

POSITIVE PARENTING

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AGENDA



- 1. Basics of positive parenting
- 2. Applied Behaviour Analysis & The Principles of Human Behaviour
- 3. Applying the Principles with your Children
- 4. How to Teach Skills
- 5. Some Special Topics in Parenting
- 6. When it's Not Just a Phase

OUTCOMES



- 1.To identify the strategies and skills required for parents to look after themselves.
- 2.To understand why challenging behaviours occur.
- 3.To list the basic strategies found within behaviourism and its application to the parent-child relationship.
- 4.To distinguish between reinforcement and punishment and its application in the home.
- 5.To learn how to use evidence-based strategies at home.
- 6.To learn how to create positive environments and manage various behaviours.
- 7.To identify how and when to seek assistance from experts.

*“Research has shown that the most effective way to reduce problem behaviour in children is to strengthen desirable behaviour through **positive reinforcement** rather than trying to weaken undesirable behaviour using aversive or negative processes”*

The International Encyclopedia of Education, 1988



KEEP IN MIND

- Principles & strategies we discuss are anchored in **science**
- They apply to children of **all ages** and in **all settings**





KEEP IN MIND

- I will sound **repetitive** – using the same strategy over and over again.
- You can use the basic principles of behaviour analysis **over and over again** in all different situations, with all of your children.

I don't have a magic solution that will fix everything, but I do





KEEP IN MIND

- Learning takes **time**
 - * Give yourself time
 - * Give your child time
- Learning takes **practice**
 - * You need to practice
 - * Your child needs to practice
- It won't feel **natural**
 - * Keep going anyways

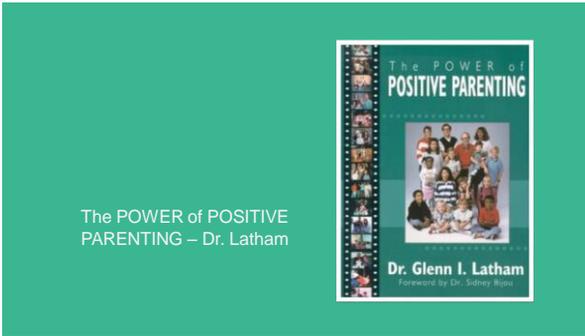




KEEP IN MIND

- Parenting isn't **easy**
- Real life isn't **simple**
- Set yourself up for **success**
- It's easier said than **done**





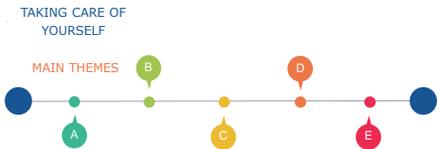
The POWER of POSITIVE PARENTING – Dr. Latham

Your Child(ren)

What behaviours do your children engage in that you want to change?
What behaviours are most disruptive to your family?







IT STARTS WITH YOU!

- 1 Live a conventional life
- 2 Don't take yourself too seriously
- 3 Stay active
- 4 Share your burden
- 5 Know your limits
- 6 Respect yourself
- 7 Relax
- 8 Help others
- 9 Organize
- 10 Be okay with being wrong
- 11 Laugh
- 12 Express emotions – the right way
- 13 Get away
- 14 Don't self-medicate



Have you ever said this?

All parents have said something like this at some point. That's because parenting is not easy. And those kids, well they'll push every button you have!

"my child won't listen"
 "my kids won't stop fighting"
 "my daughter keeps getting in trouble"
 "my son talks back all the time"
 "I wish they would just stop yelling"
 "he won't listen until I scream"
 "how many times do I have to tell them?"
 "I've tried everything!"

Main Themes

Keep these themes in mind throughout the presentation – they are at the core of positive parenting.



Parent-Child Relationship

- The relationship you build with your child sets the stage for behaviours.
 - The healthier the relationship, the healthier the behaviours.
- The parent-child interaction determines the parent-child relationship.



Junk Behaviour

- What is junk behaviour?**
- Junk behaviour is any behaviour that does not harm your child, someone else, or property.
 - Junk behaviour is usually what annoys parents.

Why do kids engage in junk behaviour?
 Because they are kids ♦ To get your attention ♦ To get you to leave



Junk Behaviour

- Starting today – set your **first goal** as ignoring all the junk behaviour! It will be hard for you and the kids – you get worked up and the kids are used to you getting worked up.
- Attending to the junk behaviour has likely become habitual for your family.

It's time to break the habit!



Some Technical Language

ABA interventions involve the manipulation of the antecedents and consequences, and their relationship to each other, and behaviours



Some Examples



ABC – Data Collection



| Date Time Staff | Activity & Setting | Antecedent (What happened right before) | Behaviour (Identify behaviour) | Consequence (What happened right after) | Duration (How long the behaviour lasted) |
|-----------------------|--------------------|---|---|---|--|
| | | <input type="checkbox"/> transition - place <input type="checkbox"/> transition - activity <input type="checkbox"/> someone in their space <input type="checkbox"/> requested to do something <input type="checkbox"/> sudden change in routine <input type="checkbox"/> object/event removed or denied <input type="checkbox"/> staff occupied <input type="checkbox"/> client working independently <input type="checkbox"/> other: _____ | <input type="checkbox"/> self injury <input type="checkbox"/> physical aggression <input type="checkbox"/> environmental aggression <input type="checkbox"/> equipment <input type="checkbox"/> vocalizations (e.g., screaming, swearing, crying) <input type="checkbox"/> Sexually related (e.g., giggling and sexual comments) <input type="checkbox"/> other: _____ Brief Description of behaviour: _____ | <input type="checkbox"/> staff ignored behaviour <input type="checkbox"/> redirected to a different activity/area <input type="checkbox"/> gave reprimand or verbal attention <input type="checkbox"/> taken to bedroom/quiet area <input type="checkbox"/> returned to original activity/area <input type="checkbox"/> privilege removed <input type="checkbox"/> provided item/object/area that was requested <input type="checkbox"/> containment used <input type="checkbox"/> other: _____ | Start Time: _____ End Time: _____ Total Time: _____ min _____ sec Setting Events (if any) _____ |

Principles of Human Behaviour

Research in human behaviour tells us:

- Why behaviours happen
- Why behaviours keep happening
- Why behaviours stop happening



Knowing **WHY** behaviours occur is the most important information.
 Knowing why helps us figure out **WHAT** do do about it.

Functions of Human Behaviour

We all engage in behaviour for a reason:

1. Getting good stuff (positive reinforcement)
2. Avoiding or removing bad stuff (negative reinforcement)
3. Because it feels good (rewards)



Principle #1

Behaviours are strengthened or weakened by consequences

- Finding the consequences tells you why a behaviour keeps happening
- There is a bigger correlation between behaviour and environment than any internal or genetic correlation
- Drug therapy alone is never adequate as a treatment for behaviour problems

Principle #2

Behaviour responds better to positive consequences – and it lasts longer!

- Catch them being good
- Increase the hugs, kisses, words of encouragement (this works on helping the parent-child relationship too!)
- The more you attend to the "bad" behaviour, the more it will happen – it is lawful

Principle #3

The course of a behaviour in the future determines if it is being reinforced or punished

- If a behaviour continues, it is being reinforced
- If a behaviour stops, it is being punished

Principle #3

| | | |
|--|--|--|
| <p>"I keep putting him in time-out when he throws his toys but the behaviour keeps happening over and over again</p> | <p>"They only listen when I yell, scream, scold. I need to be monster mom for these kids to listen!"</p> | <p>"I get down to her level, talk to her, explain what she did was wrong, she tells me she understands. Then she does it again!"</p> |
|--|--|--|

Principle #4

Behaviour is a product of its immediate environment

- Fix the environment, and you'll fix the problem (from research in human behaviour)
- Behaviour is a response to the antecedents in the environment – gets behaviours going
- Consequences in the environment – keeps behaviours going
- It really is that simple. The "fix" does not lie within the child.
- The "fix" comes from fine-tuning the environment.

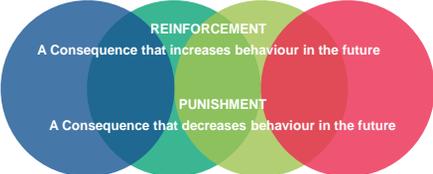
All About Consequences

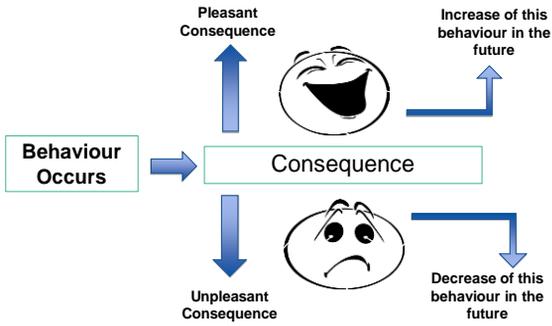
- Kids need to know and understand the consequences – in advance
- Consequences have to be reasonable and enforceable
- Think consequences, not punishment
- Precision, accuracy, consistency
- Make it work for your family

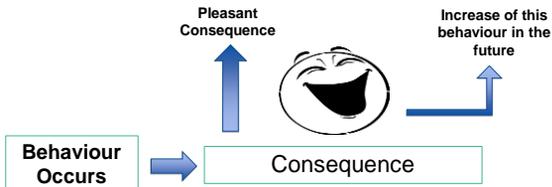


Some Technical Language

Reinforcement = Always increases behaviour
Punishment = Always decreases behaviour







REINFORCEMENT

Positive reinforcement:
getting something you want



Negative reinforcement:
taking away or avoiding what you don't want



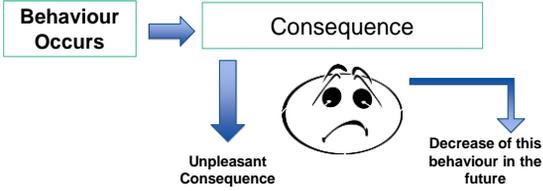
Examples – Positive Reinforcement

- Giving a child a compliment or candy for a job well done.
- Getting paid for a completed task.
- Watching your favourite TV show after doing all your homework.
- Dolphin gets a fish for doing a trick.
- Dog gets a treat for sitting, laying, rolling over.
- Get a candy bar for putting money in the machine.

Examples – Negative Reinforcement

- Scratching an insect bite that itches (reinforces scratching behaviour by removing itch)
- Rubbing itchy eyes (reinforces rubbing behaviour by removing itch)
- Daydreaming or doodling in boring class (reinforces daydreaming behaviour by removing boredom)
- Jumping up and down in class gets student sent outside (reinforces jumping behaviour by being removed from class)

PUNISHMENT



Positive punishment:
getting something you don't
want



Negative punishment: taking away something
you do want



Reinforcement & Punishment

Remember, it is only reinforcement if the behaviour **INCREASES!**

Remember, it is only punishment if the behaviour **DECREASES!**



Recap – Principles of Human Behaviour

| | | | |
|---|---|---|---|
| Behaviour is strengthened or weakened by its consequences | Behaviour responds better to positive reinforcement | Whether a behaviour continues or not in the future tells you if it was reinforced or punished | Behaviour is a product of its environment |
|---|---|---|---|



Applying the Principles

- It will feel fake
- It will sound fake
- You will get resistance from your child(ren)
- Take small steps
- Give yourself and your child time
- Do it until it doesn't feel fake anymore
- Do it until it works!



Applying the Principle #1

Clearly Communicate & Teach the Expectations

- Don't expect them to know how to behave if you don't clearly tell them
- Check if they understand – this is not a yes/no kind of question (i.e., don't ask "do you understand?")
- Teaching them the appropriate behaviour helps them learn
- Practice the appropriate behaviour with your child (role-play)

Remember: it's your responsibility to teach them!

Applying the Principles #2

Ignore the Junk Behaviours

- Almost all the behaviours that annoy you are junk behaviours
- Ignore by walking away, not looking at the kids, not saying anything to them about the behaviours
- There are new junk behaviours at all ages and stages
- You don't have control over the junk behaviours – guaranteed to happen
- Peer pressure may maintain a lot
- Examples:
 - Sibling rivalry
 - Messy room
 - Talking back
 - Hair and dressing choices

Your relationship with your child is more important than the junk behaviour

Applying the Principles #3

Selectively Reinforce Appropriate Behaviours

- Pick a few of the appropriate behaviours to start
- Reinforce the behaviours when your child least expects it
- It's impossible (and not recommended) to reinforce every single time your daughter behaves "well"
- It is carefully planned by the parent, but the kid should have no idea

it is planned
 Along with a positive comment about their behaviour, include some positive physical attention (e.g., pat on the back)

Applying the Principles #4

Stop and Redirect Inappropriate Behaviours

- There are going to be behaviours that you cannot ignore
- The behaviours that harm a person or property should not be ignored
- Determine if:
 - They are uncharacteristic, out-of-the-blue, new behaviours
 - Behaviour you have seen before, previously happen

Don't forget to check yourself before you stop and redirect. Your reaction to this IS the consequence.

Applying the Principles #4

Rare, uncharacteristic, out-of-the-blue behaviours

- Maintain composure, use a firm voice, have a stern but controlled facial expression
- Verbally tell the child he/she cannot do that
- Physically stop the behaviour (e.g., if there's aggression between children, stand in between them)
- Tell child to move to another place to calm down
- Offer to speak to the child when he/she is ready
- DO NOT GET INTO DISCUSSIONS ABOUT WHY, OR WHO, OR FAULTS (don't let the child distract you from the behaviour)
- The discussion you have after the child has calmed down will set the stage for that behaviour in the future
- Develop solutions with your child and reinforce him/her using the new strategies in the future

Applying the Principles #4

The behaviours happen, predictable, "nothing new"

- First, clearly describe the inappropriate behaviour
 - Say: "We've noticed that you've been swearing a lot. That is not acceptable"
 - Don't say: "you've got to shape up, I just can't stand how you've been behaving lately"
- Discuss the behaviour, why it is wrong, and possible solutions
- Involve your child in the discussion and the solutions
- Teach the "solutions" (we'll discuss this a little later)
- Reinforce when your child engages in the new appropriate behaviour

Applying the Principles #5

Stay close to your children

- How much "influence" a parent has on a child's behaviour is directly related to the **proximity** of the parent to the child
- **Verbally Close** – just talk to your kids (when it isn't related to activities, or logistics, or questioning), with no agenda
- **Physically Close** - hug your child! No matter what, hug them, it's (

Staying close to your children gives them security, shows affection, helps develop a positive parent-child relationship!

Recap – Applying the Scientific Principles



Proactive Environments

**Environments Should Be:
Positive – Supportive – Reinforcing**

- Does your reaction match the severity of the behaviour?
- How does your mood influence your reaction?
- Do you attend more to junk behaviour when you had a bad day at work?

To create a proactive environment, you have to find the right balance between severity and treatment!

Proactive Environments

To create a proactive environment – you must work on **prevention, endurance, and treatment.**

| Caring By | The Physical Self | The Behavioural Self |
|------------|--|--|
| Prevention | Practice basic good health skills (eat, sleep, exercise) | Follow basic good living skills (acknowledge the good, laugh, smile, think positive) |

Proactive Environments

| Caring By | The Physical Self | The Behavioural Self |
|-----------|--|---|
| Endurance | -Don't rush for professional treatment for every bump and bruise -Ignore the minor injuries | -Don't attend to the junk behaviours -Ignore them and go on with your life |

Proactive Environments

| Caring By | The Physical Self | The Behavioural Self |
|-----------|---|--|
| | <u>First-Aid</u> – treat at home, use medications sparingly | <u>First-Aid</u> – if the behaviour requires, attend to it simply and directly. Be positive, in control and have a plan! |
| Treatment | <u>Outpatient Care</u> – go see a doctor, treatment might be more than what you can do at home | <u>Outpatient Care</u> – treatment requires records (data), more restrictive and controlled contingencies and consequences |
| | <u>Intensive Care</u> – treatment requires a fully controlled environment (not in your control) | <u>Intensive Care</u> – treatment requires a fully controlled environment (not in your control) |



Strategies That Work

A green horizontal bar containing four white circles with text inside: BST, TIME, MOTIVATION, and PREMACK PRINCIPLES.

Behavioural Skills Training (BST)

“A procedure consisting of instructions, modeling, behavioural rehearsal, and feedback that is used to teach new behaviours or skills”
(Miltenberger, 2004, p. 558)

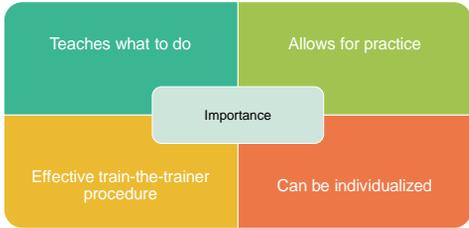
Target Populations



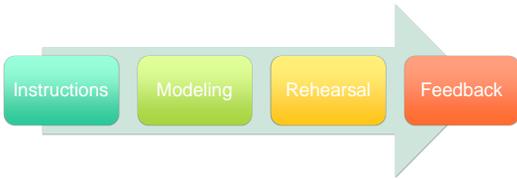
Target Skills



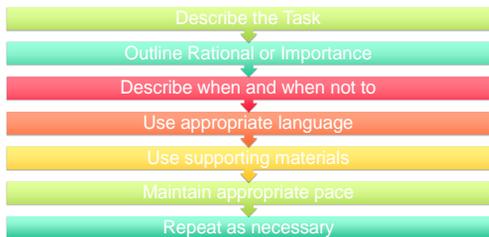
Why Is Behavioural Skills Training Important



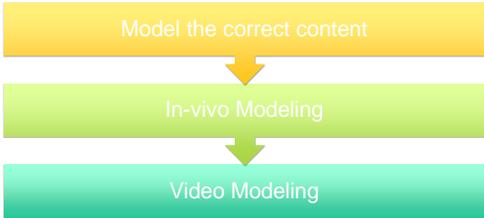
Behavioural Skills Training - Components



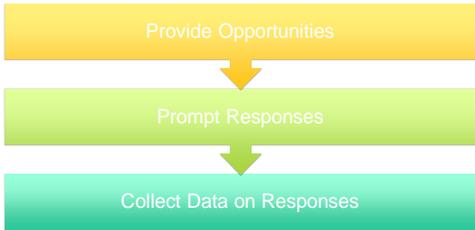
Behavioural Skills Training – Step 1



Behavioural Skills Training – Step 2



Behavioural Skills Training – Step 3



Behavioural Skills Training – Step 4



Time As A Strategy

DON'T LAY DOWN THE LAW WHEN YOU'RE UPSET!

- Age-old advice of *count to 10 before you react*, is good!
- Parents need to learn how to use time in effective parenting
- Kids need to be taught how to use time as a positive strategy

Benefits of Using time

- Time to cool off
- Time to think things over
- Time to heal emotional wounds
- Time to build self-esteem



Motivation

Motivation Changes the Effectiveness of Reinforcement

- What motivates your child?
- What do they like the most?
- Motivational states change
 - Deprivation
 - Satiation

Premack Principle

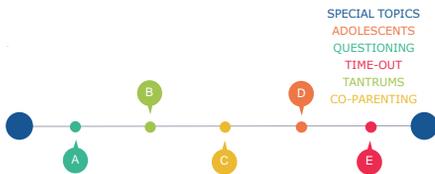
Using High-Frequency Behaviours Contingent on Low-Frequency Behaviours

- "Grandma's Law"
- First _____ Then _____

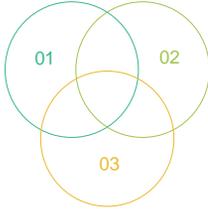
Premack Principle

| FIRST | THEN | FIRST | NEXT | THEN |
|-------|------|-------|------|------|
| | | | | |

| FIRST | NEXT | THEN | LAST |
|-------|------|------|------|
| | | | |



A Quick Word About Adolescents



- 01 The challenging behaviour and their reaction is stated/made known.
- 02 Parent gives a proactive response.
- 03 Follow-up actions and possible outcomes are proposed.

Questioning Your Child

- Unhealthy parent-child interactions are often a result of improper use of questioning
- Don't ask your child to explain their inappropriate behaviour
 - It's not important to the solution
 - Answers increase emotional reactions
 - Strengthens inappropriate behaviours
 - Encourages lying behaviour



Time-Out

- Time-out – *"time out from positive reinforcement"*
- Everything about the strategy should be so aversive (*not* reinforcing) that the child decides he's better off doing the right thing!



Time-Out – Do’s and Don’ts

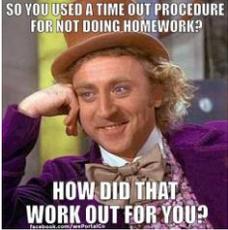
- Make sure all the appropriate behaviour is getting enough attention
- There should be no ceremony around time-out (before or after)
- Make sure she doesn't like time out more than the activity/task
- If you have to use time-out practice the strategy
- Make the time-out area devoid of anything the child likes – it should not be reinforcing
- Only use time-out for the "severe" behaviours and decide this in advance
- Time-out should be two or three minutes AFTER the fuss has stopped
- Don't attend to any behaviours after you put him in time-out
- Be gentle but firm

Tantrums

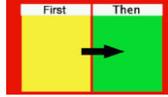
- Children are taught to tantrum
- Know your child's signs before a tantrum
- Take away all attention when a tantrum starts – zero tolerance
- Absolutely no attention at all during the tantrum
- Leave child alone for 2-3 minutes after the tantrum is over
- Reinforce and acknowledge all appropriate behaviours after a tantrum
- Be unemotional and direct if you have to attend to a tantrum



Homework Challenges



Homework Challenges



I am working for

★ ★ ★ ★ ★

Who's In Control?

"My kids are out of control, I don't know what to do!"

- 90% of the behaviours that make parents feel like they have no control are garden-variety, typical growing-up behaviours
- 10% of the behaviours are manageable
- If parents use proactive management skills, children's behaviours respond accordingly



Co-Parenting: Behaviour Analysis & Divorce

Parenting is hard. Co-parenting is even harder!

The same positive parenting strategies can be used in co-parenting arrangements

<http://www.bsoci21.org/divorce-kids-behaviour-analysis/>

IF YOU'RE INTERESTED IN CO-PARENTING CLASSES CONTACT ME AT INFO@PBXS.CA

When It's Not Just A Phase

For some situations, parents may need to solicit the help of experts.

Behaviour analysts work with families to help reduce challenging behaviours and learn new appropriate ones – and they use the strategies we spent the day learning about!

When to call a professional:

- If the child has been abused or suffered other trauma
- If the child has a learning or developmental disability
- If parents cannot consistently use the strategies

A Few Good Words

“Good parenting is first a matter of teaching, second a matter of modeling, and never a matter of reacting”

“The environment and your behaviours will need constant tuning and then some more fine-tuning”

“An ounce of don't say it is worth a pound of I didn't mean it”

Other Parenting Topics

- Developmental & Behavioural Assessments
- Divorce & Co-Parenting
- Tattling
- Sibling Rivalry
- Lying & Stealing
- Thumb Sucking
- Toilet Training
- Eating Concerns
- Living with Teenagers – Happily
- Helping Children Achieve at School
- Substance Abuse

Phoenix Behaviour Services
www.phoenixbehaviourservices.com
info@pbxs.ca



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