



Parenting during Uncertain Times: Back to the Basics!

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Agenda

- Managing Stress among Caregivers
- Supporting Children in Uncertain Times
 - Behavior basics
 - Routines
- Questions & Answers







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Behavior Basics

- Learning begins at birth
- Both genetics and environment play a role
- We learn new behaviors by imitating others
- Behaviors are strengthened or weakened by what happens immediately after the behavior occurs







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Children Learn by Imitating

- By watching their parents
 - Genetically programmed
- By watching other children
 - The good, the bad, and the ugly
- By watching television, videos, movies...
 - “Monkey see, Monkey do”






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Basics of Behaviorism

- Behavioral Theory: all behavior is learned and serves a purpose
 - Antecedents
 - Triggers in the environment that precede behavior
 - Consequences
 - Reactions or responses occurring immediately after the behavior
 - Function
 - Purpose, reason, or goal of the behavior





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The Function of Behavior

- Function = the purpose or the reason for the behavior
- Understanding WHY children engage in specific behaviors allows caregivers to change behavior
- Most common functions of child behavior:
 - Get something they want (obtain)
 - Get out of (Escape or delay something they don't want)






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Common Functions of Behavior


- Understanding the REASON for a behavior helps you to develop behavior change strategies



<ul style="list-style-type: none"> GET (Obtain) <ul style="list-style-type: none"> Attention Activities Assistance Objects Social interactions Sensory stimulation Control 	<ul style="list-style-type: none"> GET OUT OF (Avoid) <ul style="list-style-type: none"> Attention Activities Demands Social interactions Sensory stimulation Physical discomfort
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Consequences: Reinforcement


- A reinforcement is any consequence or reaction that makes a behavior more likely to be repeated in the future

- Giving a positive consequence
 - Earning privileges or rewards
 - Time with caregivers
 - Attention and praise
- Removing an aversive consequence
 - Stopping an uncomfortable sensory stimulation
 - Leaving a place that is undesirable





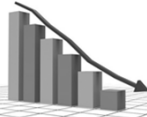
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Consequences: Punishment


- A punishment is any consequence or reaction that makes a behavior less likely to be repeated in the future

- Removal of a positive consequence
 - Loss of privileges
 - Planned ignoring
 - Time out
- Presenting an aversive consequence
 - Verbal reprimand, scolding
 - Spanking (not recommended)






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Accidentally Reinforcing Problem Behaviors?

- Hugging child during a tantrum
- Giving in to begging for toys or candy
- Laughing when child curses
- Letting child climb into your bed
- Letting child leave homework table when child screams
- Leaving store because child has tantrum




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Have You Ever Accidentally Reinforced Problem Behaviors?

- Continuing to argue with a child during an outburst
- Giving in to begging for electronics or candy
- Letting child climb into your bed to sleep with you
- Giving the child more tablet time when child screams
- Stopping homework because child is complaining




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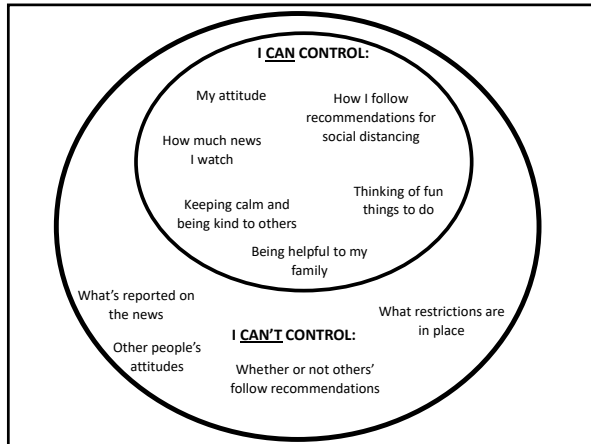
Modeling Calm

- Find Your Calm:
 - Time for yourself, a calm space, a break from others
 - Monitor your moods-take a break when emotions are running strong
- Be present with your child:
 - Listen
 - Repeat their concerns/wishes back to them
- Find supporters/helpers:
 - Identify family, friends, neighbors, teachers, coaches, clergy
 - Remind children you have support



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DOCS K-5 Parenting Tip

Use a Calm Voice

- Teach calm voice by using a calm voice
- Avoid reinforcing whining, crying, screaming, etc.
- You can be firm and calm
 - First say, "I don't understand you."
 - Then say, "Use your calm voice."

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Disrupted Routines: How do they Impact Child Behavior?

GRUMPY

SLEEPY


HYPER

ANXIOUS

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What are Routines?

- Structure of the day
- Activities with clear beginnings and endings
- Made up of specific behaviors or rituals
- Linked throughout the day
- Repeated throughout the week
- Hard to change



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Good Routines vs. Poor Routines

Good Routines:	Poor Routines:
<ul style="list-style-type: none"> • Support children • Regulate growth • Increase predictability • Reduce anxiety • Develop self-control • Improve compliance • Expand attention span • Build patience 	<ul style="list-style-type: none"> • Lead to problems • Disrupt growth • Reduce predictability • Increase anxiety • Decrease self-control • Increase behavior problems • Decrease attention span • Exaggerate emotions

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Developing Healthy Sleep Routines

- Display bedtime routine
- Plan for 9-11 hours of sleep
- Make bedrooms "sleep only" zone
 - Darker is better
 - No television, computer, or stimulating toys
- Reduce competing light & noises
- Keep temperature cooler
- Be consistent and clear
- Praise child

TIME FOR BED!

- Take a Bath
- Put on Pajamas
- Brush Teeth
- Mouth Rinse
- Comb Hair
- Fill Up Water
- Read a Book
- Go to Sleep!

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New Routines due to Covid-19

- Talk frankly with kids about new routines
 - Virtual community versus face to face
 - Social-distancing
 - Wearing masks
- Use developmentally appropriate language
 - Spare unnecessary details, limit media exposure



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Resources for Talking to Kids

- Social stories that explain the pandemic
 - <http://piploproductions.com/trinka-and-sam-virus/>
 - https://fdafdaa5-78a3-4b52-a60c-bbc1ed5e8667.filesusr.com/ugd/d4e6d3_94633e79af82468b8adc6edcc362ea41.pdf
- Handouts and tips on supporting kids
 - <https://healthcaretoolbox.org/tools-and-resources/covid-19-for-children-and-families.html>



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Want More Information?

- Join us for DOCS K-5 if your child is 5-12 yrs
- Joins us for HOT DOCS if your child is 0-5 yrs

DOCS K-5 starts 8/18 (6-8pm)
HOT DOCS starts 8/18 and 8/20 (6-8pm)
Find the **Virtual Class Schedule** at:
hotdocs.health.usf.edu



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