

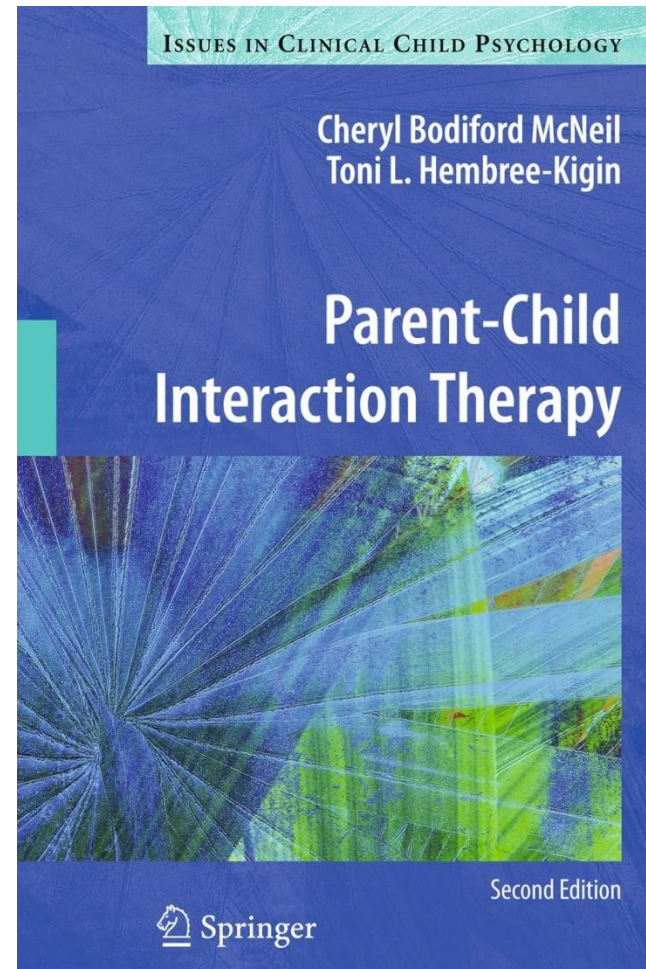
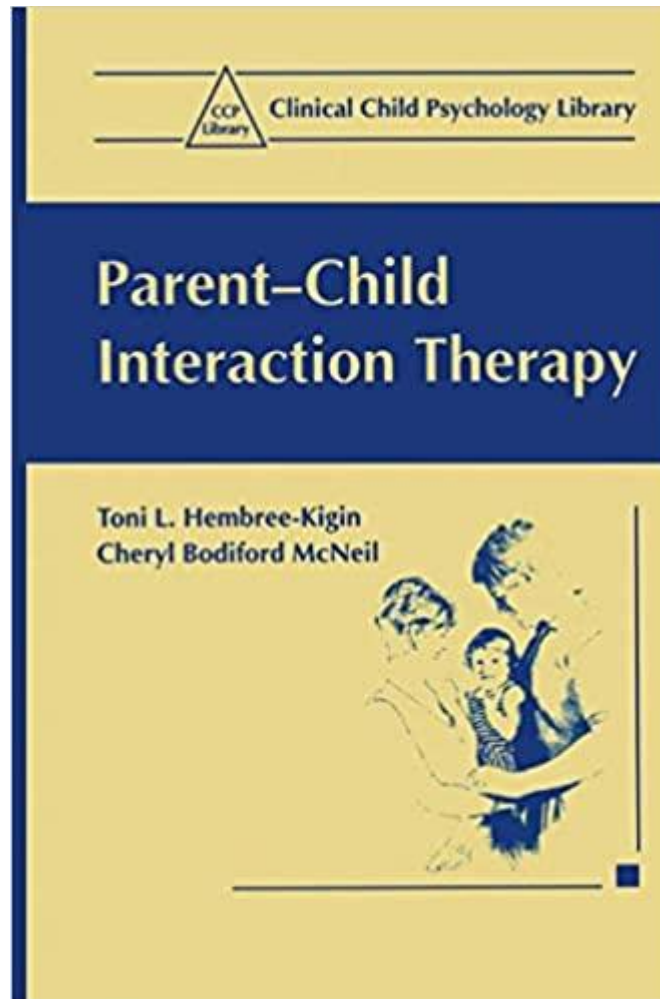
Increasing Compliance and Positive Interactions with Children

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PCIT



Parents and Caregivers

- Greatly influence behavior
- Set the tone for behavioral and emotional responses
- Set expectations for compliance
- Create learning experiences with authority figures that will generalize to other environments

Teachers

- Also greatly influence behavior
- Create structure within the school day
- Set limits and requirements for behavior and academic achievement

But Let's Be Honest...

- Some children are just
 - STRONG-WILLED
 - OVERLY PERSISTENT
 - EASILY FRUSTRATED
- They require more consistency
 - And will quickly find any “loopholes” in the system

Early Development

- During early childhood/pre-school age:
 - Primary caregivers have the most influence they will EVER have on behavioral and emotional development.
 - Learning within this time period is difficult to correct later.
 - Behavioral interventions should always involve the primary caregiver(s).

What Is Considered “Normal”?

- Behavior problems typically peak around age three and decline from there
- Most preschoolers obey 50-75% of their parents' requests
- Direct noncompliance changes into complex negotiation strategies as verbal competence develops
- Behavior problems should decrease for children without significant behavioral and developmental problems

Self-Assessment

- During typical playtime, give your child ten simple instructions. Examples:
 - *Name*, look at me.
 - Please come here.
 - Give me the truck.
- How many times out of 10 did your child comply the *first time* he/she was told?
- How many times did they *eventually* comply?

Increasing Compliance

- Increase positive parent-child interactions
- Effectively give instructions
- Provide consistent consequences
 - Appropriate AND inappropriate behavior

The Importance of PLAY

- Parents and children need to experience positive time with each other!
 - Higher likelihood of prosocial behaviors
- Establish a special playtime with the child
 - Short burst (about five minutes)
 - Daily
 - One-on-one
 - Child-directed

Child-Directed Play

- WARNING: This is a lot harder than it sounds.
- Remember, the goal is FUN!
- Find an “old school” set of *active toys*, like blocks, Lincoln logs, or giant Legos...
 - No screens!
- May want to have a backup handy
- Find a spot at a table (preferred) or on the floor

Child-Directed Play

DO

- **D-R-I-P!**
- Describe appropriate behavior
- Reflect appropriate vocalizations
- Imitate appropriate play
- Praise prosocial behavior

DON'T

- Give commands or requests
- Criticize OR correct inappropriate behavior
- Ask questions

Child-Directed Play

- Extra points to remember:
 - This is not quiz time, it is PLAY time.
 - Smile. Have fun. Look and sound happy.
 - Listen to what you are saying.
 - 75% of what we say to children is in question form!
 - Keep expectations developmentally appropriate
 - Toy selection
 - Pace of play

More About Praise

- Do it often
 - Every 20 seconds
- Be specific
 - Great job stacking those blocks!
 - You are such a great helper!
 - I love how you are staying in your chair!
 - You're so sweet to share your toys with me.
 - You are so smart! Great job counting!

More About Praise

- Positive attention can come in multiple forms
 - Physical contact
 - Pat on the back, tickles, patting the knee, offering hugs
 - Nonverbal cues
 - Increased eye contact, smiling, vocal expression
- Be FUN and ANIMATED

Child-Directed Play

- Common questions/statements to avoid:
 - Do you need help with that?
 - I'll help you if you want me to.
 - What are you building?
 - You have made a big tower of blocks!
 - Will you come sit with me?
 - I'm going to sit here and play! This is so fun!
 - Put these blocks together.
 - I wonder what this would look like on the red block.

Child-Directed Play

- Selective Ignoring
 - Certain behaviors are best handled with ignoring
 - Use for attention-seeking behaviors
 - Whining, bossiness, rough play with toys
 - Actively withdraw attention when the child acts inappropriately
 - Turn away
 - Avoid eye contact
 - Keep facial expression blank
 - Return attention AS SOON AS child acts appropriately

Generalizing Positive Interactions

- Once a parent masters “special playtime”, they should attempt to use their skills throughout the day
- Praise appropriate behavior
 - Tone of voice
 - Verbal praise
 - Closeness and eye contact
- Ignore minor behavioral issues

Effective Instruction Delivery

Increase the likelihood of initial compliance

Keys to Effective Instructions

- **Make commands direct**
 - Do not **ask** a child if they **want** to comply!
- **NON-Examples:**
 - Do you want to help me clean up?
 - Can you stay with me?
 - Could you give me that, please?
- Remember, if you *asking*, it is totally reasonable for the child to say, NO.

Keys to Effective Instructions

- **State commands positively**
 - Tell the child what TO DO, rather than what NOT TO DO
 - “Don’t” commands spark resistance in oppositional children
 - Try to avoid a potential challenge to your authority
 - Practice restating instructions!
 - Don’t climb on the furniture
 - Quit kicking your sister
 - Stop touching that

Keys to Effective Instructions

- Make directives single rather than compound
 - Instructions should be provided one at a time
 - Breaking complex instructions into simple steps provides more opportunities for compliance

Keys to Effective Instructions

- **Make commands specific, not vague**
 - What does it mean to “act right” or “be good”?
 - How does a child interpret vague instructions?
 - Be so specific that three people could give the same description of compliance
 - Stand here (point) by me
 - Get down
 - Put the blocks back into the box

Keys to Effective Instructions

- Use a neutral tone of voice
 - Once parents start to rely on yelling, oppositional children learn to ignore instructions given in a neutral tone of voice
 - By YELLING, we teach children to ignore us UNTIL we start YELLING!!
 - Stay calm and matter-of-fact

Keys to Effective Instructions

- **Be polite and respectful**
 - Say please. Teach by example.
- **Use gestures**
 - Helpful for young children, especially those with attentional issues, auditory processing problems, or receptive language delays

Keys to Effective Instructions

- Include choices when appropriate
 - Reduce the power struggle by offering a choice
 - Avoid offering additional alternatives if both choices are refused
- Carefully time explanations
 - State the reason for the instruction *before* it is given to avoid, “Why?”
 - Or, give the explanation following compliance

Discipline

Basic strategies

Time Out

- Time Out is a removal of all attention and access to interesting things
- While a child is in time out, parent should discontinue direct eye contact, conversation, and lecturing
- Social interaction and access to preferred items or activities may resume after child follows the original instruction

Two-choice Statement

- Praise compliance
- Two-choice statement
 - Example, "Come sit by me."
 - Child, "After I get done with this."
 - Parent, "You have two choices. Come sit next to me or you are going to time out."
 - Child complies, or child goes to time out. No arguing, no nagging, no debating.
 - Use visual sign (hold up two fingers)

Time Out

- The two-choice statement is a promise, not a threat
 - DO NOT MAKE THIS STATEMENT UNLESS YOU ARE PREPARED TO FOLLOW THROUGH
 - Or any other “threat”!!!
- If the child has to go to time out, make sure the “time out chair” is available!
 - Solid, adult-sized, sturdy chair

Time Out

- Escort (or carry) the child to time out while saying, “You chose not to mind, so now you have to sit in the chair. Stay on the chair until I tell you to get off.”
- Children should remain in the chair until they are calm and quiet
 - PCIT manual suggests three minutes

Misbehavior in the Time Out Chair

- Ignore all verbalizations
- Restrict eye contact
- “I have to go to the bathroom” is a common attempt to escape time out
- When child is calm (or a few minutes have passed), repeat the directive.
 - “Are you ready to come sit by me?”
 - Immediately follow with a second instruction.

Time Out Escape

- What do we do if the child tries to leave?
 - Stand “guard” and repeat, “When you are calm and quiet, I will let you out.”
 - Return them to the time-out chair, as many times as needed...
 - Place the chair facing the corner of a room
 - Move time-out to another room and close the door
 - If refusal persists, consider behavior therapy

Removal of Privileges

- Use the two-choice method and *follow through*.
- Do not make “empty threats” and do not compromise
 - Do not argue
 - Do not over-explain your rationale
- If you aren't willing to do it, don't say it
- If you say it, you had better do it

Job Grounding

- Great for older children (7-14 years old)
- Make a list of “jobs” the child can perform *independently* and within a few hours.
 - Examples: Sweeping the driveway, wiping out trash cans, straightening the linen closet, wiping down baseboards, dusting blinds, cleaning windows, weeding flower beds, picking up sticks/pine cones, folding towels
- Jobs are not *chores*, which we would expect to be completed regardless of behavior

Job Grounding

- Write the “jobs” on large index cards
- If the child earns a job, have them pick a card at random
 - The mystery of the punishment is part of the magic! Some jobs are easy, some are hard.
- If the child has been given one (or more) jobs, they are GROUNDED until that job is fully completed to the satisfaction of the parent.

What does it mean to be grounded?

- No tablets, phones, or other devices
- No playing outside
- No access to toys
- No friends over, no going to social events
- The child is last on the sibling totem pole
 - Last pick for where they sit in the car
 - Last pick for bath order
 - Last pick for what is watched on television

While they are grounded...

- Let them stay grounded as long as they would like to be grounded!
- **Do not NAG or ARGUE**
- If they whine, simply say, “Finish your job, and you can have _____ back.”
- Be clear with the child that *they* are in charge of how long they are grounded, *not you*.

House Rules

Standing rules that may not be broken.

House Rules

- House Rules exist to keep parents from having to repeat the same instructions over and over, because they are always in place
- Make house rules that are *clear* and *concise*.
 - Examples: Take your shoes off at the door, try everything on your plate, speak in a respectful tone, close doors gently, walk instead of running
- If the child breaks a house rule, go straight to the two-choice method or a consequence.

Public Behavior

Out in the wild, things can change...

Public Behavior

- Why does it seem that child behavior is more difficult in public?
 - Because it is!
- Parents' tolerance levels are lower
- Children are more stimulated
- Consequences are harder to implement

Public Behavior

- Start with providing instructions before leaving the vehicle.
 - Give clear instructions and warn of potential consequences
 - “I need you to stay with me and keep your hands to yourself. If you break the rules, you’ll lose screen time for the rest of the day.”
- Practice with short trips
 - Gradually lengthen public outings
- Ignore crying and whining!
- Ignore the other shoppers!

Overview

- Practice child-directed play regularly
- Generalize use of praise and apply to appropriate behaviors throughout the day
- Get eye contact before effectively delivering instructions
- Use two-choice statement when needed
- Follow through with consequences
- Remember – YOU are in charge