

Positive Parenting In The Modern Age

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Learning Objectives

- Understand negative behavior that goes beyond "typical", and why it happens
- Understand the communication behind behavior
- Learn strategies to help turn negative behavior into more positive expression
- Learn improved communication and collaborative problem-solving strategies

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What is Negative Behavior?

- A form of maladaptive behavior that happens when the cognitive demands being placed on the person (child or adult) are greater than the person's ability to cope with them.



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What is Negative Behavior?

- Various theories and interpretations
- Variety of reasons for the behavior
- No right or wrong way to explain it
- No one-size-fits-all approach to changing it

Key = find the explanations and interventions that are well-matched to children & families



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ALL BEHAVIOR IS COMMUNICATION!

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Is It A Choice?

- Some experts believe that children do not choose to be explosive anymore than a child chooses to have a disability (ADHD, Bipolar Disorder, Autism, Learning Disability, etc.)

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Is It A Skill Deficit?

- Some experts believe that children who exhibit negative behaviors have a significant challenge with **flexibility, rigid thinking, frustration tolerance, and lack basic coping skills.**



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How We Describe the Problem

Your explanation drives your intervention

The words you use to describe the problem directly influences the strategies you use to help your child change the behavior.



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How We Describe the Problem

Explanations vs. Excuses

- When we look at the cause of behavior as an "excuse," we disable the process of thinking about how to help the child.
 - "Oh, he is just tired."
 - "She is strong willed and has a bit of a temper."

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Origins of Negative Behavior

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Factors Influencing Behavior and Adjustment

<p>Child</p> <ul style="list-style-type: none"> ■ Early Behavioral and/or Emotional Problems (temperament) ■ Poor Social Skills ■ Academic Difficulties ■ Genetics, Disabilities 	<p>Parent/Family</p> <ul style="list-style-type: none"> ■ Parent Personal Problems ■ Parent-Child Bonding Problems ■ Family Lacks Routine or Customs ■ Negative (coercive) Parent-Child Interactions ■ Family Problems and Instability
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Factors Influencing Behavior and Adjustment

<p>Social/Peer Group</p> <ul style="list-style-type: none"> ■ Rejected by Positive Influence Peers ■ Associations with Negative Influence Peers ■ Peer Pressure, the need to fit in ■ Social Media 	<p>Community/Society</p> <ul style="list-style-type: none"> ■ Minimal Supervision ■ Neighborhood Problems ■ Community Violence and Crime ■ Violent Media Influences <ul style="list-style-type: none"> ■ News ■ Video Games ■ Internet
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Triggers



- Definition:
 - Situation/event that routinely comes before an explosive outburst.
 - Problems that have yet to be solved.



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Triggers



- Short List:

-Homework	-Tics
-Family Interactions	-Bedtime
-Waking up in AM	-Meals
-Boredom	-Riding in the car
-Recess	-Being teased
-Reading	-Writing
-Being tired	-Being hot
-Being hungry	

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Triggers

- Homework Assignment:

For the next week, keep a record of the problems that caused your child to be frustrated.

→ Becomes your "list of problems to be solved."



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Behavioral Strategies

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Reward and Punishment

- Reward: a response to behavior that makes it more likely the behavior will continue.
- Punishment: a response to a behavior that makes it more likely the behavior will stop.



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Reward and Punishment

Some common beliefs:

- Noncompliant children have learned that their temper tantrums, explosions, foul language, screaming, property damage, etc. bring attention or help them get parents to "give in."
- Explosions are planned, intentional, purposeful and under the child's control.
- The child has been poorly taught or disciplined.
- Behavior can be unlearned and re-taught.
- Parents blame themselves.

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Positive Behavior Support at Home

- Catch your child "being good."
- Strive for 5 positive comments for every 1 negative comment.
- Explicitly tell your child what TO DO, not just what NOT TO DO.
- Use behavior contracts and charting.
- Involve your child in the decision-making process when appropriate.
- Ignore negative behavior if appropriate (pick your battles) – focus on the positive.

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Consequences

■ Responses to behavior

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Behavior Contract

■ Implementing a structure at home where your child earns privileges by taking care of responsibilities.

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Behavior Contract

What's in a behavior contract?

1. Rewards, not bribes
2. Lists of Responsibilities
3. Lists of Privileges

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Behavior Contract

Q: What system do I use?
A: Depends on your child and your family.

Examples:

- Coins - Free time minutes
- Chips - Video Game time
- Stickers - TV/Computer/Tablet time

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Behavior Contract

When considering rewards, ask your child!

- Use reward inventories
 - (find out what your child is willing to work for)



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Behavior Contract

Q: How do I start?

A: Set values for Responsibilities and Privileges

Responsibilities

Getting dressed by yourself 1 chip
 Making your bed 1 chip
 Washing hands before meal 1 chip
 Brushing teeth by yourself 2 chips
 Feeding the pet 2 chips
 Flushing toilet w/o prompt 1 chip
 Ready for school on time 2 chips

Privileges

TV/Computer (30 mins) 1 chip
 Video Game (15 mins) 1 chip
 Trip to Treasure Chest 3 chips
 Desert Before Dinner 5 Chips
 Late bedtime 2 chips
 New video game 50 chips
 BMW 1,000,000 chips

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Behavior Charting

Example 1: Daily Behavior Chart – Child

Behavior	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Up and dressed by 7:00 AM	😊	😞	😊	😊	😞		
Homework done before dinner	😞	😊	😊	😞	😊		
In bed by 8:00 with lights out	😊	😊	😊	😊	😞		
Total	😊	2	2	3	2	1	
Total	😞	1	1	0	1	2	

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Behavior Charting

Example: Daily Behavior Chart – Upper Elementary

Behavior	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
Help with dishes		☑					
Clean up bathroom after shower	☑			☑		☑	☑
Write in school planner	☑	☑	☑		☑		☑
Cooperate with positive attitude at home	☑	☑		☑	☑		
Ask for permission to use devices		☑	☑		☑		☑
Weekly Grade/Rewards: A = 33-35 (90%) - \$10 + late bed time Fri & Sat B = 27-29 (80%) - \$7 + late bed time Fri OR Sat C = 23-25 (70%) - \$5 F = < 22 (<69%) - no cash & no late bed time.	☑	☑	☑	☑			☑

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Managing Parent Reactions

- Parents often react emotionally (pride, anger, frustration, relief).
- Frustration & Anger (loud voice volume, yelling, physical aggression, threats of unrealistic consequences "You'll be grounded for a year!")
- Inflexible parents + Inflexible child = Explosion



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Managing Parent Reactions

- Are you having "unhelpful" parent thoughts?
 - ...about your child ("Johnny is behaving like a brat!")
 - ...about yourself or others ("I give up. There's nothing more I can do for her.")
 - ...about who needs to change ("My child/I/the Teacher) needs to change."



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Managing Parent Reactions

- Try "Helpful" Parent Thoughts...
 - ...about **your child** ("It doesn't matter whose fault it is. What matters are solutions to problems.")
 - ...about **yourself/others** ("I have to parent my child. I have no choice. I need to think of new ways to parent my child.")
 - ...about **who needs to change** ("The teacher is not the only one who needs to change. We all need to change.")



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Managing Parent Reactions

- Are you angry and tense?

Cool down your body.
 Use "cool down" thoughts. ("It's OK. I can handle this. I'm going to take a deep breath and relax. I'm going to take a break.")
 Do something to solve the problem.




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Solutions and Action Plans

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What if Behavior Contracting and Charting Don't Work?!

- These interventions don't work very well for some children & their families.
- They can even make the behavior worse.
- Reward and punishment don't teach the skills of **flexibility and frustration tolerance**.
- Getting punished or not receiving an anticipated reward makes kids **MORE** frustrated, not less.



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What if Behavior Contracting and Charting Don't Work?!

- Find out why your child lacks flexibility and frustration tolerance.
- Teach the missing skills.
 - Coping, flexibility, adaptability, problem solving
- Match "explanations" to "interventions."



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The Teaching of Skills

- You are teaching your children:
 1. Identification and Articulation of their concerns
 2. Consideration of a range of possible solutions

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Family Communication

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Family Communication

- Be aware of stress signals:

Body Signals:

- Increase in breathing/heart rate
- Increased sweating /muscle tension
- Flushed face color
- Raised voice tone

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Family Communication

- Stress Signals

Action Signals

- Raised Voices
- Angry Facial Expressions
- Angry Body Postures
- Put-down Verbalizations
- Interrupting



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Family Communication

- Skills!

Dos:

- Use brief statements (10 words or less).
- Use "I" statements ("I feel ___ when...").
- Use direct, specific statements ("stop teasing your brother") PLUS *what TO DO*. ("Be kind")
- Actively listen with good eye contact, leaning forward, nodding, etc.

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Family Communication

More Skills!

DOs:

- Use neutral tone of voice
- Stay on topic
- Focus on the here and now
- Match verbal and nonverbal communication (saying "I love you" with a smile, not frustrated frown)

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Family Communication

Family Problem Solving:



1. What is the problem we are having?
2. Who's involved?
3. Why is the problem happening?
4. How do we solve the problem?
5. Did our plan work?

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Family Communication

Family Cool Down

1. Are we too angry with each other?
2. Briefly separate to cool down.
3. Come back together to solve the problem.

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Ask For Help

1. Family
2. Friends
3. School
4. Community
5. Other Professional Resources



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Discussion

Thank You for Attending This Workshop!

For further questions, contact Chris Jones at Dynamic Interventions
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