

FACTORS LINKED TO UNACCEPTABLE BEHAVIOUR

A number of researchers in the UK and USA identified factors which are or may be linked to unacceptable and sometime criminal behaviour

- Lack of rules and clear boundaries;
- Vague and confusing commands;
- Inadequate supervision, with parents often not knowing where there children are;
- Inconsistent discipline;
- Empty threats (or bamboozlement as the Newsons describe it);
- Conveying dislike for the child;
- Ignoring good behaviour but punishing bad;
- lack of enjoyable shared experiences;
- conflict between parents;
- parents who are, or have been criminals;
- lack of adequate support systems for parents.

Other features which Bavolet (1990) describes from his work with parents.

- Inappropriate parental expectations of the child;
- Inability of the parent to be empathetically aware of the child's needs;
- Strong parental belief in the value of punishment;
- Role reversal; with parents looking to the child for satisfaction of their own emotional needs.



**"IF YOU KEEP ON DOING WHAT YOU'VE
ALWAYS DONE YOU WILL KEEP ON GETTING
WHAT YOU'VE ALWAYS GOT"**

Planned Ignoring

This is a strategy for dealing with behaviours such as temper tantrums, whining, screaming, and swearing.

Ignoring

This is a major way to decrease a child's inappropriate behaviour. It is important to use ignoring every time a particular misbehaviour occurs, otherwise this strategy won't be successful. When Planned Ignoring is first used, the child's behaviour may deteriorate at the beginning because the child sees s/he is losing control of the situation and will therefore try even harder to regain lost ground. Given constant practice with this strategy the results will show in the end, as long as you persevere!

Important things to do when using 'Planned Ignoring':

1. As soon as the behaviour starts, move away or turn away from the child and make no physical contact
2. Make no eye contact and avoid showing any expression at all that is visible to the child.
3. While the child is misbehaving, avoid talking to her/him, let alone arguing. It helps if you can concentrate on doing something else. (When s/he deserves an explanation for whatever is upsetting her/him, then it is all right to point out that you will talk to her/him again as soon as s/he calms down, but not while s/he continues to misbehave).
4. If the child continues to misbehave, then give her/him a warning that Time-Out will follow if s/he doesn't stop (and make sure it does!)

Source: Parenting Skills

CONFLICT

"Children do not do this to be nasty, mean or foul tempered but simply because like the rest of us, they wish to have that freedom to do as they please. Therefore when they learn manipulating works then manipulation is what will occur."

Five most common strategies used by children to avoid you focussing on their misbehaviour:

1. ARGUING - to:
 - (a) delay/deflect
 - (b) create cooling off periods
 - (c) wearing Parents down
 - (d) Power (who has it?)

Solution = NEVER ARGUE WITH A CHILD

Argument defectors "Regardless" and "Nevertheless"

2. LYING to divert attention from other issues:

"You never believe me!"

TRUTHFULNESS – becomes the focus instead of stealing, untidy room, skiving off etc.

3. SWEARING – Classic strategy for getting you to rise to the bait – to deflect, divert and delay.

ADVICE – STAY FOCUSED ON ISSUE

4. LEAVING/WALKING OUT

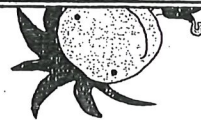
No Communication = No Relationship
= No Respect
= No Solution

KEEP TALKING (CALMLY!)

5. VIOLENCE is UNACCEPTABLE, ILLEGAL AND IT IS "LEARNED"

NEVER - Retaliate

ALWAYS - Give priority to protecting safety and security



LOSS OF PRIVILEGE

'Loss of Privilege'

'Loss of a Privilege' means the withdrawal of a specific privilege for a particular misbehaviour, or the use of fines and penalties which can be used as the price an older child has to pay for certain misbehaviours.



Important things to do when using 'Loss of Privilege':

1. Explain to your child, at a neutral time before the misbehaviour occurs, that s/he will lose a specific privilege when s/he misbehaves in a specified way.
2. Choose privileges, which are meaningful to the child, such as sweets or no TV, and tell the child how long loss of privilege will last.
3. (If possible) give the child a warning that the privilege will be lost if s/he does not stop misbehaving.
4. The withdrawal of a privilege should follow on the misbehaviour as soon as possible.
5. Always carry out what you say and do not make threats you will not or cannot carry out.
6. Only use fines and penalties for severe misbehaviour of older children. The fine always has to fit 'the crime' and should not be too long, since ongoing frustration can increase the chance of further misbehaviour.

Source: Parenting Skills

Time Out From Positive Reinforcement

'Time -Out'

Time-Out is used for more serious misbehaviours, which cannot be ignored. Time-Out means removing the child from whatever s/he is doing for a few minutes. Give the child a warning that Time-Out will follow if s/he continues to misbehave and always carry through with it if the child continues to misbehave.

Important things to do when using 'Time-Out': REMEMBER YOUR RULES

1. Explain the use of Time-Out to the child in advance at a moment when s/he is calm and you have his/her attention.
2. Tell the child in advance exactly what behaviour will result in Time-Out, where the Time-Out will be spent and how long it will last.
3. Give the child a reason why s/he is going to Time-Out.
4. Tell the child that s/he will have to stay in Time-Out as long as s/he continues to misbehave or until s/he has calmed down. Try to keep the time period as short as possible and allow the child to come out as soon as s/he has calmed down.
5. Tell your child to go to an appropriate safe place where there are no obvious distractions, settee, bottom of stairs, their bedroom if necessary.
6. Avoid talking or arguing with your child and use 'Planned Ignoring' while s/he is in Time-Out.
7. Praise the child for calming down at the end of the period and allow her/him to continue her/his activity.
8. Should your child refuse to go to Time-Out then warn her/him that the time they will spend in 'Time-Out' is increasing because of the refusal.

Source: Parenting Skills

