



Week 9

1. When using reprimands, remember to include:

What to stop ("Stop jumping on the couch")

Why to stop ("You are going to fall down and get hurt")

What to do instead ("Please sit on the couch")

2. List the four things to remember when praising.

A. _____

B. _____

C. _____

D. _____

SESSION 9 **Chart I**

Rules for Using Reprimands

Rule #1: Always Praise Positive Behavior

1. Reprimands alone will not teach new or appropriate behavior.
2. Reprimands usually can reduce problem behavior more rapidly when a more desirable behavior is taught and praised. For example, "John, stop hitting the cat. You will hurt her. Play gently with her like you did yesterday." Then, as soon as your child complies, say, "I am pleased with how nicely you can play with your cat. You are being so gentle."

Rule #2: Use Specific Reprimands

All reprimands must specify three things:

1. What to stop
2. Why to stop
3. What to do instead

For example, "Joe, stop throwing your toys. You could break them. I want you to play gently with your toys or put them away." All three factors are present in this reprimand.

Rule #3: Use a Firm and Calm Tone of Voice

"You want to convey to your child that you are displeased by what he is doing. You also want to emphasize in a louder tone the key words, such as *stop* throwing the ball indoors, because you could break something. Play with it outside."

Rule #4: Use Nonverbal Expressions of Disapproval

"Be sure to further indicate your disapproval with expressions or gestures such as a frown or a stare while delivering verbal reprimands. Be sure to *never* touch the child. *Don't grab or hit.*

Rule #5: Deliver Reprimands When You Are Close to Your Child

"Be sure to move close to your child when delivering a reprimand. Reprimands are far more effective and have more impact when they are delivered as physically close as possible. It is easier to make better eye contact."

Rule #6: Do Not Ignore the Behavior If You Have Decided to Use Reprimands

"Do not ignore behavior that you have previously reprimanded. Remember the importance of consistency. You are teaching the child the connection between undesirable behavior and a reprimand. For example, hitting your brother = reprimand."

(continued)

SESSION 9 **Chart I**

Rules for Using Reprimands

(continued)

Rule #7: Physically Terminate Behaviors That Are Dangerous

“You must at times physically terminate behavior that is dangerous to the child or involves danger or risk to others. It is important to remember that we physically intervene *only* for the protection of the child or others. For example, your child is playing in the street, seriously attempting to hurt another, or destroying property—these are places to intervene immediately with something to remove the danger.”

Rule #8: Back Up Reprimands When Needed

“When reprimands *do not* produce desired results, effectiveness can be helped by pairing them with procedures such as time out or loss of privileges but *never physical punishment!* For example, your child ignores your reprimand to stop teasing his brother. You must pair your reprimands with a loss of privilege. ‘You can either talk nicely to your brother or you will lose TV tonight for not listening.’”

Rule #9: Stay in Control

“To be effective, you need only be firm, not out of control. Firm means your voice is controlled and your expression is serious. Remember, by staying in control you are modeling good control for your child, especially when he sees that you are really angry and still calm. Also, in the event a reprimand does not suppress the behavior, remember that you have several other things you can do.”

SESSION 9 **Chart II**

Problem Behaviors Appropriate for Reprimands

Playing ball in the house
Running in the house
Jumping on the furniture
Rough housing
Playing too roughly with siblings or pets
Yelling or playing too loudly
Splashing water out of tub

SESSION 9 **Chart III**

How to Give a Reprimand

There are many components to an effective reprimand. This chart list the steps the parent should take for a reprimand to decrease the problem behavior.

The parent gives a reprimand: what to stop, why, and what to do instead.

If the child is compliant, praise positive opposite.

If not, give a choice of positive opposite or loss of privilege.

If he chooses the positive opposite, praise the positive opposite.

If not, take the privilege away.

SESSION 9 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																		

SESSION 9 **School Program**

Child's Name: _____ Date: _____ Day: _____

Teacher Instructions: Please rate the child's degree of compliance with the following behavior in the classes listed here. Place your initials in one of the three spaces that *best* describes the child's behavior, and send the sheets home to the parents daily. Thank you.

Behavior: _____

Definition: _____

Class: _____

Teacher's Initials:

() Most of the time

() Some of the time

() Very little of the time

.....

Child's Name: _____ Date: _____ Day: _____

Teacher Instructions: Please rate the child's degree of compliance with the following behavior in the classes listed here. Place your initials in one of the three spaces that *best* describes the child's behavior, and send the sheets home to the parents daily. Thank you.

Behavior: _____

Definition: _____

Class: _____

Teacher's Initials:

() Most of the time

() Some of the time

() Very little of the time