

Session 3—Activity #8
**Parent Encouragement and
Positive Comments!**



Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!

Session 3 – Activity #9
Things to Try at Home!
Determining the Meaning
of Behavior



Describe the Challenging Behavior	Number of times behavior occurred	How long the behavior lasted

What Happened Before?

- I told or asked my child to do something
- Changed or ended my child’s activity
- I removed an object from my child
- An object was out of reach
- My child was doing an activity he/she didn’t like
- My child requested something
- My child was playing alone
- My child moved from one activity to another
- I told my child “No,” “Don’t,” “Stop”
- I was giving attention to others
- The task/activity was difficult for my child
- Other (specify) _____

What Happened After? How did it end?

- I gave my child attention
- I gave my child an object/activity/food
- I removed my child from activity/area
- I ignored my child
- I used “time-out”
- I punished or scolded my child
- I withdrew my request or demand
- I hugged my child
- I helped my child
- Other (specify) _____

Why do you think your child was using this behavior?

What do you think he/she was trying to tell you?

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Session 3—Activity #10

Positive Words Activity
Let's Practice



Tell your child **what to do** instead of **what not to do**.

Clearly and simply state what you expect your child to do.

Have age-appropriate expectations.

Use language that your child can understand. Young children often have difficulty with contractions (two words that are combined to form one, such as “don’t” and “can’t”).

Don't...	Do...
Don't run!	
Stop climbing!	
Don't touch!	
No yelling!	
Stop whining!	
Don't hit!	
No coloring on the wall!	
Don't throw your truck!	

Session 3—Activity #11

Household Rules



Write out 3-5 household rules. Remember the “rules” for rules:

- Set no more than 5 rules.
- State rules as “do’s” (not “don’ts”)—tell your children what you want them “to do.”
- Pick rules that apply to many situations.





Session 3—Handout #12

Things to Try at Home!

Teach Your Household Rules



- Make a rules chart (pictures may be helpful) with your child.
- Discuss and demonstrate the rules until you are sure that your child understands the rules.
- Review the rules every day! You can even make up songs about the rules!
- Remind your child of the rules before challenging behavior can occur.
- Praise your child for following the rules.

Don't worry about how to respond if your child does not follow the rules. At this point, we just want to focus on teaching your child the rules and expectations!

How to TEACH rules:

Step by Step—Focus on teaching your child the new skills and expectations.

- Children need to have tasks broken down for them. Often we have to help them learn how to do the skill before we can expect them to do it independently. That might involve showing them how, doing part of a task and having them finish it, or asking them to only do one part of the task.

Review, Review, Review!—Review the new rules many, many times!

- It may take repeated review of the new information before your child really understands it. If you show your child the rules chart only 1 time and then forget to review it again, and again, and again, he/she is going to forget what is on it.

Practice, Practice, Practice—Give your child many opportunities to follow the rules.

- Children need lots of practice to learn new skills.

Support, Not Criticism—While your child is practicing the rule, help him/her or tell him/her how great it is that he/she is trying.

- When we learn something new, we need people to encourage us and cheer us on.

Celebrate Your Success!

- Give your child encouragement. Let your child know how proud you are!

How did it go? Write comments to bring back to the next session: