

## **Tuesday's Child Notes – Session 2 (February 16, 2017)**

Reinforcers – give kids things with no intrinsic value that make them feel special to reinforce behaviors

### **Template for addressing issues (e.g., lying)**

- First take data around the situation – when does it happen? When they're hungry, angry, lonely, tired? Do they see you doing it? (we all lie sometimes)
- Recognize what you do value "telling the truth when it is difficult" is a value in this family
- Praise it when it does happen and model it in yourself
- Make your responses predictable and reasonable so kids know they can bring things to you – use a predictable script "it doesn't matter who did it, here's the info everyone in this house should know"
- When her emotional brain has taken over her thinking brain, it's not a good time to be rational. Let her know when she's getting to the end of your attention and redirect attention to a calm, neutral place or activity "looks like you're really sad, you can be sad in your room by yourself, I need to move on. When you're calm, you can open up this pile of junk mail"

### **Teaching kids emotional gradation**

- Sometimes our emotional expectations of our smart kids is not in line with their emotional development.
- At 3-6 years old, kids are learning gradation of feelings – they start out very passionate but learn to be "a little bit disappointed, frustrated, angry."
- Notice when they're able to work through it and let them know.
- When they're emotionally flooded is not a good time to teach – talk about it another time.
- Teach them how to deal with disappointment by modeling it yourself "who knew the shamrock shake machine would be broken?" – show you're just as disappointed as they are, you're on the same team, match their energy

**Greenspan's floor time model** - play with kids as a secondary player / ideal playmate (doing whatever they want) for 20 minutes every day

### **Set them up for success**

- Instead of saying "if you do this then you can have that" try "when you do this then we'll do that"
- Saying "if" makes them have to do it – using "when" chains the expected behavior to the reward
- Give them a replacement behavior instead of just creating a behavioral void "when you sit nicely then you can have popcorn"
- If you say it wrong the first time just try again "what I meant to say was" -

Book recommendations

- [Grit](#)
- [The Opposite of Worry](#)
- [Nurture Shock](#)
- [Simplicity parenting](#)