



Skills to Manage Behaviors



Skill	Reason	Example
Rules	<ul style="list-style-type: none"> Establishes expectations of behavior desired. Establishes rewards or consequences if rule is followed or not followed. 	<ul style="list-style-type: none"> “There are two rules to going to the store; one is to stay by my side and the other is to keep your hands to yourself. If you break the rule then we will leave the store, or, if you follow the rules you will earn a treat.”
Redirect	<ul style="list-style-type: none"> Gets child to focus on another toy, behavior, or activity without use of strict discipline. Provides opportunity to praise good behavior and create positive interaction. 	<ul style="list-style-type: none"> If the child wants another sibling’s toy, the parent can redirect the child by showing them a different yet equally fun toy. “Wow, I have a space station. It is really fun to get the rockets ready for blastoff.”
Transitions	<ul style="list-style-type: none"> Provides the child an opportunity to prepare for a change. Allows the child to complete their current activity before switching to another. 	<ul style="list-style-type: none"> “In one more minute it will be my turn to play with the Legos.” “At the end of this TV program, it will be time for bed.”
Neutral Tone and Facial Expressions	<ul style="list-style-type: none"> Allows parent to remain calm during conflict. Helps child remain calm when parent is calm. Teaches child that yelling does not get what they want. 	<ul style="list-style-type: none"> Keep face neutral - avoid smiling or frowning when your child does an inappropriate behavior. Keep voice tone calm. Yelling may increase the wrong behavior.
Modeling	<ul style="list-style-type: none"> Allows child to know what behavior you want. 	<ul style="list-style-type: none"> “I am putting my toys away gently.” “I am going to slow down and think about what to do next.”
Choices	<ul style="list-style-type: none"> Allows child to feel like they have some control. Allows child to feel important Teaches child to make appropriate choices. 	<ul style="list-style-type: none"> “You have two choices, you can play with the legos or Mr. Potato-Head.” “You have a choice. You can play with the toys on the table or can sit back and relax.”

When-then or If-then Statements	<ul style="list-style-type: none"> Provides prompt to child on what the expected behavior is and what will happen upon compliance. 	<ul style="list-style-type: none"> “When you put the toy in the box, then I can give you a sticker.” “When you use your polite voice, then I can speak with you.”
Calming	<ul style="list-style-type: none"> Gives parents the opportunity to model skills and calm themselves. Gives child some skills in learning how to calm. 	<ul style="list-style-type: none"> “I feel really upset. I am going to calm down. I am going to take a deep breath and count to 10.” “I feel nervous. I am going to tighten my shoulders and then relax them.”
Recovery	<ul style="list-style-type: none"> Allows both parent and child to return to a healthy positive state after a demand or expectation has been applied. Uses the Pride skills to return to normal. 	<ul style="list-style-type: none"> After the child has completed a difficult command or has had a time out/consequence for behavior, return to using the PRIDE skills. “I have a really good time playing blocks with you when you listen.” – labeled praise “We are building a really tall tower together!” – description w/ enthusiasm!
Hand-Over-Hand	<ul style="list-style-type: none"> Guides very young children into desired behavior. Assists child in clarifying the expectation or demand. 	<ul style="list-style-type: none"> Parent may put their hand on the child’s hand and then put toy in box. Child gets labeled praise for completing task. “When you sit in your seat (parent points and pats Nancy’s chair), then we can start special playtime.”
Re-Doing	<ul style="list-style-type: none"> Allows child to complete a task the correct and safe way or with a good attitude. 	<ul style="list-style-type: none"> Child puts away toy roughly. Parent takes the toy out of box and places in front of child. Parent may model putting another toy away gently. Child complies and receives labeled praise. Child runs into playroom and takes out all the toys. Parent intercedes and puts the toys away. Parent uses when/then statement- “When you walk into the playroom, then our special playtime will begin.”