BRIEF BEHAVIORAL PARENTING GROUP:
PARENT WORKBOOK

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BRIEF BEHAVIORAL PARENTING GROUP: SESSION OUTLINE

-Our group runs for 6 weeks. We start with Positive Parenting strategies (increasing positive behavior) and then Effective Consequences (decreasing misbehavior) strategies.

-Worksheets help support practicing these strategies at home each week.

POSITIVE PARENTING

SESSION 1: USING PRAISE

New caregivers may join

SESSION 2: CHILD-LED PLAY

SESSION 3: REWARD PLANS

Caregivers may leave if 6th week

CONSEQUENCES

SESSION 4: ACTIVE IGNORE

New caregivers may join

SESSION 5: EFFECTIVE COMMANDS

SESSION 6: EFFECTIVE CONSEQUENCES

Caregivers may leave if 6th week

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Positive Parenting **Strategy:**

Session: 1 **Praise & Positive Attention**

Specific Strategies

- Building Time-In and the 5:1 Rule
- Catching your Child Being Good
- Using Praise and Positive Attention

Definitions and Purpose

- Time-In: Positive interactions occurring between caregivers and their child while children are behaving appropriately. Time-In, when paired with certain consequences, can create a influential contrast between what you define as good behavior and misbehavior. Children can learn to show more good behaviors when given more attention for them. Time-in helps children learn to make more good choices.

- 5:1 Rule: Aim for 5 positive interactions to 1 negative interaction. This ratio helps caregivers remember this contrast is important for children to learn appropriate behavior. Children may act out to get negative attention or feel in control by "pushing caregiver's buttons". This may lead to being stuck in cycles with more negative than positive interactions. Finding consistent time and small ways to increase positive interactions can help break this cycle.

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Positive Parenting **Strategy:**

Session: 1 **Praise & Positive Attention**

Definitions and Purpose

- Catch your Child Being Good: Be intentional about noticing your child behaving well. Find the positive, opposite of misbehavior and increase attention towards these positive, opposite behaviors. Often, children are given less attention when calm, quiet, or sharing well because it is a break for caregivers. Giving positive attention during these moments can help them occur more often, and, in the long run, create better behavior for children and less stress for caregivers.

- Praise and Positive Attention: Verbal praise is a powerful way to help many children learn appropriate behaviors. 3 key ingredients to effective praise include: being immediate, using positive statements, and being specific. Physical ways of providing positive attention may also help with being immediate. Examples could include: hugs, pats on the head, soft back rubs, high fives, and smiles.

REMINDER: THESE STRATEGIES TAKE TIME AND HELP KIDS LEARN WHAT IS GOOD OR RIGHT TO DO

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Positive Parenting **Strategy:**

Session: 1 **Praise & Positive Attention**

Practice

Is this Praise Effective?

Immediate
YES ◯
NO ◯
"Earlier this morning you were nice."

Positive
YES ◯
NO ◯

Specific
YES ◯
NO ◯

Immediate
YES ◯
NO ◯
"Great job playing gently with your sister"

Positive
YES ◯
NO ◯

Specific
YES ◯
NO ◯

Immediate
YES ◯
NO ◯
"Thank you for not screaming this morning"

Positive
YES ◯
NO ◯

Specific
YES ◯
NO ◯

Immediate
YES ◯
NO ◯
"Great job"

Positive
YES ◯
NO ◯

Specific
YES ◯
NO ◯

Misbehavior	Positive Opposite
Yelling	Talking Quietly
Breaking Toys	Playing Gently
Stealing	
Interrupting	
Hitting	
Talking Too Much	
Arguing	
Refusing to Listen	

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Module: Positive Parenting **Strategy:**

Session: 1 **Praise & Positive Attention**

Practice with your child

Immediate

YES ◯
◯ NO

"I like how you are concentrating right now"

Immediate

YES ◯
◯ NO

"Thank you for staying by me"

Positive

YES ◯
◯ NO

Specific

YES ◯
◯ NO

Positive

YES ◯
◯ NO

Specific

YES ◯
◯ NO

Write-In 3 Praise Statements for Increasing 3 Behaviors

_____

_____

_____

Misbehavior	Positive Opposite
Cussing	
Taking Other's Toys	
Complaining	
Jumping on furniture	
Talking Back	
Saying Mean Words	
Running Away	
Hiding	

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Positive Parenting
Session: 2

Strategy:
Child-Led Play

Specific Strategies

- Spending One on One Time Together Each Day
- Letting Your Child Lead the Play
- To-Do Strategies and Avoid Strategies

Definitions and Purpose

1) Child-Directed Play: Child-directed play is a daily play activity that can help with parent-child bonding and improve your relationship. During this time, there are 3 main rules: (1) spend 1 on 1 time with your child each day, (2) let your child lead the play, and (3) keep the time a small amount, such as 5-15 minutes, so it is easier to be consistent.

2) Child-Directed Words and Actions: To-Do Strategies include: praising, repeating, imitating, and describing. Avoid Strategies include: giving commands, asking questions, or criticizing/correcting your child. Use constructive and unstructured toys (e.g., blocks, coloring, Legos) during this time to allow your child to lead more and avoid setting limits.

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Module: Positive Parenting

Session: 2

Strategy:

Child-Led Play

TO-DO Strategies

1) Praise: Use specific, immediate, and positive words to encourage your child's good behavior. Praise effort (e.g., focusing) instead of outcomes.
-Examples: "I like how you're sitting still" "Thank you for speaking politely"

2) Repeat: Repeat what your child says when it is appropriate. This helps build language and encourages your child to use words to tell you their thoughts and feelings.
-Example: Your child says: "I am drawing a dragon"
You say "You are drawing a dragon."

3) Imitate: Do what your child is doing when it is appropriate.
-Example: Your child is building a tower ------ You also use blocks to build a tower.

4) Describe: Say what your child is doing right now with their hands or body. Tip: Think about your child being the star of a cooking show or a sports game and you are the commentator.
-Examples: "You put the green block on top" "You are drawing with the red crayon"

Write-In Your Words or Actions for Each TO-DO Strategy

Praise: _____

Repeat _____

Imitate: _____

Describe: _____

REMINDER: CONSISTENCY IS IMPORTANT FOR BUILDING POSITIVE INTERACTIONS TOO

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Module: Positive Parenting

Session: 2

Strategy:

Child-Led Play

AVOID Strategies

1) Commands: Give less directions during play. These can be direct (e.g., "sit next to me") or indirect (e.g., "how about we try to draw a castle").

2) Questions: Ask fewer questions during play. Questions are often hidden commands (e.g., "why don't you build our house"). Questions can interrupt your child's focus and can cause them to feel frustrated.

3) Criticisms or Corrections: Provide fewer comments of what they are doing wrong. Stay away from saying "No", "Don't", "Stop", "Quit", and "I don't like" during this time. End play if you're child becomes aggressive or destructive to set a limit on that behavior. Ignore irritating or rude behavior during play.

Write-In Words You Would Work on Reducing During Child-Directed Play

Commands: _____

Commands _____

Questions _____

Questions _____

Criticism _____

Criticism: _____

REDUCING THESE WORDS HELPS LIMIT OUTBURSTS AND SUPPORTS CONSISTENCY WITH SETTING LIMITS

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Module: Positive Parenting

Session: 2

Strategy:

Child-Led Play

Practice at Home - Match these Strategies

"Let's play with the blocks"	**PRAISE**
"You are picking up the blue block"	**REPEAT**
"I don't like when you hit the blocks"	**DESCRIBE**
"Thank you for playing gently"	**IMITATE**
"You said you are building a tower"	**COMMAND**
"I am building a tower just like you"	**QUESTION**
"What are you making?"	**CRITICISM**

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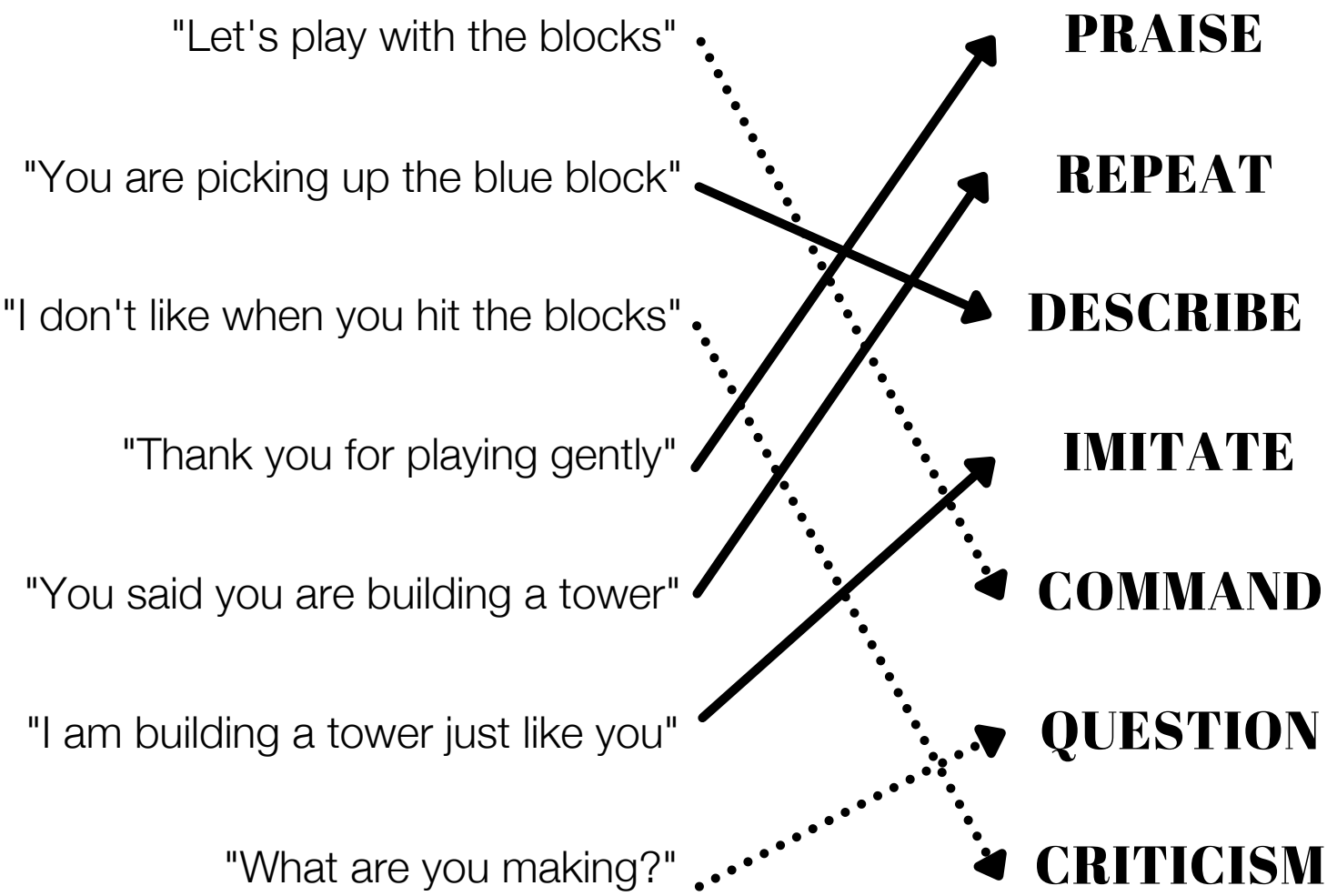
Module: Positive Parenting

Session: 2

Strategy:

Child-Led Play

Practice at Home - Match these Strategies



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Session: 2

Strategy:

Child-Led Play

Practice with your Child

QUESTIONS	YOUR ANSWERS
WHERE WILL WE PLAY AT HOME	
WHEN WILL WE PLAY AT HOME	
WHAT TOYS WILL WE USE	

Reminder: Use toys that don't frequently need you to set limits.

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Positive Parenting
Session: 3

Strategy:
Reward Plan

Specific Strategies

- Creating Specific Expectations
- Visual Schedule
- Building Reward Plan

Definitions and Purpose

- Visual Schedule: Creating visual reminders to help children know the specific expectations for their behavior, particularly during routines (e.g., morning). Visual schedules are the most effective when behaviors are specific (e.g., "put on clothes" instead of "get ready") and are linked to pictures. Let your child lead by picking out the pictures and/or creating the pictures together. Provide positive praise and help your child check-off items when done.

- Reward Plan: A reward plan encourages specific behaviors on a daily basis. Tokens that children can touch (e.g., monopoly money) are provided immediately after a good behavior and then stored. Children learn to use their tokens immediately or save their earnings. Plans work best when made simple. See next page for tips.

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Module: Positive Parenting **Strategy:**

Session: 3 **Reward Plan**

Example Visual Schedule

☐		**Brush Teeth**
☐		**Use Bathroom**
☐		**Eat Breakfast**
☐		**Get Dressed**
☐		**Grab Backpack**

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Module: Positive Parenting

Session: 3

Strategy:

Reward Plan

Your Visual Schedule

☐		
☐		
☐		
☐		
☐		

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Session: 3

Strategy:

Reward Plan

10 Tips for a Reward Plan

1. Talk about earning rewards for good behavior with your child.
2. Find a token (e.g., raffle tickets) & decorate a durable container together (avoid glass).
3. Make small, medium, & large rewards (e.g., special activities, extra privileges, fun toys).
4. Create a list of 3 to 5 desired behaviors - include 1 that your child does regularly.
5. Keep desired behaviors as "To-Dos." Avoid using "Don'ts" in the reward plan.
6. Identify what each behavior is worth in tokens and each reward's cost in tokens.
7. Make expected behaviors list and reward list visible at home.
8. Begin giving tokens when good behavior happens immediately and consistently.
9. Do not take away tokens when you start. Give opportunities for bonus tokens.
10. Check-in with your child often to see if rewards need to be change to stay motivated.

REMINDER: FOCUS ON PROMOTING 3 TO 5 BEHAVIORS AT A TIME AND FOLLOW-THROUGH WITH REWARDS

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Module: Positive Parenting

Session: 3

Strategy:

Reward Plan

Example "To-Do" Menu

	M	T	W	TH	F
CLEAN UP TOYS	☐	☐	☐	☐	☐
PUT AWAY DISHES	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
LISTEN DURING MORNING TIME	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

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Session: 3

Strategy:

Reward Plan

Example Reward Menu

SMALL REWARDS 5 TOKENS	MEDIUM REWARDS 15 TOKENS	LARGE REWARDS 40 TOKENS
Favorite music in the car	Choose favorite game to play	Choose favorite meal for family
Small freeze-pop treat	Trip to favorite park	Eat at favorite restaurant
Extra 5 minutes of 1:1 time	Extra episode of favorite TV show	Extra 30 minutes before bedtime
Dollar store surprise gift	$5 dollar gift at favorite store	Lego Set

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WORKSHEET

Module: Positive Parenting

Session: 3

Strategy:

Reward Plan

Your "To-Do" Menu

	M	T	W	TH	F
	☐	☐	☐	☐	☐
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

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Strategy:

Reward Plan

Your Reward and Token Menu

SMALL REWARDS ? TOKENS	MEDIUM REWARDS ? TOKENS	LARGE REWARDS ? TOKENS

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Session: 3

Strategy:

Reward Plan

PROBLEM

WAIT I HATE BRIBING MY CHILD

THIS CREATES MORE ARGUMENTS ABOUT REWARDS

THIS IS TOO HARD TO KEEP UP WITH

TIPS

Adults and children learn to do nonpreferred things when we earn something. Science shows that internal motivation comes from building habits based on external incentives. You are building habits that prepare your child for the real-world. Also, bribes persuade someone to do something illegal or immoral. You are promoting good actions, not bad ones.

Remember to practice active ignoring for protests and be consistent with giving tokens immediately after the behavior. Give small reminders about the rewards your child can earn.

Remember: only use tokens for 3 to 5 behaviors at a time and up to 12 rewards at the most. Write these expectations and rewards down to remember them.

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Module: Positive Parenting

Session: 3

Strategy:

Reward Plan

PROBLEM	TIPS
MY CHILD ONLY WANTS BIG THINGS	This is very common for kids. Start by listening to their big item and respond with praise "Thank you for telling me something you would like -- that is a very BIG one." Then, give a cue to come up with small ones. "I want to find some small ones." If your child does not answer, come up with one yourself and ask if that is a small, medium, or large reward.
MY CHILD IS NOT INTERESTED	Focus on listening to what they want when you discuss the rewards. Offer your ideas that may connect to any ideas your child has stated. Most children gradually name possible rewards when they share control over the plan with parents.
THIS WORKS FOR LIKE A WEEK OR TWO	Remember: only keep 3 to 5 behaviors at a time. You can shift your expectations once these behavior are habits. Set up a time each week to check-in with your child and see if they are bored by their rewards. Brainstorm other rewards together if that happens.

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Consequences

Session: 4

Strategy:

Active Ignoring

Specific Strategies

- Ignoring Attention-Seeking Behavior
- Noticing Good Behavior During Outbursts (This is the Active Part!)
- Troubleshooting if Behavior Worsens

Definitions and Purpose

Active Ignoring includes removing access to a preferred thing (your attention) following a misbehavior (e.g., talking back) and providing access to a preferred thing (your attention) following a desired behavior (e.g., listening). Children want our attention whether it is positive attention or negative attention. Your attention has the biggest influence on what behavior your child continues to do. Children often get stuck engaging in more misbehavior because it allows them to access more attention (even if that attention is negative). Active ignoring is used to remove attention from misbehavior you wish to see less and provide a sharp contrast for encouraging the positive behavior you want to see more. Consistently responding to specific misbehavior with active ignoring helps in the long run.

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Consequences **Strategy:**

Session: 4 **Active Ignoring**

Definitions and Purpose

1) Successful Ignoring Attention-Seeking Behavior: It can feel natural to let your child know verbally (e.g., yelling, scolding) or non-verbally (e.g., sighing, rolling eyes, disengaging) that you do not like their misbehavior. For many kids, this response still is rewarding because they get your attention or feel more in control of the interaction. The first step of active ignoring is deciding which behaviors to ignore. It is most effective to ignore behaviors that are obnoxious, annoying, or rude (e.g., having a bad attitude, talking back, yelling). Then, ignoring can look like keeping a neutral facial expression, removing eye-contact, or turning your body away from your child. Remaining in the same location as your child continues to allow them to learn that you are ignoring because you do not want this behavior to continue.

2) Immediately Praise Good Behavior - The Active Part! Often, completely ignoring your child can lead to more frustration and misbehavior. It is important to immediately notice the first positive, opposite behavior that your child does after you start ignoring. Examples may include taking a breath, keeping hands at their side, or starting to clean-up (even while yelling). Praising these behaviors (even if other misbehavior is happening) can help your child know exactly what you want them to do to get your attention.

3) Troubleshooting Worse Behavior: A challenging part of active ignoring is that behavior typically gets worse right away. This is called an extinction burst and shows that your child is learning as they will gradually choose different actions if the misbehavior continues to be ignored. If the misbehavior becomes aggressive or destructive, it is important to set a consistent consequence. This strategy is for the long-term and can work as long as you remain consistent.

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Consequences

Session: 4

Strategy:

Active Ignoring

Practice

ATTENTION-SEEKING BEHAVIOR	POSITIVE OPPOSITE BEHAVIORS	PRAISE ONLY ONCE YOU SEE GOOD BEHAVIOR
Throwing a temper tantrum for not getting a cookie before dinner.	Taking a breath, Speaking quietly, Asking politely.	Thank you for talking quietly and nicely.
Screaming insults at you. "I hate you and you do not love me."	Calming down, using kind words, keeping body to self.	Thank you for using more kind words.
Stomping feet because you said to put dishes away.	Walking softly, Listening to direction, Staying quiet.	I love how you put those dishes away the first time I told you.

REMINDER: IT MAY GET WORSE BEFORE IT GETS BETTER; YOU ARE SETTING LIMITS WHEN YOU ACTIVELY IGNORE

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Module: Consequences **Strategy:**

Session: 4 **Active Ignoring**

Practice with your Child

MISBEHAVIORS I CAN IGNORE	POSITIVE BEHAVIORS I CAN FIND	WORDS I CAN USE ONCE I SEE GOOD BEHAVIOR

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Module: Consequences **Strategy:**

Session: 4 **Active Ignoring**

Practice with your Child

MISBEHAVIORS I CAN IGNORE	POSITIVE BEHAVIORS I CAN FIND	WORDS I CAN USE ONCE I SEE GOOD BEHAVIOR

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Consequences

Session: 5

Strategy:

Effective Commands

Specific Strategies

- Purpose of Effective Commands
- 8 Tips for Using Effective Commands

Definitions and Purpose

Providing effective commands can help improve your child's listening. Our tips are focused on helping parents practice using specific language to deliver clear expectations. Effective commands help children better understand expectations which increases listening. Often, when children listen more, parents feel more confident about parenting. Since giving commands often trigger misbehavior, such as yelling, it is important to ask yourself if you need your child's behavior to change before each direction. Last, when parents use the same language over and over, children learn when they need to change their own behavior.

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Consequences **Strategy:**

Session: 5 **Effective Commands**

8 Ingredients for an Effective Command

1. Pick your battles. Only give commands when you can be consistent.
2. Get your child's attention. Turn off distractions or be next to your child.
3. Give directions your child can complete in 5 to 10 seconds.
4. Make commands direct and simple.
5. Give one command at a time. Children can forget or get overwhelmed easily.
6. State commands as "To-Do". Saying what not to do can lead to more misbehavior.
7. Give explanations before direction or after you see your child start to listen.
8. Give forced choices. For example, please sit next to me or your sister at the table.

REMINDER: USING THESE STEPS HELP DECREASE THE AMOUNT OF TIMES THAT KIDS DON'T LISTEN

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Consequences **Strategy:**

Session: 5 **Effective Commands**

Practice at Home

Circle the number for each command's missing ingredient(s)

"Behave"	1	2	3	4	5	6
"Stop throwing those toys"	1	2	3	4	5	6
"Why don't you sit next to me?"	1	2	3	4	5	6
"Go inside and pick up your clothes"	1	2	3	4	5	6
"Stop it"	1	2	3	4	5	6
"Let's clean up your toys"	1	2	3	4	5	6
"Get in the car (continues playing tablet).....it is time for school"	1	2	3	4	5	6

1. **SPECIFIC**
2. **DONE IN 5-10 SECONDS**
3. **DIRECT**
4. **ONE AT A TIME**
5. **"TO-DO"**
6. **EXPLANATION TIMING**

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Module: Consequences **Strategy:**

Session: 5 **Effective Commands**

Practice at Home

Circle the number for each command's missing ingredient(s)

"Behave"	(1)	(2)	3	(4)	5	6
"Stop throwing those toys"	1	2	3	4	(5)	6
"Why don't you sit next to me?"	1	2	(3)	4	5	6
"Go inside and pick up your clothes"	1	(2)	3	(4)	5	6
"Stop it"	(1)	2	3	4	(5)	6
"Let's clean up your toys"	1	(2)	3	4	5	6
"Get in the car...(continues playing tablet)...it is time for school"	1	2	3	4	5	(6)

1. **SPECIFIC**
2. **DONE IN 5-10 SECONDS**
3. **DIRECT**
4. **ONE AT A TIME**
5. **"TO-DO"**
6. **EXPLANATION TIMING**

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Module: Consequences **Strategy:**

Session: 5 **Effective Commands**

Practice at Home with Your Child

Make these commands effective

"Behave" "Sit on your bottom on the couch"

"Stop throwing those toys" _____

"Why don't you sit next to me?" _____

"Go inside and pick up your clothes" _____

"Stop it" _____

"Let's clean up your toys" _____

"Get in the car....(continues playing tablet).....it is time for school" _____

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BRIEF BEHAVIORAL PARENTING GROUP: WORKSHEET

Module: Effective Consequences

Session: 6

Content:

Consequences

Specific Strategies

- The Purpose of Consequences and the 3 Cs
- Natural Consequences
- Logical Consequences

Definitions and Purpose

1) Consequences: Families often use consequences to correct or reduce a variety of child misbehaviors. Consequences occur after misbehavior and from different sources in the environment, such as parents, peers, or nature itself. We encourage using consequences that are not physical to be effective for change in the long run. Decades of science has shown us that using physical consequences teaches kids to manage feeling upset by being physical with others. Instead, we encourage caregivers to think about the 3 Cs when deciding if a consequence will be effective.

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The 3 Cs of Consequences

To reduce misbehavior in the long-run without adding other challenging behaviors, consequences need to be given:

Clearly	Be specific about what you do not want to see and what the consequence will be. State what your child can do instead.
Calmly	Remaining calm when giving consequences helps children learn to stay calm during tough moments.
Consistently	Learning takes time and mistakes. Consistency allows children to learn right from wrong and feel less confused.

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The 1st C

Clear is Kind: Talk with your child about what behaviors are against the rules when everyone is calm before you start setting limits. Gently confirm your child knows what will occur if they choose to continue and other choices they can make. Immediately after misbehavior occurs, tell your child you do not want to see that behavior and what the consequence will be if the misbehavior continues.

The 2nd C

Calm is Crucial: Kids also learn how to behave from the people they love. It is often stressful when parents are giving consequences. Plan ways to stay calm when your child misbehaves and you need to set limits. This will help your child also learn how to cope in health ways during stressful situations.

The 3rd C

Consistency is Necessary: Children naturally test limits to learn what is appropriate or not. They accidentally connect that misbehaviors, such as screaming or not listening, can get them (a) things they want or (b) out of situations they do not want. Children get stuck and keep misbehaving if those connections happen randomly or every once in a while. To avoid this trap, we encourage families to only work on reducing 3 misbehaviors through consequences at a time. Consistency is important for praising desired behavior, like listening, and setting limits for misbehavior, like not listening.

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Natural consequences

Natural result of child's own choices

Examples

- Toys get broken by the dog when they were not put away.
- Child gets wet on walk to school when they did not put on jacket.
- Knees get scraped after running when shoes were not tied.

Logical consequences

Result of child's choices and given by caregiver(s)

Examples

- Toys get removed after they are thrown at their sister.
- Tablet removed for the day when they do not listen and turn it off.
- Child has to leave the park when they hit another kid or sibling.

Do not use natural consequences that can be unsafe or seriously harm your child.

Keep in mind the 3 Cs when deciding if you will use a logical consequence for a certain misbehavior.

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Deciding misbehaviors and consequences

Misbehavior	Needs a consequence?	Natural or Logical?
Yelling	Yes	Logical: active ignoring is working because I am clear, calm, and consistent.
Throwing Toys	Yes	Logical: toys thrown at me don't break or get lost consistently
Stealing	No, not happening often	-
Hitting Brother	Yes	Logical: it is not clear to him that it bothers his brother since brother still plays with him
Refusing to Listen	Yes	Natural: it is consistently hard to find toys in messy room and I can stay calm
Cussing	No, not happening often	-
Taking Other's Toys	Yes	Natural: brother clearly stops playing together and I can stay calm
Jumping on Furniture	Yes	Natural: I can stay calm because it is safe to fall
Riding Bike in Road	Yes	Logical: I cannot stay calm, natural is very harmful

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My ways to practice using the 3 Cs

Misbehaviors I want to practice using effective consequences:		
Throwing Toys	Riding Bike in Road	Hitting Brother

When giving consequences for these misbehaviors, how will I:			
	Explain it clearly	Stay calm	Remain consistent
Throwing Toys	"Throwing toys can hurt someone. I don't want you to do that. If you throw your toys, they will go away for the day."	Take deep breaths while my child is tantrumming when toys are removed.	Practice giving this consequence over a long weekend when I can work on it each time it happens.
Riding Bike in Road	"Riding a bike in the road is unsafe. I don't want you to get hurt. If you ride in the road, we will walk home and you will not ride your bike today."	Supervise your child riding on the sidewalk at a safe time when fewer cars are driving in the road.	Talk to my partner about keeping the same rule and consequence.
Hitting Brother	"Hitting your brother hurts his feelings and body. I don't want you do to that. If you hit your brother, you will have to take a time-out from playing with him."	Plan for when hitting is likely to happen to prepare myself to stay calm. Tell my myself "This will work in the long-run."	Define hitting so I do not give consequences based on other triggers (e.g., brother screaming). Remain close to my kids during playtime so I can immediately give consequence when I see hitting.

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Deciding misbehaviors and consequences

Misbehavior	Needs a consequence?	Natural or Logical?
Yelling		
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Hitting		
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Jumping on Furniture		
Riding Bike in Road		

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Deciding misbehaviors and consequences

Misbehavior	Needs a consequence?	Natural or Logical?

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My ways to practice using the 3 Cs

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When giving consequences for these misbehaviors, how will I:			
	Explain it clearly	Stay calm	Remain consistent

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