

Behaviour Management



ABC

Behaviour Analysis

Tips to ease parenting



While parents enjoy more time with children when schools break for holidays, they sometimes feel stressed as they have more chances to manage their children's behaviours. If children repeatedly disobey parents after frequent adult reminders, it is natural that parents may feel troubled. The following "ABC Behaviour Analysis" aims to analyze the antecedents and consequences of problem behaviours through detailed observations, recording and reviewing so as to find ways to prevent and place a halt to children's repeated problem behaviors while developing positive behaviors instead.

Behaviours can be intervened through two means: **through changing the Antecedents** and **through changing the Consequences**. The former refers to modifying situations to prevent problem behaviours from recurring while the latter refers to changing the consequences in order to decrease problem behaviours and at the same time encouraging positive behaviours to take their places.

Increase or reduce the same behaviours from occurring



When ? Where ?
Who were there ?

What happened before the problem behaviour ?

What have others said?
What have others done?

What has the child said/done ?

What was your response ?

What did others say?
What did others do?

What did the child get ?

What did the child avoid?

Having analyzed the "Antecedents", you may find that the child shows problem behaviours under certain circumstances. You may then consider preventive measures such as rearranging the child's work-rest daily routine.



Having examined the "Consequences", did you find that the child was able to gain access to things s/he preferred or escape from certain situations through problem behaviours? If so, consider changing your responses.

Children with AD/HD often struggle with self control, especially when they are playing electronic games. They often spend excessive time on such games that often result in frequent conflicts with parents. Below is an example of using "ABC Behaviour Analysis" to help parents manage children's time on electronic games:

Case scenario :

Sammi had been playing electronic games for half the day and had left tomorrow's homework undone. Noticing this, her mother became angry and demanded Sammi to stop playing the games and to start her homework immediately. Sammi insisted playing for another half-hour before doing homework. She yelled, started tantrums and slammed her bedroom door. Her mother, though unwilling, had to let Sammi continue with the games.



Antecedent

The mother demanded Sammi to stop playing electronic games and to start doing homework immediately.

Behaviour

Sammi yelled, started tantrums and slammed her bedroom door.

Consequence

Sammi continued playing electronic games.



Step One

Through Changing the Antecedents

1

Agree on Rules

Parents could set up family media rules on use of computers/ electronic devices and to work out the details with children as early as possible; and for all in the family to follow them and to often discuss with family members to review the rules in order to adjust to changing situations.

Points to note when setting rules

- ✓ The number should be moderate
- ✓ Reasonable and easy to follow
- ✓ Feasible
- ✓ Wordings in the positive sense

Parents can set up password and to install parental control software when supporting children to follow the rules .



Rules when using computers

- Computers/devices be placed in the living room
- Stop using computers 2 hours before bed
- Daily screen time not more than one hour a day (including T.V., computer and smartphone etc.)
- Use computer only after finishing homework and revisions of the day
- No computer games for 2 days if rules are not followed

Have the rules written and posted to be easily noticeable

Step One Through Changing the Antecedents

2 Prompting Effectively

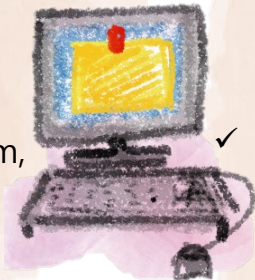
- ✓ Children with AD/HD are often weak in working memory and concept of time. Parents can place timers or countdown devices near computers for children to start/ stop by themselves in order to allow them chances to manage their own time.



- ✓ Parents can give children warm reminders 5 minutes beforehand, allowing them to better prepare themselves for the transition as well as to increase their chance of self discipline. (*Note the tone of voice and body language)

5 more
minutes
before
end time

- ✓ When children are absorbed in playing electronic games, they appear not able to listen clearly what their parents have to say. Parents could then go near them, gently address their names to get their eye contact .



- ✓ Post rules as visual prompts in places that could be noticed easily.

Electronic games only
after homework

3 Enriching Children's Life

Children with AD/HD, who are often weak in concept of time, frequently found hard to establish daily routines. Parents can work with children to agree on a daily schedule which include rest and work (see sample on p.5 and p.6 of this resource), and have the schedule posted in places that are easily noticeable, for instance, setting a regular time for homework, breaks and screen time. Parents can schedule their own screen time so as to set an example for children to model after, and to develop a healthier lifestyle.

- ✓ Leverage children's strengths and utilize their interests in computers in daily lives by ways such as having them draw up checklists of items for family members to purchase online.



- ✓ Expose children to interesting recreational activities and encourage them to develop interests in activities other than playing electronic games.

- ✓ Spend quality time with children to strengthen communication and improve bonding.



4 Communicating Effectively

- ✓ Parents could get to know what games their children are playing so as to give them guidance and encourage them to select healthy ones that cultivate creativity, enhance problem solving abilities and time management skills.



- ✓ Do children play electronic games alone or together with others? Parents need to note their children's social interactions when playing online games and to alert children to avoid those online games for multiplayer.

- ✓ We need to listen actively and be open when communicating with children about appropriate use of electronic devices.

Step Two Through Changing the Consequences



You've agreed to play electronic games for 20 minutes. You do what you say and start your homework. I really appreciate you're being self-disciplined!

1

Encourage Positive Behaviours

- ✓ Praise children frequently by specifically describing the observed behaviors and make a positive remark so that children understand what behaviours lead to praise.
- ✓ If children are not yet able to fully accomplish tasks, focus the praise on their willingness to make efforts and encourage them to keep up with the efforts.
- ✓ When giving praises, use body language such as smiling, light pat on shoulder.



2

Reduce Inappropriate Behaviours

Give logical consequences

- ✓ When children use computers inappropriately, we need to be firm in implementing the logical consequences to correct their behaviours. Avoid continuous scolding or criticizing as these would likely increase negative emotions and escalate parent-child conflict. When children do not comply with what have been agreed on, **give consequences that are appropriate to the situations**, like removing privileges, or reducing play time.
- ✓ Give children **early reminders / choices** before implementing consequences, such as "Just as what you've agreed on, if you choose to continue to play computer games, you are choosing no computer games in the coming 2 days."



Arrange time to calm down

- ✓ If children react emotionally, arrange time for them to **calm down**.



Tips for Parenting

- ❖ Building up good relationships with children makes parenting easier.
- ❖ Communicate with children in everyday life, **notice their interests and preferences**, show your **concern**.
- ❖ Arrange **quality time with children**, give them your attention, such as playing chess and games, **creating happy memories with children**, and accompanying them to grow up happily.



My Timetable

	Time	Activity	<input checked="" type="checkbox"/> if done
1.	—		<input type="checkbox"/>
2.	—		<input type="checkbox"/>
3.	—		<input type="checkbox"/>
4.	—		<input type="checkbox"/>
5.	—		<input type="checkbox"/>

My Timetable

	Time	Activity	<input checked="" type="checkbox"/> if done
6.	—		<input type="checkbox"/>
7.	—		<input type="checkbox"/>
8.	—		<input type="checkbox"/>
9.	—		<input type="checkbox"/>
10.	—		<input type="checkbox"/>