


Behavior Change: Prevention is the Best Intervention

The text is centered and surrounded by several light purple circles of varying sizes. Some circles are solid, while others are hollow outlines. One circle is positioned behind the word 'Prevention', another behind 'Intervention', and a larger one behind 'Best'. There are also two solid circles below the text and one hollow circle to the right.

**Parent Training
2012**

Get in Front of the Behavior!



BEFORE
FOR

"Don't Touch the Lamp!"

- Purple Alligator
- What do you want them to do instead?
- You're child may be able to process quite a bit of language, including negatives, but that doesn't tell them what TO DO.
- Just say "Yes"; M&M meltdown

The title is centered and flanked by five circles. From left to right: a solid light purple circle, a hollow light purple circle, a solid light purple circle, a hollow light purple circle, and a solid light purple circle.

Move the Crayons

- What did we ask you to forget a few minutes ago?
- One of the simplest strategies
- If it's not the biggest fish then throw it back
 - Running in street vs. putting head down on table

Priming is Not Just For Furniture

- Gets children ready for the real deal
- Increases the chance that your child will have success with new experiences or difficult activities
- Sets up the promise of a reinforcer therefore eliminating “bribery”

Can't Create a Black Hole

- Teach Behavior
 - Skill Deficit vs. Performance Deficit
- Teach Social Skills
- Teach Routines
 - Transitions
 - Home
 - Community
- Reinforce
 - Set up reinforcement systems



Planned Ignoring

- The next best thing to being there
- "Planned" is the key part
- Alternately reinforce appropriate behavior

Let the Ball Drop

- Stop the verbal volley
- It takes two to tango.
- Game over if reinforcement is not contacted

No Response IS a Response

- When intervening:
 - Pause
 - Assess situation
 - Intervene; decrease verbal increase visual
 - Change strategy if necessary



Two Finger Rule

- Choices, choices, choices paired with a reinforcer:

Step 1: assess the reinforcer

Step 2: hold up finger with positive choice/consequence

Step 3: hold up finger with negative choice/consequence

Step 4: wait for child to process

Step 5: follow through

Stick the Landing

- Follow through
- Say what you mean and mean what you say!
- Assertive directions

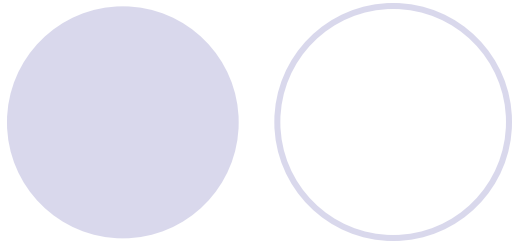
Never Let them See You Sweat

- Watch your non-verbals
- Rational Detachment



Remember...

- Even though you do everything the right way, you will not always gain compliance.
- If you consistently enforce your consequence (+/-), you increase the possibility your child will comply in the future.
- By setting appropriate limits, you provide a structure by which your child can learn that behaviors and choices are accompanied by consequences.



Remember...

**Are you in front of the
behavior?**

**It's easier to prevent than to
deal with it after it happens.**

Art of Setting Limits

- Technique used to help children who may be losing control to learn more appropriate and desirable behaviors
- Includes the rules, guidelines and standards of acceptable behavior, as well as unacceptable behavior
- Implements positive and negative consequences

5 Step Approach to Setting Limits

1. Explain exactly which behavior is inappropriate.
2. Explain why the behavior is inappropriate.
3. Give reasonable choices or consequences-present them as choices (always present the positive first).
4. Allow time-if you don't allow time, it may be perceived as an ultimatum.
5. Enforce consequences-limits don't work unless you follow through with the consequence.

Things to Avoid in Setting Limits

- Demanding compliance - "Sit down, now!"
- Giving unreasonable alternatives - "If you don't want to sit in group, you can sit in time out for a half hour."
- Individual or group punishment - "OK, that's it. Everyone in their chairs. And John, when you decide to behave let us know."
- Double Messages.
- Arguing with them

Things to Avoid in Setting Limits

- Interrupting or cutting off the individual in mid-sentence.
- Overriding another adult decision regarding rules and expectations - "I don't care what Daddy told you last week; I'm in charge."
- Threatening or intimidating. Being an authoritarian - "You won't be able to have a snack if you don't get going."
- Ridiculing or belittling- "Come on, turtles walk faster than you!"
- Consequence without explanation - "Because, I said so!"