Goals for Today

- Briefly discuss developmental and behavioral principles
- Discuss several broad, important parenting strategies
- Discuss 3 common child rearing challenges
  - Highlight normative perspective
  - Review practical strategies for success

Guiding Principles

- Interpretive principles
  - Skill deficiency
- Developmental principles
  - Thinking/reasoning skills slower to develop than behavioral skills
- Learning principles
  - Learning occurs through repetition with contrast

“Excesses” Vs. “Deficits”

- Is the focus on behavior that happens too often?
- Does your strategy deal with deficits?
  - How are you teaching new skills?
  - How are you strengthening positive skills?

Ranked Behavior Problems in 3 Year Olds

**GIRLS**
- Night wetting
- Poor appetite
- Fears
- Waking at night (> 3x/week)
- Soiling (> 1x/week)
- Day wetting (≥ 1x/week)
- Faddy eater
- Relationship with sibs
- Overactive
- Difficultly going to bed
- Attention seeking

**BOYS**
- Night wetting
- Day wetting (≥ 1x/week)
- Poor appetite
- Overactive
- Difficulty going to bed
- Waking at night (> 3x/week)
- Difficult to control
- Faddy eater
- Sleeps with parents
- Relationship with sibs

Addressing Skills Deficiencies

- Is deficiency due to lack of use or lack of ability?
  - Lack of use
    - What’s standing in the way?
  - Lack of ability
    - Teach skill

Two Kinds of Knowing

- Knowing how to do something
- Knowing how to specify what it is you know how to do OR what you should do

Two Kinds of Knowledge

Doing Knowledge
- Doing it
- Procedural
- Performance
- Contingency shaped
- Artist
- Skater
- Golfer
- Young child

Saying Knowledge
- Saying it
- Declarative
- Informational
- Rule
- Critic
- Judge
- Golf Pro
- Older child

Doing vs. Knowing: The Example of Toileting

- Do you need to go to the bathroom?

The Concept Of Same

- Seeing similarity in the presence of manifest formal or physical difference

Tests Of Conservation

- Water
- Lead
- Apple
- Dough
- Quarters
Tests For Abstract Thinking

- Carrying in their head
- Fractions
- Negative numbers

Learning Opportunities

- Involves repetition with contrast
  - High contrast → Low repetition
  - Low contrast → High repetition
- Children will take negative over nothing

Foundational Behavioral Strategies

Discipline

- (N.)Training expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement.
- 2-pronged approach
  - Responding to misbehavior
  - Encouraging appropriate behavior
    - Focus here first!

Conceptualize Misbehavior

- Categorize misbehavior
  - Parents tend to lump them all together
  - Want to separate and respond differentially
- Negative to positive
  - Often focus on what don’t want to see
  - Need to focus on what to encourage

Required “Basics”

- The evil “C” word
  - Consistency in expectations and routines
    - Within and across environments
    - Within and across care providers
- Modeling of desired social behaviors
- Deciding what is important
  - Get the most bang for your buck!
Establishing Rules

- The K.I.S.S. Principle
- Teach the rules
  - Model & role play
  - Practice frequently
- Specify consequences & use them

Pre-correction

- Anticipate challenge and prepare
- Care providers should:
  - Restate rules
  - Restate benefit of following rules
  - Restate consequence for breaking rules

Tantrums & Aggressive Behavior

What Is a Tantrum?

- Common childhood behavior problem
- Frequent concern raised with pediatricians
- Communicate emotions
- Range among children
  - High intensity anger: kick, scream, hit, pull/push
  - Low intensity anger: shout, stamp, cry, whine

Who Tantrums?

- All children!
- Peak at age 2-3
- Decrease around age 4
- 75% last less than 5 minutes
- Average of once per day
- Emotions
  - Anger: rises quickly, peaks, then decreases
  - Distress: slowly increases, followed by sadness

Parenting

- Frustrating, anxiety-provoking
- Negative discipline
  - Harsh, inconsistent parenting may increase/maintain behavior problems
**Create TIME-IN**
- Because they want attention, give it!
- Valuable use of your time
- Creating time in
  - Physical affection
  - Creating contrast
  - Earning distinction
  - Anything fun
  - 2nd and 3rd hand praise

**Strategic Attention**
- No good behavior should be taken for granted
- Praise
  - Give labeled, specific praise
  - Praise appropriately, immediately, consistently
  - Praise with eye contact, smiles, enthusiasm
- 4 to 1 rule

**Selective Ignoring**
- Low-level tantrums that are not dangerous
  - Whining, crying, stamping feet
- Most difficult strategy to consistently implement
  - Avoid discussion and eye contact
  - Be consistent
  - Move away from your child, but stay in the room
  - Pay attention to positive behaviors

**Common Errors**
- Unclear expectations
- "Non-meaningful" rewards
- Set the bar too high
- Expect good behavior for too long
- Use the same rewards over & over

**Using Rewards**
- The key to motivation is restriction!
- Tie directly to specific behavior
- Start off giving rewards more frequently
- Shift to intermittent rewards
- Variety is the spice of life!
Dot-to-Dot

- System so that kids can track their own progress
- Specifies clearly when reinforcers are delivered

Grab Bag

- Features
  - Slips of paper with small treats
  - Criteria to access
- Advantages
  - Flexible
  - Creates interest and novelty

Spinners

- Game-like system used to reinforce behavior
- Divide into sections of various sizes
  - Each section represents different reward
  - “Higher” valued rewards get smaller sections
Time-out

• For high-anger tantrums
  – Kicking, hitting, pushing

• Provides a consequence for unacceptable behavior

• Helps children feel calm and safe

Other Critical Features of Time Out

• Focus on teaching skill initially

• Used judiciously and consistently

• Occurs in appropriate setting

• Sufficient, but not excessive, length

• “Time out” vs. “Calm down time”

Time Out, 2 Kinds of Nothing, & The Stages of Grief

• Denial

• Anger

• Bargaining

• Grieving

• Acceptance

Addressing Noncompliance

Or, “How to get them to do what you want without scaring the _____ out of ‘em!”

Prepare for Success

• Is the task within the child’s ability?

• Can you follow-through?

• Do you have child’s attention?

• Can I offer a choice?

Giving Effective Instructions

• Wording is key!
  – Direct vs. Indirect
  – Positively stated
  – Single step
  – Specific vs. Vague
  – Neutral, firm tone
  – Polite and respectful
  – Used when necessary
  – Give rationale beforehand
Parental Follow-thru

- Compliance
  - Enthusiastic, labeled praise
  - Additional rewards, treats, etc

- Noncompliance
  - Warning (count in head)
  - Consequence
    • Time out

Ways to Increase Compliance

- Compliance Game
  - Way to practice listening skills
  - Focuses first on easier instructions

- Limit instructions to essentials

- Choose your battles

Pediatric Bedtime Problems

- Definition
  - Crying out, calling out, leaving the room

- Prevalence
  - Most common sleep disorder

Sleep

- Necessary for health functioning

- Average sleep requirements by age (Ferber, 1985)

- Fatigue deteriorates neural controls

Bedtime Resistance

- Definition
  - Crying out, calling out, leaving the room

- Prevalence
  - Most common sleep disorder

Treatment – General Issues

- Bedtime routine
  - Calming activities
  - Standard bed and rise time

- Bedroom/bed setting & patterns
  - Quite, comfortable
  - No TV, radio, etc

- Behavioral intervention
  - Elimination of secondary gain
  - Reward success
Parental Ignoring (Extinction)

- Standard
  - Simply let child cry, scream, etc.
- Graduated ignoring
  - Increase time between visits or decrease time spent responding
- Works, but parents don’t like!

Bedtime Pass

- 3 x 5 or 5 x 7 note card
  - Exchangeable for 1 excused departure from bedroom after bedtime
- Change parental response to resistance
  - Ignore crying or calling out
  - Redirect back to bed if leaves room (but no talking!)

Benefits of the Bedtime Pass

- Effective for reducing/eliminating bedtime resistance
- Absence of “burst” before gets better
- Acceptable to parents

Summary of Themes

- Attend to developmental and learning principles
  - Focus on action not words
  - Create repetition with contrast
- Empower parents
  - Increase motivational influence of attention
  - Use rewards to one’s advantage
  - Teach effective limit setting & follow-through

Thank You!