


Putting on the Breaks: Behavior Management




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ADHD Is...


- “Time Blindness”
- Is a performance disorder, not skill
- Not knowing what to do and using past as “point of performance”

– From Russell Barkley (2006). Attention Deficit Hyperactivity Disorder: Etiologies and Theory.




Executive Functions

- Inhibit
- Shift
- Emotional Control
- Initiate
- Working Memory
- Plan/Organize
- Organization of Materials
- Monitor (work checking habits)




Behavior Change A-B-C

- Three ways to change behavior:
 - Change Antecedent (A)
 - Reinforce a behavior that is incompatible with problem behavior (B)
 - Change Consequence (C)



CHANGE THE ANTECEDENT (A)

Effective Commands
Special Time

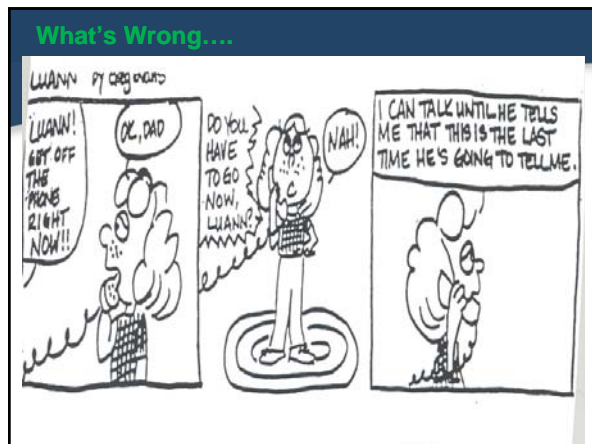


Criticism Trap



Ineffective Commands


- Chain
- Buried
- Vague
- Question
- Repeated
- Lets...
- Commands Yelled from Distance

Giving Effective Commands


- Make sure you mean it.
- State the command simply and do not state it as a question.
- Give one command at a time.
- Make sure your child is paying attention when you give the command.
- Ask your child to repeat your command

Barkley, R.A. (1997). Defiant Children: A clinician's manual for assessment and parent training, 2nd ed. New York: Guilford.



Special Time


- 5-15 minutes
- No other children involved
- Ask child what s/he would like to do
- Imitate appropriate play
- Reflect appropriate talk
- Use attending/praise



INCOMPATIBLE BEHAVIOR

(B)

Catch Them Being Good




Attending & Praise: The Basics

- Ignore negative behaviors
- Attend to good behavior/"Catch them being good"
- Be specific
- Be immediate
- Be honest, not overly flattering
- Do not include criticism after praise



"Catch Your Child Being Good"

- Compliance Training
- Choose 2-3 behaviors
- Provide opportunities for practice
 - Several periods each day
 - Simple, brief requests



CONSEQUENCE CHANGE

(C)

Token Economy

Time Out

Ignoring



Token Economy

- Dot-to-Dot System (www.picturedots.com), Charts, Points
- Select Reinforcers
 - Choose in conjunction with child
 - Make a list/menu
 - Consider social and material reinforcers
 - Use of extrinsic reinforcers can help "hook" child, increase buy in
 - Fade over time, make reinforcers harder to get



Dot to Dot

- Generally use with ages 7 and older
 - www.coloringbookfun.com/
 - www.picturedots.com
- Choose 2-3 specific behaviors
- Make it usable and immediate



Token Economy

- Decide on tokens (make sure secure)
- Decide on positive behaviors to increase
- Determine point value of each behavior
- Select rewards (material and activities)
- Value/worth of each reward
 - 2/3 on daily/every other day rewards
 - 1/3 on mid/long range
- Track points
- Set time for redemption of tokens
- Adapt as needed



List of Good Behaviors	S	M	T	W	Th	Fr	Sa
Clean bedroom (check 6:00) (2 points)	0	2	2				
Brush Teeth (each meal) (1 point)	3	1	0				
Tantrum Free (6-8:00pm) (2 points)	0	0	2				
Total	3	3	4				




Ignoring

- No Eye Contact
- No Verbal Contact
- No Physical Contact
- As soon as unacceptable behavior over, provide praise/attention
- Never ignore: harm to self, others, or property



At-Home Time Out

Select Time Out Behaviors
Select Location




Boring, no breakables (**not child's room**)
Time-generally 1 minute/year
Warn Once (except for behavior rule violations)
Time Out is not an option
Do not talk to your child in Time Out



Public Time Out

Find Time Out Location
Review rules prior to entry
Delayed Time Out
At Home
In Car




Troubleshooting Time Out

- Failure to go: add 1 minute (up to 10)
- After 10 minutes, remove privilege "behavior penalty" (can make it back)
- Escaping-for each 10 second absence add 1 minute (up to 5), "behavior penalty"
- Make sure child complies with initial request when time out over
- Use calmly, consistently, immediately
- Ignore minor misbehaviors in time out



STICKY SITUATIONS

- Dining Out
- Bedtime
- School/Homework
- Burn Out



Managing Behavior in Public

- Think aloud, think ahead!
- Does she/he need to go?
- 3 steps:
 - Set up/Review rules before entering place
 - Set up incentive for compliance
 - Set up punishment for noncompliance



Managing Behavior in Public

Changing Antecedents

- Come up with activities for child to do
 - » Check off grocery list, find specific item, bring snacks, Handheld Game(s)

Change/Reinforce Alternate Behavior

- Frequent positive praise

Changing Consequences

- Modified Time Out
- Time Out at Home



Dining Out

DO's

- Find Table away from crowd
- Seat child next to wall
- Order food child likes
- Provide pre-meal snack
- Provide small toys to occupy time
- Move toys when food comes to table
- Praise appropriate behavior
- Move utensils from reach
- "The Dinner Game"
(www.familieswithpurpose.com)

DON'Ts

- Go where meal takes very long time
- Insist child order something s/he doesn't like
- Bring large/noisy toys or toys with many pieces
- Allow child to get down from his/her seat (if break needed take him/her out for moment)



Bedtime Behaviors

- Establish Routine
- Set Time
- Sleep Hygiene Techniques
- Bedtime Pass



Working with the School



Parent-Teacher Communication

- Be a partner with the teacher.
- Get comfortable with the school and with the teacher.
- Feel free to make the first contact with the teacher.
- Communicate with the teacher early
- Communicate often.
- Follow through with what you said you would do.

Edwards, M.C. (2000). Effective parent-teacher communication. Center for Effective Parenting. Arkansas.



Problems with Homework

- Routine and structure critical
- Homework Survival Kit
- Environmental Factors
- Remember Executive Functions...
 - Divide desk area up, special folders, hooks
 - Help break down large assignments
 - Take breaks (set timer)
 - Candy Bowl or Spinners



Avoiding “Burn Out”

- Learn time management
- Practice relaxation
- Use visualization to keep positive goals in mind
- Get some time away
- Practice a hobby or social activity
- Join a support group
- Maintain personal friendships
- Exercise regularly



Prepared for the Future

- Not giving rewards for good behavior
- Arguing with child over bad behavior
- Not using effective commands
- Forgetting special time
- Sounding too angry when disciplining
- Seek professional assistance if needed



When to go Pro

- When strategies do not work
- If your child demonstrates increasingly dangerous behavior
- Significant decline in academic performance
- When/if other diagnoses arise
- When you need extra support



Resources

- Barkley, R. [Taking Charge of ADHD: The Complete, Authoritative Guide for Parents](#)
- Clarke, L. [SOS: Help for Parents](#)
- Rief, S. [ADHD Book of Lists](#)
- www.chadd.org
- www.ldonline.org
- <http://www.wrightslaw.com/>



Thank You

