

SESSION

3

**THE PARENT-CHILD RELATIONSHIP, IGNORING MINOR
DISRUPTIVE BEHAVIOR**

SESSION TOOLS

The following materials are included for you to utilize during Session 3 of this module:

Handout: Parent-O-Meter

Handout: Goal Line

Handout 3.1: Keeping Special Time Special

Handout 3.2: “Special Time” Worksheet

Handout 3.3: Ignoring: An Effective Strategy for Any Outing

Handout 3.4: Using the Techniques of Praise and Ignoring

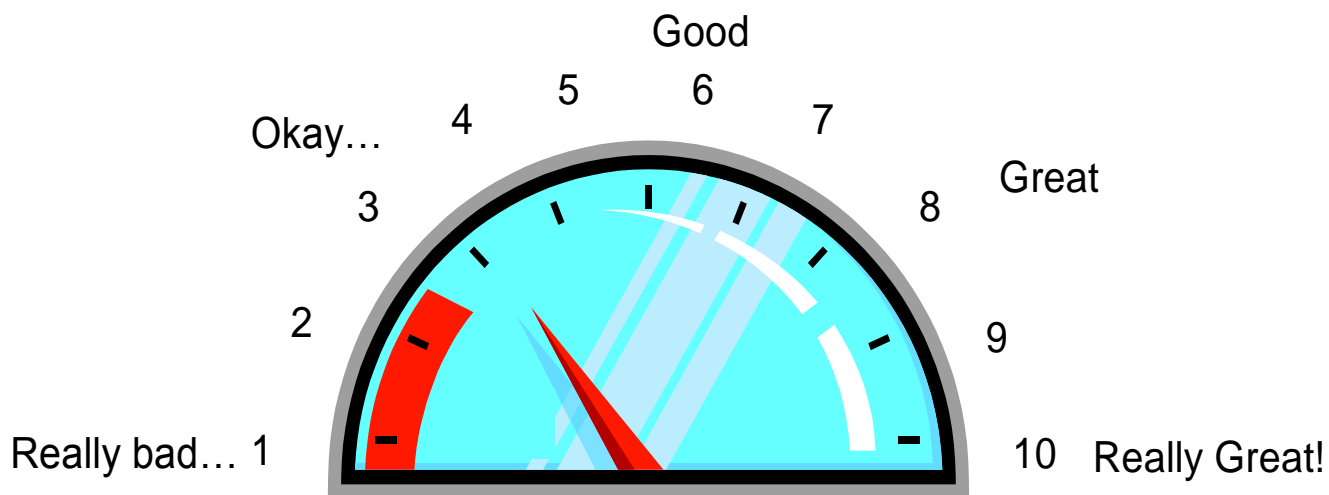
Handout 3.5: Behavior Tracking Form: Praise and Ignoring

Parent-O-Meter

This Week's Goals: _____

How did my parent(s) do?

CIRCLE A NUMBER!



Goal Line



Directions: Place a check mark in the “Progress” Box each time a Goal is completed.

| Number | Goal | Progress | | | | | | |
|--------|------|----------|---|---|----|----|----|----|
| | | M | T | W | Th | Fr | Sa | Su |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |

Rewards for Goals Achieved:

Ex. 4 checks for homework done before TV time = One hour of an activity with Mom or Dad

Keeping Special Time Special

- Praise your child often.
- Show an interest – ASK QUESTIONS.
- Do not criticize or reprimand REGARDLESS of what happens.
- Defer all problems to a later time.
- Avoid controversial subjects.
- Have fun just being together.
- Allow your child to choose the activity.
- Participate fully in whatever activity that they choose.

HANDOUT 3.2
“Special Time” Worksheet

My goal for this week is to: _____

| DAY OF THE WEEK | SPECIAL TIME ACTIVITY |
|--|---|
| (Please check all that apply and indicate the type of activity that you engaged in with your child) | |
| SUNDAY | <input type="checkbox"/> At least 15 minutes talking <input type="checkbox"/> Activity 1: _____ Time spent together: _____ <input type="checkbox"/> Activity 2: _____ Time spent together: _____ <input type="checkbox"/> Activity 3: _____ Time spent together: _____ |
| MONDAY | <input type="checkbox"/> At least 15 minutes talking <input type="checkbox"/> Activity 1: _____ Time spent together: _____ <input type="checkbox"/> Activity 2: _____ Time spent together: _____ <input type="checkbox"/> Activity 3: _____ Time spent together: _____ |
| TUESDAY | <input type="checkbox"/> At least 15 minutes talking <input type="checkbox"/> Activity 1: _____ Time spent together: _____ <input type="checkbox"/> Activity 2: _____ Time spent together: _____ <input type="checkbox"/> Activity 3: _____ Time spent together: _____ |
| WEDNESDAY | <input type="checkbox"/> At least 15 minutes talking <input type="checkbox"/> Activity 1: _____ Time spent together: _____ <input type="checkbox"/> Activity 2: _____ Time spent together: _____ <input type="checkbox"/> Activity 3: _____ Time spent together: _____ |
| THURSDAY | <input type="checkbox"/> At least 15 minutes talking <input type="checkbox"/> Activity 1: _____ Time spent together: _____ <input type="checkbox"/> Activity 2: _____ Time spent together: _____ <input type="checkbox"/> Activity 3: _____ Time spent together: _____ |
| FRIDAY | <input type="checkbox"/> At least 15 minutes talking <input type="checkbox"/> Activity 1: _____ Time spent together: _____ <input type="checkbox"/> Activity 2: _____ Time spent together: _____ <input type="checkbox"/> Activity 3: _____ Time spent together: _____ |
| SATURDAY | <input type="checkbox"/> At least 15 minutes talking <input type="checkbox"/> Activity 1: _____ Time spent together: _____ <input type="checkbox"/> Activity 2: _____ Time spent together: _____ <input type="checkbox"/> Activity 3: _____ Time spent together: _____ |

Observations:

HANDOUT 3.3

Ignoring: An Effective Strategy For Any Outing



HANDOUT 3.4

Using The Techniques Of Praise And Ignoring

PRAISE

THINGS TO REMEMBER:

- Praising your child will increase the likelihood that they will repeat a behavior again
- Praising your child helps them to develop a positive idea of who they are
- Praising your child sets a good example for how they should interact with others
- Ignoring bad behavior and paying attention to good behavior go hand-in-hand.
- Paying attention to bad behavior may make the bad behavior worse instead of better.
- Ignoring a bad behavior may make things worse in the beginning but, if you continue to ignore it, the behavior should eventually go away.
- Ignoring is the opposite of paying attention.

WHEN PRAISING YOUR CHILD YOU SHOULD:

- Maintain good eye contact
- Speak clearly and repeat the praise so that they really do hear you
- Label the behavior that you are praising them for
- Use unlabeled praise when appropriate
- Praise as close in time to the behavior as possible

IGNORING

WHEN IGNORING YOU SHOULD:

- Not look at the child.
- Stop all talking to the child.
- Act like you cannot see or hear him or her.
- Leave the room if you need to.
- Not give in – keep ignoring the behavior regardless of how long it goes on for.

HANDOUT 3.5
**Behavior Tracking Form:
 Praise and Ignoring**

| BEHAVIOR | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Neg: _____ _____ | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored |
| Pos: _____ _____ | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised |
| Neg: _____ _____ | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored |
| Pos: _____ _____ | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised |
| Neg: _____ _____ | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored | Observed Ignored |
| Pos: _____ _____ | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised | Observed Praised |