



American Academy
of Pediatrics Ohio Chapter

BUILDING

mental wellness
LEARNING COLLABORATIVE

Getting More of What You Want With Your Child's Behavior

Time IN

- A few minutes at a time.
- Often during the entire day.
- When ever you can, be available when your child approaches you.
- If you are busy when your child approaches you, plan some time to be together as soon as you can.

Time IN

- Brief time together, as little as 1 -2 minutes often during the day.
- Helps children to get and let go of the adult's attention by giving lots of chances to practice.
- Means being available at the moment the child approaches, not saying “wait a minute.”
- Does not mean lengthy or expensive outings.

Specific Praise

- Be very clear and specific.
- Describe the behavior that you like.
- Be sincere, but also be enthusiastic.

Specific Praise

- Better than general approval in order to get more of a particular behavior.
- Teaches child to receive and be motivated by compliments.
- Focus only on the behavior you like.

Giving Clear, Calm Instructions

Give a clear, calm, specific instruction.
Tell your child **what to do**, not what **not** to do!
Never ask a question that has an answer you do not want to hear.

Wait 5 seconds

Child does not do as asked

Child does what is asked

Repeat Instruction
Change tone of Voice
Use NEED... NOW

Give specific praise

Wait 5 seconds

Child does not do as asked

Child does what is asked

Logical consequence or Time Out

Give Specific Praise

Giving Clear, Calm Instructions

- Used when you need your child to start a new task
- Make sure you have eye contact
- Steps:
 - Use a calm voice and say exactly what you need your child to do
 - Don't tell your child to STOP..., but rather what to do
 - E.g. Stop hitting the dog!
 - Never ask a question that has an answer you don't want to hear.
 - E.g. do you want to get ready for bed?
 - Give 5 seconds for the child to do what you ask
 - If follows your instruction, give specific praise
 - If does not follow instruction, repeat it
 - Change the tone of your voice to let the child know that this is the last time
 - Use the words **NEED** and **NOW** to emphasize your point
 - I **NEED** you to pick up your toys **NOW**
 - Give 5 seconds for the child to do what you ask
 - If does not follow instruction, use a logical consequence or time out

Offering Fixed Choices

- Helps to reduce arguing and worrying
- Offer 2 clear cut choices.
- You decide what the 2 choices are. Your child gets to choose between the 2 choices.
- The choices can be repeated once (See giving clear, calm instructions).
- Do not argue with the child.

Offering Fixed Choices

- Helps child do things that make them anxious.
- Helps to reduce arguing and worrying.
- Offer 2 clear cut choices.
- You decide what the 2 choices are. Your child gets to choose between the 2 choices.
- The choices can be repeated once (See giving clear, calm instructions).
- Do not argue with the child.

Flexible Thinking

- Encourages compliance, teaches compromise and problem solving.
- Gives a sense of control.
- Ask the child what it is they want first.
- Think carefully about what you are going to choose because it will be the final answer.
- Meet in the middle and make a commitment to follow through on the compromise.

Flexible Thinking

- Encourages compliance, teaches compromise and problem solving.
- Gives a sense of control.
- Ask the child what it is they want first.
- Think carefully about what you are going to choose because it will be the final answer.
- Meet in the middle and make a commitment to follow through on the compromise.

Logical Consequences

- The consequence fits the situation.
- Take away whatever is at the center of the problem.
- Do not debate or argue.
- Return the activity in a short amount of time.
 - 10-30 minutes
- Use another consequence if needed.

Logical Consequences

- Best for mild, infrequent problems.
- Fit the consequence to the situation.
 - Take away whatever is at the center of the problem
- Do not debate or argue.
- Return the activity in a short amount of time.
 - 10 minutes for toddlers and preschoolers
 - 30 minutes for elementary school age
- Use another consequence if needed, longer.

Time Out

- Tell your child what they have done wrong as you take them to time out.
- Seat your child in a safe place, away from everyone.
- Tell them they must be quiet for a set time.
- Do not talk to or look at your child while they are in time out.
- When time out is over, do not mention the episode.
- Set your child up in an activity or repeat your last instruction.
- As soon as you can, praise your child for behaving well.
- Before using time out, teach your child the steps.

Time Out

- Putting your child in a safe place, away from everyone, until they have been quiet for a set time.
 - 1 minute for 2 year olds
 - 2 minutes for 3-5 year olds
 - 5 minutes for 5-10 year olds
- Tell your child what they have done wrong as you take them to time out.
- Do not talk to or look at your child while they are in time out.
- When time out is over, do not mention the episode.
- Set your child up in an activity or repeat your last instruction.
- As soon as you can, praise your child for behaving well.
- Before using time out, teach your child the steps.

Blocking

- Blocks negative behaviors from happening.
- Helps to improve compliance and reduce arguing.
- Say your child's name.
- Position yourself in front of the child to block out any distractions and be sure you have good eye contact.
- Speak very softly, and calmly. Don't be sarcastic.
- Tell your child what you want them to do.

Blocking

- Blocks negative behaviors from happening.
- Helps to improve compliance and reduce arguing.
- Say your child's name.
- Position yourself in front of the child to block out any distractions and be sure you have good eye contact.
- Speak very softly, and calmly. Don't be sarcastic.
- Tell your child what you want them to do.

Selective Ignoring of Negative Behavior

- Remember to be careful about doing things that can increase negative behaviors without realizing it.
- Pick one behavior to ignore at a time.
- Do not give any eye contact!
- Give lots of immediate praise for behavior you want to see.
- Do not ignore harmful, aggressive, or life-threatening behavior!

Selective Ignoring of Negative Behavior

- Remember to be careful about doing things that can increase negative behaviors without realizing it.
- Pick one behavior to ignore at a time.
- Do not give any eye contact!
- Give lots of immediate praise for behavior you want to see.
- Do not ignore harmful, aggressive, or life-threatening behavior!

Problem Solving

- Define the problem
- Brainstorm about possible solutions
- Evaluate the possible solutions
- Develop a solution
- Put the plan into action
- Review and revise the plan



Problem Solving

- Define the problem
- Brainstorm about possible solutions
- Evaluate the possible solutions
- Develop a solution
- Put the plan into action
- Review and revise the plan

Problem Solving

- Define the problem
- **Brainstorm about possible solutions**
- **Evaluate the possible solutions**
- Develop a solution
- Put the plan into action
- Review and revise the plan



Common Problems During Problem Solving

- Getting Side Tracked
 - Stay calm
 - Suggest that you have gotten side tracked
 - Restate the problem being discussed
 - State where you are in the process and suggest starting again from that point
- Evaluating solutions during brainstorming
 - This can restrict your options
 - Say and write down any idea, no matter how silly
 - Sometimes the silly ideas can be made into workable solutions
 - Stop your partner if they start evaluating too soon

Tools for Keeping Track of Your Child's Behavior

- Behavior Diary
- Tally Sheet
- Duration Record
- Time Sample

Welcome to Free Printable Behavior Charts

We strive to be your #1 behavior chart resource on the internet! Come in and look around. Designed and developed by a parent and family therapist, our site provides a unique blend of professional expertise and practical parenting. We are committed to providing parents with information, education, and resources. Our reward chart collection will be continuously growing so keep checking back as new charts will be added regularly.

<http://www.freeprintablebehaviorcharts.com>

Tools for Keeping Track of Your Child's Behavior

- Keeping track helps you know whether you are making progress!
 - <http://www.freeprintablebehaviorcharts.com>
- Behavior Diary
 - Helps find patterns
 - For behaviors that don't happen very often
- Tally Sheet
 - For behaviors that have a clear beginning and end
 - For behaviors that don't happen more than 10-15 times per day.
- Duration Record
 - Monitors how long a behavior lasts
 - E.g. time on homework
- Time Sample
 - For behaviors that happen often
 - Pick a 2-3 hour high risk period

Supporting Your Child With Hyperactivity

- Fidget Toy
 - Allow child to use a small object in the lap where others can't see to keep hands busy
- The 20:10 rule
 - Provide 10 minutes of free movement for every 20 minutes of work
- Strip the Environment
 - Remove all unneeded distractions from the room
- Visual Box
 - Tape an area where the child is allowed to move about and gradually reduce the reminders to stay in that area.

Supporting Your Child With Hyperactivity

- Fidget Toy
 - Allow child to use a small object in the lap where others can't see to keep hands busy
- The 20:10 rule
 - Provide 10 minutes of free movement for every 20 minutes of work
- Strip the Environment
 - Remove all unneeded distractions from the room
- Visual Box
 - Tape an area where the child is allowed to move about and gradually reduce the reminders to stay in that area.

Routines

- Predictable routines lead to fewer surprises and less stress for everyone!
- Write them out and be consistent
- Sleep Hygiene
 - Create a regular sleep schedule and stick to it, even when school is out
 - Decrease intake of sugar, caffeine, and second hand smoke for 3 hours before bedtime
 - Use relaxation activities for 20 minutes before bedtime
 - Create a routine of reading, storytelling, and/or bathing before sleep
 - Quiet music may be helpful.
 - Avoid TV and video games for at least 30 minutes before bedtime.
 - Keep TV out of the bedroom

Routines

- Predictable routines lead to fewer surprises and less stress for everyone!
- Write them out and be consistent
- Sleep Hygiene
 - Create a regular sleep schedule and stick to it, even when school is out
 - Decrease intake of sugar, caffeine, and second hand smoke for 3 hours before bedtime
 - Use relaxation activities for 20 minutes before bedtime
 - Create a routine of reading, storytelling, and/or bathing before sleep
 - Quiet music may be helpful.
 - Avoid TV and video games for at least 30 minutes before bedtime.
 - Keep TV out of the bedroom

Nutrition and Exercise Routines

- Nutrition
 - Breakfast is essential.
 - Encourage balanced diet with plenty of protein.
 - Encourage water limit pop, juices, and other sweetened beverages.
 - Try to have at least one family meal every day. Sit at the table and talk about the day without the TV.
- Exercise
 - Encourage exercise at least 4 days per week for at least 20 minutes.
 - Walk in place during TV commercials.
 - Exercise together as a family.
 - Consider using a step pedometer to give a measurement of actual exercise.
 - Set small, concrete goals that are achievable, and build from there.

Nutrition and Exercise Routines

- Nutrition
 - Breakfast is essential.
 - Encourage balanced diet with plenty of protein.
 - Encourage water limit pop, juices, and other sweetened beverages.
 - Try to have at least one family meal every day. Sit at the table and talk about the day without the TV.
- Exercise
 - Encourage exercise at least 4 days per week for at least 20 minutes.
 - Walk in place during TV commercials.
 - Exercise together as a family.
 - Consider using a step pedometer to give a measurement of actual exercise.
 - Set small, concrete goals that are achievable, and build from there.

Stopping Automatic Negative Thoughts(ANTS)

Put your automatic negative thoughts into
your egg and forget about them



Mind Reading
Fortune Telling
Always or Never Thinking
Guilt



Stopping Automatic Negative Thoughts(ANTS)

ANT species:

- **Mind reading** --- predicting you know that another person is thinking something negative about you without them telling you. "A negative look from someone else may mean nothing more than he or she is constipated. You don't know. You can't read minds. "
- **Fortune telling** -- predicting a bad outcome to a situation before it has occurred. Your mind makes happen what it sees. Unconsciously, predicting failure will often cause failure. For example, if you say, "I know I will fail the test," then you will likely not study hard enough and fail the test.
- **Always or never thinking** - this is where you think in words like always, never, every time, or everyone. These thoughts are overgeneralizations which can alter behavior. For example, I no a teen who asked out an attractive girl. She turned him down. He told himself that no one will ever go out with him again. This ANT prevented him from asking out anyone else for over nine months.
- **Guilt beatings** -- being overrun by thoughts of "I should have done... I'm bad because.... I must do better at... I have to...). Guilt is powerful at making us feel bad. It is a lousy motivator of behavior.

<http://www.citehr.com/102508-kill-ants-automatic-negative-thoughts-invade-your-brain.html#ixzz1wDKCI5kr>

The Worry Box

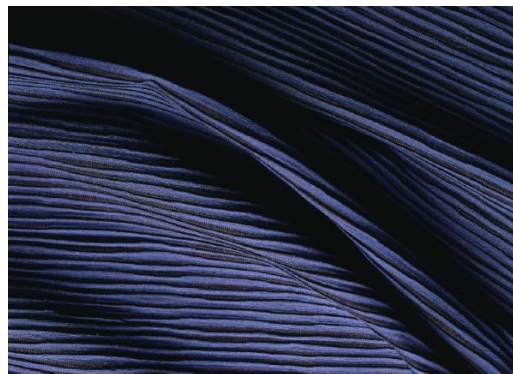
- Keep a pad of paper, pencil and a box near your bed.
- At bedtime, talk about your worry with someone you love.
- Write down your worries.
- Put them in your box where they can't bother you.
- Keep your worry box in a safe place outside your room.



The Worry Box

- Keep a pad of paper, pencil and a box near your bed.
- At bedtime, talk about your worry with someone you love.
- Write down your worries.
- Put them in your box where they can't bother you.
- Keep your worry box in a safe place outside your room.

Tools for Managing Stress



Tools to Help Manage Symptoms of Stress

- Bubbles
 - Encourage taking slow, deep breaths to get as many bubbles as possible.
 - Do this at least once a day, or as often as needed.
- Play-Doh
 - Knead, roll, pound, and shape the Play-Doh.
 - Do this at least once a day, or as often as needed.
- Textured cloths
 - Corduroy and silky cloths work best.
 - Rub a material that feels soothing.
 - Can be kept in a pocket, or attached to the top or bottom of a desk.
- Lotion
 - Give a squirt of lotion and ask the child to calm self.
 - Have child give themselves a hand massage.
 - Parent can give a hand massage.
- “Big Daddy” Sunglasses
 - Can help a child discuss things that are scary or embarrassing.
 - Give a pair of big, inexpensive sunglasses to help provide some distance for the worries or fears.
 - Once the sunglasses are on, no one can “watch” him/her talk about the “scary” thing or embarrassing behavior.
- Superpower Hands
 - Ask child to show how to make fists.
 - After making fists, hands rise up and muscles tense.
 - Have child give complete opposite response, relaxing hands.
 - Superpower hands relax.
- Superhero Comic Books or Movies
 - Have the child choose a favorite superhero comic book or movie.
 - Ask the child to describe the superhero and their superpowers.
 - Have the child take on the superhero’s power and use it to get through the scary situation.
- Music
 - Have the child listen to soothing, relaxing, and meaningful music before a stressful situation, to calm after a stressful situation, or at the end of the day to relax and help get to sleep.

Using Exposure To Tackle Fears

- Goal: To decrease anxious and fearful reactions
- Make a list of the problem situations
- Rank them from high priority to low:
1= lowest anxiety 10= highest anxiety
- Rank the level of anxiety in each situation:
0= lowest level 100 = highest level
- Start with the lowest anxiety situation

Using Exposure To Tackle Fears

- Goal: To decrease anxious and fearful reactions
- Make a list of the problem situations
- Rank them from high priority to low:
1= lowest anxiety 10= highest anxiety
- Rank the level of anxiety in each situation:
0= lowest level 100 = highest level
- Start with the lowest anxiety situation

Using Exposure To Tackle Fears

- Keep a daily journal of your experiences
- Practice everyday
 - Take a little bigger step each day
 - Or just do it all at once
- You can imagine aspects of the feared object or situation combined with relaxation.

Using Exposure To Tackle Fears

- Keep a daily journal of your experiences
- Practice everyday
 - Take a little bigger step each day
 - Or just do it all at once
- You can imagine aspects of the feared object or situation combined with relaxation.

Using Exposure To Tackle Fears

- As you expose yourself by your own choice, your sense of control, courage and strength increases.
- The longer you face the anxiety or fear, the more you get used to it.
- The longer you stay in the situation, the better it works.
- If you choose it, you accept that it is real and you control it.
- Real is easier to face than pretend.

Using Exposure To Tackle Fears

- As you expose yourself by your own choice, your sense of control, courage and strength increases.
- The longer you face the anxiety or fear, the more you get used to it.
- The longer you stay in the situation, the better it works.
- If you choose it, you accept that it is real and you control it.
- Real is easier to face than pretend.

Learning To Use Guided Imagery



Using Guided Imagery for Anxiety and Depression

2

Benefits:

- Decreases anxiety, agitation, and pain
- Helps with sleep and can lessen nightmares

2

Start with Any Deep Breathing Technique:

1. Hands clasped, elbows out
 - a. Sit and clasp your hands behind your head
 - b. Point your elbows out to the side
 - c. Breathe normally
2. Hands on lower abdomen
 - a. Find a comfortable place and lie on your back
 - b. Place your hands just below your belly button
 - c. Close your eyes and imagine a balloon behind your belly
 - d. Each time you breathe in, imagine the balloon filling with air
 - e. Each time you breathe out, imagine the balloon deflating
3. Counting
 - a. Sit or lie in a comfortable position
 - b. Breathe deeply into your stomach. Let yourself pause before you breathe out
 - c. As you breathe out, count "one" to yourself
 - d. As you continue to breathe in and out, count each breath out: "two...three...four."
 - e. Continue to breathe in and out for several minutes
 - f. Notice your breathing gradually slowing as your body relaxes and your mind calms
4. The Relaxing Sigh
 - a. Sit or stand up straight
 - b. Make a big sigh, letting out the sound as your air rushes out of your lungs
 - c. Breathe in slowly
 - d. Take 8-10 relaxing sighs and experience the feeling of relaxation

Begin Guided Imagery/Visualization

1. Take some slow deep breaths. Let them go down to your belly. Allow yourself to relax more and more with each deep breath
2. Imagine a place....
3. Imagine yourself in an open space...use whatever you like---a meadow, a garden, a beach... Where the sun is shining, it's not too hot or too cool. And a gentle breeze is blowing. Encourage an awareness of all the senses...hearing, seeing, smelling, touching
4. Picture a path. As you walk along it, you feel safe and secure. You can hear the birds singing in the trees and you can smell the flowers
5. You walk up the path to the house. You open the door and step inside
6. You see your worries, your fears, or your sadness. Describe what it looks like. What color is it? What shape is it?
7. You can see you're your worries, your fears, or your sadness changing. The color or shape is leaving it by itself.. as you take each deep breath
8. Continue to breathe and imagine the changes
9. Now walk out of the house and back into the sunshine

Learning To Use Progressive Muscle Relaxation



Using Progressive Muscle Relaxation for Anxiety and Anger Management

Benefits:

- Decrease anxiety, agitation, and pain
- Helps with sleep

Prescription: Once per day at bedtime and once at another time during the day

Start with any deep breathing technique:

1. Hands clasped, elbows out

- a. Sit and clasp your hands behind your head
- b. Point your elbows out to the side
- c. Breathe normally

2. Hands on lower abdomen

- a. Find a comfortable place and lie on your back
- b. Place your hands just below your belly button
- c. Close your eyes and imagine a balloon behind your belly
- d. Each time you breathe in, imagine the balloon filling with air
- e. Each time you breathe out, imagine the balloon deflating

3. Counting

- a. Sit or lie in a comfortable position
- b. Breathe deeply into your stomach. Let yourself pause before you breathe out
- c. As you breathe out, count "one" to yourself
- d. As you continue to breathe in and out, count each breath out: "two...three...four..."
- e. Continue to breathe in and out for several minutes
- f. Notice your breathing gradually slowing and your body relaxing, and your mind calming

4. The Relaxing Sigh

- a. Sit or stand up straight
- b. Make a big sigh, letting out a sound as your air rushes out of your lungs
- c. Breathe in slowly
- d. Take 8-10 relaxing sighs and experience the feeling of relaxation

Progressive Muscle Relaxation

Feet: Now you are going to curl up your toes into tight little balls. That's right. They are curled up. Good. And hold it, and hold it (for 10 seconds). Now let go. Feel how warm and tingly your toes and feet feel. They are very relaxed.

Legs: Now you are going to point your toes up and back toward your shins. That's right. Feel how tight the back of your legs feel? Good, and hold it (for 10 seconds), and relax. Your legs feel so warm and good now.

Thighs: Now press your knees together and hold them really tight so that your legs feel really tight. Good, and press them harder, and hold it, and hold it (for 10 seconds), and let go. Feel that warmth and relaxation now going down your legs and into your feet and toes.

Stomach: OK, now you are going to tighten your tummy really hard. You need to be really tight, and hold it (for 10 seconds), and relax. Feel how nice and comfortable that is.

Hands: Good, now you are going to curl your hands into two tight balls by making tight fists. Hold it, make them tighter (for 10 seconds), and relax. Feel that warm, tingly feeling in your fingers and hands.

Arms/Chest: Now you are going to put your hands together and press the palms of your hands into one another with your hands at heart level. And press them together, harder, and hold it (for 10 seconds), and relax.

Shoulders: Put your shoulders up like you are trying to touch your shoulders to your ears. Hold them up, and up (for 10 seconds), and relax. Feel that warm, relaxed feeling go down to your shoulders, into your arms and hands, down through your stomach, and out of your legs and toes. See how warm and relaxed and calm your body feels?

Face: Now crunch up your face... tighten all the muscles of your face—your cheeks, your mouth, your nose muscles, the muscles of your forehead. Good! Hold it like that, hold it (for 10 seconds), and let it go. Feel how good that feels.

Repeat the deep breathing exercises.

Getting More of What You Want with Your Child's Behavior

Behavior Modification Menu

| | | | | |
|--|----|--|---|----|
| Anxiety | | | Attention/Hyperactivity | |
| Problem Solving | 20 | | Time In | 2 |
| Routines | 28 | | Specific Praise | 4 |
| Nutrition and Exercise Routines | 30 | | Giving Clear, Calm Instructions | 6 |
| Automatic Negative Thoughts | 32 | | Offering Fixed Choices | 8 |
| The Worry Box | 34 | | Flexible Thinking | 10 |
| Tools to Help Manage Symptoms of Stress | 36 | | Logical Consequences | 12 |
| Bubbles | | | Time Out | 14 |
| Play Doh | | | Blocking | 16 |
| Textured Cloth | | | Selective Ignoring of Negative Behavior | 18 |
| Lotion | | | Problem Solving | 20 |
| Books | | | Tools to Keep Track of Your Child's Behavior | 24 |
| Music | | | Supporting Your Child With Hyperactivity | 26 |
| Big Daddy Sunglasses | | | Routines | 28 |
| Superheroes | | | Nutrition and Exercise Routines | 30 |
| Using Exposure To Tackle Fears | 38 | | Tools to Help Manage Symptoms of Stress | 36 |
| Guided Imagery | 44 | | Bubbles | |
| Progressive Muscle Relaxation | 46 | | Depression | |
| Oppositional/Argumentative/Defiant/Disruptive | | | Problem Solving | 20 |
| Time In | 2 | | Routines | 28 |
| Specific Praise | 4 | | Nutrition and Exercise Routines | 30 |
| Giving Clear, Calm Instructions | 6 | | Tools to Help Manage Symptoms of Stress | 36 |
| Offering Fixed Choices | 8 | | Bubbles | |
| Flexible Thinking | 10 | | Books | |
| Logical Consequences | 12 | | Music | |
| Time Out | 14 | | Guided Imagery | 44 |
| Blocking | 16 | | Aggression | |
| Selective Ignoring of Negative Behavior | 18 | | Blocking | 16 |
| Problem Solving | 20 | | Tools to Help Manage Symptoms of Stress | 36 |
| Tools to Keep Track of Your Child's Behavior | 24 | | Superpower Hands | |
| Routines | 28 | | Anger | |
| Nutrition and Exercise Routines | 30 | | Tools to Help Manage Symptoms of Stress | 36 |
| Tools to Help Manage Symptoms of Stress | 36 | | Bubbles, Play Doh, Lotion, Music, Books, Superpower Hands | |
| Bubbles | | | Progressive Muscle Relaxation | 46 |