

TIPS AND STRATEGIES FOR PARENTS & CAREGIVERS : HOW DO I GET MY CHILD TO LISTEN?

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WHAT DOES NON-COMPLIANT BEHAVIOR LOOK LIKE?

- First, let's look at what types of behavior 3-step prompting can address. Non-compliant behavior is when a child fails to start or complete a task or follow an instruction. There are a few factors that cause non-compliance. Among them are a lack of motivation to comply or they may have not learned how to complete the task.
- Addressing noncompliant behavior at an early age is crucial. If problem behaviors are not attended to they can escalate into aggression or other problem behaviors.
- How NOT to deal with non-compliant behavior
- Just as important as what to do when faced with non-compliant behavior, is what not to do. Some of the ways in which parents and caregivers react to problem behavior may reinforce and encourage those behaviors. Often times, parents are unaware that their actions are having adverse effects that may encourage the problem behavior.

FEW TIPS ON WHAT NOT TO DO:

- **DO NOT negotiate your request** or give into the child's demands/resistance.
- **DO NOT make empty threats or promises.** You must follow through!
- **DO NOT stop placing the demand or instruction** to the child
- **DO NOT give your child attention** when they display non-compliant behavior. Remember that attention can be expressed, behaviorally in a positive or negative manner. Scolding or giving your child a reprimand is a form of negative attention and can reinforce problem behavior.
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THE DO'S OF COMPLIANCE

- We covered the “do nots,” now before we dig into the actual 3-step prompting procedure, here are a few things you should be doing:
- **Do think about the function of the behavior.**
- **DO give positive reinforcement.** Reward the child whenever she or he is compliant. Let the intensity and size of the reward match the action. So, if your child is making strides, make sure that you let her or him know it!
- **DO ensure that what you are asking of the child (your demands) are reasonable and clear.** If your child is not yet toilet trained, you shouldn't demand that they use the bathroom on their own. If your instruction is go to the potty and the child doesn't know what a potty is, your instructions are not clear. A better instruction would be “go sit on the toilet”.
- **DO be clear about consequences.** Ensure that the consequence fits the crime, is age appropriate, and that the child cannot negotiate her or his way out of it. Common consequences might be withholding of reinforcement.

PREPARE FOR 3-STEP PROMPTING

- **Have your reinforcer (aka reward) ready.** This should be something that your child likes or wants. For example, if your child likes to play games on the computer, computer playtime would be a great reinforcer. It's also always a good idea to participate in the reinforcing activity. Lastly, just as consequences should fit the crime, the reward should match with what your child is accomplishing.
- **Have your consequences ready** and make sure your kiddo is clear on what the consequences are and how she or he can avoid them. Always know what you are going to do next in responding to noncompliance.
- **Remind your child of the reward** by using If you do _____, then you will receive _____. In ABA we call this the Premak principal. An example would be, eat your peas and then you can have dessert.
- **Be aware of patterns.** Does your child exhibit non-compliant behavior when she or he is tired? Is there a time of day that problematic behavior is more frequent? Plan ahead to deal with these particularly difficult times. For example, you can use a schedule so your child knows what to expect.

IMPLEMENTING 3-STEP COMPLIANCE

- **Step 1: Clearly give the instruction.** For example, “eat your peas.” Give the child five seconds to comply. If she or he complies, enthusiastically present them with the reward! If they do not comply, or exhibit any non-compliant behavior, move on to step two.
- **Step 2: Clearly give the instruction and a gestural or modeled prompt.** Give the instruction again and this time, look over or point towards the activity or model the desired behavior. For example, “eat your peas.” (point to the peas.) If they comply, give subtle, or verbal, praise. If they do not, move on to step three.
- **Step 3: Clearly give the instruction and a full physical prompt.** Give the instruction then physically guide the child to complete the task. One popular physical prompt is a hand-over-hand prompt where you would place your hand over the child’s hand and guide them to eating their peas. You should not stop the guidance until the task is finished. At this point, do not reinforce, or reward the behavior but acknowledge that the behavior was completed. For example, “that’s eating your peas,” said in a neutral tone.

AT THE BEGINNING — ABC'S

ACRONYM	What it Stands For	Definition	Examples
A	Antecedent	Cue or trigger that occurs right before the behavior takes place	<input type="checkbox"/> Being told what to do <input type="checkbox"/> Not getting what you want <input type="checkbox"/> Not getting attention
B	Behavior	The target behavior that can be observed, counted, or timed.	<input type="checkbox"/> Hitting <input type="checkbox"/> Yelling <input type="checkbox"/> Talking Back <input type="checkbox"/> Whining
C	Consequence	What occurs right after the behavior. Can be positive or negative	<input type="checkbox"/> Time Out <input type="checkbox"/> Privilege Removal <input type="checkbox"/> Ignore <input type="checkbox"/> Reward <input type="checkbox"/> Hug/Praise

GENERALIZATION

*“Stickiness” targets skill generalization (Gladwell, 2001)

*Appealing

*Creative

*Repetitive

* Teach compliance in multiple environments and across people

MODELING

Video vignettes are produced which consist of recordings of a student's peers appropriately displaying a targeted behavior. Model the behavior you are requesting the child to do.

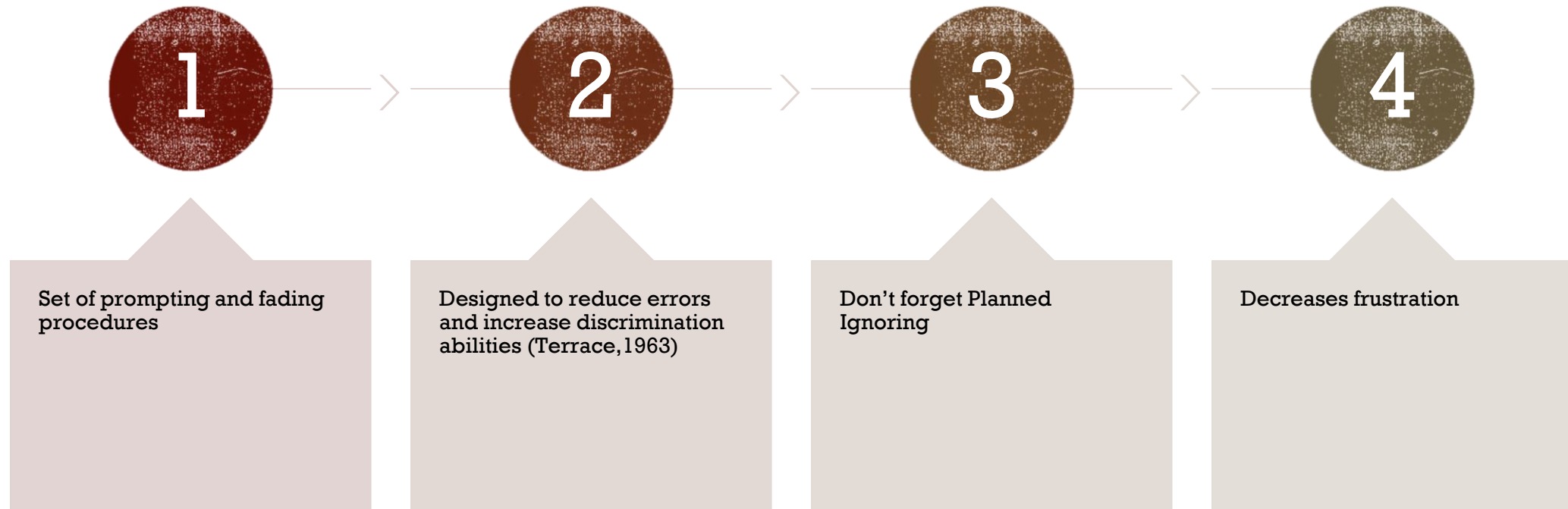


BEHAVIOR MOMENTUM

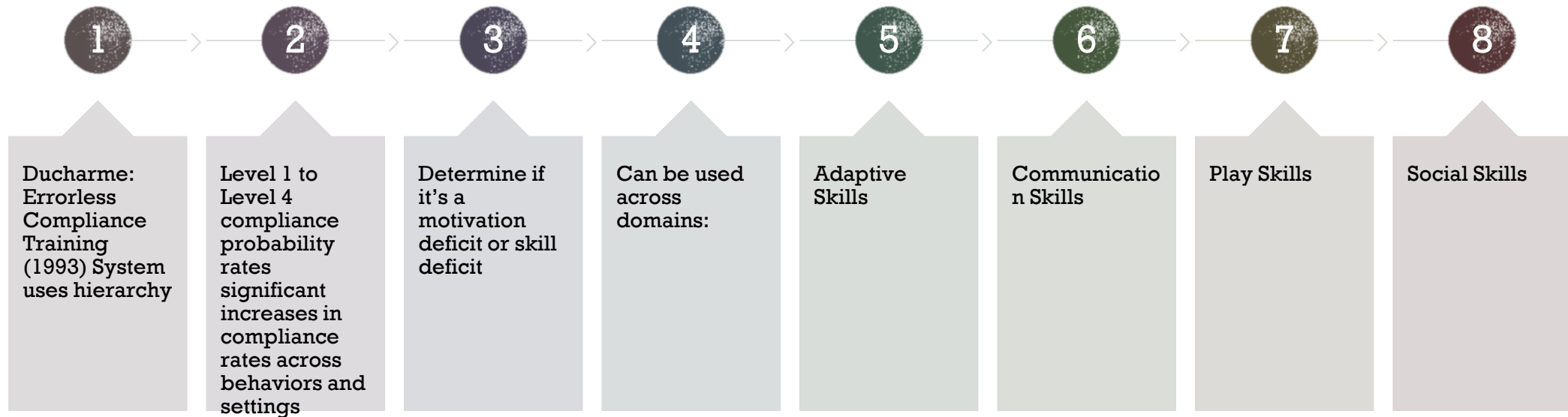
Antecedent based strategy: “High probability command sequence” (Mace et al, 1988)

- Targets noncompliant behaviors (Davis et al, 1992)
- Compliance rates increased with low probability requests (things kids don't want to do)
- Behaviors generalized to other adults
- Give easy, attainable commands first.
- The actual goal is to build up to the more difficult request

ERRORLESS LEARNING



ERRORLESS COMPLIANCE TRAINING





ED-AV S FOR EMENT

- **I - Immediate.** Provide reinforcement immediately after the desired behavior.
- **F - Frequent.** Provide reinforcement frequently and consistently.
- **E - Enthusiasm.** Show enthusiasm and excitement when delivering
reinforcement.
- **E - Eye contact.** Make eye contact with your child when delivering
reinforcement.
- **D - Describe.** Describe the specific behavior you are reinforcing.
- **A - Anticipation.** Build anticipation for the reward and get your child excited
to earn it.
- **V - Variety.** Vary the reinforcements to keep anticipation and motivation high.

PLANNED IGNORING

- **1. Break Eye Contact.** Turn your head, turn around or leave the room, if necessary.
- **2. Show no emotion.** Use stony silence.
- **3. Ignore by engaging in another activity or paying attention to some-**
- **thing or someone else.** Finding other activities or places in the house will be helpful when using extinction procedures. Find household chores that need to be completed, for example vacuuming, close yourself in the bathroom or do a preferred activity like reading or listening to music.
- **4. Do not give in.** Expect the behavior to worsen before it gets better. If you give in, your child might learn that when he acts bad enough and for long enough, you will relent.
- **5. Beware of bootleg reinforcement.**
- If the response you are ignoring is not decreasing, others might be maintaining it. There may be sympathetic family members or friends that might give in when the child is displaying inappropriate behaviors. Ask them to support your ignoring behavior, and let them know you appreciate their support.
- **6. Resist the urge to nag.** For most children, nagging will actually strengthen the undesirable behavior. This goes back to using stony silence.

QUICK TIPS

- **Keep it simple.** Try asking your child to do three simple requests first.
- **Arrange the environment** so that it is easier to comply with requests. This technique will encourage your child to do what is asked, because the “response effort” is much less than usual.
- **Break down tasks** so that they are easier to understand.
- **Phrase requests differently** to achieve better compliance. State the request as if you are already assuming your son will complete it, and if possible, provide a choice that he can only make if he completes the request (e.g., After you take your shower, did you want to wear your black or blue pants? When you brush your teeth, did you want to use the electric tooth brush or a regular tooth brush? When you put away your clothes, did you want to hang them all up in your closet or put them in the drawers?)

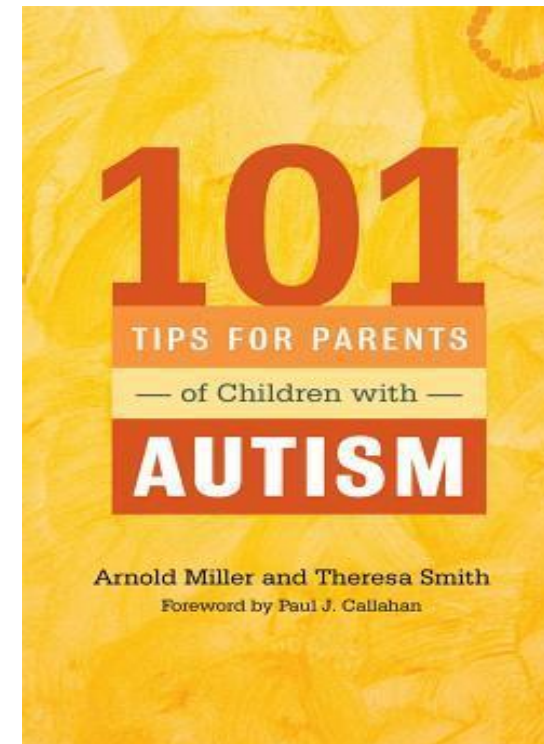
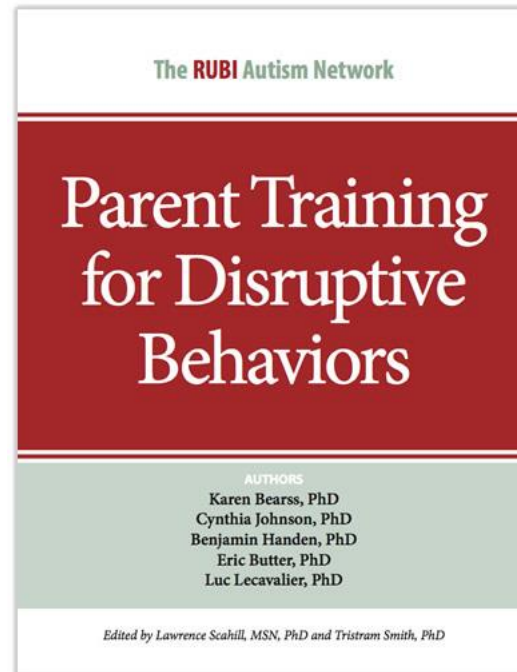
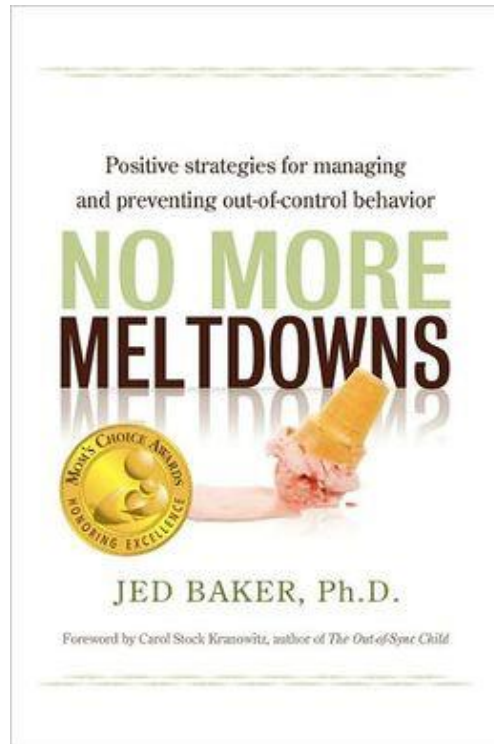
ADDITIONAL QUICK TIPS

- State the obvious. Instead of asking or telling your son to do certain things, try making an obvious statement that leads to the desired behavior. For example, if you want him to pick up his clothes, say something like, “It looks like you have some dirty clothes on the floor that could go in the hamper.” If you want him to wipe his or her face at dinner, instead of telling him to use his napkin, say something like, “You have some food on your face.”
- TELL, SHOW, DO
- Offer closed ended choices
- Use more “initiating: (or “start”) commands versus “terminating (or “stop”) commands
- Give more positive statements/comments than negative throughout the day.

COMPLIANCE TRAINING IN GENERAL

- Be close in proximity
- State positively and clearly
- One request at a time
- Be specific
- Developmentally appropriate
- Physically guide
- Praise compliance (genuine)

THANK-YOU.



BEST BANG FOR YOUR BUCK

