



## Week 4

---

1. Ignore \_\_\_\_\_ until the child has stopped or has changed behaviors.
2. Attend to the child when she or he is doing \_\_\_\_\_.
3. Keep praising and charting!
4. Praise your child at least three times a day for \_\_\_\_\_.

## SESSION 4 **Chart I**

### **Rules for Attending and Ignoring**

---

#### *Rules for Attending*

1. Define the behavior you want to increase: the *positive opposite*.
  - A good definition tells who, what, where, and when.
2. Decide on the type of attention to use.
  - Vary the attention and approval.
  - Specific praise is most effective when paired with attention and interest in the child and what he is doing.
3. Decide when to use it
  - While the behavior is happening or immediately after its completion.

#### *Rules for Ignoring*

1. Define the behavior to be ignored.
  - A good definition tells who, what, where, and when.
2. Decide what kind of planned ignoring to use when the defined behavior occurs.
  - Look away, move away.
  - No facial expression.
  - Do not talk with your child.
  - Ignore all requests.
  - Leave the room.
3. Decide when to use it. Set an acceptable limit of tolerance for the identified behavior.
  - Decide how much of the behavior you will tolerate; for example, ignore all whining after you explain once.

Use ignoring immediately after the limit has been reached.

Use it every time the behavior occurs.

4. Decide on what positive behavior (positive opposite) to attend to.
  - Planned ignoring will not work if attending is not used at the same time.

## SESSION 4 **Chart II**

### **Attending and Ignoring Exercise**

---

Your child has a major report due for school. A few nights before the due date, you encourage your daughter to start her book report, but she complains and states, "I don't want to do it now, I'll do it later!" You calmly remind her that she can earn bonus points on her point chart for working on it that night. She gets her books and mumbles under her breath, "This is stupid, I hate this class, and who cares about this topic?" She looks out the window for a few minutes and begins working again. After working on it for 20 minutes, she looks up and yells, "This is all your fault. I wanted your help last week, but you were too busy!" Two minutes later, she pulls the book back and begins reading. As she continues her report, she looks confused and calmly asks her mother for help.

Behaviors to attend: \_\_\_\_\_

---

---

---

Behaviors to ignore: \_\_\_\_\_

---

---

---

Always attend to the positive behavior immediately!

SESSION 4 **Chart III**  
**Worksheet for Attending and Ignoring**

---

General Problem: \_\_\_\_\_

---

*When my child does this (problem behavior):*

---

---

---

---

---

---

---

---

*I will do this:*

- Ignore him/her
- Not look at him/her
- Not talk to him/her
- Not smile at him/her
- Turn/walk away
- Talk to someone else
- Attend to another child

And I'll do it every time!

*When my child does this (positive opposite):*

---

---

---

---

---

---

---

---

*I will do this:*

- Pay attention to him/her
- Look at him/her
- Talk to him/her
- Smile at him/her
- Praise him/her
- Ask questions
- Hug, kiss, or high five

And I'll do it every time!

## SESSION 4 **Chart IV**

### **Common Problems to Ignore**

---

Whining  
Bad table manners  
Complaining  
Yelling  
Unable to play alone  
Pleading to be bought things in stores  
Crying  
Swearing  
Noisiness  
Quarreling with siblings  
Pouting  
Teasing  
Interrupting

## SESSION 4 Point Chart

Behavior/Task	Description	Pts																	
Earned																			
Previous Balance																			
Total																			
Spent																			
Current Balance																			

### Rewards:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Time Out

Behavior	Description																		

### Praise

Behavior	Description																		

### Attending

Behavior	Description																		