

# BEHAVIOR MANAGEMENT 101

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# CAUSES OF BEHAVIOR PROBLEMS

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- They were born with it: how their brain works, their temperament
- Accidental rewards: they get something from it
- Escalation traps: if they get worse, you give in OR they don't have to listen until you get crazy
- Good behavior doesn't get them anywhere
- Monkey see, monkey do (parents, siblings, peers, characters)
- Ineffective commands

# CAUSES OF BEHAVIOR PROBLEMS, CONT.

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- Emotional messages
- Ineffective use of punishment
- Skill deficits: something is missing
- Stress in the family, at school, with peers
- Sleep (or really, lack of it)

# DEPOSITS IN THE ACCOUNT

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- Opportunities for play, exercise, fun activities
- Your time and attention
  - 1 minute at a time
  - Wink, smile, high five
  - Affection
  - Talking
  - Be available
- DESCRIPTIVE praise: describe what you like!
- Be a good example

# YOUR PLAN FOR MAKING DEPOSITS

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(This helps when behavior problems are related to temperament, accidental rewards, good behavior getting them somewhere, monkey see, commands, emotional messages, skill deficits and stress)

# SET THE STAGE: MAKING FAMILY RULES AND ENFORCING THEM

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# RULES

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- Develop clear, reasonable rules
  - 3-5 rules
  - Fair and followed by everyone
  - Easy to follow, easy to enforce
  - Should tell everyone what TO do

# EXAMPLES OF RULES

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- Be safe
- Be respectful
- Be kind and gentle
- Be cooperative
- Follow instructions
- Pleasant voice, polite words
- Take care of belongings and space
- Be responsible
- Use materials and possessions appropriately (UMAPA)
- Use good manners
- ???



**MAKE YOUR RULES AND TEACH THEM**

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# WHEN A RULE IS BROKEN...

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- Use directed discussion
  - Get your child's attention
  - State the problem
  - Explain why it's a problem
  - Tell (or ask your child) the correct behavior
  - Re-do with the correct behavior

# WHEN A RULE IS BROKEN...

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- Give clear, calm instructions
  - Get close and get your child's attention
  - Be specific and tell your child what to do
  - Allow time (5-10 seconds) and watch
  - Praise cooperation OR...
  - Repeat instruction if it is to get your child to START
  - Praise for cooperation OR...
  - Back up with a consequence

# WHEN A RULE IS BROKEN

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- Consequences
  - If they don't cooperate with 2 instructions for a START behavior
  - If they don't cooperate with 1 instruction for a STOP behavior
    - Logical consequences: withdraw the activity or object, no time for a preferred activity
    - Quiet time/time away

# AN IMPORTANT NOTE ABOUT INSTRUCTIONS...

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- They must always be backed up. If you give a direction, you have to back it up with praise or a consequence.
- You may not always have the energy, time, or ability to back it up OR you may feel you spend your day giving directions and consequences.
- Sometimes you can replace an instruction with a descriptive statement and kids will actually do what you want! Win-Win!

# GOT IT? LET'S PRACTICE

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(And practice descriptive statements, too)

# BEHAVIORS TO IGNORE (ON PURPOSE, AND FROM THE BEGINNING)

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# IGNORE MINOR BEHAVIOR PROBLEMS

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- Choose the “right” behaviors to ignore
- Tell your child that you won’t pay attention to those behaviors and tell them what you WILL pay attention to
- Pay no attention to those behaviors
- Do not look or talk to your child
- Walk away if necessary
- Stay calm and stay neutral
- AS SOON AS your child stops, return attention and praise



**HEY GUESS WHAT? WE'RE GOING TO  
PRACTICE!**

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WHEN THEY DON'T KNOW HOW OR  
SOMETHING IS MISSING...AND IT CAN  
BE MORE BASIC THAN YOU THINK

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# TEACH NEW SKILLS

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- Find opportunities to teach
  - When your child asks for information or help
  - “Oh!” (Like, “oh yeah, I forgot to tell you...”)
  - In playful, silly ways (talking about cutting in the car line, when a teacher or friend upsets you): use this wisely!
  - When watching a show or reading a book or observing others
  - Stories about you

# TEACH NEW SKILLS

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- Meet them where they are and stretch them a step further (not to the top of the stairs)
  - Do it with them
  - Gradually have them do more and more, with you supporting
  - Back away

# TEACH NEW SKILLS

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- Make it routine and make a plan
  - Outline the steps
  - Teach each step and check it off
  - Reinforce for going through steps
  - Pair it with a physical cue

**AND, WHAT HAVE WE BEEN DOING  
WHEN A NEW SKILL IS INTRODUCED?**

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# PRACTICE!

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- Play it out
- Switch roles
- Make it fun and funny
- Practice when calm and relatively stress free