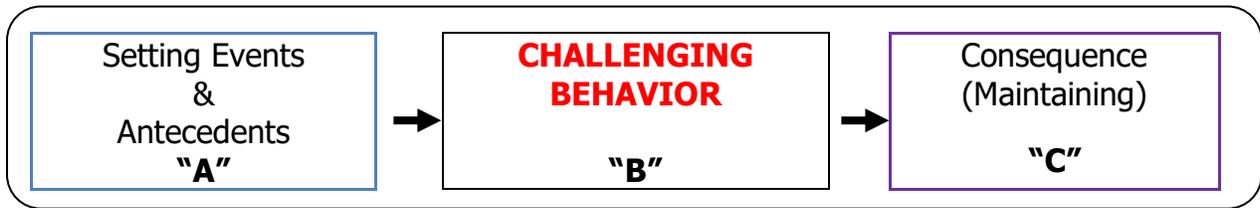# The 5 Elements of Effective Parenting: *Review of Parenting Tips*
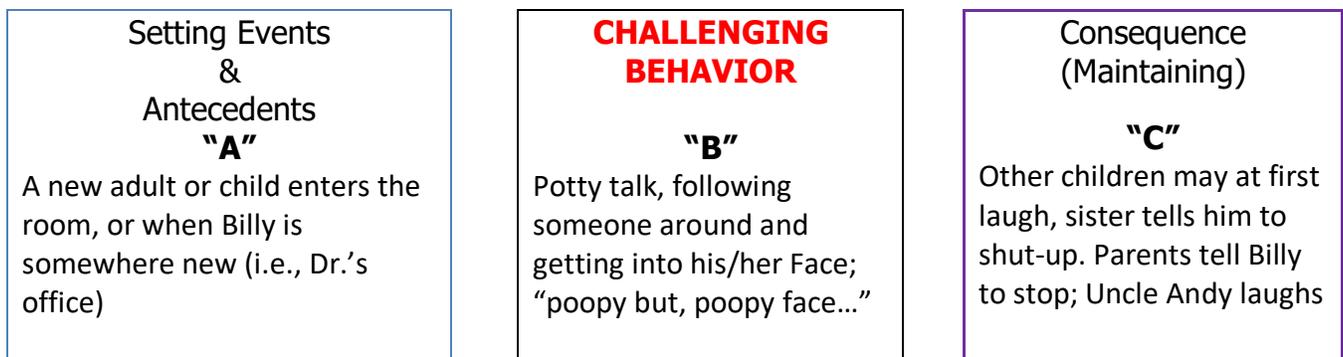
Todd T. Kellogg, LMFT, BCBA

5 Elements
1. Begin **parenting** *before* the problem behavior occurs
2. Look to <u>replace</u> **the problematic behavior** with a better behavior (set of skills)
3. Use **visuals** to get your message across
4. Focus on **controlling the environment** and not your child
5. **Connect with your child** outside of the challenging behaviors

Setting Events & Antecedents "A"	→	CHALLENGING BEHAVIOR "B"	→	Consequence (Maintaining) "C"

Example

Setting Events & Antecedents "A"	CHALLENGING BEHAVIOR "B"	Consequence (Maintaining) "C"
A new adult or child enters the room, or when Billy is somewhere new (i.e., Dr.'s office)	Potty talk, following someone around and getting into his/her Face; "poopy but, poopy face…"	Other children may at first laugh, sister tells him to shut-up. Parents tell Billy to stop; Uncle Andy laughs
⬆	⬆	⬆
The Parent has the most control before the challenging behavior occurs; Teach Billy to get people's attention in a better way; and set up a reward and consequence before the behavior occurs the next time. [Environment]	Time of least control – when the Parent literally cannot make Billy stop the potty talk as it is happening.	Parent has more control after the challenging behavior in how he/she responds to the challenging behavior after it occurs (same with better behavior). Offer no direct attention; briefly remind Billy of the better way; reward the better way; consequence the challenging behavior.

The 5 Elements of Effective Parenting: *Review of Parenting Tips*

Todd T. Kellogg, LMFT, BCBA

1. *Try* to **avoid**
   a. The child being told, *No, Don't, Can't, Wait, Stop* after challenging behavior has started and doesn't stop.
   b. Repeated demands in quick succession
   c. Too many demands in a row (mix up preferred and less preferred activities, hard and easy) D-P-D-P-P-D
   d. Rushing your child during time sensitive periods: Allow for **enough time** for the child to work through new learning (and difficult) situations (i.e., That child not to be in a *rush* during homework, the morning routine before school, etc.)
2. Modify *your* expectations (***Want* vs. *Need***)
   a. Divide challenging behaviors between a *Want to change* and a *Need to change*
   b. Decide how challenging the behavior is compared to other behaviors
   c. Choose 1 to 3 challenging behaviors to fully address
3. Provide **a choice**. *Having a choice is a reinforcer in itself - Richard M. Foxx*
4. Concretely **communicate expectations** – what will need to happen, the order of events (Use **visual aides**)
5. [When possible] Allow the child a <u>**specified amount of time**</u> to end a preferred activity and/or respond to a demand to engage in a less or non-preferred activity when they typically have a hard time with transitions (i.e., "You need to turn the computer off in 5 minutes – according to this clock. Remember, you'll go back on as soon as you finish your homework." – OR – "You need to take out the garbage before you have dinner. Remember, we are having one of your favorites tonight, tacos!")
6. Begin the routine of **stating directives only once**, then follow through.
   a. One repeat or reminder is OK
   b. Be sure to have your child's attention first (eye contact) and be in close proximity
   c. After directive, ***Stop & Wait*** about 5 second while looking at the child, then act if child does not follow directive
   d. Count down can be used when you have identified what the positive and negative consequences are.
7. Use a **Count Down Procedure** to communicate to either child that *it is in her/his best interest to listen to your direction.* Counting down, or up (*5-4-3-2-1*):
   a. Allows the child to *switch agendas.*
   b. Offers some *wiggle room* and can avoid direct power struggles
   c. Works best when the Parent knows what happens if the child does or does not comply by the last number.
   d. Works best when the child knows what happens too.
   e. Works best when the language is positive, highlighting the replacement behavior.

The 5 Elements of Effective Parenting: *Review of Parenting Tips*

Todd T. Kellogg, LMFT, BCBA

      f. Example: *"You need to Take Space on your own by the count of 5 if you want to come back and finish watching the movie. Go to your room and listen to one song, then come back. If not, I'll take you to your room. 1…2…3…"*

8. When telling a child to do something be aware of a primary difference between using a **Question format** versus a **Directive format**.
   a. A Question is really *a Request* and implies that the receiver has a choice in how he will respond. A Question/Request may begin with "Please…" "Won't you…?" "Can you…"
   b. A Directive should be straightforward and imply that it *needs to better* happen. Every directive should have a contingency attached and be framed with positive language (Example: "You need to finish your dinner first, then we can go to the park.")
   c. Avoid being *too polite* when giving a directive

9. Use a **calm** and **firm** tone when giving a directive

10. Redirect the child to a different, ***incompatible*** behavior (Distract the child away from the triggers that typically lead to challenging behaviors).

11. With repeated challenging behaviors that you have identified as a Need to address by helping your child find a BETTER way – Teach a Replacement Behavior (skills):
Your ***#1 Replacement Behavior*** is often a better way to communicate: To say what you *want*, *need*, *don't want*, your *state of being*, etc., etc.

12. Behavior you teach a Replacement Behavior (a better way), try to determine WHY the child is doing the challenging behavior [Remember the "C" in the Consequence Box- what occurs after the behavior…what is accomplished?]
   a. Understanding the behavior: ***Possible Functions of the behavior*** - or - **WHY the behavior is happening**
   b. Avoidance or Escape (something is too hard, takes too long)
   c. Attention seeking (something is better than nothing)
      i. Includes Retaliation or Displaced anger
      ii. And to gain control of a situation
   d. To gain access to a tangible item or preferred event
   e. Self-stimulating / Automatically Reinforcing including the reduction of frustration and stress (incl. Venting)

13. **Predetermined and Proactive Teaching**
   a. *Creating situations to solicit the need for the child to use*
   b. *the replacement behavior (depending on the child and the*
   c. *skill,* **this could mean multiple times in a day or a week***)*
   d. Guidance or instruction to **gradually** build competencies (coaching)
   e. Lesson occurs when the child is in a "good place" – or – when the new skill or behavior **is not** needed.
   f. New behavior is heavily rewarded
   g. Rationale is explained to the child (when appropriate, possibly through a social story, movie, metaphor, etc.)

The 5 Elements of Effective Parenting: *Review of Parenting Tips*

Todd T. Kellogg, LMFT, BCBA

14. For challenging behaviors that have a long history, **aim for small steps** or *approximations* in teaching the new replacement behavior.
15. Use **Visual Supports** when **teaching** and **promoting** a new (or under-used) skill to gain *better behavior*
    a. Teaching – A tool that allows for consistency, visual reminder, additional level of directions
    b. Promoting – Use the visual to remind the child what motivator is at stake
16. A reward that is **predetermined*****, <u>explained</u>, and made *contingent on better behavior* – that results in such behavior increasing over time.
    a. DISC (what is required for a reward/reinforcer to be effective)
        i. **D**eprived
        ii. **I**mmediate
        iii. **S**ize matters
        iv. **C**ontingent on behavior
17. **Reward** - *something desirable given in return for what somebody has done; a benefit obtained as a result of an action taken or a job done; something positive that follows a desired response and acts to encourage desired behavior (MSN Encarta Dictionary)*
18. **Bribe** – *an incentive that is given to persuade somebody to do something, especially something illegal or dishonest*
    a. Can be considered a reaction and not predetermined
    b. ***May be offered *<u>after</u>* challenging behavior has already started
    c. The actual behavior that is being rewarded may be **problematic behavior** and *the person offering the bribe may be rewarded more* than the person who accepts the bribe
19. A **Reward is a Reinforcer** (in behavior science) if the reward follows a behavior and as a result that behavior increases in frequency, intensity, and/or duration.
20. Three types of reinforcement
    a. **Contingent** Reinforcement (Do this to earn that)
    b. Be the M&M – or **Conditioned** Reinforcement
    c. **Non-contingent** Reinforcement
        i. Nurturing – Keep the connection alive and going
        ii. If possible, avoid the irreplaceable event as a contingent reward (i.e.. The Prom; Christmas)
21. **Be the M&M** – or **Conditioned** Reinforcement
    a. Can be VERY powerful
    b. NOT a contingency situation
    c. It is a **Conditioning Approach** (i.e., First class; Happy Hour; Delayed payment)
    d. The *reinforcement can start off **before*** the replacement behavior occurs and then after is paired with the replacement behavior
    e. Can be especially effective when there is a history of noncompliance or difficulty with the targeted behavior/person/activity

The 5 Elements of Effective Parenting: *Review of Parenting Tips*

Todd T. Kellogg, LMFT, BCBA

22. The use of **Punishment** - Research strongly indicates that punishment alone will not significantly decrease "bad" behavior
    a. Punishment is a "back-end response" as oppose to a "front-end response" (Dr. Ross Greene)
    b. The number and range of meaningful consequences diminish as the child gets older
23. **Punishment** -The more predetermined, the better – write it down and review ahead of time with the children.
24. Punishment can be in the form of:
    a. Not having access to specific privileges/items (i.e., Fining system or Cost-response, *Toy Jail)*
    b. **Time-out** from reinforcers or privileges ("Time-in" needs to work first)
    c. Correction to *Over*-correction: Immediate, **non-punitive**, offer increased assistance when needed (**Positive Practice**)
25. Try to make the consequence as **logical** and **natural** as possible
    a. Logical – teasing/swearing to result in loss of preferred food and beverage items; breaking / hiding / throwing toys to result in loss of highly preferred toys/games; etc.
    b. Natural – not cleaning up toys outside to result in them getting all wet (maybe temporarily ruined) due to the rain
26. **Take physical possession** – Consequence to consist of something tangible that the parent can easily enforce (removing access to something as oppose to the child having to perform an event – unless the parent is relatively sure that the child will comply) [**Control the Environment**]
    a. Example (for older children): taking the keys to the car vs. grounding
    b. Example (for younger children): locking the door to the computer room or removing the power cord vs. simply stating that he/she cannot use the computer
    c. Objective: Limit the need to follow up on enforcing the consequence
27. Consequence to be significant but also relatively **brief** to allow child *additional chances* to engage in appropriate or replacement behavior over inappropriate behavior
    a. Examples: Lose Gameboy for 2 hours; No favorite foods for the night
    b. Consequences can either be **all-inclusive** or arranged in a **hierarchy**
        i. All-inclusive: Lose access to all highly preferred toys for two hours (Good for a challenging behavior that can only happen once a day)
        ii. Hierarchy: Lose access to preferred toy for two hours; within the two hours, continued inappropriate behavior results in loss of a *more* preferred activities, etc. up to the most highly preferred item (Good for a challenging behaviors that may be repeated throughout the day)

28. Consequence not to interfere with Replacement Behavior (Examples: Being suspended; not being allowed to have recess or eat lunch with peers; Books being taken away)
29. The goal in using punishment is not to be punitive (retaliation, revenge, to cause suffering) but to <u>change behavior</u> *(From Challenging behavior to Replacement behavior)*
30. The definition of "punishment" in behavior science includes that there be an eventual *decrease of behavior*. If there is no decrease in behavior, then by definition the intervention is not a "punishment" and may actually be a reinforcer.
31. # 1 Consequence – Shutting down *all* attention given to the child and negative behavior: *For complex and/or challenging behaviors with a history, removing all attention may not be the only answer – but needs to be a part of the consequence package*
32. When challenging behavior occurs - **Be <u>Brief</u>**/To the point and <u>stop</u>
    a. Avoid discussing why behavior is inappropriate with the child once he/she becomes inappropriate.
    b. Can (further) discuss *after* consequence is implemented and when he/she has switched to more appropriate behavior.
33. **Action** vs. (more) words: Once the child has chosen / triggered the consequence, the parents' response is action-based without further comment
34. **Exit and Wait** – demonstrates (an illusion of) control and saves energy
    a. When caught off guard
    b. When you can no longer fake being calm and/or your level of anger is increasing
    c. Sometimes saying nothing is better than saying the wrong thing
    d. Model self control by calmly exiting a heated confrontation before things go *too far* (Predetermined)
35. **Changing the momentum** and direction of the exchange
    a. **Humor** breaks the negative pattern.
    b. The more ridiculous and unexpected, the better; Be unpredictable
    c. *Catch* your child in *doing **something right***

Outline of Collaborative Problem Solving (CPS) method developed by R. Greene
Responding to a challenging behavior can be done in three ways: Plan A, Plan B, or Plan C
- Plan A – Very direct and authoritative approach that can include the use of a reinforcer and always has a consequence scenario; a contingency model.
- **Plan B** – Includes a Proactive and an Emergency approach that involves a step-by-step process called Collaborative Problem Solving (CPS). Through

The 5 Elements of Effective Parenting: *Review of Parenting Tips*

Todd T. Kellogg, LMFT, BCBA

CPS the student's and adult's concerns are identified (for the student, his concerns are the antecedents to the challenging behavior). Once both sets of concerns are identified, a solution is developed between the student and adult to resolve the student's and adult's concerns – both needs are met. This process of finding an agreeable solution that covers both sets of concerns is a skill – along with using the solution. CPS builds lagging skills and resolves problem situations over time. The proactive approach is done when the student is not having significant problems. The Emergency approach is applied at the beginning stages of problematic behavior. The emphasis is on the proactive approach.

- o Plan C – The adult decides not to address the behavior as it is considered not a priority or as important as the primary issues that needed immediate attention.

- ❖ Dr. Ross Greene
  - o Author of <u>The Explosive Child</u> and <u>Lost at School</u>
  - o http://www.ccps.info/
  - o http://www.livesinthebalance.org/
  - o Books by Dr. Greene: https://drrossgreene.com/books.htm (***highly recommended)***

- ❖ Dr. Scott Sells – *Parenting with Love & Limits*
  - o http://ru.gopll.com
  - o Books by Dr. Sells: http://ru.gopll.com/Home/OurTeam

- ❖ Todd T. Kellogg, LMFT, BCBA
  - o www.PositiveFamilyBehavior.com
  - o Online resources for Social Skills: ***Value-Play***