

# Behavioral Parent Training Pocket Guide

## Basics to Teach Caregivers

**A**ntecedents: "What happens before the behavior?" - Setting matters; Use specific prompts; Offer choices desirable to you

**B**ehavior: Identify specific behavior; Identify positive opposite "What behavior do you want to see instead?"; Reinforce practice

**C**onsequences: Positive reinforcement: Give specific labeled praise paired with affection (and token reward if desired)

## Myth Busters

- Repeating reminders (nagging) does not work.
- Praise does not spoil your child or make them reliant on praise.
- Lecturing does not change behavior.
- Consistent positive reinforcement shapes the behavior you want. It does not make a child reliant on positive reinforcement (Ex. Child learns to speak by first encouraging sound imitation).

## DO:

- Have a plan, keep desired behavior in mind
- Use planned ignoring for undesired behaviors
- Give effusive, specific praise & reward immediately after and as the behavior is developing (reinforce the practice)

## DON'T:

- Don't overly rely on punishment; Don't threaten or coerce
- Don't take away previously earned rewards
- Don't use a more intense form of punishment if less intense form does not work

## INTERVENTION

**STEP 1:** Identify observable oppositional **B**ehavior  
(Teach caregivers to be specific)

**STEP 2:** Identify relevant **A**ntecedent relevant to one behavior (Pay attention to prompts, environment, setting)

**STEP 3:** Identify current **C**onsequences  
"What happens right after the behavior?"

**STEP 4:** Hypothesize function of behavior  
(Ex. avoidance, attention)

**STEP 5:** Identify positive opposite  
"What do you want to see instead?"

**STEP 6:** Select **A** or **C** intervention based on function  
"How do we get the positive opposite?"

### Antecedent interventions:

- Setting matters; Use specific prompt; Start with low demand requests; Use choice
- Use specific labeled praise

### Consequence interventions:

- Shape behavior; Chain the behavior you want; Praise steps, Offer incentives along the way
- Simulation (Practice desired behavior; Ex. tantrum game)

## **Encourage and Model Specific Labeled Praise**

**"What is your child doing right?"**

Use enthusiasm, touch, affection - *"Over the Top!!"*

Clear praise with no Zingers or Caboozing