



Tuesday's Child

Week Two:

Set your child up for Success!

Simple parenting scripts or phrases will alert your child what to expect. For example:

- cue for interrupting: "In one minute it will be your turn" use visual cue (one finger up – pointer – finish your conversation quickly) "Now it's your turn"
- cue for whining or demanding behavior: (Matter-of-fact delivery) "I don't listen to whining/rude talk; when you use a better / big girl voice I will listen to you"
- When / then statements: When you get your coat on then you can be first out the door
Any behaviors you want to eliminate you need to have a replacement behavior.
 - What can they do? -- Meet the energy – Looks like you have a lot of energy – you can jump around outside.

For example: If you want to eliminate running in the house – you can say – "You need to walk" or "You need to use walking feet"; or you can meet their energy "Looks like you have a lot of running energy. You can go outside and run there"

Differential Attention – planned ignoring – most effective when used with increased attention to appropriate behavior. **Ignore the behavior not the child.** Make sure you are available to turn on your attention when the appropriate behavior happens.

- Ignore the annoying behavior – keep attention close because as soon as the behavior moves to more appropriate catch it and praise effort.
- You can't use differential attention to get a child to do something. For example if you give a direction to put on shoes and you child refuses – differential attention will not encourage him to do it.

The Importance of being consistent -- why routines are successful

- Routines for bedtime, mealtime and mornings provide islands of predictability.
- Predictability helps children feel safe and secure; it empowers them.
- Supports for routines; picture schedules and social stories
- What to do when the unpredictable happens: meet their energy – "Who knew that the toy store would be closed today!"
- Validate the feeling: "It's so frustrating when we plan a trip and we have a flat tire!"



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Quick Notes on How to Use Reinforcers Effectively

- Reinforcers should be dispensed frequently. During pre-school and early elementary years, it is best to give out tokens immediately.
- Be specific about the behavior that is expected to earn a token. “Good behavior” or a “good day at school” is not specific enough. “Using your words when angry”, or “sitting appropriately at story time” **are** specific enough.
- A good thing to remember is reinforcers help create good habits.
- Try not to offer up a reinforcer after a child has been oppositional. For example: **Adult Command:** *Pick up your toys . . .* **Child Response:** *NO! . . .* **Adult Response:** *If you pick up your toys then I'll give you a sticker.* This actually reinforces non-compliance – in saying no – the child has provoked a reward!

Along with being very encouraging, the script “when/then” , in its self, is encouraging. It also uses reinforcers to get a child to comply. It is chaining a more desirable behavior after a less desirable behavior. For example: When you get your coat on now, then you can be first out the door.

When/then also helps kids learn to delay gratification, and reinforce how to manage time effectively.

5 Tips for Successful Visual Schedules

1 USE REAL PICTURES THAT CLEARLY REFLECT THE ACTIVITY.

Use pictures of real children without distracting props or backgrounds.

2 DISPLAY PICTURES FROM TOP TO BOTTOM

Children naturally move from top to bottom, but not left to right.

3 SHOW A CLEAR BEGINNING, MIDDLE AND END

Children are set up for success when they don't have to guess.

4 USE MOVEABLE MATERIALS

Use velcro or similar to empower children to manage their routine.

5 INCLUDE A DONE POCKET FOR COMPLETED TASKS

Schedules only reflect the current task and those left to complete.

Don't have time to make your own? Check out www.schedulepower.net

Social Stories

A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.

The goal of a Social Story™ is to share accurate social information in a patient and reassuring manner that is easily understood by its audience. Half of all Social Stories™ developed should affirm something that an individual does well.

Here are some important factors for crafting an effective social story :

- Cast your child as the lead character
- Begin by observing the child in the situation you are addressing. Try to take on the child's perspective and include aspects of his or her feelings or views in the story.
- Place familiar people and objects within the story
- Use familiar language and routines
- Create familiar and favorite images: if you're not confident in your drawing abilities, you can also take and print photos
- Be as specific as possible about the situation, the expected behavior and the consequences (if applicable)

Sample Social Story:

Running

I like to run. It is fun to go fast.

It's okay to run when I am playing outside.

I can run when I am on the playground.

Sometimes I feel like running, but it is dangerous to run when I am inside.

Running inside could hurt me or other people.

When people are inside, they walk.

Walking inside is safe.

I will try to walk inside and only run when I am outside on the playground.

My teachers and parents like it when I remember to walk inside.

There are three types of sentences used in writing the above social story:

1. **Descriptive sentences:** objectively define anticipated events where a situation occurs, who is involved, what they are doing, and why. (e.g., When people are inside, they walk.)
2. **Perspective sentences:** describe the internal status of the person or persons involved, their thoughts, feelings, or moods. (e.g., Running inside could hurt me or other people.)
3. **Directive sentences:** are individualized statements of desired responses stated in a positive manner. They may begin "I can try..." or "I will work on..." Try to avoid sentences starting with "do not" or definitive statements. (e.g., I will try to walk in inside.) Avoid using too many directive sentences. They will be lost without adequate contextualization.

A social story should have 3 to 5 descriptive and perspective sentences for each directive sentence.

Write in first person and on the child's developmental skill level.

Also remember to use pictures that fit within the child's developmental skill level.

Reference:

Broek, E., Cain, S.L., Dutkiewicz, M., Fleck, L., Grey, B., Grey, C., et al. (1994). The Original Social Story Book. Arlington, TX: Future Education. www.thegraycenter.org