This is the first workshop of a three-part series on managing difficult behaviors at home.

INTRODUCTION: ABCs of Behavior Management

a. **A**ntecedents: more commonly known as "triggers." These are the factors that make a behavior more or less likely to occur.
b. **B**ehaviors: the specific actions you are trying to encourage or discourage
c. **C**onsequences: the results that naturally or logically follow a behavior. These can be positive or negative and affect the likelihood of a behavior recurring.

This first workshop focuses on **BEHAVIORS**. We will explore Antecedents and Consequences in the following two weeks.

1. Identifying Target Behaviors
    a. Target behaviors are actions that your child should and should not be doing.
    b. These behaviors should have 3 general characteristics:
        i. Specific: everyone should be clear on what is expected
        ii. Observable: everyone can agree on whether or not the behavior happened
        iii. Measurable: everyone can monitor progress
    c. Examples of non-specific behaviors:
        i. "Acting up"
        ii. "Being good"
    d. Examples of well-defined behaviors:
   i. "Running around the room"
        ii. "Putting toys away"

2. Creating House Rules
    a. A great way to help your children visualize and remember desirable and undesirable behaviors is to create a list of House Rules.
    b. When creating house rules, be sure to involve your children! Kids are very perceptive. Additionally, involving them in the process helps them to take ownership of the expectations and will increase the chances that they follow the rules!

3. In the workshop, the ROR GNY virtual family modeled the process of creating house rules. Here are the ones we came up with:
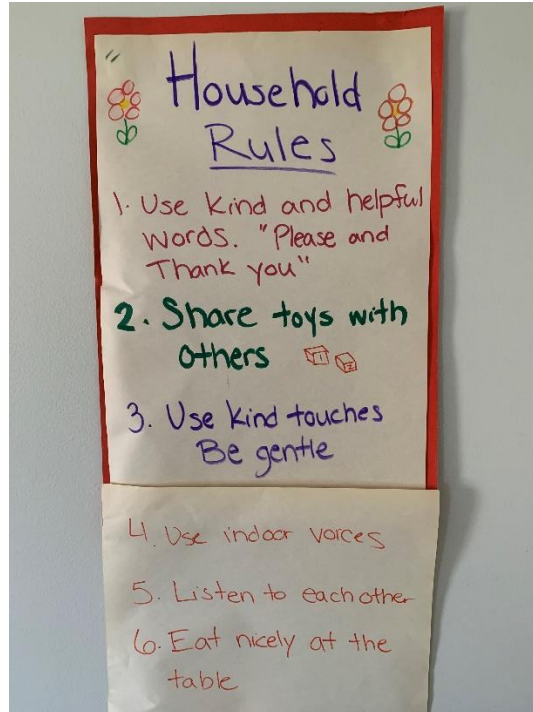
You can enhance your house rules by providing specific examples of a rule or drawing pictures to go along with a rule (see rule #1 and #2).

Notice: None of our rules include the word "no." It is tempting to create rules that use the negative, like "No hitting" or "No kicking," but it is more effective if we reframe the rule into the behaviors we *want* to see. We rephrased "no hitting" and "no kicking" to "use kind touches" and "be gentle."

Every family's rules will look different! These are just examples to help you get started.

4. Challenges during COVID-19
    a. With families spending an increasing amount of time at home due to the COVID-19 health crisis, it is even more important to clarify why a certain undesirable behavior might be occurring. Here are some things to consider…
    b. **Why is this behavior happening?** Acknowledge their feelings and the right they have to feel a certain way, especially during this time.
    c. **Are they seeking attention?** Try to find ways to give your child positive attention for the things they do every day. "You did a great job sharing your toys today. You should be proud of yourself."
    d. **Are they stressed?** Try some coping strategies, like creating a self-care toolkit with items that calm your child down. You can find more resources for supporting your child's mental health here and here!
    e. **Are they scared?** Talk about those feelings. Read a book together that helps discuss their valid fears. We have created a whole list of great books on just this topic.

Join us next week for a discussion of **ANTECEDENTS**! If you have any questions about any content we covered in this workshop, email Kristen Rocha Aldrich at krochaaldrich@reachoutandreadnyc.org and we will be sure to answer them during our next workshop!