

ADJUSTMENT PHASE FOR YOUTHS AND CAREGIVERS/PARENTS
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 12 (CAREGIVER): HOW SHOULD I DEAL WITH PROBLEM BEHAVIOR?

(Day 6, Afternoon, 2 hours)

OBJECTIVES:

1. Caregivers will be able to define problem behaviors in specific terms.
2. Caregivers will be able to translate negative behaviors into positive behaviors.
3. Caregivers will know the importance of positive reinforcement and how it works.
4. Caregivers will be able to employ social reinforcement.
5. Caregivers will be familiar with the use of reinforcement programs which include measurement and non-social reinforcement.

RATIONALE:

Some children's undesirable behaviors may not change even though the parent or caregiver is able to listen actively, express feelings over not having their needs met, and use conflict resolution. Behavioral techniques in Gerald R. Paterson's book - Patterson, G. R., (1971) Families, Champaign, Ill: Research Press - have been found useful in dealing with these behaviors. In this session strategies more appropriate for adolescents are presented which means omitting sections on how parents and caregivers can set up measurement schemes and reinforcement schedules. Some approaches for younger children are illustrated so that caregivers and parents with other children may gain a sense of how to use them.

The emphasis is on being able to define problem behaviors so that their presence or absence can be clearly ascertained. Also aiming for positive behaviors rather than dwelling on their reverse - negative behaviors - is encouraged. Caregivers are taught the principles of social reinforcement and how to apply them.

SUMMARY OF EXERCISES:

1. Introduce participants, the topic, and the use of "Thanks." Review between-session goal setting achievements. Do a lottery. (15 minutes)
2. Demonstrate the negative effects of punishment. (10 minutes)

3. Practice defining behaviors specifically and putting them in positive terms. (20 minutes)
4. Practice using social reinforcement. (20 minutes)
5. Review an illustration of a caregiver using social reinforcement plus non-social reinforcement and record keeping. (25 minutes)
6. End with relaxation, free time, and group appreciation. (15 minutes)
7. Youths re-join group and members set between-session goals. (15 minutes)

MATERIALS:

Thanks
Lottery Tickets
Lottery Prizes
Negative Side Effects of Punishment
Translating Negative Behaviors into Positive Target Behaviors
(with and without examples)

Exercise 1: What Has Been Happening?
(15 minutes)

[The purposes of this exercise are to increase self esteem, build group cohesion, and create interest in the topic. Introductions, review, and a lottery are used.]

It's good to see you again.

Today we are going to work on how to handle problem behavior.

Sometimes you can listen actively, express how you feel when your rights are being trampled on, try conflict resolution and still your teenager or child keeps doing something that is a big problem for you.

Maybe it's not picking up their room, fighting with little brother, swearing around the house, not minding you.

What can you do?

That's what we are going to practice today.

Before we get into it, I would like you to tell us your first name and tell us what is the nicest compliment you ever got.

For example, someone might say, "My name is Joanne, and the nicest compliment I ever received was when my daughter told me I was the best mother in the world."

I'll begin.

My name is _____ and the nicest compliment I ever got was when_____.

**HAVE EACH CAREGIVER TELL HIS/HER FIRST NAME AND THE
NICEST COMPLIMENT HE/SHE EVER RECEIVED.**

Here are your "Thanks" for today.

GIVE 20 "THANKS" TO EACH CAREGIVER.

Giving someone a Thanks is like giving them a compliment.

Make sure you use a lot of them today.

Now I want to go around the room and find out how you did on reaching the goal you set for yourself at the end of the last session.

The goal was to be something you would do between sessions.

A good target is realistic, clear, not too little or too much, and easy to tell if you did it.

GO AROUND THE ROOM AND HAVE EACH CAREGIVER TELL WHAT HIS/HER GOAL WAS AND HOW HE/SHE DID. GIVE OUT THANKS. BRAINSTORM HOW TO GET OVER ANY OBSTACLES THAT CAME UP. REINFORCE ANY PROGRESS TOWARD THE GOAL, USING SHAPING.

Now let's do a lottery which is our way of saying, "Thank you for being here and for participating."

We like to start our sessions on time - thanks again.

PASS OUT THE LOTTERY TICKETS, HAVE THEM WRITE THEIR NAMES ON THEM, COLLECT THEM IN A BOWL. MIX THEM UP AND HAVE SOMEONE DRAW A NAME. ANNOUNCE THE WINNER AND GIVE OUT A PRIZE.

One of our objectives for today is to make things easier for you when it comes to dealing with your kids.

Exercise 2: What's Wrong with Punishment?
(10 minutes)

[The purpose of this exercise is to illustrate the negative effects of punishment. Modeling and relating the experience to the feelings generated is the approach used.]

As I said earlier, today we are going to work on how to handle your child's problem behavior.

The better you are at dealing with undesirable behavior, the less strain and stress there is on you.

You know better than anyone else that for you to be under a lot of stress is not good for you.

Most of what I will go into today is for dealing with a teenager or young adult, but near the end of the session I will show you some things you can do which work well with a younger child.

I am going to start with one approach that you may already be familiar with.

Let's start with some unfinished business.

WITHOUT TELLING THE GROUP WHAT YOU ARE DOING MODEL PUNISHMENT. REALLY GIVE THE GROUP HELL. CRITICIZE THEM FOR BEING LATE, FAILING TO DO HOMEWORK, NOT PARTICIPATING, NOT PAYING ATTENTION IN CLASS, AND TALKING TO EACH OTHER WHEN OTHERS ARE TALKING. AFTER BLASTING THEM, TELL THEM THERE WILL BE NO MORE LOTTERIES UNTIL THEY SHAPE UP.

I am really disappointed in this group.

Compared to other groups you have not been doing very well.

Too many of you have been coming late.

And not enough people have been completing their goals - the between-sessions task you agreed to do.

Some of you never say a word in the group, and half of you don't pay attention.

I am sick of it.

You are here to learn, not to goof off.

And another thing - it is really rude for two of you to be whispering to each other when someone else is talking.

When are you going to get serious?

There will be no more lotteries until you shape up.

I hope each one of you has got the message.

HOLD UP A PICTURE OF THE FEELING THERMOMETER.

How did you feel when I was criticizing the group?

OBTAIN RESPONSES.

Actually I think you are a great group, but I wanted you to examine the consequences of using the punishment approach.

How did you feel about other group members - the trouble makers?

OBTAIN RESPONSES.

How did you feel about yourself?

OBTAIN RESPONSES.

How did you feel about me - the facilitator?

OBTAIN RESPONSES. CHECK OUT FEELING EMBARRASSED,
ANGRY, NERVOUS. THINKING THE FACILITATOR WAS STUPID.

What might a caregiver do in response to such a tongue-lashing?

OBTAIN RESPONSES: STOP COMING. ARGUE. GIVE THE LEADER
A HARD TIME.

What was the purpose behind using punishment?

ENCOURAGE RESPONSES: INCREASING COMING ON TIME,
DOING HOMEWORK, PARTICIPATING, PAYING ATTENTION,
NOT TALKING WHEN OTHERS ARE TALKING.

Do you think the goals would be met by using the punishment approach?

DISCUSS.

Here is a handout on the negative side effects of using punishment.

HAND OUT "NEGATIVE SIDE EFFECTS OF PUNISHMENT" AND
GO OVER IT.

NEGATIVE SIDE EFFECTS OF PUNISHMENT

1. RESULTS IN NEGATIVE FEELINGS TOWARD THE PERSON ADMINISTERING PUNISHMENT.
2. RESULTS IN NEGATIVE FEELINGS ABOUT ONESELF.

3. RESULTS IN NEGATIVE EMOTIONS (NERVOUSNESS, ANXIETY, ANGER)
4. MOTIVATES THE CHILD TO AVOID FUTURE PUNISHMENT BY DOING THINGS OTHER THAN STOPPING THE PROBLEM BEHAVIOR.
 - A. LYING
 - B. CHEATING
 - C. RUNNING AWAY FROM HOME
 - D. NOT TALKING TO PARENT/CAREGIVER
 - E. STEALING

So, you can see that punishment has its own set of problems.

What can we do instead?

That's what we will deal with next.

Has everyone recovered from my yelling at you?

I apologize for that temporary upsetness that you experienced.

Exercise 3: How Can I Be Clear About the Change I Want?

(20 minutes)

[The purposes of this exercise are for caregivers to be able to be specific and to state the desired change in positive terms. Modeling and discrimination exercises are the approaches used.]

Let's first take a look at what we want changed.

Here are the main points.

WRITE THE MAIN POINTS (UNDERLINED) ON NEWSPRINT AND EXPLAIN THEM BRIEFLY. THEY WILL BE COVERED IN MORE DETAIL LATER.

Choose a target behavior that is in the teenager's (child's) best interest in terms of danger, values, and goals.

Define the behavior in very specific terms; a detailed explanation of exactly what the behavior involves.

Put the behavior into positive terms when possible.

Let's go over these points in more detail.

Which behaviors get the highest priority?

Those behaviors which put the child in danger such as drugs and sexually transmitted diseases and those behaviors which are important in terms of long range goals such as education, work, having friends, and pregnancy.

Choose behaviors that can easily be counted.

Be specific - can you see it or hear it?

If it is specific, then both you and the child can tell if it is changed over time.

Let's say a mother tell us her teenager is "inconsiderate."

What does the teenager do or not do to show that he or she is "inconsiderate?"

ENCOURAGE THE GROUP TO COME UP WITH BEHAVIORS THAT SHOW "INCONSIDERATENESS." INTERRUPTING CONVERSATIONS, BREAKING THINGS, FAILING TO SAY "THANK YOU," NOT DOING THE DISHES. IF SOMEONE OFFERS A VAGUE DEFINITION - "THOUGHTLESS," "IMPOLITE" - PUSH THEM TO DEFINE IT BEHAVIORALLY. "WHAT DOES THE PERSON DO OR SAY TO SHOW THAT THEY ARE "THOUGHTLESS?"

That's a good list.

The child knows and you know what the problem is.

You can see that it very hard to change behavior unless we know what exactly needs to be different.

Also we can figure out how often it happens now and how many times is OK.

The second main point is to describe the behavior in positive terms.

What does that mean?

Instead of the problem behavior being a messy room defined as dirty sheets, cluttered floor, shirts hanging out of drawers, the problem is defined in terms of a "neat" room - clean sheets, nothing on the floor, shirts hung up.

Defined this way the child can work toward being more neat rather than less messy.

When the emphasis is on improvement rather than not doing something, it facilitates motivation and cooperation on the child's part.

It is a lot more pleasant when both parent or caregiver and child pay attention to doing the right thing.

Using positive terms teaches the child what is appropriate behavior.

Also it has a beneficial psychological effect because self-esteem is built rather than tearing down self-esteem.

Now let's practice turning negative behavior into positive behavior.

DIVIDE THE GROUP INTO THREE'S. ASSIGN EACH GROUP 4 BEHAVIORS TO WORK ON. (GROUP 1: 1,2,3,4; GROUP 2: 5,6,7,8; GROUP 3: 9,10,11,12.) HAND OUT "TRANSLATING NEGATIVE BEHAVIORS INTO POSITIVE TARGET BEHAVIORS." HAVE THEM WORK ON CHANGING THE NEGATIVE INTO POSITIVE.

TRANSLATING NEGATIVE BEHAVIORS INTO POSITIVE TARGET BEHAVIORS

(Without Examples)

1. Name: Joe
Negative Behavior: Bossy: Tells friends and brothers and sisters what to do. Insists that games are played his way.
Positive Behavior:

2. Name: Samantha
Negative Behavior: Careless homework: does it too fast, sloppy, not much effort.
Positive Behavior:

3. Name: Tommy
Negative Behavior: Aggression: hitting, kicking, pushing and biting of younger brother.
Positive Behavior:

4. Name: Cathy
Negative Behavior: Arguing: has an argument ready for most of her caregiver's requests.
Positive Behavior:

5. Name: Juan
Negative Behavior: Rudeness: talks back to caregivers and teachers, "smart-alec" answers, refuses to comply.

- Positive Behavior:
6. Name: Marie
Negative Behavior: Constant depression: always glum, down-in-the-dumps, pessimistic.
Positive Behavior:

 7. Name: Paul
Negative Behavior: Smokes too much: between 1 1/2 and 2 packs a day.
Positive Behavior:

 8. Name: Mark
Negative Behavior: Does not complete assigned tasks: emptying garbage, vacuum room, picking up clothes, making bed.
Positive Behavior:

 9. Name: Yvette
Negative Behavior: Leaving dinner table: gets up from table too often during meal.
Positive Behavior:

 10. Name: Melissa
Negative Behavior: Interrupting caregiver: asks caregiver questions in the middle of their conversation.
Positive Behavior:

 11. Name: Ken
Negative Behavior: Drinking too much: comes home from parties high, stumbling, laughing loudly.
Positive Behavior:

 12. Name: Martha
Negative Behavior: Too much TV: watches TV whenever she has the opportunity.
Positive Behavior:

AFTER FIVE MINUTES, ASK THE GROUPS TO REPORT BACK AND GIVE THEIR ANSWERS. COACH OR CLARIFY AS NEEDED. GIVE OUT THANKS. WHEN THEY HAVE FINISHED REPORTING, HAND OUT THE EXAMPLES OF ANSWERS.

TRANSLATING NEGATIVE BEHAVIORS INTO POSITIVE TARGET BEHAVIORS

(With Examples)

1. Name: Joe
Negative Behavior: Bossy: Tells friends and brothers and sisters what to do. Insists that games are played his way.
Positive Behavior: Cooperates with others: shares decision making. Plays games that are not completely as he wanted them to be.
2. Name: Samantha
Negative Behavior: Careless homework: does it too fast, sloppy, not much effort.
Positive Behavior: Homework: does at least one hour of careful, neat work, effort is consistent with ability.
3. Name: Tommy
Negative Behavior: Aggression: hitting, kicking, pushing and biting of younger brother.
Positive Behavior: Cooperates with brother: shares toys, talks pleasantly.
4. Name: Cathy
Negative Behavior: Arguing: has an argument ready for most of her caregiver's requests.
Positive Behavior: Responds pleasantly: listens first, discusses problems with request, cooperates or possibly negotiates caregiver's requests.
5. Name: Juan
Negative Behavior: Rudeness: talks back to caregivers and teachers, "smart-alec" answers, refuses to comply.
Positive Behavior: Treats adults with respect: answers with pleasant tone of voice, does what he's asked or discusses it reasonably.
6. Name: Marie
Negative Behavior: Constant depression: always glum, down-in-the-dumps, pessimistic.
Positive Behavior: Optimism: looks on bright side, smiles more.
7. Name: Paul
Negative Behavior: Smokes too much: between 1 1/2 and 2 packs a day.
Positive Behavior: Cuts down on amount of cigarettes.
8. Name: Mark
Negative Behavior: Does not complete assigned tasks: emptying garbage, vacuum room, picking up clothes, making bed.
Positive Behavior: Does chores: has certain periods when he does chores.
9. Name: Yvette

- | | | |
|-----|---------------------------|---|
| | <u>Negative Behavior:</u> | Leaving dinner table: gets up from table too often during meal. |
| | <u>Positive Behavior:</u> | Stays seated for entire meal time. |
| 10. | Name: Melissa | |
| | <u>Negative Behavior:</u> | Interrupting caregiver: asks caregiver questions in the middle of their conversation. |
| | <u>Positive Behavior:</u> | Waits turn: when a pause occurs in conversation, Melissa can ask a question. |
| 11. | Name: Ken | |
| | <u>Negative Behavior:</u> | Drinking too much: comes home from parties high, stumbling, laughing loudly. |
| | <u>Positive Behavior:</u> | Limits the amount of alcohol consumed. |
| 12. | Name: Martha | |
| | <u>Negative Behavior:</u> | Too much TV: watches TV whenever she has the opportunity. |
| | <u>Positive Behavior:</u> | Engages in other activities, limits TV. |

When people do the positive behavior, we are going to encourage them to continue.

In other words we want to catch children doing something good.

Exercise 4: How Do I Encourage Positive Behavior?
(20 minutes)

**[The purpose of this exercise is to increase the caregiver's giving of social reinforcement.
Modeling and practice are the vehicles used.]**

In this exercise we want to increase ways which will encourage the child's doing something good.

First, we need to understand what is called positive reinforcement.

Positive reinforcement is anything that follows a child's action which has the effect of increasing the number of times the child's action occurs.

In other words, if the child acts and you do something afterwards which leads the child to do the action again, that is positive reinforcement.

Beth picks up a shirt from the floor.

You say "thanks."

Beth picks her underpants up off the floor.

Saying "Thanks" was a positive reinforcer because it increased Beth's picking up her clothes.

Behavior that is reinforced has a higher chance of occurring again.

You want to put more weight on praising good behavior than on criticizing bad behavior.

It is not that obvious because we tend to notice bad behavior more than good behavior.

We need to be on the lookout for good behavior.

If a teacher wants a child to stop speaking out of turn and criticizes him each time he does so, but fails to praise him when he waits his turn, the teacher will not bring about the change she desires.

So, you might ask, "What are the kinds of positive reinforcement?"

First is social reinforcement: verbal praise, smiles, hugs.

It is easy to use, doesn't require special equipment, and builds good feelings among the family.

What are some other kinds of reinforcement?

ENCOURAGE THE GROUP TO OFFER EXAMPLES OF OTHER KINDS OF REINFORCEMENT. IF THE GROUP DOES NOT MENTION THEM, TELL THE GROUP ABOUT THE FOLLOWING:

1. EXTRA PRIVILEGES - STAYING UP LATE, READING A STORY TOGETHER.
2. REWARDING ACTIVITIES IN WHICH THE CHILD DOES NOT USUALLY PARTICIPATE - MOVIES, HAVING A FRIEND OVER.
3. TOKENS: POINTS, STARS, SMILE FACES.
4. TANGIBLE REWARDS - SNACKS, TOYS, ALLOWANCE.

I want to focus most on social reinforcement.

Give me some examples of verbal social reinforcement that you might use with your children - like "I am very proud of the reward you received."

ENCOURAGE MANY EXAMPLES OF VERBAL, SOCIAL REINFORCEMENT. USE THE FOLLOWING IDEAS FOR A REFERENCE.

EXAMPLES OF VERBAL SOCIAL REINFORCEMENT

"That shows a great deal of work."

"I like the way you explained it."

"I'd like to hang this on the wall."

"That is original thinking!"

"I can tell that you put a lot of effort into that."
"Your room is really neat looking. I like it."
"Your homework is done so carefully."

OK. Now what are some examples of non-verbal social reinforcement?

I'm thinking of things like giving a hug or a kiss.

What are some others?

ENCOURAGE A LIST OF NON-VERBAL SOCIAL REINFORCEMENTS. SOME EXAMPLES FOLLOW:

EXAMPLES OF NON-VERBAL SOCIAL REINFORCEMENT

looking smiling nodding winking signaling OK

patting stroking clapping hands sitting next to

thumbs up widening eyes raising eyebrows

Those are good examples.

Now let me make some key points about giving social reinforcement.

WRITE THE KEY WORDS (UNDERLINED) ON NEWSPRINT AS YOU GO ALONG.

Be consistent: that means try to reward good behaviors constantly.

Give reinforcement immediately: the closer the reinforcement to the good behavior the stronger the effect.

PICK OUT A GROUP MEMBER AND SPEAK TO THAT PERSON.

Let's say you had been having trouble coming to the group and today you made it.

As soon as you come in the door, I say to you, "It's great to see you."

How would you feel?

OBTAIN A RESPONSE.

Now imagine that I said nothing to you, but next week I say to you, "I sure was glad to see you last week" how would you feel?

OBTAIN A RESPONSE AND POINT HOW IT CAN BE CONFUSING
TO REINFORCE LATER.

Give the right amount of reinforcement.

Be genuine; don't give too much or too little.

Reinforce the behavior every time at the beginning of trying to make a change.

Gradually taper down. Once the behavior is in place, you don't need to give praise every time.

In fact, when the good behavior is happening most of the time, it works best to give praise just once in a while.

State the behavior you are praising.

If you are not specific, the child may not understand what it is you like and are praising.

Avoid tacking on a negative.

Don't start off with praise and then throw in a negative.

Don't reinforce the wrong thing.

Your daughter nags and nags you about wanting to wear your clothes.

Finally to stop the nagging, you give in and tell her OK.

What did you just do?

You reinforced her nagging.

Here is a little example of using social reinforcement.

THE FACILITATORS ROLE PLAY THE FOLLOWING SCENE.

THE MATH TEST

(CAREGIVER IS DEEPLY INVOLVED IN READING THE NEWSPAPER.)

YOUTH: Uncle Darryl! I want to show you something.

CAREGIVER: Just a minute. (LONG PAUSE) I really appreciate you giving me a chance to finish what I was reading.

YOUTH: Look! I got 95 on my math test.

CAREGIVER: Hey! That's great. Let me see. (LOOKS IT OVER). You really did well on this. (GIVES HIM A HUG)

YOUTH: You're really pleased?

CAREGIVER: I sure am. I know math is hard for you, so I am really proud.

YOUTH: I've been spending more time on it. I think I'll do an hour on math each night.

CAREGIVER: That's a great idea. This test paper shows how spending the time pays off.

THE END

Now let's practice by going over some responses.

DIVIDE THE GROUP IN HALF. SPEAK TO THE FIRST HALF.

For the first exercise, you will be the child.

I will tell you what the situation is and then read a response from a parent or caregiver.

Your job is to put yourself in the child's shoes.

After I read the parental/caregiver response, you tell the group how you felt and then tell us what was good or bad about the parental/caregiver response from your point of view as the child.

BRIEF THE PERSON PLAYING THE CHILD, READ THE "POOR" CAREGIVER/PARENTAL RESPONSE, ASK FOR FEELINGS AND CRITICISM. THEN HAVE THE GROUP COME UP WITH A POSITIVE RESPONSE.

Scene 1: You have just finished mopping the kitchen floor. It took half an hour to do it and clean all the spots up. You are pleased with your work.

Poor Response: I can hardly believe it. You finally remembered to mop the floor. Make sure you got in all the corners and dry the floor with an old towel.

Positive Response: Thanks for mopping the floor. It looks spotless. You did a great job.

Scene 2: You are sorting out your baseball cards on the floor by yourself and having a good time.

Poor Response: You sure have been playing nicely with your cards for the last 20 minutes. I really appreciate the peace and quiet for a change. I hate all that screaming and yelling.

Positive Response: You sure have been playing nicely with your cards for the last 20 minutes. It looks like you have them all organized by team.

Scene 3: You worked out a system with your caregiver so that you get points for keeping your room clean. When you get enough points, she will help you buy a sweater. You are very excited and say to your caregiver, "Look, Grandma. I got seven points today."

Poor Response: You got seven, but you could have got ten, if you did everything perfectly.

Positive Response: That's really good. You must be proud.

Scene 4: You have been working on a plant hanger in school for three months. You are going to give it as a Christmas gift. You realize that it isn't perfect, but you are pleased and show it to your caregiver.

Poor Response: What is it? A bird house? It's a little crooked, isn't it?

Positive Response: It sure has an interesting shape. Did you design it yourself? I'll bet grandma will really like it.

Scene 5: You got 3 C's and 1 B on your report. You are glad you brought up your grades from last semester, but realize you could have done better.

Poor Response: Hey, your report card is really excellent. I told you that you were smart. I can't wait to tell my friends how great you did.

Positive Response: I am really happy to see you brought your grades up from last semester. You did really well in English -a B.

Now for the second half of the group.

I want you to be the parents and caregivers.

I will read you the scene and then, as if I were your child, give me a positive response.

Role play it.

After you have given your response, I want the group to give you feedback.

What one thing did the caregiver or parent say or do that you liked and what one thing would you have done differently?

Remember that's how we give feedback.

Let's get started.

READ THE SCENE AND MAKE SURE THE CAREGIVER/PARENT ROLE PLAYS THE SCENE GIVING HER POSITIVE RESPONSE DIRECTLY TO YOU, AS IF YOU WERE THE CHILD. TO HELP MAKE IT MORE REAL, YOU MAY WANT TO SAY SOMETHING LIKE "HI, MOM." OBTAIN FEEDBACK FROM THE GROUP AFTER EACH CAREGIVER RESPONDS. THE POSITIVE RESPONSES ARE FOR YOU TO USE AS EXAMPLES IF NECESSARY - IF AFTER THE RESPONSE A BETTER RESPONSE NEEDS TO BE MODELED.

SCENES FOR ELICITING POSITIVE RESPONSES

Scene 1: Your child has been having one or two fights a day. Today your child went all day long without any fights.

Good Response: You had a good day today - not one fight. Keep up the good work.

Scene 2: You wanted your nephew to get a haircut for a long time. He finally came home with his hair cut.

Good Response: Hey, your hair cut looks really sharp. Where did you get it cut?

Scene 3: Your child completed 2 out of 4 assigned chores for the day: clothes put away and dinner table cleared off and cleaned.

Good Response: You did a good job on your two chores. You had all your clothes put away and the dinner table cleared off and cleaned.

Scene 4: Your granddaughter has borrowed your clothes before and returned them dirty. You noticed that this time she washed them and ironed them.

Good Response: My clothes that you borrowed look nice and clean and ironed. I really appreciate the time you took to fix them up.

Scene 5: Your foster child took a long time writing a paper for school and tells you that she got a B- grade on it. Her last paper was a C.

Good Response: That's great! I know you really worked hard. Can I read it?

Those were good responses.

Does anyone have questions about responding positively?

ANSWER QUESTIONS.

Exercise 5: What Is an Example of Making a Plan?
(25 minutes)

[The purpose of this exercise is to make caregivers/parents familiar with a behavioral program which we call "plans" in this exercise.]

Sometimes a caregiver or parent will want to make a plan to help his or her child do something better.

I'll give you an example.

Mrs. Jones is unhappy with Lisa's dirty room.

First, she decides what it is she wants Lisa to do: 1) make her bed, 2) pick up all clothes, books and toys from the floor, and 3) hang her clothes on hangers in the closet.

Next she wants to see exactly how Lisa is doing now before the plan goes into effect.

So, Mrs. Jones makes a little chart, observes Lisa for a week and sees how many times Lisa does the three things Mrs. Jones wants her to do.

Mrs. Jones is surprised to see that Lisa does better than she had thought.

Now Mrs. Jones decides how she will reinforce Lisa: give her praise and give her 1 point for doing each of the three things - make the bed, pick up the floor, and hang up clothes.

When Lisa gets 30 points, she will buy Lisa a sweatshirt Lisa has wanted.

Mrs. Jones explains to Lisa what she wants and how the points work.

She also makes it clear that the goal is to have a neat room.

Lisa tells her caregiver that she would rather have a CD than a sweatshirt, and the caregiver agrees.

The first week Lisa earns 8 points which isn't much better than where she started.

Mrs. Jones praises her when she does one of the things to keep her room neat.

During the second week Lisa earns 15 points.

It is obvious from the record that Mrs. Jones keeps on the refrigerator that Lisa has the most trouble picking the stuff off the floor.

Mrs. Jones gives her a bonus point when the floor is clean.

Mrs. Jones gives her the bonus point to keep Lisa interested and to make sure Lisa believes she can earn enough points to get the CD.

At the end of the third week Lisa has earned her points, and they go buy a CD.

Now Mrs. Jones tells Lisa that after a week in which for five days the room is neat, she can have a special treat - go to the ice cream store.

After Lisa consistently has a neat room five days per week, Mrs. Jones continues the praise and gives a special treat only once in a while.

That's an example of a plan to help a child meet a desired behavior goal.

Now I would like you to try it.

Charlie is 9 years old, and you don't like the fact that he is always picking on his little sister when he plays with her.

We'll say that the goal is to get along with little sister.

In this case some of the specific behavior we will want to see may be the absence of something you don't like - a negative behavior.

How would you define what specific behaviors you want to see?

ENCOURAGE RESPONSES AND DISCUSSION. COACH.
EXAMPLES MIGHT BE "DOES NOT CALL SISTER NAMES, PLAYS WITHOUT FIGHTING (HITTING, PUSHING) LITTLE SISTER. PLAYS WITHOUT TELLING LITTLE SISTER WHAT TO DO. SHARES TOYS WITH LITTLE SISTER."

What ideas do you have about how to make a record of Charlie's behavior?

ENCOURAGE RESPONSES AND DISCUSSION. WHEN THERE HAVE BEEN A NUMBER OF RESPONSES, MAKE A CHART ON NEWSPRINT AND ASK IF IT WOULD BE ADEQUATE. USE THEIR DEFINITIONS OF SPECIFIC BEHAVIOR. AN EXAMPLE OF THE CHART FOLLOWS:

CHARLIE'S BEHAVIOR

DAYS DATE: _____

BEHAVIOR MON. TUE. WED. THUR. FRI. SAT. SUN

NO NAMES

NO FIGHTING

SHARES

NO ORDERING

This is a positive record.

You only make a check mark when he behaves as you wish.

How would you reinforce Charlie?

ENCOURAGE RESPONSES AND DISCUSS. LOOK FOR SOCIAL REINFORCEMENT PLUS EXTRA PRIVILEGES, REWARDING

ACTIVITIES IN WHICH THE CHILD DOES NOT NORMALLY PARTICIPATE, TOKENS AND POINTS, AND TANGIBLE REWARDS SUCH AS GIFT, SNACKS. TRY TO EMPHASIZE THE NON-TANGIBLE REINFORCERS.

IF SOMEONE RAISES THE ISSUE OF BRIBING THE CHILD, POINT OUT THAT A BRIBE IS GIVEN BEFORE THE DESIRED BEHAVIOR WHICH IS ILLEGAL. A REINFORCER IS GIVEN AFTER A POSITIVE ACTION IS PERFORMED.

So, you have decided on how you are going to reinforce Charlie.

How often would Charlie have to show positive behavior before he received a non-social reinforcement - like a toy?

Remember that you can't make it too hard or the child will give up.

Once the child show significant signs of improvement you can make it harder to receive the next non-social reward - like a toy.

What would Charlie have to do?

ENCOURAGE RESPONSES AND DISCUSS. MAKE SURE THAT CHARLIE CAN RECEIVE A REINFORCER. REINFORCERS CAN BE INCREASED ONCE CHARLIE GETS GOING. AT FIRST IT SHOULD BE EASY FOR HIM TO GET REINFORCED. LATER WHEN HE IS DOING CONSISTENTLY WELL, THE REINFORCEMENT CAN BE TAPERED OFF AND GIVE INTERMITTENCY. INTERMITTENT REINFORCEMENT IS THE MOST POWERFUL.

Now I would like two volunteers - one to play Charlie and one to play the caregiver or parent.

"Caregiver," I want you to explain to Charlie what the plan is all about.

"Charlie," I want you to make sure you understand what is going to happen.

Just between us, Charlie, don't give your caregiver a hard time.

HAVE THE TWO VOLUNTEERS DO THE ROLE PLAY.

That was great!

GIVE OUT THANKS

What about having some feedback?

Caregiver, how did you feel, what one thing did you like that you did, and what one thing would you do differently?

OBTAIN A RESPONSE.

Charlie, how did you feel and what did you like and would do differently?

OBTAIN A RESPONSE.

Now will the rest of you tell the caregiver what one thing you liked and one thing you would have done differently.

OBTAIN FEEDBACK.

I hope everyone can see how a program can be set up.

What we did will not make you an expert but will give you ideas.

Exercise 6: Relaxation
(15 minutes)

[The purposes of this ending exercise are to leave the women feeling comfortable, eager for the next session, and happy about the group.]

We are near at the end of this morning's session on dealing with problem behavior.

In a few minutes we will re-join the youths to hear what their goals are for next time.

You have worked very hard and now it is time to relax.

Get comfortable in your seat.

Let your head roll around loosely on your neck. PAUSE

Bring your shoulders up to your ears, hold it PAUSE

Now release your shoulders and feel the tension dissolve. PAUSE

Stretch your fingers open widely and shake your hands around. PAUSE

Tighten your legs, hold them tightly PAUSE

And release.

Feel the difference between tight and loose. PAUSE

Breathe in deeply PAUSE

And let the breath out slowly. PAUSE

Again - breathe in deeply PAUSE

And let it out slowly. PAUSE

Now let your breath become deep and slow. LONG PAUSE

Feel the rhythm of your breathing. PAUSE

Think of a aroma you enjoy.

A favorite perfume, cedar, a flower, fresh bread, recently cut grass, salty air. PAUSE

Fix the aroma in your mind. PAUSE

Breathe in the aroma. PAUSE

Smell the pleasant aroma. PAUSE

Imagine yourself in a cloud of aroma. PAUSE

Let the aroma calm you and make you feel good all over. LONG PAUSE

Be the aroma. PAUSE

Feel refreshed. PAUSE

Now yawn and stretch. PAUSE

Yawn and stretch. PAUSE

We always save a little time in case someone wants to talk with the group about an important matter.

Does anyone have something they want to bring up?

USE THE FREE TIME TO ALLOW FOR PERSONAL ISSUES AND THE NEED TO HAVE SOME UNSTRUCTURED TIME. AFTER ABOUT TEN MINUTES PROCEED TO SHOWING APPRECIATION.

BRING CAREGIVERS AND YOUTHS BACK TOGETHER FOR GOAL-SETTING EXERCISE

Exercise 7: What Is Next?
(15 minutes)

[The purposes of this exercise are to increase group cohesion, to set goals, and to create interest in the next session. Giving appreciation is used to create cohesion. Goal setting leads to applying learning to real life. NOTE: CAREGIVERS JOIN YOUTHS FOR THIS EXERCISE. Text for caregiver and youth exercise is the same]

We are at the end of this session.

This afternoon we will set some goals to achieve between today and the next time we meet.

Remember to make the goal realistic, clear, not too much or too little, and easy to tell if achieved.

Today youths focused on fears that people in their situation usually have and how to deal with them.

Caregivers worked on dealing with adolescent problem behavior.

Some examples of possible goals for youths from this afternoon are:

1. write down one fear that you have then list what will happen next if that fear comes through.
2. prepare for a situation that you face next week by listing five self-talk things you could say.
3. once during the week do the physical relaxation that we practiced today.

Caregivers can make a plan to deal with an on-going problem at home.

Take a minute and think about what you will do between sessions.

WAIT A MINUTE FOR TWO.

Now we will go around and find out what your goals are.

HAVE EACH PERSON STATE WHAT HIS OR HER GOAL IS.

Thank you.

Now I want you to show appreciation to the others in the group for their contributions this morning.

Let them know you liked what they said or did or their style or simply their presence in the group.

GIVE APPRECIATION TO THE GROUP MEMBERS. BE A MODEL.
REWARD THOSE WHO GIVE THANKS TO OTHERS. MAKE SURE
NO ONE IS LEFT OUT.

That is very good.

The next meeting will be on _____ (day and date) at _____ (time and place).

I will see you next time.

If any of you are in contact over the next week or so, please remind each other about your goals and to make it to the group next time.

THE END OF THE SESSION 12-CAREGIVER

NEGATIVE SIDE EFFECTS OF PUNISHMENT

1. RESULTS IN NEGATIVE FEELINGS TOWARD THE PERSON ADMINISTERING PUNISHMENT.
2. RESULTS IN NEGATIVE FEELINGS ABOUT ONESELF.
3. RESULTS IN NEGATIVE EMOTIONS (NERVOUSNESS, ANXIETY, ANGER)
4. MOTIVATES THE CHILD TO AVOID FUTURE PUNISHMENT BY DOING THINGS OTHER THAN STOPPING THE PROBLEM BEHAVIOR.
 - A. LYING
 - B. CHEATING
 - C. RUNNING AWAY FROM HOME
 - D. NOT TALKING TO PARENT/CAREGIVER
 - E. STEALING

TRANSLATING NEGATIVE BEHAVIORS INTO POSITIVE TARGET BEHAVIORS

(Without Examples)

1. Name: Joe
Negative Behavior: Bossy: Tells friends and brothers and sisters what to do. Insists that games are played his way.
Positive Behavior:

2. Name: Samantha
Negative Behavior: Careless homework: does it too fast, sloppy, not much effort.
Positive Behavior:

3. Name: Tommy
Negative Behavior: Aggression: hitting, kicking, pushing and biting of younger brother.
Positive Behavior:

4. Name: Cathy
Negative Behavior: Arguing: has an argument ready for most of her parent's requests.
Positive Behavior:

5. Name: Juan
Negative Behavior: Rudeness: talks back to parents and teachers, "smart-alec" answers, refuses to comply.
Positive Behavior:

6. Name: Marie
Negative Behavior: Constant depression: always glum, down-in-the-dumps, pessimistic.
Positive Behavior:

7. Name: Paul
Negative Behavior: Smokes too much: between 1 1/2 and 2 packs a day.
Positive Behavior:

8. Name: Mark
Negative Behavior: Does not complete assigned tasks: emptying garbage, vacuum room, picking up clothes, making bed.
Positive Behavior:

9. Name: Yvette
Negative Behavior: Leaving dinner table: gets up from table too often during meal.
Positive Behavior:
10. Name: Melissa
Negative Behavior: Interrupting caregiver: asks caregiver questions in the middle of their conversation.
Positive Behavior:
11. Name: Ken
Negative Behavior: Drinking too much: comes home from parties high, stumbling, laughing loudly.
Positive Behavior:
12. Name: Martha
Negative Behavior: Too much TV: watches TV whenever she has the opportunity.
Positive Behavior:

TRANSLATING NEGATIVE BEHAVIORS INTO POSITIVE TARGET BEHAVIORS

(With Examples)

1. Name: Joe
Negative Behavior: Bossy: Tells friends and brothers and sisters what to do. Insists that games are played his way.
Positive Behavior: Cooperates with others: shares decision making. Plays games that are not completely as he wanted them to be.
2. Name: Samantha
Negative Behavior: Careless homework: does it too fast, sloppy, not much effort.
Positive Behavior: Homework: does at least one hour of careful, neat work, effort is consistent with ability.
3. Name: Tommy
Negative Behavior: Aggression: hitting, kicking, pushing and biting of younger brother.
Positive Behavior: Cooperates with brother: shares toys, talks pleasantly.
4. Name: Cathy
Negative Behavior: Arguing: has an argument ready for most of her parent's requests.
Positive Behavior: Responds pleasantly: listens first, discusses problems with request, cooperates or possibly negotiates parent's requests.
5. Name: Juan
Negative Behavior: Rudeness: talks back to parents and teachers, "smart-alec" answers, refuses to comply.
Positive Behavior: Treats adults with respect: answers with pleasant tone of voice, does what he's asked or discusses it reasonably.
6. Name: Marie
Negative Behavior: Constant depression: always glum, down-in-the-dumps, pessimistic.
Positive Behavior: Optimism: looks on bright side, smiles more.
7. Name: Paul
Negative Behavior: Smokes too much: between 1 1/2 and 2 packs a day.
Positive Behavior: Cuts down on amount of cigarettes.
8. Name: Mark
Negative Behavior: Does not complete assigned tasks: emptying garbage, vacuum room, picking up clothes, making bed.
Positive Behavior: Does chores: has certain periods when he does chores.
9. Name: Yvette
Negative Behavior: Leaving dinner table: gets up from table too often during meal.
Positive Behavior: Stays seated for entire meal time.

10. Name: Melissa
Negative Behavior: Interrupting caregiver: asks caregiver questions in the middle of their conversation.
Positive Behavior: Waits turn: when a pause occurs in conversation, Melissa can ask a question.
11. Name: Ken
Negative Behavior: Drinking too much: comes home from parties high, stumbling, laughing loudly.
Positive Behavior: Limits the amount of alcohol consumed.
12. Name: Martha
Negative Behavior: Too much TV: watches TV whenever she has the opportunity.
Positive Behavior: Engages in other activities, limits TV.