



**Tuesday's Child
Workshop Outline**

Introduction of Tuesday's Child Philosophy:

The ABC's -Antecedent / Behavior / Consequence

Parental attention as a behavior management tool

Be specific with your attention: "you took your plate to the counter, that's being a good helper" , "You got into your car seat nicely, you really know the safety rules!"

Catch the child being good

Don't wait for the best behavior to notice. "Looks like you're enjoying the Dora show today"

Make your positive interaction purposeful

Be present and participate in the moment; be mindful

- Eliminate "good job" as a praise statement

Building positive relationships with our children

Show that you're putting effort into your interaction

Meet their energy / validate feelings

Homework:

Be a good observer of your time this week. Find an hour to notice all things wonderful about you child!

How did your child react to the positive attention? Did it change anything for you or your child?

How Children Learn



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INTRODUCTION

How does your child develop the abilities to think, communicate, love and relate to others, as well as have self-control and function well in society? Children learn and develop in a complex way. Many child development theories concentrate on genetics, cognitive skills, or new ways to set limits. Although these are all true, each one is a piece of one puzzle – knowing about these pieces may help us understand how children learn and develop. Through a continuing relationship with your child, the pieces of this puzzle come together and help define your child as an intelligent and loving human being.

Tuesday's Child's goal is to help parents establish and maintain strong positive relationships with their children, and to help children of all abilities successfully develop social, emotional and school readiness skills.

As you finish your training at Tuesday's Child, we hope you feel confident about your abilities to direct your children's behaviors into meaningful and appropriate behaviors. Our goal is to support and empower you to form strong healthy and positive relationships with your children.

CHILDREN'S LEARNING AND IMPORTANCE OF EARLY EXPERIENCES

Many parents hope that their children will become learners who will master all academic areas and be successful in school. Parents also want their children to develop warmth and enjoy many rewarding relationships. Moreover, parents want their children to understand what constitutes appropriate and inappropriate behaviors, to have a sense of right or wrong, and to be able to make sound judgments. It will help us understand our children's learning process to look at the complex ways in which children learn.

Children learn through interaction with people and objects in their environments. Their interaction with their caretakers and surroundings helps them derive meaning and form thinking. Children are active learners; they learn best through experience. Children's ability to solve problems and construct meaning comes from the association of their experiences with their emotions. For example, a child says "mama" for the first time. Mom responds with smiles, warmth, excitement, hugging, kissing, and saying 'Good job.' The child has had a warm experience, and is more likely to repeat the word "mama" again.

Therefore, children's specific behaviors are learned through the repetition of certain experiences and the feeling associated with the experience. When children's experiences are positive they learn to repeat a behavior. As children grow, their many experiences form their collective behavior. Therefore, most behaviors are learned and shaped through a basic principle. **If the consequence (the feelings associated with the experience) of a behavior is positive, that behavior is repeated.**

Using simple principles from the field of Applied Behavior Analysis -- ABA, Tuesday's Child will help you learn how to create an environment in which your children will learn appropriate behaviors and are encouraged to maintain positive behaviors. The readings on behavior management techniques (Parts I, II, III, IV, & VIII) were developed by Victoria Lavigne, Ph.D., clinical psychologist and co-founder of Tuesday's Child. In Part V you will also be introduced to the ideas of Dr. Stanley Greenspan and his approach to fostering a positive relationship between you and your child. Mojdeh Bayat, M.A., a former Tuesday's Child Executive Director, contributed to Part V, and adapted Parts VI, VII, Special Behavioral Techniques, Use of Visual Strategies, and Promoting Communication readings.



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Part I

HOW CHILDREN LEARN CERTAIN BEHAVIORS

Parents want their children to behave in socially appropriate ways so that they may get along with other children, with adults, and in settings such as preschool or kindergarten. As a parent, you play the most important role in teaching your child socially appropriate behaviors. This job of teaching your child will be easier if you understand how children learn.

We will use a very simple diagram to show how a child's specific behavior is learned:



In this diagram, BEHAVIOR refers to any of the child's behavior that you can see. This may include behavior that you like, such as smiling, laughing, picking up toys or playing nicely with another child. It also includes behaviors that you dislike, such as hitting, kicking, or talking back.

ANTECEDENT refers to those things, which happen just before we see the child's behavior. For example, mom says, "Pick up the toys." The child says, "No." The mother's direction to pick up the toys is the antecedent to the child saying "No." Giving the direction occurred before the child responded negatively.

CONSEQUENCE refers to those things, which happen right after the child's behavior. For example, the child says, "No, I won't pick up the toys." Mother responds to this by scolding the child. In this case, scolding is a consequence for the child's refusal to pick up the toys.

At Tuesday's Child, we will teach you in great detail how antecedents and consequences influence behavior. To begin, we will teach you a basic rule about how CONSEQUENCES can increase or decrease your child's behavior. The rule goes like this:

When a behavior is followed by a pleasant consequence, it increases.

AND

When a behavior is followed by an unpleasant consequence, it decreases.

Let us look at this a little more closely and consider an example. Suppose that Susie picked up all the toys in her room, and mom responded by saying, "You did a very nice job cleaning up. I'm really proud of you." Susie's behavior -- cleaning up her toys -- was followed by a pleasant consequence -- praise. We would predict that praise created a positive feeling for Susie. Therefore, she would most likely continue picking up her toys, especially when mom praises her every time. Now let us suppose that Susie picked up her toys and no one said anything about it. Being ignored or not being noticed is an unpleasant event. We would predict, in this case, that Susie would not continue to clean her room. We can summarize our example like this:



A positive or negative consequence is also called a positive or negative reinforcer. Now we are going to add one more very important thing to our rule about consequences: **A PARENT'S ATTENTION IS ALWAYS A PLEASANT REINFORCER FOR THE CHILD'S BEHAVIOR.** This means that whenever you pay attention to a particular behavior that your child is doing, that behavior will increase. It does not matter whether you are scolding, yelling, or being unpleasant. Your attention will increase your child's behavior. If you think about this, you can probably recall a time when paying attention to your child's behavior has only made that behavior worse. For example, you may think, "I tell him over and over again to stop running through the house. Every time he runs through the living room, I scold him, but he just keeps running through the living room." Or you may think, "Every time he gets out of bed at night, I explain why he needs his sleep. I tell him over and over, but he just keeps getting up." By scolding and explaining, you are paying attention to your child's behavior. Because you are paying attention, your child's behavior continues.

At Tuesday's Child, you will learn to pay attention to your child's acceptable behavior and to turn off your attention when your child's behavior is unacceptable. There will be exceptions, such as when the child is unable to follow directions due to special needs. You will learn how to work with the individual needs of your child, and how to tune in to your child's specific needs. You will learn how to use your attention selectively or differentially according to your child's needs and acceptability of behavior. We teach parents to use differential attention (also called extinction). We teach parents to pay a lot of attention to the child's positive behavior and to turn off their attention when the child's behavior is negative.

In parent child interaction and play sessions, you will practice differential attention --when your child follows directions, you will pay attention to him by smiling at him, talking, looking at him, touching him, and playing with him. When your child does not follow directions, you will turn your attention off. An exception may be a child's inability to understand directions due to special needs. By using differential attention in this way, your child's positive behavior will increase and your child's oppositional behavior will decrease.

Using praise and differential attention are the first things you will learn at Tuesday's Child. Your trainer will discuss with you how to apply differential attention to the behaviors that concern you at home. As you go along, your trainer will also teach you how to use other types of consequences to increase or decrease your child's behavior. You will learn more techniques as the programs advances. As a first step, practice paying a lot of attention to your child's good behavior. It helps to actively remember the phrase, "Catch 'em being good!"

DEFINING POSITIVE AND NEGATIVE BEHAVIORS

Parents have their own definition of appropriate and inappropriate behaviors. The definition of a certain behavior in terms of it as being negative or positive is influenced by a family's cultural and ethnic background, values, and past upbringing of each family member. However, the young child's behavior may not be influenced only by the parent's definitions, but by many other factors.

One of the most important factors influencing a child's behavior is the child's developmental level and ability. For example, at a certain age, children begin to experience autonomy. This experience may be manifested in different types of behaviors, defined positive by some parents, while considered negative by others.

At Tuesday's Child our clinical staff and parents discuss having realistic expectations for every child according to his/her developmental level. The behavior of each child is therefore, defined according to his/her abilities, as well as individual family background and values. You will learn how to distinguish between certain behaviors and set goals to direct those behaviors into functional and meaningful behaviors for your children.



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Quiz for How Children Learn

1. Define the following terms:

- Antecedent:

- Behavior:

- Consequence:

2. _____ consequences increase a behavior.

_____ consequences decrease a behavior.

3. Define Differential Attention/Extinction:

4. Explain the following event:

You ask Jack to put on his coat; Jack says “No” and runs away. You run after Jack with his coat in your hand, yelling “Put on your coat now!”

What is the antecedent?

What is the behavior?

What is the consequence?



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Part IA

PRAISE DATA

Praise is an important part of everything that we do at Tuesday's Child. It is a technique that can be used to increase positive behaviors. However, before positive behaviors can increase, it is important to increase the parent's use of praise. We do this through the use of Praise Data. Praise Data is given on the first day a new family starts. The following are guidelines for giving the praise data assignment.

1. Read handout "86 Ways to Praise."
2. Use frequency data sheet
 - Write the child's last name, first name: Smith, Teddy, on the data sheet.
 - Write in praise where it says target behavior.
3. Praise Data is taken for a minimum of 14 days.
4. Please fill in the dates on data sheet. You put a (✓) every time you praise your child for anything.
 - "Nice helping. Melissa."
 - "Good sitting. John."
5. Praise Data is taken for the same 1-2 hours every day.
 - Select an hour or two-hour period that is usually a stressful time:
Getting ready for school; preparing a meal (lunch/dinner); getting ready for bed.
Etc. (Make note of the time on the data sheet)

A minimum of 10 praises in a one-hour period and 20 praises in a two-hour period is satisfactory.

6. Graph Praise Data at each session. Use white graph sheets.
7. Keep all Praise Data sheets, frequency sheets, and graph sheets together.

****It is very important to continue Praise Data throughout the first goal plan. Parents tend to concentrate heavily on the goal plan and let their praise decrease. Likewise, Praise Data should be started or continued during stressful times: moves, new school, changes in the family -- separation, divorce, birth, death, changes in schedules, etc.**



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84 Ways to Say "Very Good!"

- Good for you!
- Superb!
- You did that very well!
- You've got it made!
- Terrific!
- That's not bad!
- Couldn't have done it better myself!
- Marvelous!
- You're doing fine!
- You're really improving!
- You're on the right track now!
- Now you've figured it out!
- Outstanding!
- That's coming along nicely!
- I knew you could do it!
- Good Work!
- You figured that out fast!
- I think you've got it now!
- I'm proud of the way you worked today!
- Tremendous!
- You certainly did well today!
- Perfect!
- Nice going!
- You've got your brain in gear today!
- Now you've got the hang of it!
- WOW!
- Wonderful!
- You're getting better every day!
- You're learning fast!
- You made it look easy!
- That's very much better!
- Super!
- You did a lot of work today!
- Keep it up!
- You've got that down pat!
- Congratulations!
- Exactly right!
- Nice going!
- Excellent!
- Sensational!
- You're doing beautifully!
- You've just about mastered that!
- That's really nice!
- That's the best ever!
- That's great!
- Way to go!
- That's the way to do it!
- That's quite an improvement!
- Good thinking!
- You're really going to town!
- Keep up the good work!
- That's it!
- That's better!
- You haven't missed a thing!
- Fantastic!
- You outdid yourself today!
- You're doing a good job!
- That's the right way to do it!
- Right on!
- Well, look at you go!
- That's the best you've ever done!
- That's RIGHT!
- You must have been practicing!
- Great!
- Keep working on it, you're getting better!
- You remembered!
- That kind of work makes me very happy!
- You're working really hard today!
- That's what I call a fine job!
- I knew you could do it!
- I'm very proud of you!
- One more time and you'll have it!
- Fine!
- That's good!
- Good job!
- You really make this fun!
- Good remembering!
- Nothing can stop you now!
- You are doing much better today!
- Keep on trying!
- You are really learning a lot!
- You've just about got it!
- I've never seen anyone do it better!
- You are very good at that!



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Data Collection
FREQUENCY COUNT
(How many times a behavior occurs)

Target Behavior: _____

Time of Observation: _____

Directions: Make a check each time the target behavior occurs.

Date	Frequency Count