

# Parenting for Success Class #11

Putting It All Together



# Introduction

**“Greater than the sum of its parts.”**

Each of the skills and techniques we’ve discussed in this series of classes can be a valuable tool for parents seeking to better manage their children’s behaviors. But real change will come when parents begin to use these tools together.

In this class, we’ll look at how each of these tools can be used in conjunction with one another to establish a cohesive, and effective, parenting approach. After all, “the whole is greater than the sum of its parts.”



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## Consider this example:

Johnny has been struggling in school. The teacher reports that he talks out of turn, disrupts the other students, and that he doesn't turn in his homework. Using the skills from this series of classes, his parents develop a plan to help him improve his behavior.



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## Observing and Describing Behavior

- Johnny's parents use the skills of Observing and Describing Behavior (Class #2) to identify the problem areas. By using these skills, they are able to identify antecedent behaviors:
- Johnny is restless and wants to play games and talk to his parents in the morning when he is supposed to be getting ready for school.
- The problems described by Johnny's teachers tend to occur right before lunch.
- He complains that he doesn't understand his homework, and he sits quietly during homework time.



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## Preventive Teaching and SODAS

- Johnny's parents use Preventive Teaching (Class #7) to teach Johnny to ask for help with his homework and how to ask for attention appropriately.
- They also use Preventive Teaching along with SODAS (Class #10) to teach him how to problem solve tempting situations when he is in school. They practice the skills they've taught him every day.



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## Effective Praise and Setting Goals

- They use the skill of Effective Praise (Class #4) to focus on Johnny's positive behaviors and to reward him more often. They set aside time for him each morning to get one-on-one time with his parents after he has gotten ready for school.
- Johnny's parents also use a Contract (Class #6) to help him set goals for improvement in school, paying special attention to the class right before lunch. The contract outlines specific rewards that he can earn for using positive behaviors in school. He uses a school note to help his parents and teacher communicate more effectively about his behavior. They check off his homework immediately after homework time.



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## **Corrective Teaching, Intensive Teaching, and Family Meetings**

- They use Corrective Teaching (Class #8) to establish consequences for negative behaviors at school and for when he does not use the skills they have taught him.
- In rare cases when Johnny feels exceptionally frustrated, his behavior may become intensive. At these times, his parents use Intensive Teaching (Class #9) to help him calm down before returning to Corrective Teaching to deliver another consequence.
- Finally, they use Family Meetings (Class #5) to praise Johnny for his behavior and to offer positive consequences for improvement in front of the whole family.



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As you can see, Johnny's parents have successfully integrated all of the skills we have discussed in this series of classes. They have established a clear and consistent plan for working with Johnny to improve his school performance.

By practicing and remaining flexible, these skills can be adapted for use with any child or teenager.



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At this point, hopefully you have had an opportunity to try out some of the skills we've discussed in this class. While change is often slow, and it may take more time to see the improvement you're hoping for, perhaps you've already seen some differences in your own family.

So, let's take a look back at where we started...



# Consider these questions

- Do you find yourself arguing with your child?
- Do you often correct him or her?
- Do you make your child promise not to do something again?
- Do you fight with your child a lot?
- Do you sometimes respond with a large punishment for a relatively minor misbehavior?
- Do you ever threaten actions you know you won't carry out?
- Do you say things to your child that you later regret?
- Do you repeat instructions several times?
- Do you give in to your child's demands?
- Do you find that the more you punish, the more your child misbehaves?



# Consider these questions

Chances are, you probably answered "YES" to most of these questions at the beginning of this class. But if you've started to integrate the skills from this class into your parenting style, you may see some changes in your responses. This shows that you've decreased using punishment as much with your kids, in favor of using appropriate teaching instead.



# Conclusion

In any case, remember that change takes time. Be realistic about your expectations. Dramatic behavior changes don't happen overnight. But with consistent use of teaching skills over an extended period of time, you'll certainly see greater changes.



# Thank you!

We hope this class was useful to you.

For more free parenting resources, including additional classes in this series, please visit:

[www.youthvillage.org](http://www.youthvillage.org)

