

# 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?

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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?

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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?**

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**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?

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