

Using Rewards and Setting Limits Effectively: Breaking the Coercive Cycle

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Objectives: Following this presentation, the participant will:

- Recognize the coercive patterns of behavior seen in oppositional disorders.
- Appreciate the diagnostic issues around Psychiatric diagnoses in preschool children
- Recognize risk factors for disruptive behaviors.
- Be able to formulate a Positive Behavior Intervention to increase desirable behaviors.

Behavioral Treatment of Disruptive Behavior

- Most effective parent/teacher management training
- Recognize coercive pattern of behavior in family or classroom
- Identify problem behavior patterns of non-compliance or aggression
- Increase positive interactions.
- Teach effective discipline
 - To change child behavior – adult response must change

Risk Factors for All Disruptive Behaviors

- In order of risk:
 - Parent history or sibling history of the disorder.
 - Very low birth weight (<1500 gms)
 - Prenatal cigarette smoking
 - Prenatal alcohol or substance abuse
 - Language delay
 - Low birth weight (<2500 gms)
 - Single parent status*
 - Poverty, low parent education*
- *These variables expressed through ineffective parenting practices.*

Causes of Behavior problems

- Risk factors tell us probabilities
- Causes imply some links, some definable process
 - e.g. not all low birth weight babies are hyperactive
 - not all parents with ADHD have children with ADHD

Causes of Behavior problems that we can observe

- Temperament
 - Activity, Mood, Slow to Warm Up, Flexibility.
- Accidental Reinforcement
- Observational Learning

Approach to problems:

- Of approaches used, parent behavioral management training has been the only proven effective treatment for children with these problems in the preschool age range. In schools, empirically supported treatments are also behaviorally based.
- Empirically supported, manualized treatment in random assignment studies from two different groups

Behavioral Therapies

- SELECTIVE

Multicomponent

Includes multiple factors

Does not rely on one intervention

Learning process to improve social interaction

Relies on data, outcome studies and replication.

Patterson Model

Coercive family interactions occur within a context of temperamental, other family, extended family and community variables that either increase or decrease rates of interaction

Parent Management Training

Common Features of Effective Selective Behavioral Programs

Increase Prosocial Behavior

Accurate recording / assessment of behavior

Use of effective commands

Use of praise and other rewards

Use of mild negative consequences

Behavior Management Programs

Effective programs utilize all five areas.

Some abbreviated programs may focus on one area. Many books on behavior in children (e.g. 1-2-3 Magic) focus on only one of these aspects.

Goal is to improve the interaction in both parent and child, a dyadic interaction therapy, not just “training” the child

Increasing Positive Interactions

- Daily, at a routine time
- Designated play “special time”
- Concept similar to Greenspan “floor time”
- DO NOT TEACH OR ASK QUESTIONS.
- Be there, comment, join in the play.
- Let the child set the pace.

Increasing Positive Interactions

Play: Do adults impose their own ideas?

Are there safe places for play?

Are the toys appropriate for play?

Must adults organize play?

Are the adults comfortable with play?

Adults comfortable????

Video from www.incredibleyears.com

Increasing Positives: Play as Learning

Descriptive Commenting

Problem Solving

Being a good audience

Question asking and criticism

Praise and Reward: Descriptive Praise

Labeled praise, of effort as well as
completion

Catching them being good.

Rejecting praise: How to manage

Praise & Rewards: Bribes,
Rewards, Extortion, Coercion
Definitions: Reward, Bribe, Extortion
If you don't do a formal system, at least
use the: First / Then rule
Chip & point systems.

Reward Systems: Concepts

- Rewards are not bribes
- We reward what is difficult to do consistently
- Use rewards to increase behavior rates
 - do not punish to increase performance

Reward Systems: Types

- Use poker chips, kids can stack or count
- Use stickers or smiley faces, fill in the sheet
- Take a picture of the reward,
 - cut it up, make a puzzle out of it,
 - child earns a piece at a time,
 - then gets the reward.

Reward Systems: Concepts

- Social Rewards work best

Use your reward points or chips to buy typical reward activities.

Develop a reward menu. What is rewarding for this particular child.

Trade in daily, half day, half hour, end of week, whatever this child needs.

Use rewards to increase behavior, never threat of punishment.

Prefer in rehabilitation settings, never lose points.

Rewards are all positive: Ultimately Social

- J.B Watson, 1913, ‘mother love’ did not need to be conditioned.
- For most people, social rewards do not need to be conditioned.
- Overuse of objects as rewards gets away from goal of socialization.

Setting Limits: Discipline

"Discipline is a kind of love. If children didn't have limits from those who cared about them, they would never feel that they were loved," Fred Rogers said.

"So healthy limits, which children understand, are a marvelous way of saying, 'I care about you.'"

Selective Interventions: Discipline

- Interventions that have research to support.
- Interventions that generally work for most children
- First line interventions
- Not individualized

Giving Commands & Directions

- Be Polite, Make sure the child understands the direction
- Time your command & direction with high probability of success
- Model the type of speech you want your child to display
- When you give a command, expect the child to comply. No questioning in your voice.

Giving Commands & Directions

Necessary Commands

Chain, vague and question commands

Clear specific directions

Giving alternatives

Make it the last thing that you say

Praise compliance.

Setting Limits: Avoiding Direct Confrontation

Re-Direction; Avoid “stop” commands

Divert & Distract before the child does something wrong.

Review rules to avoid arguments about rules

Remember to praise

Ignore comments and other responses

Challenging Behavior: Function

Functional analysis misbehavior, Ask if behavior is:

For attention? Venting frustration? Lacks a skill?

To avoid unpleasant task?

Misbehavior is fun? Child unaware of behavior?

Behavior is power over other? Revenge?

From history, does not trust adults?

Community endorses the behavior? Seen at home?

Behavior reflects feelings of inadequacy.

Challenging Behavior

After your functional analysis, determine both the:

Behaviors to increase

Behaviors to decrease

Programs usually work if you include first a behavior to increase and then a behavior to decrease, if needed

Challenging Behavior

Always reinforce alternative behavior as your first strategy

Encourage cooperation & Communication

Re direction

Teaching skills to manage frustration

Selective ignoring

Praise and reinforce others for good behavior.

Challenging Behavior

Use of “cool down, wait time” or other term.

A variation of selective ignoring

Child sits on the edge of the group

Practice with the children before using

Have a back-up strategy

Time Out: What is it?

- *Original term is “Time Out from Reinforcement”*
- *If environment is not generally reinforcing and positive, time out will not work.*
- *Often not used correctly, misunderstood.*
- *Any strategy can be used by adults to act out on their own frustration.*

Time Out

A higher intensity variation of selective ignoring

Time Out from Positive Reinforcement

No documented ill effects

When taught to parents as a discipline skill we see improvement in child behavior and decrease in physical punishment by the adults.

When cool down does not work:

Time Out

Explain time out ahead of time

Model the behavior of time out

Use time out for non-compliance, aggression

One minute for a year

Quiet to exit time out.

Refusals to go to Time Out

Refusal to go to Time Out

- Most intrusive intervention you will use
- Clear policy on this for your program
 - Write your policy down

Two options:

Go to a time out room, principals office etc.

Use of a hold chair

For preschool children loss of privileges later or other delayed punishments are not developmentally appropriate.

Refusal to go to Time Out

- Hold Chair: “If you do not sit in the Time Out chair, you will have to sit in the Hold Chair”
- Escort to Hold Chair
- Use a basket hold and hold the child for two minutes, do not talk with the child.
- Release after 30 seconds quiet sitting.
- Alternative, send to another Time Out area away from attention

Time Out Interventions: Summary

- Time out from positive environment
 - Otherwise it will not work
- Three stages
 - Cool down
 - Time Out
 - Hold in Time Out

Collect data, use of strategy should reduce problem behavior.

If no improvement, re-assess your program