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.