ignoring

Objectives	Ignoring is a way of reducing or getting rid of behavior you don't want. When you ignore a child's behavior, you send a message in words or actions that you will not be a part of their unwanted behavior. (You do not ignore the child, only the irritating behavior.)
Action Steps	Use Ignoring for many minor negative behaviors, such as interrupting, quarreling, nagging, whining, and commanding adults. Decide which behaviors you want decreased. Decide whether you can tolerate this behavior without having to remove the child from the areas. If you can tolerate it, use ignoring steps below. Decide what behavior you want to see. Be sure both parents know what the child should do. Either tell the child what behaviors you expect or let the child know what you expect by telling someone else as the child listens. Continue what you are doing, do not look at or talk to the child. When the child finally does what you told the child to do, praise the child for doing what you directed and let the child continue as part of the family.
Role Playing Examples	Mother is talking with a neighbor. Five year old Cindy repeatedly interrupts the conversion by calling "Mom" again and again and pulling on her arm. **HOW TO** Mom decides to ignore Cindy's interrupting behavior. She tells the neighbor that she wants Cindy to learn to wait and asks her not to look at or pay any attention to Cindy's interruptions. Conversation continues between Mom and neighbor. Cindy stops pulling at Mom's arm and stands quietly, looking confused. When there is a break in the conversation, **Mom: Good waiting, Cindy! (and attends to Cindy's problem.)** **HOW NOT TO** **Mom: I'm talking, Cindy.** Cindy: Mom, Mom! and pulls on Mom's arm. **Mom: Be quiet!** Cindy: repeats "Mom, Mom" in a louder voice. Mom: Stop pulling my arm (She gently pushes Cindy away.) Cindy starts yelling at Mom in a loud voice, stamping her feet, pushing Mom away from the neighbor. **Mom: "What's the matter, CIndy?"**
Follow up action steps	Ignoring may be difficult; at times it is necessary to physically remove yourself from the child's sight. <u>Any attention to the child's minor negative behaviors will only strengthen and increase this unwanted behavior.</u>

Effective Use of Cue Words and Signs

Objectives	A cue word, phrase, or physical gesture designed to get a child's attention, or interrupt inappropriate and /or harmful behaviors. Cues may be used as signals for the manner in which a child should act and/or respond at that moment A cue is a personal message between parent or teacher and child that has resulted from many interactions over time, and/or previous discussions regarding the same kind of behavior.
Action Steps	1. To interrupt, either verbally or physically, any unacceptable act, hopefully before or at the moment it is to occur . 2. To help the child to think for himself and /or answer the question he already knows the answer to. 3. To reinforce a desirable word and/or action.
Role Playing Examples	**HOW TO:** Get the child's attention in a way that's not embarrassing to the child, so the two of you are working together. 1. Smile and nod at the child when they are sharing or showing another good behavior. 2. Say a no-nonsense and quiet " Stop" with a firm shake of the head when the child is about to start an action that is a poor decision. 3. A smile and quiet "good starting" with a thumbs up when the child is beginning a positive task or behavior. 4. A quiet no-nonsense 'Settle down" with a down wave of your hand, when the child is beginning to act out, whine or beg. 5. A firm "What did I say?" when the child asks the same question for the second time or begins begging. 6. A firm "Wait here" while pointing to a spot in the room when the parent is interrupted, and must leave the child for a few minutes. **HOW NOT TO:** 1. A quick pinch when the child is getting silly. 2. Child asks an embarrassing question, and parent laughs or smiles. 3. Child interrupts the parent and parent begins to lecture loudly, loses temper or gives in, and turns their attention from what they are doing to the child.
Follow up action steps	Praise when the child has responded positively to your cue. Cues are built over time and require consistent follow-through to become meaningful.

Mood Change

Objectives	To interrupt and redirect low-level and surly behavior. Whining, bickering, complaining, whimpering and pouting are low-level negative behaviors that require a mood change before they become temper tantrums.
Action Steps	1. Be matter-of-fact. State what you want. Use language that is clear, direct and understandable. 2. Send the child to a designated location, for instance a bedroom, by himself so that your time and attention is not rewarding his negative behavior. 3. Go to that location in a short time to check his mood. Ask a question about the topic to test his mood. 4. If his mood is not better, tell him you will be back in a short time to see if his mood has improved. If his mood is better, you can talk with him. Continue until his mood is better. 5. Restate what it is you want from the child.
Role Playing Examples	**HOW TO:** Mother wants David to make his bed. David whines about having to do it. **Mom: David, we cannot discuss this until you are ready to talk about it without whining. Go and sit on your bed until you are ready to talk about making your bed.** ***(Mom waits about five minutes and then goes to check on David.)*** **Mom: Are you ready to talk about making your bed?** David: I don't want to make my bed! It's not my job! **Mom:You are not ready to talk calmly about making your bed. You have to sit here until you are ready. I will check on you later.** ***(Mom waits another five minutes and then goes to check on David again.)*** **Mom: Ready to talk about making the bed?** David: Can't I do it after supper? ***(Mom sees that he is not whining and so continues the discussion.)*** **Mom: Thank you for asking, but no you have to do this first and then you can go and play.** David: He may grumble but he does the job. **Mom: Thank you for making your bed. You may go and play now.** **Note: This technique is called STOP THE WORLD! This means nothing else will happen until he does what he is asked.**

	HOW NOT TO: David: I don't want to make my bed. **Mom: You have to make your bed. Now get in there and do it!** David: (whining) But I don't want to! **Mom: Get in there now and make that bed before there is trouble!** The whining and arguing continues until one or both lose their temper and say things that are hurtful.
Follow up action steps	After the event, praise the child for doing as you ask. If the child cannot settle down after a few check-ins, help him think about why he feels this way. Help him understand that his feelings are real, but his feelings should never prevent him from doing the right thing. Praise any successful steps to success.

Time Out

Objectives	Time Out (T.O.) is an interruption of a child's poor behavior by removing them from the "Scene of the action". Removal stops the behavior and takes the child away from whatever is causing, encouraging or strengthening the poor behavior. Use T.O. to stop poor behavior before it gets out of control, and to end behavior that is against the family rules. When a child breaks a serious rule, or ignores your command, T.O.gives the child time to think about how to improve their behavior.
Action Steps	1. Explain what a Time Out is. Tell the child that each time he breaks a rule or refuses to obey, they will have to take a T.O. This means they will have to go to a quiet place in the house and stay there quietly, doing nothing, until they are allowed to return. 2. To practice, walk the child through the first few Time Outs so that they understand where you expect them to go and how you expect them to behave. Walk with them to the T.O. area. Tell them clearly and calmly what you expect them to do while in T.O., and that they can not come back until you tell them that time out is over. *Hint:* Set a kitchen timer. (Best practice is a minute per year of age.) Place timer out of the child's reach. 3. After the training (no more than 2 or 3 times), when a Time Out is needed, tell the child quietly and calmly <u>what rule he has broken,</u> and to <u>take a T.O.</u> Do this as soon as the child breaks the rule, and before the behavior grows out of control. 4. The child must sit quietly for a set time (for example, two minutes) before he or she can return. Do not tell the child the exact time because they must rely on your authority, 5. T.O. place should be far enough away from the family, so that the child can not provoke or get attention; yet close enough to know some of what they are missing. <u>The best T.O. places have nothing for the child to do or to play with</u>. 6. Time Out should be short enough for the child to have many chances to come back to the family and show the correct behavior. (It is better to have many short T.O,s rather than a long time out and miss family activities for the rest of the evening.) 7. Ignore the child if they are fussing or whining (low level behavior) while they are in Time Out. Do not talk to or argue with him. If the child is defiant (temper tantrums, yelling, arguing) say, "Time out means quiet mouth and quiet hands, so this Time Out starts over." Start T.O. over until the child is quiet. 8. The child has successfully taken a Time Out only when they have done so quietly for the time you specified (Remember T.O. begins with quiet mouth and quiet hands) So if you had a two minute T.O. planned, but the child carried on for five minutes before quieting down, then the T.O. began <u>AFTER</u> they quieted. 9. After the child successfully completes the Time Out, redirect them to what must be done next, or to a positive activity (such as playing quietly.) **Praise the child as soon as they begin to do it. Remember to praise again later if the child continues to do well.**

Role Playing Examples	**HOW TO:** Tommy is bugging someone at the dinner table and it leads to chaos. The *first time* the parent sees or senses the child kicking, teasing or poking, they tell him to take a Time Out in the Time Out spot. Sometimes Tommy yells, but he stays in TIme Out. Sometimes he peeks around the door to provoke his brother, but the parent ignores Tommy and tells him once more *"Time Out starts with quiet mouth and quiet hands"* They wait until he's been quiet for about two minutes. The parent says, "Time Out is over, remember, you didn't listen. Next time you need to listen and obey. " **And good time out!** (always praise for a good time out) **HOW NOT TO:** Tommy is bugging someone at the dinner table and it leads to chaos.The parents plead, bargain or shout at him but he does not stop. Finally in anger, the parent grabs Tommy and drags him to the Time Out, shouting at him as they go. Tommy sits in Time Out whining and wiggling, until they are sick of his behavior. The parent lets him return to the table or sends him to his room, where he has things to play with. Tommy learns that Time Out doesn't mean anything because if you whine long enough, you'll get to come out and do something else.
Follow up action steps	**Consistency in using Time Out is very important.** If not, the child will keep doing the undesirable behavior thinking he *may* get away with it *this time*. Hint: **Tune in** to <u>what behavior</u> begins a chain of undesirable behaviors, and cut it off as soon as it appears.