

Behavioral Responsiveness for Parents

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Why does this stuff matter?

- Because no-one ever said that parenting was easy*.
 - *At least, no-one with a child.



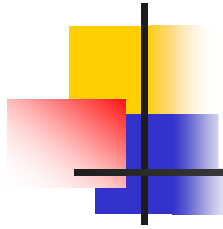
So what makes behavior difficult?

- Uncertainty
 - Behavior is complicated and blurry
- Inconvenience
 - Behavior problems occur when you aren't ready
- Fear
 - Of the child
 - Of ourselves
 - Of contagion



Our friend, the amygdala

- Under threat, the body gets ready to defend itself.
- The body does not distinguish between physical and nonphysical threats.
- In order to get ready, the body pulls resources away from the brain.



Critical Point

- When we most need to think clearly, we can't think clearly.



Whose behavior?

- Behavior management is a set of learned skills. If they haven't been taught, they probably aren't being used.
- Learning behavior management skills is not easy. Just because they have been taught doesn't mean they have been learned.

The Inevitable Citations

- ◆ Sprick, Randy (2009). *CHAMPS: A Proactive & Positive Approach to Classroom Management, 2nd Edition*. Eugene, OR: Pacific Northwest.
- ◆ Greene, Ross (2016). *Raising Human Beings: Creating a Collaborative Partnership with Your Child*. New York, NY: Scribner.
- ◆ Kohn, Alfie (2006). *Unconditional Parenting: Moving from Rewards and Punishments to Love and Reason*. New York, New York: Atria Paperback.

The Inevitable Acronym: STOIC

- ◆ S= Structure
- ◆ T= Teach expectations
- ◆ O= Observe student behavior
- ◆ I= Interact positively
- ◆ C= Correct fluently

Structure



The Purpose of Structure

- Good structure ensures that helpful interaction is easier than unhelpful interaction.
- Parents define 'helpful' and 'unhelpful' for themselves – within limits.
- There is no One Right Way.



The Art of Structuring

- Your procedures are what you need from your children in order to parent effectively.
- Because they are based on your needs, your children may not know what they are.
- In order to teach what you need, you must first recognize what you need.



CHAMPS

- C= Conversation
- H= Help
- A= Activity
- M= Movement
- P= Participation
- S= Success



Conversation:

- Who is allowed to talk during this activity?
- What topics can they talk about?
- How loudly can they talk?
- How will you regain their attention?



Help

- When your child has a question, whom should they ask?
- What kinds of questions can they ask?
- When a child needs to talk to you, how do they let you know?
- How rapidly will you respond when they give that signal?



Activity

- What is this task designed to teach?
- What is the physical product of this task?
- How does a child know when the task has been finished?
- What should they do when it is done?



Movement

- Everyone moves all the time.
- What range of movement is allowed?
- Where can they go?
- Should children signal a need to move? If so, how?



Participation

- What actions show that a child is engaged in this activity?
- How can a child respond to a compliment?
- How can a child respond to a correction?
- How will you help to make the activity engaging?



Critical Points

- You will spend time dealing with behavioral issues. Time invested in the beginning usually saves time later.
- If you don't clearly understand your needs and expectations, your children won't either.



TEACH EXPECTATIONS



THE SOCIAL CONTRACT

- ▶ Teaching expectations allows your children to become part of the environment you have created.
- ▶ The first stage of any relationship involves learning what each person expects from the other.

THE PROCESS OF TEACHING

- ▶ Prepare – know what you want
- ▶ Explain – describe to your kids what you want
- ▶ Model – show them what you want
- ▶ Review – have them practice what you want

WHEN TO TEACH EXPECTATIONS?

- ▶ As often as possible

- ▶ Especially before a new or difficult
 - Activity
 - Transition
 - Stage of life

- ▶ In more depth as time goes on

COMMON MYTHS

- ▶ “My children are old enough to know how to behave.”
- ▶ “My children should be able to figure out what I want them to do on their own.”
- ▶ “My children will do it because I said so.”
- ▶ “I shouldn’t have to repeat myself.”
- ▶ “If they haven’t gotten it by now, they’re never going to get it.”

A MOMENT OF MATH

▶ $P = D - S$

▶ Such that:

- P = problem behavior
- D = demands within a particular setting
- S = skills available to meet those demands

DEFINITION OF A BAD PARENT

▶ There aren't any.

▶ $P = D - S$

DEFINITION OF A BAD CHILD

▶ There aren't any.

▶ $P = D - S$

DEFINITION OF A BAD TEACHER

▶ There aren't any.

▶ $P = D - S$

DEFINITION OF A BAD PRESENTER

▶ There aren't any.

▶ $P = D - S$

UNCOMMON TRUTHS

- ▶ Everyone has behavioral skills – but they might not be the right skills for the current situation.
- ▶ Everyone wants to succeed – but they may not believe that success is really possible.
- ▶ Home is the best place for behavioral problems to occur.

CRITICAL POINTS

- ▶ Pre-teaching is necessary, but probably won't be sufficient. Every behavior is a teachable moment.
- ▶ Recognizing the moments requires observing your children.



Observe Behavior

The Purpose of Observation



- ◆ Observation measures change.
- ◆ Observation triggers change.
- ◆ Data keep us honest.

What data? Setting

- ◆ **A**ntecedent – what happened before?
- ◆ **B**ehavior – what happened?
- ◆ **C**onsequence – what happened after?
- ◆ **D**enouement – what was the resolution?
- ◆ Setting data is often qualitative (narrative)

What data? Behavior

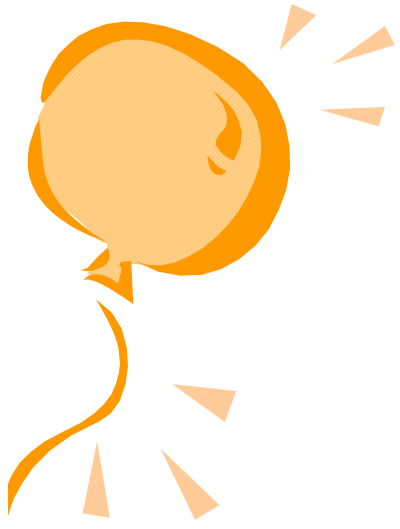
- ◆ **F**requency – how often does it happen?
- ◆ **I**ntensity – how bad does it get?
- ◆ **D**uration – how long does it last?
- ◆ Behavior data must be quantitative (numeric)

Specific Techniques

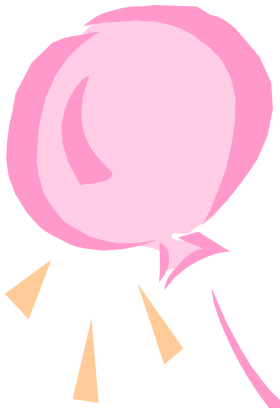
- ◆ Make it math – what could you measure in order to prove that this behavior is changing?
- ◆ Keep it simple – is collecting the data more trouble than living with the problem?

Critical Points

- ◆ Use data to judge when to re-teach expectations.
- ◆ Without observation, no growth is possible.
- ◆ Without a relationship, observation is useless.



Interact Positively





The Inevitable Quote

“We have found that the single factor common to every successful change initiative is that relationships improve. If relationships improve, things get better. If they remain the same or get worse, ground is lost. Thus leaders must be the consummate relationship builders...”

- Michael Fullan (2001, p. 5)



Types of Positive

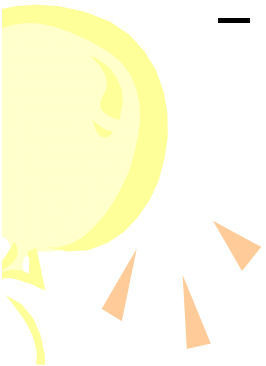
- Contingent attention

- earned praise for observed actions
- describe what you see, not what you think about the child



- Noncontingent attention

- unearned affirmation of observed existence
- value the child's presence, not what you think she can do



An orange balloon with a string and several small orange triangles radiating from it, positioned to the left of the title.

Nature of Noncontingence

A pink balloon with a string and several small orange triangles radiating from it, positioned to the left of the first bullet point.

- Connects parent and children

- Models supportive social behavior

- Encourages child effort

A yellow balloon with a string and several small orange triangles radiating from it, positioned to the left of the last bullet point.

- Makes parenting more fun



Creating Climate

- Talk to your children by name, with affection

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- Show interest in what they are doing

- Ask how they are feeling

- After a drought, bring rain
- 



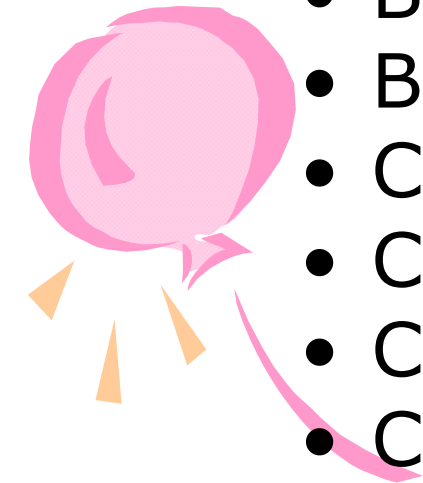
The Pattern of Praise

- Specific reflection of a positive behavior
- Used to confront a child with her own success
- Most useful when a student has successfully demonstrated:
 - A new skill
 - A difficult skill
 - A skill of which the child is proud



Some Skills to Praise:

- Asking
- Being alert
- Being attentive
- Being present
- Caring
- Collaborating
- Contributing
- Cooperating
- Deducing
- Inquiring
- Intuiting
- Listening
- Organizing
- Participating
- Preparing
- Remembering
- Responding
- Waiting
- Wondering
- Etc...






The Thomas Theorem


- A situation defined as real becomes real in its consequences.
- People tend to become what we show them they are.



Critical Points

- The brain is designed to notice flaws. Looking for (and remembering) success takes work. Practice.

- 
- Children need to learn how to recognize their own successes and their own value. Show them.

- 
- Your energy is the most valuable reward you offer. Use it wisely.

Correct Fluently

Why correct at all?

- Rules make the game interesting
- Chaos isn't fun

Plan ahead

- Apply the STOIC model to yourself first.
- Start with a written Household Management / Discipline Plan.
- Determine what you can ignore, what requires a consequence, and what you will encourage.
- $P = D - S$


The Four Cs

- Consistent – be reliable
- Calm – save your energy
- Concise – save your time
- Constructive – focus on the action

Critical Points

- If a child's need for intensity is greater than her need for approval, you need to be most intense when things are going well.
- Correct when necessary; praise constantly.

Whose behavior?

- ◆ Ultimately, there is only one person whose behavior is truly yours to manage.
 - ◆ Every mistake is an opportunity to practice. Every success is a chance for celebration.
 - ◆ You deserve as much patience, compassion, and love as any of your children.
- 

Successful Children Know:

- ◆ ...that they belong
- ◆ ...that they are competent
- ◆ ...that they are valuable

- ◆ The greatest task of any parent is to show their children that these criteria have already been met.

Critical Points

- ◆ The behavior you reward is the behavior you get.
- ◆ The behavior you are actually using is the behavior you are actually teaching.

Final Thought

- You are not alone.

