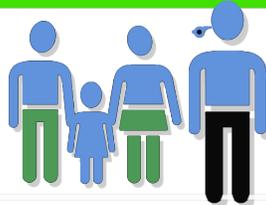


[FIT TRAINER'S GUIDE]

FAMILY INTERACTION TRAINING



COURSE FOR TRAINERS

Rose F. Kennedy
Children's Evaluation and Rehabilitation Center
University Center for Excellence in Developmental Disabilities
Department of Pediatrics
Montefiore Medical Center
hospital affiliate of Einstein College of Medicine

Authors:

Anne Murphy, PhD
Meg Balicki, MSW, MEd
Jordan Bate, MA
Sophia Hoffman, MA
Rosa Seijo, MD
Joanne Siegel, LCSW
Rosario Valicenti-McDermott, MD
Ted Kastner, MD

Editor:

Shannon M. Haworth, MA
Association of University Centers on Disabilities (AUCD)

This training was supported through a sub award from the Association of University Centers on Disabilities, Cooperative Agreement Number, 5U38OT000140-04, funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.

TABLE OF CONTENTS

Introduction

- About the Manual
- About the Course
- Getting Started
- Considerations for Trainers
- Monitoring Progress
- Steps for Homework
- Common Challenges and Pitfalls
- How to Role Play with Parents
- Things to Remember When Role Playing

Module 1: Strengthening the Parent-Child Relationship

- Introduction to FIT Course & Module 1 Key Concepts
- Parent Session 2 – COMMUNICATION
- Parent Session 3 – USING ATTENTION STRATEGICALLY
- Parent Session 4 – PRAISE
- Parent Session 5 – SCHEDULED PARENT-CHILD PLAYTIME
- FIT QUIZ: MODULE 1

Module 2: Structuring the Environment to Prevent Misbehavior

- Parent Session 6 – OVERVIEW OF MODULE 2 KEY CONCEPTS
- Parent Session 7 – ESTABLISHING ROUTINES AND FAMILY RULES
- Parent Session 8 – GIVING CLEAR DIRECTIONS
- Parent Session 9 – ANTICIPATING PROBLEMS, USING REDIRECTION, AND EASING TRANSITIONS
- FIT QUIZ: MODULE 2

Module 3: Effective Strategies for Addressing Misbehavior

- Parent Session 11 – OVERVIEW OF KEY CONCEPTS FOR MODULE 3
- Parent Session 12 – TIME OUT
- Parent Session 13 – LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES
- Parent Session 14 – CONCLUSION
- FIT QUIZ: MODULE 3

INTRODUCTION

About the Manual

Purpose: The purpose of this Family Interaction Training (FIT) manual is to serve as a guide as you help parents learn the Key Concepts and Strategies.

About the Course

Purpose: The purpose of this course is to provide you with information and skills that allow you to help parents learn these strategies.

Intended Audience for the Training: This course was developed for people from a wide range of disciplines to teach parents of young children to use many of the parenting strategies commonly used in proven programs. Although it is expected that trainers are likely to have some knowledge of parenting strategies, this course covers all concepts that are needed. However, the course does not cover basic training, therapeutic, or clinical skills and thus is intended for professionals with experience interacting with parents or families in a therapeutic, clinical, teaching, training, or related setting.

The parent materials also cover all strategies on a basic level and assume no prerequisite knowledge on the parents' part.

Getting Started

Start by watching the 14 Video Lessons for Trainers. Familiarize yourself with the Supplemental materials which include handouts, worksheets and Homework. These Trainer Lessons review the Key Concepts and Strategies that will be presented to parents as well as how to conduct sessions with parents including role play, how to trouble shoot, and other important considerations when working with parents.

It is important that you review the entire course before you begin using Family Interaction Training with parents. In each module, you'll start by first learning a few key concepts. After you review these key concepts, you will review the video content and associated materials. You will need to have a firm understanding of these concepts, how to apply them, and be able to demonstrate these strategies before you are able to help parents understand and implement these concepts and strategies at home. Once you review the key concepts, materials and videos it is recommended that you refer to this guide to help you prepare for the sessions.

Videos for trainers provide an overview of how to work with parents on each of the strategies. In these training videos, we cover how to teach parents behavior strategies through video observations of other parents interacting with their children and implementing these important skills.



Videos for parents are designed with a dual purpose: For trainers to learn or review concepts or skills they need in order to train parents, and as tools to teach parents the skills they need. Once you have mastered the skills in the videos for trainers, you can use these videos for parents as a whole or in part to review as you prepare to train parents, and you will view sections with the parents to help them learn each sets of skills. Modules include theory, practical demonstrations, and quizzes to reinforce learning, but it will be necessary to fine-tune the learned strategies to each parent and child's needs.

This downloadable guide provides a brief summary of how to implement the program. The general overview of how to work with parents, how to role play, and how to problem solve are presented below. In addition, each Module of this guide provides an overview of each session's objectives, materials needed, steps to follow in working with parents, and some key considerations relevant to each session's specific content or strategy. A brief summary of each session's key content is also provided. We recommend you use the guide as a reference and tool while implementing the program with parents.

General approach to training parents: This course is based on using a combination of techniques with the parents to allow them to master the required skills.

- Videos to explain and demonstrate concepts and strategies to parents.
 - Key concept videos present parents with key concepts in each module to explain why the concepts and strategies are important.
 - Strategy videos show interactions of parents and children to demonstrate how to use the strategies.
- Trainer follow up with parents to ensure parent understanding.



- Talking with parents to see how concepts and strategies may apply to their child and family.
- Role play to observe where parents have strong or weak existing skills and to practice and strengthen skills that need further development.
- Developing plans with parents to practice skills at home and then review at the next session to adjust or fine-tune skills use as necessary.
- Giving parents handouts, worksheets, and homework materials to reinforce learning and encourage practice.

Considerations for Trainers

Individual parents will vary by existing skills and abilities, and by how quickly they can learn skills. Here are additional points to keep in mind as you begin using FIT with parents.

- Praise parents for using these strategies so they will be more likely to keep trying them. The principles of positive reinforcement that parents learn to use with their children also apply to adult learners.
- These strategies are new, and sometimes hard to use and don't necessarily produce immediate results – though they will if used consistently over time. So give parents the same praise and support that you are teaching them to give their children.
- Parents may need guidance in deciding when to use which strategy and in problem-solving and either adjusting or changing when a strategy did not work.
- To tailor the intervention to the particular child: it can be helpful to have parents think about possible reasons children behaved the way they did in that situation and how this understanding may help them decide how to best respond.
- They will still need to follow through to appropriately address the behavior, but understanding what is contributing to the behavior may help them with picking which of the available strategies they might use and how to prevent similar behaviors in the future.
- Children may misbehave for different reasons.
 - Sometimes misbehavior comes with strong feelings, such as anger, frustration, or excitement
 - Children who struggle with controlling impulses or who are hungry, tired, or sick may be more

likely to react emotionally

- Sometimes misbehavior is an intentional choice the child makes to get what they want at the moment
 - Sometimes misbehavior is unintentional – the child may forget a rule or direction or just become distracted in the moment
 - Children who struggle with attention and focus may be more likely to ignore rules or not think about consequences
 - Stressful events can make it harder for children to control their behavior. This includes negative stress like family conflict, separations, illness, injury, etc., but it can also include stress from neutral or positive changes, like moving, changing child care, or other changes in routines, including excitement from an unusually stimulating event.
- The following are possible questions to ask when problem-solving with the parent about what strategies to use and how to prevent problem behavior:
 - What state of mind is the child in?
 - Is the child getting healthy food, enough sleep, and enough exercise?
 - Is there anything happening in the child's life that increases stress?
 - Does the child need some calm moments, reassurance, hugs to keep emotions from escalating?
 - What state of the mind is the parent in?
 - Is the parent calm or agitated, could the parent change their behavior to have a more calming influence?
 - Is the parent getting healthy food, enough sleep, and enough exercise?
 - If the child broke a rule, what might make the rule breaking more likely, what could be changed to make rule breaking less likely?
 - Were there any temptations or distractions that can be removed to prevent the misbehavior in the future?
 - Does the child need extra reminders of rules and directions in those situations?

Monitoring Progress

It is important to monitor progress regularly. Trainers need to check in with parents each time about the strategies they used at home, how those strategies worked, and if there have been any changes in behavior. Reminding parents that they can always refer to the handouts, will be able to debrief with you in the coming session, and normalizing that new skills always take practice and time are all ways you can support parents as they prepare for trying the new skills at home.

If there is no noticeable improvement in the child's behavior after several sessions, particularly when you have problem-solved about strategies and situations and know parents are using the strategies, referrals for assessment and/or more intensive clinical care may be needed.

Parents and children vary in how quickly they are able to learn new behaviors. Some families may have many of the skills and

need to just fine-tune them, for others the strategies will be entirely new and different.

In some cases, parents and children are in such distress that they are less able to focus on learning new behaviors as part of this course. The strategies in this course are useful and applicable to all families, whether the problems are mild or severe, but if they are unable to learn and try the new strategies, it is unlikely that progress will be made. Referrals for additional evaluation or more intensive therapy may be needed.

Steps for Homework

- 1) Ask parent if they completed home practice and returned homework sheet. If they completed home practice:
 - a. If they forgot homework sheet but say they practiced, use a blank homework sheet to facilitate discussion of past week's practice and progress in using the skills.
 - b. If they brought in a completed homework sheet, review the homework, asking them what went well and what didn't. Problem-solve any strategies that may not have worked as planned. Be sure and praise them for practicing and encourage their continued efforts!
- 2) If they didn't practice, talk to them about what got in the way and how they could practice the skills. Emphasize the importance of practicing the skills – to get better at doing them, just as an athlete practices at a sport. Their child's behavior will be more likely to be the way they want it to be when the parent is actively working to make that happen!

Note: It is always good to check in on whether they are seeing improvements at home and whether they have had any difficulty with using any of the skills taught, even if the formal homework sheet does not list them. This will allow you to make suggestions and problem-solve with the parent about how to use the strategies more effectively.

Note: Once scheduled playtime has been covered, parents will be asked to practice scheduled playtime and complete a scheduled playtime homework sheet every week.



Common Challenges and Pitfalls

- Parents may take misbehavior personally and react emotionally. This is normal but not helpful, because stress, frustration, and agitation in parents will make it more likely that children feel stressed, agitated, and frustrated which can then lead to more misbehavior.
- Parents may have unreasonable expectations for their child – they may over-estimate the ability of young children to remember rules and anticipate consequences in general or they may have expectations for a particular child that are based on comparison to other children who develop differently.
- Parents may need extra guidance in accepting the child's feelings and focusing only on changing how the child behaves. Parents also may fail to understand the difference between strategies that address their child's feelings and how to best address different types of behaviors associated with those feelings:
 - Behavior that is an expression of the emotion and may not be inappropriate, even if not a comfortable one for the parent to deal with (like crying due to frustration) – which may be handled by using strategies like labeling feelings and helping their child cope with feelings, providing reassurance and comfort, redirection, or helping ease transitions.
 - Behavior that is annoying, unpleasant, and not socially acceptable even if not harmful (tantrums due to frustration) – is best dealt with by active ignoring and attention to more appropriate coping or other behavior when it occurs.
 - Behavior that is always unacceptable and considered severe no matter what the child is feeling (like kicking due to frustration) – must be addressed through immediate consequences, like time-out or removal of privileges.
- Parents may overuse consequences and time-out for the first two types of behavior mentioned above. The difference between allowing the child to feel the emotion (e.g., by using labeling and active listening or strategic ignoring) and not tolerating misbehavior can be very challenging.
- Implementing consequences can be counterproductive when the child misbehaved because they were inattentive or lacked impulse control – the child may want to avoid the consequence and have strong intentions to do the right behavior, but can't follow through. Eventually, this can lead to the child feeling helpless and giving up trying. It is even more important to focus on promoting positive behavior and structuring the environment to avoid situations that can lead to misbehavior.
- Parents may question the strategies based on their own family and cultural values. The strategies in this course have been shown to be effective across many cultures. It is important to reassure families that the course does not tell them what behavior the child should show, it just provides strategies for the parent to guide the behavior. It focuses on strategies that can be used with the family's parenting goals and values.

How to Role Play with Parents

During the sessions in these modules, you will be training parents to use specific strategies known to improve interactions between parents and young children. To teach these strategies you will watch a strategy video with the parent during the session and practice the skills using role play. Below are some of the basics of conducting a role play with a parent.

- First, explain to the parent the importance of practicing skills through role play and what they can expect. You will then model the parenting skills for the parent. Tell the parent that they will pretend to be the child and you will pretend to be the parent.
- This can be awkward at first and some parents may need some prompting about what they should do in the role play. Depending on the strategy being practiced, this could be as simple as prompting them to play with the blocks or draw a picture or could require acting out a misbehavior such as getting out of their chair when told to stay seated, banging, grabbing, or whining. It is also helpful to get ideas from the parent themselves about behaviors their child displays and role-play those if possible. This will also give you an idea of how you can best model during sessions what the parent will need to do with their child.
- Spend 2 minutes or so role-playing the skills. As many of the strategies involve multiple skills, go through and demonstrate the skills one by one, according to the strategy video.
- After you have modeled the skills to the parent, quickly debrief with them about what they heard, saw, felt, or noticed.
- Once you have done so, switch roles and you play the child while the parent has time to practice the skills. Again, have them go through the skills one by one and provide gentle constructive feedback to help them learn the skills correctly.
- If there are specific skills that parents are particularly struggling with learning, allow them additional time and opportunities to practice until it feels more comfortable.
- Debrief with them about how it felt to use the skills, what was easy, hard, etc. Parents will often find some skills to be unnatural or uncomfortable at first, and this is a good time to reassure them that with practice the skills will start to become more and more natural until they find themselves using the skills without even noticing anymore!
- Finish up by discussing the plan to practice the skills with their child at home in the coming week(s) - When will the opportunities be? What toys and activities and times of day will be good for practice? What do they anticipate will be easy and hard? Troubleshoot with them around anticipated obstacles to practicing at home.



Things to Remember When Role Playing

- Remember that parents may need some help getting started with role play. You may need to give them direction or ideas on what to do when they play the child role so you can model the skills as well as provide feedback to help them practice the skills.
- Many of the strategies involve more than one skill, so you will often need to go through and role play *each* skill one at a time to ensure that the parent understands and is comfortable with all the skills.
- Remember also that it is important to follow each role play with a debrief in which you can check in with the parent on how they are feeling about the skills, answer their questions, and offer feedback.

MODULE 1:

STRENGTHENING THE PARENT-CHILD RELATIONSHIP

Key Concepts for Trainers:

- Sensitive and responsive parenting strengthens the parent-child relationship.
- Attention from parents can motivate children to behave in different ways.
- Praise is a very powerful form of positive attention.
- Parent-child playtime strengthens the relationship and is a time for practicing parenting skills.
- Children benefit when their environment is consistent and predictable.

Parent Session 1 – INTRODUCTION TO COURSE & MODULE 1

Session Objective: To introduce the parent to the FIT course and review the Module 1 Key Concepts with parents.

Pre-Session Preparation, Materials, and Handouts:

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 1 Video, if necessary, for review of Key Concepts and conducting parent sessions.
- Print or Copy Handout for parent

Supplemental Materials:

- Handout: FIT Module 1: Strengthening the Parent-Child Relationship

Session Activities:

INTRODUCE yourself and the FIT Course to the parent.

WATCH Parent Lesson 1 Video

REVIEW Key Concepts of Module 1 with Parent

PRESENT Handout to parent

- Present Handout: FIT MODULE 1: Strengthening the Parent-Child Relationship

Key Tips and Considerations:

Since this is your first session with the parent, introduce them to the structure of the FIT course so they will know what to expect in the upcoming sessions. In this session, it will also be helpful to identify with the parent problem behaviors they wish to target.



Parent Session 2 – COMMUNICATION

Session Objective: To learn and practice communication skills, including active listening, reflection, labeling emotions, and nonverbal communication.

Pre-Session Preparation, Materials and Handouts:

Preparation:

- Review skills presented in this session. Re-watch Trainer Lesson 2 video for review of skills and role play with parent.
- Prepare toys for use in role play.
- Prepare Printed copies of handout, worksheet, & homework sheet.

Supplemental Materials:

- Handout: FIT Parenting Strategy: Communication
- Worksheet: Communication
- Homework: Communication

Session Activities:

REVIEW Key Concepts from last session with parent

WATCH Parent Lesson 2 Video

ROLE PLAY communication skills with parent . Make sure to cover each skill:

- Active Listening (Giving full attention & trying to understand)
- Reflection
- Labeling emotions
- Using Gestures

PRESENT Handout, Worksheet, & Homework:

- Present Communication Handout and review basic concepts as needed.
- Assist parent in the labeling feelings activity on the worksheet.
- Problem-solve with the parent about when and how they will practice the communication skills with their child and have them record ideas on worksheet.
- Explain how to fill out the homework sheet, and ask the parent to fill it out and bring it with them to the next session.

Key Tips and Considerations:

During this session and future sessions in the modules, you will be using Role Play to practice the strategies with parents. Review "How to Role Play with Parents" in the introduction of this manual, as well as the Trainer Lesson 1 Video and keep the following in mind:

Preschool age quotes for role play:

Think about the things preschoolers may say while playing, and have these things in mind when role playing with the parent. Here are a few ideas:

When playing with cars or trains a child might say things like:

"Mine's the fastest!" - "Whoa!" - "Crash!" - "Let's go!" - "Beep, beep!" - "We're going to school!"

When playing with modeling clay or dough, a child might say things like:

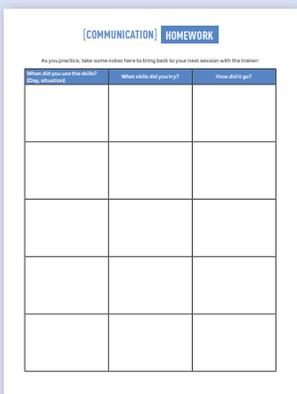
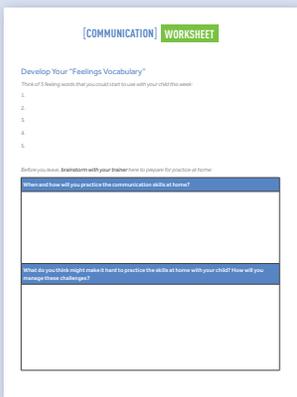
"I'm making pancakes." - "Squish!" - "It's a snake." - "I'm trying to make a ball." - "Poke, Poke!"

When playing with blocks, a child might say:

"I'm gonna build it so high up." - "This goes here." - "A door for the people." - "It doesn't fit!"

Toys or craft materials for role play:

It is important for this and many of the role play practice sessions to have toys and materials



available to facilitate practice. The best toys are those that allow for open ended, fluid interaction and free manipulation. Do not use toys that have rules or built in structure such as board games, story books, or well known cartoon characters whose identity and story are predetermined for the child.

Good toys to have on hand are:

- blocks (wooden or interlocking)
- modeling clay or dough and some related toys/tools (plastic rollers, cookie cutters, etc.)
- blank paper and crayons
- cars or trains
- play food and play dishes

Key Session Content:

Using the communication skills covered in this module can help strengthen the parent-child relationship. Key strategy content covered in this module includes active listening skills:

- Giving full attention and responding thoughtfully
- Reflection – repeating back what your child is saying in their or your own words
- Labeling emotions – identifying and stating what your child appears to be feeling
- Using Gestures – touches, smiles, and other nonverbal gestures that fit with what is happening and show you are listening

FIT PARENTING STRATEGY: [PRAISE]



Praise is a very powerful form of positive attention. When you see positive behaviors, let your child know that you appreciate what they did. When praising your child, remember to...

| Be Specific | Focus on the Effort & Strategy | Praise Right Away |
|---|---|--|
| <p>Being specific will give the child a clear idea of what you think they did well on. It will also let your child know you are focused on what you want to see in the future.</p> <p>***</p> <p>"Thank you for eating healthy in your chair."</p> <p>***</p> <p>"Good job making an eating for great day!"</p> | <p>Focusing on your child's behavior and effort encourages them to keep trying with new or difficult behaviors and the result will always be perfect!</p> <p>***</p> <p>"Like the way you are working so hard to hold that right piece for that puzzle piece."</p> <p>***</p> <p>"You are doing a great job of staying calm while trying to get your shoes on. Great work!"</p> | <p>Praising in the moment, right after an event or behavior happens, lets your child make their behavior with you a habit.</p> <p>***</p> <p>"Thank you for listening and making me right away."</p> <p>***</p> <p>"Like the way you are walking really well in this store."</p> |

Here are a few phrases to rely on while you get used to using specific praise:

- "Like the way you are..."
- "Thank you for..."
- "You did a great job with..."

Parent Session 3 - PRAISE

Session objective: To learn and practice using praise effectively as a way to encourage positive behavior.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review skills presented in this session. Re-watch Trainer Lesson 3 video for review of skills and role play with parent.
- Prepare toys for use in role play.
- Prepare Printed copies of handout, worksheet, & homework sheet.
- Prepare blank homework sheet from previous session (Communication) to facilitate homework review in the event the parent forgets theirs.

Supplemental Materials:

- Handout: FIT Parenting Strategy: Praise
- Worksheet: Praise
- Homework: Praise

Session Activities:

REVIEW Homework (Communication): Troubleshoot challenges and praise efforts.

WATCH Parent Lesson 3 Video

ROLE PLAY Praise skills with parent . Make sure to highlight skills from video such as:

- Be specific
- Focus on efforts and behavior not outcomes or character
- Praise behaviors you want to encourage
- Use gestures like high five and thumbs up

[PRAISE] WORKSHEET

What are other phrases you might like to use to praise your child at home?

- 1.
- 2.
- 3.
- 4.

Think aloud by using this strategy at home with your child & record notes below.

What are some positive behaviors you will try to praise this week?

What could you say?

| Positive Behavior | Praise |
|-------------------|--------|
| | |
| | |
| | |
| | |

[PRAISE] WORKSHEET

What are other phrases you might like to use to praise your child at home?

- 1.
- 2.
- 3.
- 4.

Think aloud by using this strategy at home with your child & record notes below.

What are some positive behaviors you will try to praise this week?

What could you say?

| Positive Behavior | Praise |
|-------------------|--------|
| | |
| | |
| | |
| | |

FIT PARENTING STRATEGY
[USING YOUR ATTENTION STRATEGICALLY]



Attention from parents can make children behave in different ways. It is important to use your attention strategically to encourage positive behaviors and discourage negative ones!

Giving **POSITIVE ATTENTION** such as, praise, comments, hugs, smiles, nods, high fives, and nods when your child is behaving well shows your child that you like what they are doing and encourages them to act that way **more often**.

Withering, looking, looking or saying to draw attention and may unintentionally reinforce problem behaviors because you're attention from parents may be more powerful than no attention. Use **ACTIVE IGNORING** – response to minor and annoying behaviors to teach children these behaviors won't be rewarded with attention!

It is important to remember these active ignoring skills:

- Don't talk to your child
- Look away and don't make eye contact
- Avoid emotional facial expressions
- Wait for positive behavior before re-engaging

[STRATEGIC ATTENTION] **WORKSHEET**

BRANDTONE:
What are some **positive behaviors** that you would like to start encouraging with positive attention?
List 3 behaviors:

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

BRANDTONE:
What are some **negative behaviors** you would like to start actively ignoring?
List 3 behaviors:

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

REFLECT:
What are some things that might make it hard to practice these skills this week? How can you work around these obstacles?

[STRATEGIC ATTENTION] **HOMEWORK**

Positive Attention
When did you practice active ignoring this week?

| What was your child doing? | What positive attention did you give them? | How did your child respond? |
|----------------------------|--|-----------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

How did it feel to use the skills? What went well? What was hard and will take more practice?

[STRATEGIC ATTENTION] **HOMEWORK**

Active Ignoring
When did you practice active ignoring this week?

| What was your child doing? | What did you do? | How did your child respond? |
|----------------------------|------------------|-----------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

How did it feel to use the skills? What went well? What was hard and will take more practice?

PRESENT Handout, Worksheet, & Homework:

- Present Praise Handout and review basic concepts as needed.
- Assist parent in completing the activities on the worksheet including brainstorming praise phrases and planning for practice at home.
- Problem-solve with the parent about when and how they will practice using praise with their child. Discuss how praise will fit with other skills they are practicing or using.
- Explain how to use the homework sheet, and ask the parent to fill it out and bring it with them to the next session.

Key Tips and Considerations:

- Praise can sometimes feel awkward for parents – they may not be used to hearing it themselves or giving it to their children, particularly on days when their child has shown a lot of problem behaviors. It can sometimes help to emphasize that it is particularly on those difficult days, when both parents and children need to hear some positive encouragement. Work with them to find ways of using praise that feel genuine and positive to them, and help them as needed to identify some positive behaviors, even if small, as a starting place.
- If praise is covered in the same meeting as strategic attention, the strategic attention homework sheet for positive behaviors can be used instead of the praise homework sheet. Parents can be instructed to list the praise as the positive attention used.

Key Session Content:

Praise is a very powerful form of positive attention. It can be used when a child does what you ask, you “catch them being good,” or does anything you want to see in the future. Praise can also make children feel good about what they have done – and that their parent has noticed and appreciated what they did! Effective praise is:

- Specific (describes exactly the behavior that is appreciated)
- Focuses on behaviors or effort – not outcomes or characteristics
- Occurs right away – as soon as possible following the behavior

Parent Session 4 - USING YOUR ATTENTION STRATEGICALLY

Session Objective: To learn and practice using attention strategically to encourage positive child behaviors and discourage negative child behaviors. Skills covered include different ways to show attention and active ignoring skills.

Pre-Session Preparation, Materials, and Handouts

Preparation:

- Have extra copy of previous session's homework sheet (Praise Homework) to facilitate homework review in the case that the parent forgets to bring theirs back.
- Review skills presented in this session. Re-watch Trainer Lesson 4 video for review of skills and role play with parent if needed.
- Prepare toys for use in role play.
- Prepare printed copies of handout, worksheet, & homework sheets.

Supplemental Materials:

- Handout: FIT Parenting Strategy: Using Your Attention Strategically
- Worksheet: Using Your Attention Strategically

- Homework:
 - Strategic Attention Homework: Positive Attention
 - Strategic Attention Homework: Active Ignoring

Session Activities:

REVIEW Homework from previous week. Help troubleshoot challenges and praise efforts.

WATCH Parent Lesson 4 Video

BRAINSTORM & ROLE PLAY: Targeted Behaviors and Strategic Attention Skills with worksheet

- Use top half of worksheet to brainstorm the positive behaviors parents would like to encourage in their children. List these behaviors on the sheet.
- Role play with toys: positive attention skills, using some of the child behaviors listed by the parent on the worksheet, if possible.
- Use bottom half of worksheet to brainstorm the negative behaviors parents would like to discourage by using active ignoring. List these behaviors on the sheet.
- **ROLE PLAY** active ignoring skills, using some of the child behaviors listed above with parent. Ask the parent to role play a behavior they listed, while you demonstrate active ignoring. Be sure and demonstrate how you would re-engage when there is positive behavior.
- **ROLE PLAY** using both positive attention and active ignoring in the same role play.
- Problem-solve with the parent about integrating practice into their daily interactions with their child in the last section of the worksheet.

PRESENT Handout and Homework:

- Review the basic concepts on handout, as needed
- Explain how to use the homework sheets (2) and ask the parent to fill them out and bring them with them to the next session.

Key Tips and Considerations:

- Consider talking with parent about how busy parents often leave their children alone when things are going well and only pay attention when children do something they don't like.
- Parents may need help with deciding what behaviors they can ignore and when they have to respond. Be prepared to talk with parents about what would happen if they didn't respond to a particular behavior. Would someone be hurt or harmed? If so, then this behavior may require a different response than active ignoring. The parent can be told to respond the way they usually would for these behaviors until other strategies are learned in the later modules.
- Emphasize to parents the need to be consistent to help children learn what behaviors will and will not get attention.
- Keep the list of behaviors to be addressed (positive and negative) to a few, particularly when the parent first starts using these skills. If the parent has listed a lot of behaviors, suggest practicing on a few keys behaviors at first, particularly for ignoring. This will help them to stay consistent in using their attention with these behaviors. Once they are using their attention routinely, they can expand to other behaviors.

Key Session Content:

Children tend to repeat behaviors that are followed by something enjoyable or interesting. How parents respond following their children's behavior can either encourage or discourage that behavior. Content covered in this session includes:

- Letting the child know what behaviors you want to see more of by giving positive attention to good behavior
 - Praise, hugs, smiles, nods, listening, and responding
- Actively ignoring minor or ignoring inappropriate behaviors

- not talking to your child
- looking away and not making eye contact
- keeping a neutral face and voice
- waiting for a positive or desired behavior before re-engaging

Parent Session 5 – SCHEDULED PARENT-CHILD PLAYTIME

Session Objective: To learn and practice scheduled parent-child playtime interaction skills. Skills include following the child's lead, describing the child's play actions, using positivity and praise, and using the communication and strategic attention skills from earlier sessions.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Have extra copy of previous session's homework sheets (Strategic Attention Homework- 2 sheets) to facilitate homework review in the case that the parent forgets to bring theirs back.
- Review skills presented in this session. Re-watch Trainer Lesson 5 video for review of skills and role play with parent if needed.
- Prepare toys for use in role play.
- Prepare printed copies of handout, worksheet, & homework sheet.

Supplemental Materials:

- Handout: FIT Parenting Strategy: Scheduled Parent- Child Playtime
- Worksheet: Scheduled Parent- Child Playtime
- Homework: Scheduled Parent- Child Playtime

Session Activities:

REVIEW Homework (Strategic Attention): Troubleshoot challenges and praise efforts.

WATCH Parent Lesson 5 Video

ROLE PLAY Scheduled Playtime skills. Make sure to demonstrate each skill yourself and debrief with the parent after the demonstration before switching roles for the parent to practice the skills. Skills to practice include:

- Following the child's lead
- Describing the child's behavior
- Positivity – providing praise and other positive attention
- Reflecting and other active listening skills
- Active ignoring of minor negative or annoying behaviors

PRESENT Handout, Worksheet, & Homework:

- Review the basic concepts on the handout, as needed.
- Using the worksheet, problem-solve with the parent about when they will have scheduled playtime and what activities or toys they will have available for their child to choose. Problem-solve any anticipated challenges and how those will be addressed.
- Explain how to fill out the homework sheet and ask the parent to fill it out and bring it with them to the next session. Let them know that from now on you will be asking them to do scheduled playtime every week.

Key Tips and Considerations:

- Role-play:
 - **For this role play, have interactive toys available.** The best types of toys for scheduled playtime are ones that allow for free action or manipulation (building

FIT PARENTING STRATEGY:
[SCHEDULED PARENT-CHILD PLAYTIME]

Parents-child playtime strengthens the relationship and is a time for practicing parenting skills.

| FOLLOW Your Child's Lead | DESCRIBE Your Child's Play | Bring POSITIVITY & PRAISE to Playtime! |
|--|--|--|
| Follow along with the play. If you child chooses instead of leading the game, ask questions, corrections, & facts. | Watch your child and report what you see like a sportscaster! | Keep it positive by follow your child's lead. Avoid questions, corrections and facts. Use praise to encourage positive behaviors you want to see more of. Refrain from questions to ask questions and give advice. |
| Let them choose the topic or activity and follow your child's appropriate behavior. | "You are stacking some blocks on the table!" "You are looking for just the right piece." "You are coloring the sun orange in the sky!" | Great job being so gentle with the blocks! "Thank you for always color with me." "I like the way you are willing to try." "Good job using your words to ask for the car you need!" |

Remember: Child Playtime is the perfect time to practice not just the skills above, ALL of the Positive Strategies and Skills you learned in earlier sessions. Focus on being reflective, listening, being a user of your attention to be gentle and give specific praise!

[SCHEDULED PARENT-CHILD PLAYTIME] **WORKSHEET**

Before you leave, spend some time with your trainer planning for practicing scheduled parent-child playtime activities.

What time of day will you have scheduled playtime?

Which toys will be chosen for scheduled playtime?

What do you think might make it hard to practice scheduled playtime at home with your child? How will you manage these challenges?

[SCHEDULED PARENT-CHILD PLAYTIME] **HOMEWORK**

Take some notes each day this week to share in your next FIT session.

| Day | Did You Practice? | What time of day? What toys did you use? | How did it go? What went well? What was hard? |
|-----|-------------------|--|---|
| MON | | | |
| TUE | | | |
| WED | | | |
| THU | | | |
| FRI | | | |
| SAT | | | |
| SUN | | | |

Do you have any questions for your trainer or thoughts on how to keep up with daily Scheduled Parent-Child Playtime going forward?

blocks, modeling clay, crayons and paper, and pretend food are all great ideas.) Discourage toys that have rules or designated sequences that take the lead away from the child, or that will lead to hurt feelings or conflict if play has to happen a certain way (for example, board games, puppets, or even story books). You would also want to discourage toys that are likely to lead to aggressive or rough behavior, such as guns or action heroes, as parents do not want to encourage these behaviors.

- When the parent is practicing using the skills during the role play, it is important that you role-play enough child behaviors that **allow them to practice all the skills for a couple of minutes each.**
- **Parents may ask if they have to stop at 5-10 minutes.** Let them know using these skills is very hard work, particularly at first. They are free to use the skills at other times during the day, but keeping scheduled playtime to a short time allows them to use the skills constantly during these 5-10 minutes and focus on making this a particularly special time for parent and child to be together.
- **Parents may encounter problems when scheduled playtime is over.** Because this is such an enjoyable time for children, children often want to keep playing and will try to find ways to continue. There are different ways to end scheduled play time, and it can be helpful to talk with the parent about what will work for them given when they think they are likely to practice and what they think their child may do. Some options include:
 - Telling the child that playtime is over and that the parent is going to clean up the toys now. (It is important to keep scheduled playtime positive rather than end with a conflict over putting toys or other materials away. For this reason, parents should take responsibility for putting the scheduled playtime activities away. For example, the parent may say, "I am going to clean up the toys now – you can help me if you like." The child can choose to help or not help.)
 - Telling the child that playtime is over. If it is okay with the parent that the child continue playing, then the parent can get up and leave the child with the toys.
 - The parent can clean up the toys later.

Key Session Content:

Scheduled playtime can help strengthen the parent-child relationship by setting aside a short time, 5-10 minutes a day, to focus on positive parent-child interaction. This is particularly important when other times during the day have been filled with challenging behavior and the need to address those behaviors. It also provides a time when parents can focus just on being with their child and practicing the Module 1 parenting skills. New skills that are taught in this session include:

- Following the child's lead by respecting the child's choice of activities and joining in with appropriate play behavior
- Describing the child's play (like a sportscaster on the radio)
- Using positivity and praise for appropriate behavior
- Avoiding directions, corrections, questions, and rules that take the lead away or could make playtime more negative and lead to conflict
- Using communication skills, like active listening, reflection, and labeling emotions
- Using selective attention to encourage behaviors you want to see and active ignoring to discourage annoying, but not harmful, behaviors.

1. Sensitive and responsive parenting strengthens the parent-child relationship. Parents can help reduce misbehavior by sensitively responding to their child's needs in the moment. Which of the following difficult behaviors is NOT related to a child's needs?

- a) Your child whines at a doctor's appointment scheduled during dinner time.
- b) Your child yells about breakfast choices after poor sleep the night before.
- c) Your child tantrums in the store when you say "no" to a new toy.
- d) Your child cries after falling on the playground.

(answer = c)

Hunger, sleep and comfort are basic needs which need to be met. Being sensitive to your child doesn't mean meeting every request or preventing difficult feelings like disappointment after hearing "no" to something they want like a toy. Parents can best know how to respond to their child's difficult behaviors when they consider whether it is the result of needs or wants.

2. Improving communication skills with your child can help your child to learn ways to more appropriately express themselves and get your attention. Which of the following is not one of these skills?

- a) Responding by repeating your child's statement back to them.
- b) Responding by correcting your child's statement.
- c) Responding by looking your child in the eyes and nodding.
- d) Responding by labeling a feeling they are expressing.

(answer = b)

It can be hard not to jump to teaching your child when what they say is inaccurate, but active listening is about communicating to your child that you are listening and trying to understand them and that what they have to say is important. Simply feeling heard and understood can go a long way for a child's self-esteem and for the parent child relationship. Parents can use active listening gestures and reflection to show their child they have been heard and then find a sensitive way to teach or correct them later!

3. Attention from parents can motivate children to behave in different ways. Which of the following count as attention?

- a) Thanking your child for listening to your directions.
- b) Looking at your child sternly when they do something irritating and laugh.
- c) Telling your child to stop whining after you said "no" to something they wanted.
- d) Giving your child a high five after they completed a task.
- e) All of the Above

(answer = e: all of the above)

Praise and high fives are positive attention and ways to show a child you want to see more of that behavior. Remember that scolding (as in answers b & c) is still providing attention for the child's behavior and may seem better to a child than no attention at all, so may inadvertently encourage that behavior. Ignoring is a way to avoid giving attention to negative behaviors you don't want to see, like whining and other annoying behaviors.

4. Praise is a very powerful form of positive attention.

All of the following are times when you could use praise to influence your child's behavior EXCEPT:

- a) When they are trying to use a fork to eat dinner, but making a mess in the process.
- b) When they draw a really pretty picture, staying inside the lines.**
- c) When they are staying in their seat in the waiting room.
- d) When you ask them to come to you and they do it right away.
- e) All of the Above

(answer = b)

Even though we simply expect our children to follow basic expectations like, staying in your chair and following directions right away- these tasks are all quite hard for a young child. Noticing their efforts and praising your child when you see them following the rules, behaving well, and trying hard with something difficult will be very rewarding for your child and they will be more likely to do those things in the future. Complimenting how your child's drawing looks focuses on the outcomes not their efforts while praising their attempts to use a fork, even though not perfectly, rewards their efforts and encourages this behavior in the future!

5. Scheduled parent-child playtime strengthens the relationship and is a time for practicing parenting skills. Which of the following would you do during Scheduled Parent-Child Playtime?

- a) Copy what your child does with the toys.**
- b) Ask your child to identify shapes and colors of the toys.
- c) Suggest what your child should do next with the toys.
- d) Tell your child the things you see them doing with the toys.**
- e) All of the Above

(answer = a, d)

Following your child's lead and describing during scheduled parent-child playtime shows you are interested in and value their choices. It can help build self-esteem and help them focus their attention and concentration. Asking questions, making suggestions, and giving directions during this playtime takes the lead away from your child.

MODULE 2:

STRUCTURING THE ENVIRONMENT TO PREVENT MISBEHAVIOR

Key Concepts for Trainers

You'll start Module 2 by teaching parents the key concepts for this module. Again, these concepts may be familiar to you, but reviewing them in detail along with how they fit into the parent's goal of helping their child's behavior will allow you to share that knowledge with parents. *During the sessions in this module, you will also be training parents to use specific strategies known to help structure the environment to make expectations clear, promote consistency and predictability, and help prevent misbehavior.*



Parent Session 6: OVERVIEW OF MODULE 2 KEY CONCEPTS

Session Objective: Conclude Module 1 and Introduce the Module 2 Key Concepts.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 6 Video, if necessary, for review of Key Concepts and conducting parent sessions.
- Print or Copy Handout, homework sheets, and quiz for parent

Supplemental Materials:

- Scheduled Parent-Child Playtime Homework sheet for homework review if necessary.
- FIT QUIZ: Module 1
- FIT QUIZ: Module 1 Answer Key
- Handout: FIT Module 2 : Structuring the Environment to Prevent Misbehavior
- Scheduled Parent-Child Playtime Homework sheet for parents to track scheduled playtime during the next week.

Session Activities:

REVIEW Homework from Previous Meeting (Scheduled Parent- Child Playtime)

QUIZ: Complete FIT QUIZ: Module 1 with parent and review answers together using your answer key

WATCH Parent Lesson 6 Video

PRESENT Handout and Homework

- Handout: FIT Module 2 : Structuring the Environment to Prevent Misbehavior
- Homework: Scheduled Parent-Child Playtime- ask the parent to continue practicing and recording notes about scheduled playtime at home.

Key Tips and Considerations:

- In this session you will complete the **Module 1 Quiz** with the parent. This quiz facilitates transition or graduation to the next module in the course. It will allow you to review Module 1 with the parent and assess their understanding of the Key Concepts and Strategies presented thus far.
- Taking the quiz should be an interactive task, but do not provide the parent with the correct answers until they have attempted to answer on their own first. It is ok for this

to involve some thinking out loud and talking together as they decide on answers. Once the parent has selected a response to a quiz question, whether it is correct or not, read them the answer and explanation provided on your answer key and discuss as needed.

- Once you have completed the quiz and discussed the answers, be sure to answer any remaining questions the parent may have about Module 1 concepts or strategies. Praise them for their continued efforts to practice the Module 1 skills and encourage them to continue as you move on to the next module!
- Remind that that ongoing daily Scheduled Parent-Child Playtime will allow them to continue to practice and master the module 1 parenting skills...And that you will continue to check in with them on how it going!

Key Session Content:

- Parents can help children better manage their behavior and get along with others.
- Parents can help children manage their behavior with clear and consistent schedules, routines, rules and directions.
- Intervening before behavior problems start can prevent misbehavior.
- Strategies that focus on helping children manage feelings can help prevent misbehavior.

FIT PARENTING STRATEGY:
[ESTABLISHING ROUTINES & FAMILY RULES]

Consistent and predictable routines and rules are an important way that parents can help take the guesswork out of their young children's lives when it comes to what is expected and what is expected of them.

- Having a basic order and schedule for each day can help children know generally what will happen during their day.
- Remember to BE CONSISTENT with your child's routine.
- Make routines for specific times of day that are fixed, such as bedtime, mealtimes, or getting ready for school to help your child manage their behavior during these times.

Remember these basic guidelines to creating effective family rules for young children:

| Keep It Simple | Phrase Rules Positively | Clearly Explain the Rules | Reinforce Good Behavior Through Praise |
|--|---|--|--|
| Limit the flow of any one rule. | Focus on what you want to do rather than what not to do. | When using the rules, explain each rule one at a time to your child. | Reinforce good behavior through every other five to ten minutes. |
| Pick the most important behaviors to focus on. | Instead of saying "No," think about what you may want to say to encourage the "Yes," "gentle hands and feet," or "strong hands and feet" that you want. | When you set each rule, explain each rule one at a time to your child. | Remember to praise your child when they follow the rules! |
| Use straightforward and easy-to-understand language. | | | |

Parent Session 7 – ESTABLISHING ROUTINES AND FAMILY RULES

Session Objective: To learn and practice using schedules, routines, and family rules. Skills include establishing, explaining, and implementing routines and family rules.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 7 Video, if necessary, for review of strategy skills and conducting parent sessions.
- Print or Copy Handout, homework sheets, and worksheets for parent

Supplemental Materials:

- Scheduled Parent-Child Playtime Homework sheet (for homework review if necessary)
- Scheduled Parent-Child Playtime homework sheet (to be given to parent for ongoing practice in upcoming week)
- Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
- Worksheets (4):
 - Family Routines Worksheet
 - Our _____ Routine (provide multiple copies)
 - Family Rules Worksheet
 - Our Family Rules
- Homework Sheet: Establishing Routines and Family Rules

[FAMILY RULES] WORKSHEET

| Behavior to be addressed | Family Rule to be implemented |
|--------------------------|-------------------------------|
| | |
| | |
| | |

Remember to limit family rules to five essential ones to assist on the most important behaviors to address in your family. Once you have created five essential family rules, or more than on the page, you may wish to use an envelope when explaining the new rules to your child and that you can post in your home as a reminder to yourself!

OUR _____ ROUTINE

| TASKS TO BE DONE | DRAW A PICTURE OF TASK |
|------------------|------------------------|
| Step 1 | |
| Step 2 | |
| Step 3 | |

Session Activities:

REVIEW Homework: Ask how ongoing Scheduled Parent-Child Playtime and practice with Module 1 skills at home is going.

WATCH Parent Video 7

BRAINSTORM: Use the 2 Family Routines Worksheets to plan what routines may be helpful for the parent to use at home:

- Fill in the family schedule and identify which tasks or activities would benefit from routines

OUR FAMILY RULES:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

- Have the parent choose a routine and use the routine section to help them identify what steps are involved in the routine
- Discuss with them how they can use this process to establish other routines for family. Provide extra copies of the worksheet as needed.

ROLE PLAY explaining the routines to the child. For this role play, you will role play the part of the child and the parent will practice explaining the new routine to you. Provide gentle feedback and suggestions and allow the parent to practice until they feel comfortable.

BRAINSTORM: Use the 2 Family Rules Worksheets to plan what rules may be helpful for the parent to use at home:

- Brainstorm with the parent the most important behaviors to address
- Help them write a clear, simple, and positively phrased family rule

ROLE PLAY explaining the family rules to the child. For this role play, you will role play the part of the child and the parent will practice explaining the new routine to you. Provide gentle feedback and suggestions and allow the parent to practice until they feel comfortable.

FAMILY ROUTINES

Think about your family's daily life and schedule. What are the best tasks or activities that occur on a "regular" day for your family? List them in the Task/Activity column below. Use a "+" for any in the Challenge column that are hard or tricky for the parent or child or create for any new activities. Marked as challenging, mark "+" for the routine column if you think a routine would help.

| Order | Task/Activity | Challenging? (Y/N) | Support (Y/N) |
|-------|---------------|--------------------|---------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |

PRESENT Handout & Homework

- Review the basic concepts (as needed) on the handout.
- Explain how to fill out the homework sheet and ask the parent to fill it out and bring it with them to the next session. Let them know that you will be adding new skills to prevent or address misbehavior each week and will be asking them to report on how the skills are working for them at home each week. This will help you work together to problem-solve as needed to make the strategies work as well as possible.
- Problem solve any anticipated challenges and how those will be addressed.
- Remind them to continue with daily Scheduled Parent- Child Playtime to practice skills and maintain their strong parent- child relationship!

Key Tips and Considerations:

- **When family rules are implemented**, certain behaviors may need to be labeled for young children to help them understand when and how they have broken a rule. If the rule is to "be gentle with each other," the child may need some help understanding what behaviors are and are not considered "gentle."
- **Be sure and limit rules to a few important ones** – no more than 3 to start. This will allow parents to focus on implementing those well and consistently. If parents identify more behaviors, ask them to prioritize which behaviors they will start with. Assure them that once their children are following those rules, new or different rules can be added.
- **Parents will likely want to know what to do when a family rule is broken.** Reassure them that they will learn specific consequences in the next module that can later apply to broken family rules. Tell them that for now they should remind the child of the rule and otherwise respond to these behaviors as they normally would until new behavior management strategies are presented.
- **Parents may have unreasonable expectations for their child** – they may over-estimate the ability of young children to remember rules and anticipate consequences in general or they may have expectations for a particular child that are based on comparison to other children who develop differently. You may need to gently remind parents that young children are still developing these skills and that each child is unique.
- **Homework should be practice, with problem-solving in the next session.** For this session, you will want to check next week on following: "what rules and routines were implemented" and "how did it go?", including progress in addressing behavior and follow-through

Step 4

Step 5

Step 6

[ROUTINES & FAMILY RULES] HOMEWORK

Use this sheet to track your progress at home this week and review with your trainer during the next session.

1. Did you implement any new rules and routines with your child? If so, what were they?

2. Did you explain the rules and routines to your child? How and when?

3. What worked and what did not work?

4. Do you have any questions or ideas about continuing to practice these strategies at home?

Key Session Content:

By establishing schedules, routines, and family rules, parents provide consistency that helps their children know what to expect and what is expected of them. Once routines and rules are

established, it is important to be consistent in following

- Having a daily schedule refers to the fact that things tend to happen in the same order at about the same time on most days, even if not at the exact same time every day.
- Having a routine means laying out a plan with all the steps for challenging daily activities, such as bedtime, mealtime, or getting ready for school to help those times go more smoothly.
- Family rules lay out expectations for behavior for the entire family. They specify what behavior is expected and what will happen if the rule is not followed. They are best focused on behaviors that are never acceptable, and often focus on aggressive, dangerous, or other serious behaviors.

New skills that are taught in this session include:

- Establishing routines:
 - Identifying problematic times of the day where routines may help
 - Identifying the steps for each routine and the order of the steps
 - Creating a visual reminder of the routine
- Establishing family rules that:
 - Are clear and focus on a few key behaviors
 - Are phrased positively when possible
 - Are clearly explained to the child and other family members



Parent Session 8 – GIVING CLEAR DIRECTIONS

Session Objective: To learn and practice giving clear directions.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 8 Video, if necessary, for review of strategy skills and conducting parent sessions.
- Print or Copy Handout, homework sheets, and worksheet for parent
- Toys, crafts, or other activities for role

Supplemental Materials:

- Scheduled Parent-Child Playtime Homework sheet (for homework review if necessary)
- Scheduled Parent-Child Playtime homework sheet (to be given to parent for ongoing practice in upcoming week)
- Handout: FIT Parenting Strategy: Giving Clear Directions
- Worksheets: Giving Clear Directions
- Homework Sheet: Giving Clear Directions

Session Activities:

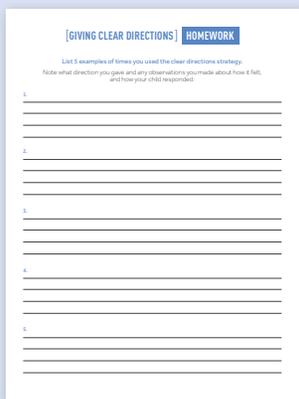
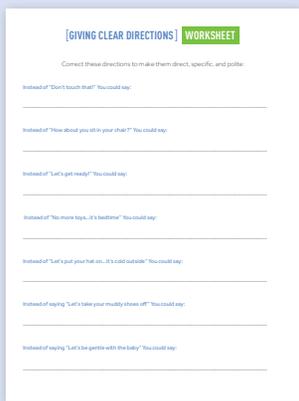
REVIEW Homework from previous session (Establishing Routines & Family Rules)

- Discuss "what rules and routines were implemented" and "how did it go?", including progress with Scheduled Playtime this week.

WATCH Parent Lesson 8 Video

ROLE PLAY Giving Clear Directions. Remember to demonstrate and have the parent practice:

- Being Clear and Specific (no questions or suggestions)
- Being neutral and polite



- Using explanations
- Giving developmentally appropriate directions one at a time

PRESENT Handout & Homework

- Review the basic concepts (as needed) on the handout.
- Explain how to fill out the homework sheet and ask the parent to fill it out and bring it with them to the next session. Also ask them to continue to do Scheduled Parent- Child Playtime and record it on the Scheduled Parent-Child Playtime homework sheet.
- Problem solve any anticipated challenges and how those will be addressed.

Key Tips and Considerations:

Recall how to conduct a role play using the following 4 steps:

- Explain to the parent what will happen
- Model skills for parent while they play the role play the child
- Role play the child while the parent practices the skills
- Debrief the role play, offer feedback, and plan for practice at home

Giving Clear Directions Role play:

- Learning to give directions in this way can take some getting used to so it is important to spend some time role playing these skills with parents in this strategy session.
- Parents may need support in changing directions that are framed negatively, for example instead of saying "Stop climbing that!", suggest asking questions like "Do you want to clean up now?", or in an unclear manner "Behave!". The role play provides the opportunity to provide support in turning less effective directions into clear, specific directions.

Be prepared to talk with parents about: whether or not they may wish to use warnings with directions. For example, if "minding" is a family rule, then a warning would not be given as breaking a family rule would have an immediate consequence. For other directions, parents may be okay with giving a warning, such as "I have told you to do (blank). If you do not do (blank), you will (give consequence)."

Be prepared to talk with parents about: how they will know that the child has followed the direction. Make sure that parents understand that children may need a few seconds to follow the direction. Parents can count quietly to themselves (never out loud!) to allow that time.

Key Session Content:

Parents can sometimes prevent problem behaviors by how they tell children to do things. Giving clear directions can help children understand exactly what they are supposed to do.

Clear directions are:

- Clear, specific, and given as direct statements
 - Explanations when given, are given before the direction so the direction is the last thing the child hears
- Given one at a time for tasks children can do
- Given in a calm voice, with a neutral expression, and in a polite manner

FIT PARENTING STRATEGY

EASING TRANSITIONS, PLANNING AHEAD, USING REDIRECTION, AND PROVIDING CHOICES

Using these strategies during difficult times can help prevent problem behaviors. And always remember to use praise and other positive attention for appropriate behavior!

EASING TRANSITIONS

- Change transitions as often as possible for children.
- Give a 15-second or 30-second warning that a change is coming. "It will be bedtime soon. You have 15 more minutes before it's time to clean up."

PLANNING AHEAD

- Long walks or other activities where there is little for a child to do are often difficult. It helps to plan ahead for when you might need:
- Bring a small toy, activity, or snack when you know your child may get bored, hungry, or tired.
- Find something to do while running errands or while you need to make dinner or do another chore. "Help me find the bananas." "Could it happen for me?" "Can I please find you shirts in the laundry?"

REDIRECTION

- It is easier to redirect and change a child's behavior than to stop it once it has started. Notice the underlying "why" and then what you want them to do instead.
- If you see your child seems to want to throw hard books, direct them to a toy that can throw them back with less force or show them how to throw the books.
- If something needs to be taken away or an activity ended, distract them with a different toy or the next activity, or let them know about something that's coming next.

PROVIDING CHOICES

- Parents can help support children's development and decision-making ability and increase their ability to follow their child's cues when possible.
- Limit choices to two for young children. "Do you want your red shoes or your boots?" "Do you want your sandwich cut or with a change?"
- Only provide your child with choices that you can live with - you never want them to choose your child's meal!

EASING TRANSITIONS, PLANNING AHEAD, USING REDIRECTION, AND PROVIDING CHOICES **WORKSHEET**

What situations, behaviors, situations or times of day are hard for your child? List them in the Situation/Activity column below. List some strategies you might try to help your child during these times in the three columns you yourself chose ahead of time or how it occurred.

| Situation/Activity | What can you try? | How would it help? |
|--------------------|-------------------|--------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

EASING TRANSITIONS, PLANNING AHEAD, USING REDIRECTION, AND PROVIDING CHOICES **WORKSHEET**

Use this sheet to track your progress at home this week and review with your trainer during the next session.

- What situations did you use the strategies for?
- What happened?
- What skills did you try?
- What worked and what did not work?

Parent Session 9 – ANTICIPATING PROBLEMS, USING REDIRECTION, AND EASING TRANSITIONS *

Session Objective: To learn and practice easing transitions, anticipating problems and planning ahead, using redirection, and providing choices.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 9 Video, if necessary, for review of strategy skills and conducting parent sessions.
- Print or Copy Handout, homework sheets, and worksheet for parent

Supplemental Materials:

- Blank scheduled parent-child playtime planning homework sheet (for homework review if necessary)
- Scheduled parent-child playtime homework sheet (to be given to parent for ongoing practice in upcoming week)
- Blank Giving Clear Directions homework sheet (for homework review if necessary)
- Handout: Easing transitions, Using Redirection, Planning Ahead, & Providing Choices
- Homework: Easing transitions, Using Redirection, Planning Ahead, & Providing Choices

Session Activities:

REVIEW Homework from previous session (Giving Clear Directions) and check in on how Scheduled Parent-Child Playtime went this week.

WATCH Parent Lesson 9 Video

BRAINSTORM Using the Worksheet to help parents identify situations or transitions that are difficult for their child and strategies to address them:

- Have the parent write down situations on the worksheet as they identify them.
- Ask parents to identify strategies they can try for each situation. Let parents come up with phrases, responses, and actions themselves so they can practice developing these skills.
- Once they have provided their initial strategy ideas, you can give feedback and additional ideas. Reflect with them on these ideas- What would they say and when?
- Then talk with the parent about why the strategy would be helpful for their child. Write responses in the third column. This will help parents link the strategy to the possible cause of the problems.

PRESENT Handout & Homework

- Review the basic concepts (as needed) on the handout.
- Help the parent to look ahead to using the skills at home. Identify with them some goals- which transitions or behaviors will they commit to practicing the skills with in the coming weeks at home? Problem-solve any anticipated challenges and how those will be addressed.
- Explain how to fill out the homework sheet and ask the parent to fill it out and bring it with them to the next session. Also ask them to continue to do scheduled playtime and record it on the scheduled playtime homework sheet.

Key Tips and Considerations:

- It is important to use redirection before a problem behavior occurs and not once the behavior has started. If the child is already engaging in a problem behavior, using active ignoring or another consequence may be the better approach. Encourage the parent to stay consistent in using the approach they choose.
- If parents have difficulty generating situations, you can share situations that are commonly challenging for young children, such as cleaning up, being told they can't do or have something, unanticipated changes in their routine, and having to wait (e.g., for turns, in lines, in offices, sitting in the cart at the store).

Key Session Content:

Parents can help prevent problem behaviors by understanding the situations and times of day that may be difficult for children and using some strategies to make these times easier for their child and for the entire family. Strategies covered in this session include:

- Easing transitions by giving your child a heads up or time warnings
- Planning ahead for tricky times by anticipating what your child may need during that time
- Using redirection – giving a clear direction to do something different or distracting the child to a different activity before a situation turns into problem behavior
- Providing choices when appropriate
 - Limit the number of choices to those that are okay - no matter what the child chooses
 - Be clear about whether it is a choice or a direction. If it is a choice, it is okay for the child to say no if you ask "would you like...?"

FIT PARENTING STRATEGY
[HELPING YOUR CHILD CALM DOWN]



Here are some strategies to support your young child and help prevent and manage difficult behaviors like tantrums and non-compliance.

ANTICIPATE DIFFICULT TIMES

- Think about places and situations and times that may have triggered problem behaviors and reactions.
- Are they tired, hungry or over-stimulated?
- Respond in a way that the your child needs at that time.
- Options include giving a heads up or activity providing time to decompress and calm down, offering breaks from activities or stimulating interactions. You can also give a heads up about transitions or use redirection.

LABEL FEELINGS

- Labeling feelings helps young children learn to identify, understand, and begin to manage their emotions. They can then use their words to express their feelings rather than their behaviors. You can help them develop an emotional vocabulary by of words like happy, sad, mad, worried, frustrated, surprised, etc.

COMFORT AND REASSURE

- Providing physical comfort and reassurance can help young children calm down. Sometimes your young child's emotions and just feel uncomfortable. Picky them up, giving a hug, hushing or singing to them, or simply sitting close can help. Remember to help calm yourself.

TEACH CALMING DOWN

- Model strategies you can to learn about feel better. This may be taking deep breaths, going to a quiet space for a walk, listening to music, or doing a soothing activity. Your child will learn and be watching how you deal with your child's difficult situations and emotions. Remember to use these strategies – and please them for doing so!

Parent Session 10 - HELPING YOUR CHILD CALM DOWN

Session Objective: To learn and practice strategies to help children identify, understand, and manage their emotions. Skills include identifying and labeling emotions, providing comfort, and modeling and cueing children to use calming strategies.

[HELPING YOUR CHILD CALM DOWN] **WORKSHEET**

What tasks, activities, situations or times of day are hard for your child? List them on the Situation/Activity column below. List what warning signs trigger your child's feelings to begin to get frustrated. Identify what you feel your child is feeling, a way to label that emotion for your child, and strategies you can try. You can also identify specific ways you to express that emotion or your feelings.

| Situation/Activity | What is my child's warning sign? | 1) What is my child feeling? 2) How would I label that emotion? 3) What calming strategy can I try? |
|--------------------|----------------------------------|---|
| | | 12 21 31 |

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 10 Video, if necessary, for review of strategy skills and conducting parent sessions.
- Print or Copy Handout, homework sheets, and worksheet for parent

Supplemental Materials:

- 2 Scheduled Parent-Child Playtime homework sheets (for homework review and ongoing practice in the coming week)
- Blank Easing Transitions, Using Redirection, Planning Ahead, and Providing Choices homework sheet (for homework review if necessary)
- Handout: FIT Parenting Strategy: Helping Your Child Calm Down
- Worksheet: Helping Your Child Calm Down
- Homework: Helping Your Child Calm Down

Session Activities:

REVIEW Homework from previous session (Easing Transitions, Using Redirection, Planning Ahead, and Providing Choices) and check in on how Scheduled Parent-Child Playtime went this week.

WATCH Parent Lesson 10 Video

[HELPING YOUR CHILD CALM DOWN] **HOMEWORK**

Use this sheet to track your progress at home this week and review with your trainer during the next session.

1. Did you use the strategies to help your child calm down this week? What were the situations?

2. What strategies did you try?

3. What happened? What worked and what did not work?

BRAINSTORM Using the worksheet to help parents identify situations or transitions that are difficult for their child and calming down strategies to address them:

- Recall the situations, activities, tasks, or times of day that were generated during the last session. Write these situations on the worksheet. Identify any other situations to add.
- Have the parent identify the warning signs their child may show during these times.
- Ask the parent to identify what they think their child may be feeling, and how they can label that feeling for their child. These can also be written on the worksheet.
- Then ask parents to identify strategies they can try for each situation. Let parents come up with phrases, responses, and actions themselves so they can practice developing these skills. Write these down. Once they have provided their initial ideas, you can help by giving feedback.
- Have the parent talk about why these strategies would be helpful for their child.
- You can also talk with them about the acceptable ways different feelings can be expressed in their family. This may become part of their strategy – helping their child use these ways of expressing feelings rather than with problem behaviors.

ROLE PLAY: Have the parent practice some of the skills with you taking the role of the child: modeling calming down techniques like deep breaths, saying labeling feelings phrases from their worksheet out loud, and encouraging appropriate expression of feelings, etc. so that they can be more comfortable with these skills before trying them at home.

PRESENT Handout & Homework

- Review the basic concepts (as needed) on the handout.
- Help the parent to look ahead to using the skills at home. Identify with them some goals- which transitions or behaviors will they commit to practicing the skills with in the coming weeks at home? Problem-solve any anticipated challenges and how those will be addressed.
- Explain how to fill out the homework sheet and ask the parent to fill it out and bring it with them to the next session. Also ask them to continue to do scheduled playtime and record it on the scheduled playtime homework sheet.

Key Tips and Considerations:

- If parents have difficulty generating situations, you can share situations that are commonly challenging for young children, such as cleaning up, being told they can't do or have something, unanticipated changes in their routine, and having to wait (e.g., for turns, in lines, in offices, sitting in the cart at the store).

Key Session Content:

Young children are still developing the ability to manage strong feelings and the behaviors that often come with them. Parents can help them learn these important skills. Strategies covered in this session include:

- Anticipating difficult times when children are prone to meltdowns or tantrums and providing extra support during these times.
- Labeling feelings to help children learn to identify and understand their feelings. This will help them use their words, rather than behaviors, to express what they are feeling.
- Providing comfort and reassurance when appropriate
- Teaching children ways to calm down

Before moving on to **Module 3**, you will complete this quiz with the parent to assess their understanding and support their learning.

FIT QUIZ: MODULE 2

1. Attention from parents can motivate children to behave in different ways. Which of the following count as attention?

- a) Thanking your child for listening to your directions.
- b) Looking at your child sternly when they do something irritating and laugh.
- c) Telling your child to stop whining after you said "no" to something they wanted.
- d) Giving your child a high five after they completed a task.
- e) All of the Above

(answer = e, all of the above)

Praise and high fives are positive attention and ways to show a child you want to see more of that behavior. Remember that scolding (as in answers b & c) is still providing attention for the child's behavior and may seem better to a child than no attention at all, so may inadvertently encourage that behavior. Ignoring is a way to avoid giving attention to negative behaviors you don't want to see, like whining and other annoying behavior

2. Children benefit when their environment is consistent and predictable. Which of the following statements are true?

- a) When children can anticipate transitions like clean up time ahead of time, they are more likely to misbehave.
- b) Children learn best when the parents respond the same way and they know what to expect.
- c) Knowing their parents will reliably respond to their needs helps children feel safe and secure.
- d) When children know what to expect from their environment, they can better stay calm and focused through everyday tasks.

(answer = b, c, d)

Children benefit from knowing what to expect in their environment. They learn more quickly when their parents provide structure and respond consistently to their behavior. When children know what to expect from the environment and their parents, they can better regulate their feelings and behaviors during harder times, like transitions.

3. Parents can help children manage their behavior with clear and consistent schedules, routines, rules and directions. Which of the following statements are true?

- a) Consistent daily routines and rules help children understand both what to expect and what is expected of them.
- b) Young children don't like rules and they often misbehave more when the rules happen.
- c) Children who have difficulty focusing their attention benefit even more when rules and directions are simple and clear.
- d) Young children will respond negatively to schedules because they just want to do what they want to do.

(answer = a, c)

Schedules, routines, rules, and clear directions help children know what to expect and what is expected of them. Young children are impulsive and do just want to do what they want to do when they want to do it, but predictable routines and consistent rules help children learn to tolerate the tasks of daily life which helps prevent problem behaviors. Children who have trouble focusing do especially better when parents give simple and clear directions.

4. Intervening before behavior problems start can prevent misbehavior. What are common times children misbehave?

- a) When they are hungry
- b) When they are tired
- c) When there are changes or transitions
- d) When they are asked to follow complex directions
- e) When they are distracted while told what to do
- f) All of the above

(answer = f: all of the above)

When parents are able to identify difficult times, such as when children are tired, hungry, or there are transitions between activities, they can anticipate and intervene before problem behaviors emerge. Giving simple and clear directions and ensuring that the child paid attention can also help ensure that children will follow instructions.

5. Strategies that focus on helping children manage feelings can help prevent misbehavior. Which of the following are ways you can help your child better manage difficult feelings?

- a) Providing extra support, comfort, and encouragement during times that are often hard.
- b) Telling your child to calm down.
- c) Teaching them ways to calm down, such as deep breaths or taking a break.
- d) Labeling their emotions and helping them use words to express their feelings.

(answer = a, c, d)

Young children have overwhelming feelings in response to situations that may seem insignificant to adults. Parents can label these feelings to help the child learn how to put these feelings into words. Helping children manage feelings can help reduce misbehavior as they learn more appropriate ways to express them.

MODULE 3:

EFFECTIVE STRATEGIES FOR ADDRESSING MISBEHAVIOR

Key Concepts for Trainers

You'll start Module 2 by teaching parents the key concepts for this module. Again, these concepts may be familiar to you, but reviewing them in detail along with how they fit into the parent's goal of helping their child's behavior will allow you to share that knowledge with parents. During the sessions in this module, you will also be training parents to consistently use specific strategies known to help address behaviors that can't be prevented.

Parent Session 11: OVERVIEW OF KEY CONCEPTS FOR MODULE 3

Session Objective: Conclude Module 2 and Introduce the Module 3 Key Concepts.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 11 Video, if necessary, for review of Key Concepts and conducting parent sessions.
- Print or copy handout, homework sheets, and quiz for parent

Supplemental Materials:

- Helping Your Child Calm Down Homework sheet for homework review if necessary.
- FIT QUIZ: Module 2
- FIT QUIZ: Module 2 Answer Key
- Handout: FIT Module 3: Effective Strategies for Addressing Misbehavior
- Scheduled Parent-Child Playtime Homework sheet for parents to track ongoing scheduled playtime practice during the next week.

Session Activities:

REVIEW Homework from previous session (Helping Your Child Calm Down)

QUIZ: Complete FIT QUIZ: Module 2 with parent and review answers together using your answer key

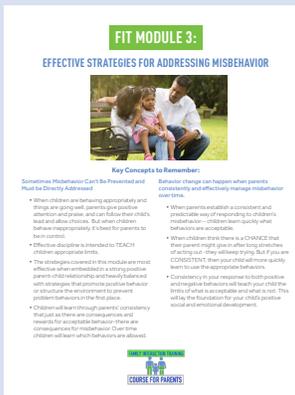
WATCH Parent Lesson 11 Video

PRESENT Handout and Homework

- Handout: FIT Module 3: Effective Strategies for Addressing Misbehavior
- Homework: Scheduled Parent-Child Playtime - ask the parent to continue practicing and recording notes about scheduled playtime at home.

Key Tips and Considerations:

- In this session you will complete the **Module 2 Quiz** with the parent. This quiz facilitates transition or graduation to the next module in the course. It will allow you to review Module 2 with the parent and assess their understanding of the Key Concepts and Strategies presented thus far.
- **Taking the quiz should be an interactive task**, but do not provide the parent with the correct answers until they have attempted to answer on their own first. It is ok for this



FIT MODULE 3:

EFFECTIVE STRATEGIES FOR ADDRESSING MISBEHAVIOR



Key Concepts to Remember:

- Sometimes Misbehavior Can't Be Prevented and Must Be Directly Addressed**
- When children are behaving appropriately and things are going well, parents give positive attention and praise, and can follow their child's lead and allow choices. But when children behave inappropriately, it is best for parents to be in control.
 - Effective discipline is intended to **TEACH** children appropriate limits.
 - The strategies covered in this module are most effective when embedded in a strong positive parent-child relationship and healthy parent-child communication and cooperation.
 - Children will learn through parents' consistency. But just as there are consequences and rewards for acceptable behavior, there are consequences for misbehavior. Children will learn which behaviors are allowed.
- Behavior Change Can Happen when Parents Consistently and Effectively Manage Misbehavior Over Time**
- When parents establish a consistent and predictable way of responding to children's misbehavior—children learn quickly what behaviors are acceptable.
 - When children think there is a **CONNECTION** that their parents might give an effecting consequence of acting out—they will stop trying. But if you are **INCONSISTENT** in your response to both positive and negative behaviors, you will teach your child the wrong way of how to connect and make a choice. This will be the foundation for your child's positive social and emotional development.
 - Consistency in your response to both positive and negative behaviors will teach your child the right way of how to connect and make a choice. This will be the foundation for your child's positive social and emotional development.



to involve some thinking out loud and talking together as they decide on answers. Once the parent has selected a response to a quiz question, whether it is correct or not, read them the answer and explanation provided on your answer key and discuss as needed.

- Once you have completed the quiz and discussed the answers, be sure to **answer any remaining questions** the parent may have about Module 2 concepts or strategies. **Praise** them for their continued efforts to practice the Module 2 skills and encourage them to continue as you move on to the next module!
- Remind that that ongoing daily **Scheduled Parent-Child Playtime** will allow them to continue to practice and master the module 1 parenting skills...And that you will continue to check in with them on how it going!

Key Tips and Considerations:

Parents may need your support to not take children's behavior personally, and to see it as part of the developmental process.

Key Session Content:

- All children at some point have problem behaviors or at the very least, some behaviors that cause problems.
- Though unpleasant, tantrums, screaming, arguing, debating are all typical behaviors for young children, to a certain extent.
- Children are trying to learn to be independent and competent individuals. Part of this learning process involves testing out where the limits are for what they can and cannot do.
- Sometimes Misbehavior Can't Be Prevented and Needs to be Directly Addressed
- Over time, children's problem behaviors can change when parents are able to consistently and effectively manage misbehavior

Parent Session 12 – TIME OUT

Session Objective: To learn, prepare for, and practice using time-out. Skills include preparing for time-out, explaining time-out to the child, and implementing time-out following all the steps.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 12 Video, if necessary, for review of strategy skills and conducting parent sessions.
- Print or Copy Handout, homework sheet, and worksheet for parent
- Have stuffed animal or doll ready for role play

Supplemental Materials:

- 2 Scheduled Parent-Child Playtime homework sheets (for homework review and ongoing practice in the coming week)
- Handout: FIT Parenting Strategy: TIME-OUT
- Worksheet: TIME-OUT
- Homework: TIME-OUT

Session Activities:

REVIEW Homework from previous session: check in on how Scheduled Parent-Child Playtime went this week.

WATCH Parent Lesson 12 Video

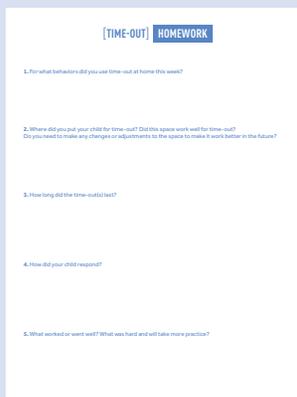
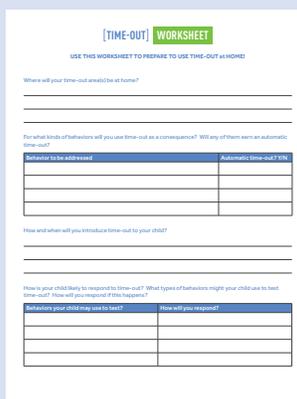
BRAINSTORM Using the worksheet to help parents prepare for using Time-Out with their

child at home. Discuss and problem-solve each area and write the information on the worksheet:

- Where will their time-out area be at home? What makes that place a good place?
 - Choose a place or solid chair that is quiet, safe, and away from distractions.
- For what kinds of behaviors will the parent use time-out as a consequence?
 - Will any of them earn an automatic time-out?
 - For what other behaviors might they consider using time-out?
- How and when will they introduce time-out to their child?
- How is their child likely to respond to time-out? What types of behaviors might their child use to test time-out?

ROLE PLAY time-out skills using a doll or stuffed animal. Make sure to demonstrate each step yourself and debrief with the parent after the demonstration before switching roles for the parent to practice the skills. Give several opportunities for the parent to practice the skills using different scenarios. Skills to practice include:

- Explaining time-out to their child
 - They will need to explain to their child when time-out will occur (for example, when a their child breaks a rule)
 - They will need to explain time-out to their child step-by-step. They can use a stuffed animal to demonstrate to the child.
- Implementing time-out
 - Start with a play situation - and then a child problem behavior occurs.
 - When it is the parent's turn to role play the part of the parent:
 - Role play at least one scenario where you as the child comply with all the steps of time-out and everything goes smoothly.
 - Role play at least one scenario where you test the limits, using one of the behaviors the parent identified during the worksheet exercise or another testing behavior.



PRESENT Handout & Homework

- Review the basic concepts on the handout, as needed.
- Help the parent to look ahead to using the time-out skills at home for the behaviors they identified. Problem solve any anticipated challenges and how those will be addressed.
- Explain how to use the homework sheet and ask the parent to fill it out and bring it with them to the next session. Also ask them to continue to do scheduled playtime and record it on the new Scheduled Parent-Child Playtime homework sheet.

Key Tips and Considerations:

- Time-out is difficult to do at first, so providing several opportunities to practice is very important. Parents can easily get flustered when first using this strategy at home and forget steps. You want the parent to be as comfortable as possible with the steps and processes, including dealing with testing behaviors children may try. You may need to remind them of the steps or words to use.
- When working with parents, it is important to discuss with them the need to stay calm and neutral and limit conversation to the essential statements. As you talk with parents and do the role plays, emphasize these elements and praise them when you see these behaviors.
- Time-out works well when it is done consistently, using the same steps and language each time, and completing the entire sequence to the end. Look for ways to emphasize this when talking and role playing with parents.
- It is critical to talk with parents about how they think their child will respond to time-out and to problem-solve some solutions. You will need to be ready to explain back-up procedures and problem-solve with the parent.
- When first starting to use time-out, you may want to limit to a few behaviors at first. Time-out, particularly at the beginning when children are likely to test, can need a lot of

energy and time to follow-through. Encourage parents to focus on doing it well with a few key problem behaviors rather than trying to tackle everything at once.

Key Session Content:

Time-out is the ultimate ignoring technique and when done correctly, one of the most effective and immediate ways to address problem behaviors. Time-out is time away from all the attention and other interesting things children find rewarding, so they will work hard to avoid time-out! Children will also test the limits, so it is essential to be prepared for this and to follow through with all the steps. Strategies covered in this session include:

- Preparing for using time-out in the home
 - Planning in advance
 - Explaining time-out to children
- Implementing the time-out steps effectively and consistently
- Planning for potential problems or child problem behaviors when using time-out. Common testing behaviors include:
 - Screaming or other verbal behaviors
 - Resisting going to time-out
 - Leaving the time-out area before time-out is over
 - Doing something unsafe while in time-out

Parent Session 13 – Logical Consequences and Removal of Privileges

Session Objective: To learn, prepare for, and practice using logical consequences and removal of privileges to address problem behaviors.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 13 Video, if necessary, for review of strategy skills and conducting parent sessions.
- Print or Copy Handout, homework sheets, and worksheet for parent
- Have toys or craft materials ready for role-play

Supplemental Materials:

- 2 Scheduled Parent-Child Playtime homework sheets (for homework review and ongoing practice in the coming week)
- Blank Time-Out Homework sheet (for homework review if necessary)
- Handout: FIT Parenting Strategy: Logical Consequences and Removal of Privileges
- Worksheet: Logical Consequences and Removal of Privileges
- Homework: Logical Consequences and Removal of Privileges

Session Activities:

REVIEW Homework from previous session (Time-Out) and check in on how Scheduled Parent-Child Playtime went this week.

WATCH Parent Lesson 13 Video

BRAINSTORM Using the worksheet to help parents prepare for using these strategies with their child at home. Discuss and problem-solve each area and write the information on the worksheet:

- Have the parent identify the behaviors for which they could use logical consequences or removal of privileges.
- Have the parent identify which privileges are motivating for their child. Are these things that occur often enough to be effective if removed?
- Discuss which privileges to remove or consequences might work well for each of the behaviors listed

ROLE PLAY the strategy skills using using toys or by acting out agreed upon scenarios from the parent’s worksheet.. Make sure to demonstrate each strategy (Logical Consequences and Removal of Privileges) yourself and debrief with the parent after the demonstration before switching roles for the parent to practice the skills. Give several opportunities for the parent to practice the skills using different scenarios. **Skills to practice include:**

- Giving a clear direction or warning
- Giving the child time to comply
- Giving an explanation and following through

PRESENT Handout & Homework

- Review the basic concepts on the handout as needed.
- Help the parent to look ahead to using the consequences or removal of privileges at home for the behaviors they identified. Problem solve any anticipated challenges and how those will be addressed.
- Explain how to fill out the homework sheet and ask the parent to fill it out and bring it with them to the next session. Also ask them to continue to do scheduled playtime and record it on the scheduled playtime homework sheet.

Key Tips and Considerations:

- Encourage parents to keep each use of a consequence or removal of a privilege brief and close in time to the behavior being addressed. **Brief periods** of time – and certainly no longer than the rest of the day – are usually effective.
- **Scheduled playtime should never be taken away.** It is important for parents and children to have this positive time together, particularly when things are hard at other times during the day! This gives them a chance to interact positively and keep the relationship strong.
- As with other skills, **consistency and follow-through** are key. If parents threaten a consequence or taking a privilege away and do not follow-through, children learn that parents do not mean what they say and these strategies will not be effective.
- **Parents may need some help thinking of privileges to remove**, so be ready to explore with them what their child does during the day (TV, video games, playing with friends?) and how these might work.

Key Session Content:

Logical consequences and removing privileges are other effective ways to address problem behavior:

LOGICAL CONSEQUENCES are given or imposed by the parent for a short time in response to a child’s behavior. Logical consequences are directly related to the child’s behavior or the immediate situation. In some situations, a logical consequence may make more sense to you than a timeout.

REMOVAL OF PRIVILEGES involves taking something away for a brief period of time as the consequence for a behavior. Privileges to consider removing are those that are motivating and meaningful to the child and occur often enough and close in time to the behavior you are addressing. The child should be able to link their behavior to losing the privilege. Remove privileges for only a short time – and no longer than the remainder of the day. Removing privileges is useful when a timeout or logical consequences may be difficult or when a child is refusing to complete a timeout.

FIT PARENTING STRATEGY:
[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES]



LOGICAL CONSEQUENCES are directly related to your child’s specific behavior or a particular situation. For example, your child refuses to go to bed, so when bedtime is reached, the consequence is to take the toy away for a short time. In some situations, logical consequences may make more sense to you than a timeout. To use these strategies, when using logical consequences, remember these essential steps:

STEP 1: Give your child a warning, and wait about 30 seconds for your child to do what you need (and comply for your best “reset-out loud”). These steps on the parent only if you are on the bottom again. I will take the toys and you will all done with sleeping for today.

STEP 2: Give a second explanation. If your child does not do as directed, explain the consequence to your child. “You have on the furniture again, so next time taking the toys away.”

STEP 3: Be consistent and follow-through with the consequence.

REMOVAL OF PRIVILEGES is taking something away for a brief time as the consequence for a behavior. Removing privileges is useful when a removal or logical consequences may be difficult or when a child is refusing to complete a timeout.

- Your child should be able to link their behavior to losing the privilege.
- Remove privileges for only a short time – and no longer than the remainder of the day.
- **SCHEDULED PLAYTIME SHOULD NEVER BE TAKEN AWAY.** It is important for you and your child to have this positive time together, particularly when things are hard at other times during the day!

REMEMBER THESE STEPS WHEN REMOVING A PRIVILEGE:

STEP 1: Give your child a warning. “If you don’t do _____, you will not get to watch TV after dinner.” Wait a few seconds for your child to do as instructed.

STEP 2: Give a second explanation and follow-through. “If your child does not do as directed, explain the consequence to your child. “You didn’t do _____, so no TV after dinner.”

[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES] WORKSHEET

PRIVILEGES to consider removing are those that are motivating and meaningful to your child and occur often enough and close in time to the behavior you are addressing. What privileges are motivating to your child?

BRANDTORN #1: For what kinds of behaviors and situations will you use consequences or removal of privilege? Write the behaviors in the third column of the table below.

BRANDTORN #2: For each behavior or situation, think about what consequence is logical or what privilege would be motivating to your child at that time. Write the consequence or privilege in the right hand column of the table below.

| Behavior, Situation, or Privilege | Logical Consequence or Privilege to Remove |
|-----------------------------------|--|
| | |
| | |
| | |
| | |
| | |
| | |

ROLE PLAY: For each of the situations above, practice following the strategy steps. Practice giving a clear direction, warning, and following-through so you can be ready to use these strategies at home!

[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES] HOMEWORK

When appropriate, try to use these strategies to manage your child’s difficult behaviors this week! Take notes about the behavior or situation, and what consequence or privilege you used in the table below.

| Behavior & Situation | Logical Consequence or Privilege Removed |
|----------------------|--|
| | |
| | |
| | |
| | |
| | |
| | |

What went well and what went hard and will take more practice?

When using these strategies, remember these steps:

- Give a clear direction or warning.
- Give the child a brief period of time to comply (about 5 seconds).
- Give an explanation and follow through.

Parent Session 14: CONCLUSION

Session Objective: To review key concepts and strategies from Modules 1, 2, and 3 and wrap up the course with parent.

Pre-Session Preparation, Materials and Handouts

Preparation:

- Review content presented in this session. Re-watch Trainer Lesson 14 Video, if necessary, for review of Key Concepts and closing considerations.
- Print or copy handout, homework sheets, and quiz for parent

Supplemental Materials:

- Logical Consequences & Removal of Privileges Homework sheet for homework review if necessary.
- Scheduled Parent-Child Playtime Homework sheet for homework review if necessary.
- FIT QUIZ: Module 3
- FIT QUIZ: Module 3 Answer Key

Session Activities:

REVIEW Homework from previous session (Logical Consequences & Removal of Privileges)

QUIZ: Complete FIT QUIZ: Module 3 with parent and review answers together using your answer key

WATCH Parent Lesson 14 Video

WRAP UP Course with Parent

- Praise parent for all of their hard work over the weeks and encourage continued practice with the skills. Highlight for them their efforts and progress!
- Remind them that continued practice and consistency in their responses and use of the strategies will help them to maintain their positive relationship and master the skills to prevent and manage difficult behaviors.
- Answer remaining questions and discuss any continued concerns for parent.

Key Tips and Considerations:

As you conclude the 3 FIT Modules, there are additional points to keep in mind as you conclude FIT with parents:

- Remember to Praise parents for using these strategies they will be more likely to keep trying them.
- These strategies are new, and sometimes hard to use and don't necessarily produce immediate results – though they will if used consistently over time. So give parents the same praise and support that you are teaching them to give their children Parents may need guidance in deciding when to use which strategy and in problem-solving and either adjusting or changing when a strategy did not work

Key Session Content:

As mentioned in the last two modules, children may misbehave for different reasons:

- Sometimes misbehavior comes with strong feelings, such as anger, frustration, or excitement
 - Children who struggle with controlling impulses or who are hungry, tired, or sick may be more likely to react emotionally
 - Sometimes misbehavior is an intentional choice the child makes to get what they want at the moment
 - Sometimes misbehavior is unintentional – the child may forget a rule or direction or just become distracted in the moment
 - Children who struggle with attention and focus may be more likely to ignore rules or not think about consequences
- Stressful events can make it harder for children to control their behavior. This includes negative stress like family conflict, separations, illness, injury, etc., but it can also include stress from neutral or positive changes, like moving, changing child care, or other changes in routines, including excitement from an unusually stimulating event.
- It is important to help parents think about these considerations in relation to their child and the FIT strategies.

Remember, also, that if after several FIT sessions, no notable progress is being made with the parent-child interactions and child's behaviors, referral for more intensive clinical assessment and intervention may be appropriate. It will be important to consider the reasons progress is not being made- Is the parent not practicing the skills at home? Are there concerns around the child's development? Is the family or home in acute or chronic distress? Please familiarize yourself with available resources in your area including pediatricians, social workers, and evidence based family intervention programs to be able to connect the parent with appropriate supports, if necessary.

Before concluding the course with a parent, you will complete this quiz with them to assess their understanding and support their learning.

FIT QUIZ: MODULE 3

1. Scheduled parent-child playtime strengthens the relationship and is a time for practicing parenting skills. Which of the following would you do during Scheduled Parent-Child Playtime?

- a) Copy what your child does with the toys.
- b) Ask your child to identify shapes and colors of the toys.
- c) Suggest what your child should do next with the toys.
- d) Tell your child the things you see them doing with the toys.
- e) All of the Above

(answer = a, d)

Following your child's lead and describing during scheduled parent-child playtime shows you are interested in and value their choices. It can help build self-esteem and help them focus their attention and concentration. Asking questions, making suggestions, and giving directions during this playtime takes the lead away from your child.

2. Intervening before behavior problems start can prevent misbehavior. What are common times children misbehave?

- a) When they are hungry
- b) When they are tired
- c) When there are changes or transitions
- d) When they are asked to follow complex directions
- e) When they are distracted while told what to do
- f) All of the above

(answer = f)

When parents are able to identify difficult times, such as when children are tired, hungry, or there are transitions between activities, they can anticipate and intervene before problem behaviors emerge. Giving simple and clear directions and ensuring that the child paid attention can also help ensure that children will follow instructions.

3. Sometimes misbehavior can't be prevented and must be directly addressed. Which of the following statements is not true?

- a) Despite best efforts, all children have some challenging behaviors at times.
- b) Discipline is most effective when balanced with strategies that promote positive behavior and prevent negative behavior from happening in the first place.
- c) Discipline has to work the first time to be effective.
- d) Problem behaviors like tantrums, yelling, and hitting are common in young children because they are still learning to manage overwhelming feelings.

(answer = c)

All children have some challenging behavior, and effective discipline means using positive strategies whenever possible. But it can take time for children to learn new behavior and techniques like time-out may need to be repeated before the child learns to use positive behaviors.

4. Time-out works best when parents follow the same specific steps every time. Which of these is not part of effective time-out?

- a) Give clear warning
- b) Give explanation and take child to time-out
- c) **Stay close to the child and remind them to be quiet during time-out.**
- d) Find opportunities for praise and positive attention after the time-out is over

(answer = c)

Time-out works because the rewarding attention is withheld. Talking and interacting during the time-out means continuing attention. During time-out, parents need to move away and watch subtly from a distance.

5. Behavioral change can happen when parents consistently manage misbehavior over time. Which of the following statements is true:

- a) Children learn appropriate limits and behavioral expectations more quickly when parents respond the same way every time.
- b) Children will whine and tantrum less if parents respond or give in to make these behaviors stop more quickly.
- c) **When parents effectively respond to negative behaviors consistently, children learn limits around which behaviors are acceptable and negative behaviors will decrease.**
- d) Time-out and other FIT consequences will stop negative behaviors as soon as parents start using them with their children.

(answer = a, c)

If parents have been inconsistent in their responses or have reinforced negative behaviors with attention or "giving in" in the past, it will take time and consistency with new strategies as their children test them and learn new behaviors. Change will happen when parents both learn and practice effective strategies AND use them consistently over time to teach their children new limits around behavior in their family.

[APPENDIX]

FIT MODULE 1:

STRENGTHENING THE PARENT-CHILD RELATIONSHIP



KEY CONCEPTS TO REMEMBER:

Sensitive and Responsive Parenting Strengthens the Parent-Child Relationship

Parenting that is sensitive and responsive helps strengthen the parent child relationship.

Attention from parents can motivate children to behave in different ways

Attention from parents can motivate children to behave in different ways. A parent's responses, including paying attention to positive behaviors and ignoring minor misbehaviors, can help children change their behavior.

Praise is a very powerful form of positive attention

Praise is a very powerful form of positive attention. Think about how you feel when someone praises you, especially when what you did was hard.

Parent-child playtime strengthens the relationship and is a time for practicing parenting skills

Parent-child playtime strengthens the relationship and is a time for practicing parenting skills. Scheduled parent-child playtime is an opportunity to interact with your child by responding to your child's feelings and behaviors and using praise and positive attention

Children benefit when their environment is consistent and predictable

Children benefit when their environment is consistent and predictable and they know what to expect.

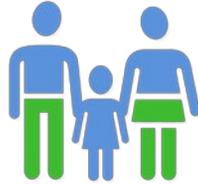
FAMILY INTERACTION TRAINING



COURSE FOR PARENTS

FIT PARENTING STRATEGY:

[COMMUNICATION]



REMEMBER THESE IMPORTANT COMMUNICATION SKILLS:

ACTIVE LISTENING

- eye contact
- putting down what you are doing to look at your child and listen for moment
- listening to really understand what your child is thinking and expressing

REFLECTION - Just like a mirror - reflect back what your child says!

If your child is building a tower and says ***"I did it!"***, you can:

- Repeat back exactly what they said: ***"You did it!"***
- Put it into your own words: ***"You built the tower!"***
- Expand it without changing its meaning: ***"You did it all by yourself!"***

LABELING EMOTIONS: *Giving words to your child's feelings helps them to identify, understand, and manage them*

Remember these examples:

- "You're so ***mad!***"
- "You're so ***excited!***"
- "It's so ***disappointing*** when your turn is over!"

USING GESTURES: Nonverbal gestures

- Gestures can be as simple as ***smiling, nodding***, or giving a ***thumbs up***.
- Use **facial expressions that match their feelings** or the situation.
- Touch can include **hugs, pats on the back**, and **high fives**.

[COMMUNICATION] WORKSHEET

Develop Your “Feelings Vocabulary”

Think of 5 feeling words that you could start to use with your child this week:

- 1.
- 2.
- 3.
- 4.
- 5.

Before you leave, **brainstorm with your trainer** here to prepare for practice at home:

When and how will you practice the communication skills at home?

What do you think might make it hard to practice the skills at home with your child? How will you manage these challenges?

[COMMUNICATION] **HOMework**

As you practice, take some notes here to bring back to your next session with the trainer:

| When did you use the skills? (Day, situation) | What skills did you try? | How did it go? |
|--|--------------------------|----------------|
| | | |
| | | |
| | | |
| | | |
| | | |

FIT PARENTING STRATEGY:

[PRAISE]



Praise is a very powerful form of positive attention. When you see positive behaviors, let your child know that you appreciate what they did.

When praising your child, remember to...

| Be Specific | Focus on the Efforts & Process | Praise Right Away |
|--|---|--|
| <p><i>Saying exactly what you like about what your child is doing lets them know what you want to see in the future.</i></p> <p>***</p> <p>"Thank you for sitting quietly in your chair."</p> <p>"Good job waiting so calmly for your turn."</p> | <p><i>Focusing on your child's behaviors and efforts encourages them to keep trying with new or difficult behaviors even if the result is not always perfect!</i></p> <p>***</p> <p>"I like the way you are working so hard to find the right place for that puzzle piece."</p> <p>"You are doing a great job staying calm and trying again even when your tower keeps falling over."</p> | <p><i>Praising in the moment, right after a desired behavior happens, helps your child relate their behavior with being praised.</i></p> <p>***</p> <p>"Thank you for listening and minding me right away."</p> <p>"I like the way you are walking calmly with me in this store"</p> |

Here are a few phrases to rely on while you get used to using specific praise:

"I like the way you are..."

"Thank you for..."

"You did a great job with..."

[PRAISE] WORKSHEET

What are other phrases you might like to use to praise your child at home?

- 1.
- 2.
- 3.
- 4.

Think ahead to using this strategy at home with your child & record notes below:

What are some positive behaviors you will try to praise this week?

What could you say?

| Positive Behavior | Praise |
|-------------------|--------|
| | |
| | |
| | |
| | |
| | |

[PRAISE] HOMEWORK

Take some notes this week as you practice to share in your next session:

| What was your child doing? | What praise did you give them? | How did your child respond? |
|----------------------------|--------------------------------|-----------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

How did it feel to use the praise strategy this week? What went well with the skills?
What was hard and needs more practice?

FIT PARENTING STRATEGY:

[USING YOUR ATTENTION STRATEGICALLY]



Attention from parents can motivate children to behave in different ways. It is important to use your attention strategically to encourage positive behaviors and discourage negative ones!

Giving **POSITIVE ATTENTION** such as...praise, comments, hugs, smiles, pats, high fives, and nods when your child is behaving well shows your child that you like what they are doing and encourages them to act that way more often!

Watching, talking, scolding or yelling is also paying attention and may unintentionally reinforce problem behaviors because ANY attention from parents may be more rewarding than no attention. Using **ACTIVE IGNORING** in response to minor and annoying misbehaviors teaches children these behaviors won't be rewarded with attention!

It is important to remember these active ignoring skills:

- Don't talk to your child
- Look away and don't make eye contact
- Keep a neutral facial expression
- Wait for positive behavior before re-engaging

[STRATEGIC ATTENTION] WORKSHEET

BRAINSTORM:

What are some **positive behaviors** that you would like to start encouraging with positive attention?

List them here:

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

BRAINSTORM:

What are some of **negative behaviors** you would like to start actively ignoring?

List them here:

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

REFLECT:

What are some things that might make it hard to practice these skills this week? How can you work around these obstacles?

[STRATEGIC ATTENTION] HOMEWORK

Positive Attention

When did you use positive attention this week?

| <i>What was your child doing?</i> | <i>What positive attention did you give them?</i> | <i>How did your child respond?</i> |
|-----------------------------------|---|------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

How did it feel to use the skills? What went well? What was hard and will take more practice?

[STRATEGIC ATTENTION] **HOMEWORK**

Active Ignoring

When did you practice active ignoring this week?

| <i>What was your child doing?</i> | <i>What did you do?</i> | <i>How did your child respond?</i> |
|-----------------------------------|-------------------------|------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

How did it feel to use the skills? What went well? What was hard and will take more practice?

FIT PARENTING STRATEGY:

[SCHEDULED PARENT-CHILD PLAYTIME]



Parent-child playtime strengthens the relationship and is a time for practicing parenting skills

| | | |
|--|---|---|
| FOLLOW Your Child's Lead! | Follow along with the play that your child chooses instead of leading the game with questions, corrections, & rules. | Let them choose the toy or activity. Join in and copy your child's appropriate behavior |
| DESCRIBE Your Child's Play! | Watch your child and report what you see like a sportscaster! | "You are stacking a new block on the tower." "You are looking for just the right piece." "You are coloring the sun orange in the sky." |
| Bring POSITIVITY & PRAISE to Playtime! | Keep it positive by following your child's lead. Avoid questions, corrections, and rules, Use praise to encourage positive behaviors you want to see more of! Resist the temptation to ask questions and give directions. | "Great job being so gentle with the blocks!" "Thank you for sharing your colors with me." "I like the way you are sitting so calmly." "Good job using your words to ask for the car you wanted!" |

Scheduled Parent-Child Playtime is the perfect time to practice not just the skills above but **ALL** of the Module 1 strategies and skills you've learned, so remember to use active listening, **reflection, labeling feelings**, use your **attention** strategically, and give specific **praise!**

[SCHEDULED PARENT-CHILD PLAYTIME]

WORKSHEET

Before you leave, spend some time with your trainer planning for practicing scheduled parent-child playtime at home:

What time of day will you have scheduled playtime?

Which toys will be choices for scheduled playtime?

What do you think might make it hard to practice scheduled playtime at home with your child? How will you manage these challenges?

[SCHEDULED PARENT-CHILD PLAYTIME]

HOMEWORK

Take some notes each day this week to share in your next FIT session:

| Day | Did You Practice? | What time of day? Which toys did you use? | How did it go? What went well? What was hard? |
|-----|-------------------|--|--|
| M | | | |
| T | | | |
| W | | | |
| TH | | | |
| F | | | |
| S | | | |
| SU | | | |

Do you have any questions for your trainer or thoughts on how to keep up with daily Scheduled Parent-Child Playtime going forward?

FIT MODULE 2:

STRUCTURING THE ENVIRONMENT TO PREVENT MISBEHAVIOR



Key Concepts to Remember:

Parents can help children manage their behavior with clear and consistent schedules, routines, rules and directions

- Consistent daily routines and rules help children understand what is expected of them and what they can expect on a day-to-day basis.

Intervening before behavior problems start can prevent misbehavior

- To prevent difficult behaviors before they happen it is important to really think about how your child behaves in different situations and at different times

Strategies that focus on helping children manage feelings can help prevent misbehavior

- Parents can teach children how to express all of their emotions from excitement and gratitude to anger and disappointment in acceptable ways.

FAMILY INTERACTION TRAINING



COURSE FOR PARENTS

FIT PARENTING STRATEGY:

[ESTABLISHING ROUTINES & FAMILY RULES]

Consistent and predictable routines and rules are an important way that parents can structure the environment to help their young children know what to expect and what is expected of them.

- Having a basic order and schedule for most days can help children know generally what will happen during their day.
- Remember to BE CONSISTENT in your daily routine.
- Make routines for specific times of day that are hard, such as bedtime, mealtime, or getting ready for school to help your child manage their behavior during these times.

Remember these basic guidelines to creating effective family rules for young children:

| Keep it Simple | Phrase Rules Positively | Clearly Explain the Rules | Have Consistent Follow Through |
|--|---|--|---|
| <p>Limit to a few at any one time.</p> <p>Pick the most important behaviors to focus on.</p> <p>Use simple words that are clear and easy to understand.</p> | <p>Rules should state what to do rather than what not to do.</p> <p>Instead of saying "No hitting, kicking or biting" you may want to say something like "Use gentle hands and feet," or "Keep hands and feet to yourself"</p> | <p>Before using the rules, explain each rule one at a time to your child-</p> <p>1) what each rule means 2) when you will begin using each rule.</p> | <p>Be consistent and follow through every time the rule is broken. !</p> <p>Remember to praise your child when they follow the rules!</p> |

[FAMILY RULES] WORKSHEET

| Behavior: (to be addressed) | Family Rule: (positively stated) |
|--------------------------------|-------------------------------------|
| | |

Remember to limit family rules to a few essential ones focused on the most important behaviors to address in your family. Once you have created a few important family rules, re-write them on the next page in a neat list that you can use as a reference when explaining the new rules to your child, and that you can post in your home as a reminder for everyone!

OUR FAMILY RULES:

1.

2.

3.

4.

FAMILY ROUTINES

Think about your family's daily life and schedule: What are the basic tasks and activities that occur on a "regular" day for your family? List them in the Task/Activity column below. Put a "Y" for yes in the Challenging column for any task or activity that seems stressful or chaotic. For any tasks or activities marked as challenging, mark Y in the routine column if you think a routine would help.

| ORDER | TASK/ACTIVITY | Challenging? Y/N | Routine? Y/N |
|-------|---------------|------------------|--------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |

OUR _____ ROUTINE

| TASKS TO BE DONE | DRAW A PICTURE OF TASK |
|------------------|------------------------|
| Step 1 | |
| Step 2 | |
| Step 3 | |

Step 4

Step 5

Step 6

[ROUTINES & FAMILY RULES] **HOMEWORK**

Use this sheet to track your progress at home this week and review with your trainer during the next session.

1. Did you implement any new rules and routines with your child? If so, what were they?

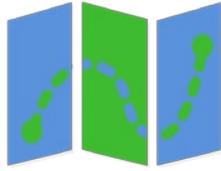
2. Did you explain the rules and routines to your child? How and when?

3. What worked and what did not work?

4. Do you have any questions or ideas about continuing to practice these strategies at home?

FIT PARENTING STRATEGY:

[GIVING CLEAR DIRECTIONS]



Here are some take-home tips for giving clear directions to your child:

BE CLEAR, SPECIFIC AND DIRECT

Just like with praise and rules, directions should be clear and specific so that children understand exactly what you expect them to do.

- Instead of saying "Be nice!" be clear and say *"Please use gentle hands with your brother."* or *"Please take turns with the toys"*
- Instead of suggesting "Let's get ready for bed" be specific and say *"Please put your pajamas on."*
- Instead of asking "How about we clean up these trains?" be direct and say *"Please put the trains away in their basket"*

GIVE DIRECTIONS ONE AT A TIME

Break down complex directions ("Clear your dishes, go get your backpack, and put on our shoes for school") or general directions ("Clean your room") into individual tasks and give simple directions one at a time for these tasks.

- Instead of "Clean your room", try *"Please put the toys away in their bins."* Then when your child is done. *"Please put the clothes in the laundry basket"*, and so on.

BE CALM, NEUTRAL & POLITE models respect for children-they learn from you.

- Calm voice tone, neutral facial expression, and saying *"please"* are all ways to do this
- Example: *"Please use an inside voice"*

GIVE EXPLANATIONS to help children understand why they are being given a direction. Pair directions with simple explanations like this:

- *"Now that you are finished with your breakfast, please clear your dishes"*
- *"It's time to get ready for school now, please go get your backpack."*
- *"I don't want you to get hurt. Please keep your feet on the floor"*

FOLLOW UP WITH PRAISE to encourage your child to keep following directions in the future.

- *"Thank you for doing what I asked right away".*
- *"I like the way you put the toys away so we can have dinner".*

[GIVING CLEAR DIRECTIONS] WORKSHEET

Correct these directions to make them direct, specific, and polite:

Instead of "Don't touch that!" You could say:

Instead of "How about you sit in your chair?" You could say:

Instead of "Let's get ready!" You could say:

Instead of "No more toys...it's bedtime" You could say:

Instead of "Let's put your hat on...it's cold outside" You could say:

Instead of saying "Let's take your muddy shoes off" You could say:

Instead of saying "Let's be gentle with the baby" You could say:

[GIVING CLEAR DIRECTIONS]

HOMEWORK

List 5 examples of times you used the clear directions strategy.

Note what direction you gave and any observations you made about how it felt, and how your child responded:

1.

2.

3.

4.

5.

FIT PARENTING STRATEGY:

[EASING TRANSITIONS, PLANNING AHEAD, USING REDIRECTION, AND PROVIDING CHOICES]



Using these strategies during difficult times can help prevent problem behaviors. And always remember to use praise and other positive attention for appropriate behavior!

EASING TRANSITIONS

- Change and transitions are often difficult for children.
- Give a "heads up" or time warning that a change is coming. "It will be bedtime soon. You have 5 more minutes before it will be time to clean up."

PLANNING AHEAD

- Long waits or other activities where there is little for a child to do are often difficult. It helps to plan ahead for what your child may need.
- Bring a small toy, activity, or snack when you know your child may get bored, hungry, or tired.
- Find some jobs or tasks your child can do while running errands or while you need to make dinner or do another chore. "Help me find the bananas." "Count 3 apples for me." "See if you can find your shirts in the laundry!"

REDIRECTION

- It's easier to redirect and change a child's behavior than to stop it once it has started. Rather than telling kids "no," tell them what you want them to do instead.
 - If you see your child seems to want to throw hard blocks, direct them to a toy that can be thrown like a soft toy or ball or show them how to stack the blocks.
 - If something needs to be taken away or an activity ended, distract them with a different toy or the next activity, or let them know about something that coming next.

PROVIDING CHOICES

- Parents can help support children's development and decision-making ability and reduce conflict by letting their child have choices when possible.
- Limit choices to two for young children. "Do you want your red shoes or your boots?" "Do you want your sandwich cut in half or in triangles?"
- Only provide your child with choices that you can live with – no matter what choice your child may make!

Use this sheet to track your progress at home this week and review with your trainer during the next session.

1. What situations did you use the strategies in?

2. What happened?

3. What skills did you try?

4. What worked and what did not work?

FIT PARENTING STRATEGY:

[HELPING YOUR CHILD CALM DOWN]



Here are some strategies to support your young child and help prevent and manage difficult behaviors like meltdowns and over-excitement.

ANTICIPATE DIFFICULT TIMES

- Think about places and situations and times that may have triggered problem behaviors and meltdowns.
- Are they are tired, hungry or over-excited?
- Respond in a way that fits your child's need at that time:
- Options include giving a snack or activity, providing extra closeness and comfort, offering breaks from activities or stimulating interactions. You can also give a heads up about transitions or use redirection.

LABEL FEELINGS

- Labeling feelings helps young children learn to identify, understand, and begin to manage their emotions. They can then use their words to express their feelings rather than their behaviors. You can help them develop an emotional vocabulary to of words like happy, sad, mad, worried, frustrated, excited, etc.

COMFORT AND REASSURE

- Providing physical comfort and reassurance can help young children calm down. Sometimes your young child's emotions will just feel overwhelming. Picking them up, giving a hug, humming or singing to them, or even just sitting close can help. Remember to stay calm yourself.

TEACH CALMING DOWN

- Model strategies you use to calm down/feel better. This may be taking deep breaths, going to a calm quiet place for a break, listening to music, or doing a soothing activity. Your child will learn a lot by watching how you stay calm when faced with difficult situations and emotions. You can also cue them to use these strategies – and praise them for doing so!

[HELPING YOUR CHILD CALM DOWN] WORKSHEET

What tasks, activities, situations or times of day are hard for your child? List them in the Situation/Activity column below. List what warning signs suggest your child is finding it harder to cope? In the third column, identify what you think your child is feeling, a way to label that emotion for your child, and strategies you can try. You can also identify acceptable ways are to express that emotion in your family.

| Situation or Activity | What are my child's warning signs? | 1) What is my child feeling? 2) How would I label that emotion? 3) What calming strategy can I try? |
|-----------------------|------------------------------------|---|
| | | 1) 2) 3) |

[HELPING YOUR CHILD CALM DOWN]

HOMEWORK

Use this sheet to track your progress at home this week and review with your trainer during the next session.

1. Did you use the strategies to help your child calm down this week? What were the situations?

2. What strategies did you try?

3. What happened? What worked and what did not work?

FIT MODULE 3:

EFFECTIVE STRATEGIES FOR ADDRESSING MISBEHAVIOR



Key Concepts to Remember:

Sometimes Misbehavior Can't Be Prevented and Must be Directly Addressed

- When children are behaving appropriately and things are going well, parents give positive attention and praise, and can follow their child's lead and allow choices. But when children behave inappropriately, it's best for parents to be in control.
- Effective discipline is intended to TEACH children appropriate limits.
- The strategies covered in this module are most effective when embedded in a strong positive parent-child relationship and heavily balanced with strategies that promote positive behavior or structure the environment to prevent problem behaviors in the first place.
- Children will learn through parents' consistency that just as there are consequences and rewards for acceptable behavior-there are consequences for misbehavior. Over time children will learn which behaviors are allowed.

Behavior change can happen when parents consistently and effectively manage misbehavior over time.

- When parents establish a consistent and predictable way of responding to children's misbehavior-- children learn quickly what behaviors are acceptable.
- When children think there is a CHANCE that their parent might give in after long stretches of acting out -they will keep trying. But if you are CONSISTENT, then your child will more quickly learn to use the appropriate behaviors.
- Consistency in your response to both positive and negative behaviors will teach your child the limits of what is acceptable and what is not. This will lay the foundation for your child's positive social and emotional development.

FAMILY INTERACTION TRAINING



COURSE FOR PARENTS

FIT PARENTING STRATEGY:

[TIME-OUT]



REMEMBER THE ESSENTIAL STEPS TO TIME-OUT:

STEP 1: Give a clear explanation (when an automatic time-out will occur), **direction or warning**. Use a **neutral and calm tone**.

- Automatic Time-Out Behavior: *"The rule is _____. You didn't _____, so now you will go to time-out."*
- Warning Behavior: *"I told you to _____. If you don't _____, you will go to time-out"*

STEP 2: Give a second explanation and direct the child to time-out. Count slowly and quietly to five in your head (never out loud and with no visible signs you are counting) to give your child time to comply after a warning. If they do not, then: Give a **second explanation**, and **direct** the child to the **time-out** area: *"You didn't _____, so now you will go to time-out."*

STEP 3: Tell the child to remain quietly in the time-out area until you say it is time to come out.

- *"Sit quietly until I say you can get up."*
- **Stay watchful**, but move away and **do not give signs of paying attention**.
- **Keep the Time.** Use a watch or clock to keep track – never a timer or alarm.
- Time-out for young children should last **2-3 minutes** – but may last longer if your child is not quiet. You want your child to be quiet for a few seconds before you end time-out. At the end of the time period, begin listening for your child to **be quiet**, and end time-out only when they are.

STEP 4: When the time-out time has passed and your child is sitting quietly, return to them to let them know time-out is over.

- If time-out was an automatic consequence, tell them time-out is over and remind them of the rule: *"You are sitting quietly and your time-out is over. Remember the rule is _____."*
- If time-out was for not following a direction, make sure your child follows the direction: *"You are sitting quietly and your time-out is over. Are you ready to _____?"* If they do not follow the direction, time-out starts over.

STEP 5: Look for the next positive behavior you can praise! Once you have completed all the steps and had a successful time-out, move on to other things!

Remember that once you start time-out it is important to **always follow through** with the steps and **be consistent!**

[TIME-OUT] WORKSHEET

USE THIS WORKSHEET TO PREPARE TO USE TIME-OUT at HOME!

Where will your time-out area(s) be at home?

For what kinds of behaviors will you use time-out as a consequence? Will any of them earn an automatic time-out?

| Behavior to be addressed | Automatic time-out? Y/N |
|--------------------------|-------------------------|
| | |
| | |
| | |
| | |

How and when will you introduce time-out to your child?

How is your child likely to respond to time-out? What types of behaviors might your child use to test time-out? How will you respond if this happens?

| Behaviors your child may use to test? | How will you respond? |
|---------------------------------------|-----------------------|
| | |
| | |
| | |
| | |

[TIME-OUT] HOMEWORK

1. For what behaviors did you use time-out at home this week?

2. Where did you put your child for time-out? Did this space work well for time-out?
Do you need to make any changes or adjustments to the space to make it work better in the future?

3. How long did the time-out(s) last?

4. How did your child respond?

5. What worked or went well? What was hard and will take more practice?

FIT PARENTING STRATEGY:

[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES]



LOGICAL CONSEQUENCES are directly related to your child's specific behavior or a particular situation. For example, if your child refuses to put their toy away when told to, a logical consequence is to take the toy away for a short time. In some situations, a logical consequence may make more sense, or be more logical, to you than a timeout. When using logical consequences, remember these essential steps:

STEP 1: Give your child a warning, and wait about 5 seconds for your child to do what you said (count quietly in your head – never out loud). "Please draw on the paper only. If you draw on the furniture again, I will take the crayons and you will be all done with drawing for today."

STEP 2: Give a second explanation. If your child does not do as directed, explain the consequence to your child. "You drew on the furniture again, so now I am taking the crayons away."

STEP 3: Be consistent and **follow-through with the consequence.**

REMOVAL OF PRIVILEGES is taking something away for a brief time as the consequence for a behavior. Removing privileges is useful when a timeout or logical consequences may be difficult or when a child is refusing to complete a timeout.

- Your child should be able to link their behavior to losing the privilege.
- Remove privileges for only a short time – and no longer than the remainder of the day.
- **SCHEDULED PLAYTIME SHOULD NEVER BE TAKEN AWAY.** It is important for you and your child to have this positive time together, particularly when things are hard at other times during the day!

REMEMBER THESE STEPS WHEN REMOVING A PRIVILEGE:

STEP 1: Give your child a warning. "If you don't do _____, you will not get to watch TV after dinner." Wait a few seconds for your child to do as instructed.

STEP 2: Give a second explanation and Follow through. If your child does not do as directed, explain the consequence to your child. "You didn't do _____, so no TV after dinner."

[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES]

WORKSHEET

PRIVILEGES to consider removing are those that are motivating and meaningful to your child and occur often enough and close in time to the behavior you are addressing. **What privileges are motivating to your child?**

BRAINSTORM #1: For what kinds of behaviors and situations will you use consequences or removal of privileges? **Write the behaviors in the first column of the table below.**

BRAINSTORM #2: For each behavior or situation, think about what consequence is logical or what privilege would be motivating to your child at that time. **Write the consequence or privilege in the right hand column of the table below.**

| Behavior, Situation, or Place | Logical Consequence or Privilege to Remove |
|-------------------------------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

ROLE PLAY: For each of the situations above, practice following the strategy steps. Practice giving a clear direction, warning, and following through so you can be ready to use these strategies at home!

[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES]

HOMEWORK

When appropriate, try to use these strategies to manage your child's difficult behaviors this week? Take notes about the behaviors or situation, and what consequence or privilege you used in the table below.

| Behavior & Situation | Logical Consequence or Privilege Removed |
|----------------------|--|
| | |
| | |
| | |
| | |
| | |
| | |

What went well and **what was hard** and will take more practice?
