In these uncertain and unprecedented times, households across the state are adjusting to student learning and instruction happening in the home. This transition may be difficult for some students, and problem behaviors may occur.

The purpose of this guide is to provide strategies and resources for parents and caregivers to manage student behavior while implementing distance learning. The information within is meant to aid in making home learning as productive and stress-free as possible for parents and students.

Click on a topic to learn more:

- **Scheduling**
- **Reinforcement**
- **Escape & Avoidance Behavior**

Additional information can be accessed by clicking on these symbols located throughout the guide:
- Downloadable Content
- Video Link

Additional Resources:
- Comprehensive Integrated Three-Tiered Model of Prevention (Ci3T) Intervention Library
- Oklahoma Parents Center Resource Page
- Oklahoma Tiered Intervention System of Support (OTISS)
- Oklahoma State Department of Education

These documents and corresponding resources were made possible through a partnership with the Oklahoma Department of Education - State Personnel Development Grant (OSDE-SPDG), the Oklahoma Parents Center (OPC), and Oklahoma Pediatric Therapy Center (OPTC). They are funded by a contract with the Oklahoma State Department of Education (OSDE) under a grant from the US Department of Education, H323A170008. Contents do not necessarily represent OSDE policy or the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jennifer Coffey.
**Scheduling**

**Children tend to do better with short durations of work**

**Arrange your schedule for success:**
- List everything you would like for your child to get done in the day
- Divide those tasks into easy/fun tasks and harder/less preferred tasks
- Alternate easy and hard tasks when creating your schedule

**When working from home, use signs or signals around the house to show when you are available**

**Build Momentum**

- Schedule several easier tasks in a row before a hard task
- Follow a hard task with your child’s most preferred task

**Build Reinforcement Into Your Schedule**

- Make your schedule activity based, not time based
  - By working through your schedule this way, preferred items and activities can be accessed by completing tasks and are not based upon time
  - Organizing your schedule this way will motivate your child to finish tasks they don’t like so that they can get to ones that are more fun

**Keep reminding them what is coming on the schedule, especially when it is something they want to do**
- “remember, after you finish _____, you can watch your show”
- “You just have __ things left on your list and you can go play”

**When using the red sign**:
- Provide a way for others to leave notes or otherwise tell you what they need, and make sure these notes will go in a place where you can see them
- Before using this system, explain what a true emergency is to your children, and that they can interrupt you when the red sign is up if someone is hurt or bleeding
- If your child does interrupt you when the red sign is up, remind them of the rules and redirect them to leave you a note.
- Try not to leave the red sign up for long periods of time

**When using the yellow sign**:
- Acknowledge when your child accomplishes each task and praise them for their hard work (even when they complete an easy task)
  - “you are doing a great job!”
  - “I’m so proud of you!”
  - “thank you for doing ____!”

**Transition Between Activities**

- To ease transitions between preferred and less preferred activities, give warnings that the activity is ending
  - Don’t just give 1 warning. Give at least 3
  - Hold firm to your time
  - Important: when time is up, firmly end the activity (even if you have to unplug a device or physically take it away)
  - It may take time for children to adjust to new transition rules

**Practice Makes Perfect**

- Schedules are rarely perfect the first day.
- Remember you and your children are learning something new.
- It will take some practice and some trial and error
- Don’t give up after the first day, make adjustments and try again the next day

**Presented in collaboration with:**

- Oklahoma Parents Center
- OPTC
- CTISS

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A work contract, not a work improvement plan

### What is Reinforcement?

**Reinforcement Is:**
Anything that increases the likelihood that an individual will engage in the same behavior in the future

**Reinforcement Is Not:**
Based on if we think we are giving something good (example: candy is not reinforcing to people who don’t like candy)

### Isn’t Reinforcement Bribery?

#### Bribery
- Given after a problem behavior
- Given to stop a problem behavior

#### Reinforcement
- Given prior to problem behavior
- Put in place before the problem behavior has a chance to begin

### When Implementing

1. Decide what task needs to be done
2. Decide what your child will earn for completing the task

Example: using reinforcement to rate and improve behavior throughout the day

### Types of Reinforcement

#### Attention
- From parents and friends
  - Playing a game together
  - Uninterrupted time with a parent
  - Helping a parent with a task or activity
  - Going for a walk together
  - Verbal praise/recognition
  - Physical touch (hugs, high fives, fist bumps)
  - Phone calls to grandparents
  - Calling/talking to friends
  - Posts on social media

#### Activities
- Special privileges and events
  - Electronics
    - iPad
    - Video Games
    - Family movie night
    - Family game night
  - TV
  - Playing outside
  - Playing in the water
  - Painting/craft activities
  - Access to social media
  - Watching YouTube

#### Escape
- A free pass to get out of nonpreferred tasks
  - Reduction in chores (one free day)
  - Reduction in assignment (only required to complete half)
  - Free assistance in completing a task
  - Removal of nonpreferred activity

#### Tangibles
- Physical Items
  - Favorite Toys
  - Games
  - Special treats
  - Dessert
  - Candy
  - Snacks

### Post Reinforcement Pause

Following the rules is hard and children’s performance is sometimes inconsistent

**Post Reinforcement Pause**
- A brief dip in performance or behavior immediately following reinforcement.

**What it means:**
- After receiving reinforcement, your child may need a break from working

**What it does not mean:**
- That your behavior plan is not working

**What can help:**
- Vary your reinforcers or provide several reinforcers for your child to choose from.
- Have child work towards little rewards instead of one big goal
- Vary the frequency of rewards (wheel of rewards, draw popsicle sticks)

### Increasing the Value of Reinforcement

- You do not have to give unlimited access to a reinforcer
- Allowing unlimited access to reinforcers lowers motivation
- Think about this: what are your child’s responsibilities and what are their privileges?

**Privileges vs Rights**

- **Rights**
  - Cannot be taken away
  - Food, water, shelter, love, education, safety

- **Privileges**
  - Earned, and access can be taken away
  - Toys, electronics, events, activities

### Reinforcement Systems

- Token Economies
- Level Plans

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We all have tasks we try to avoid, and children are no different. Escape/Avoidance Behaviors can include tantrums, negotiation, leaving the room, or any other behavior that helps to delay a task. Remember, learning to behave can be hard work for a child. Children can learn responsibility and to persist with difficult tasks through behavior contracts and self-monitoring.

**Behavior Contracts**

**Active Participation from all Parties**
- The more input you get from your child, the more likely they will honor the contract.
- Negotiate. Be willing to accept some of their ideas and make sure you include ideas of your own.
- Set realistic goals and work towards bigger goals.
- Have all parties agree to and sign contract.

**Child Responsibilities**
- What do you want them to do?
- Set specific expectations and give examples:

1. **Be Consistent**
   - Consistency is Key!
   - If you break the rules of the contract, your child will break the rules of the contract.

2. **Be Respectful**
   - Acknowledge someone when they ask you to do something (Say ‘okay’ or ‘got it’).
   - Complete tasks in a timely manner (5 mins or less).
   - Put away/down cell phone when someone is talking to you.

3. **Do Your School Work**
   - Complete daily school assignments before lunch.
   - Assignments should be completed with 2 or less reminders.
   - Assignments should be completed accurately and with good effort.
   - Ask for assistance if you need help.

4. **Get Along with Your Siblings**
   - Don’t go in their room/space without permission.
   - Ask before borrowing their belongings.
   - If they ask you to stop, you listen or ask for parental guidance.

5. **Expectations/Reflection Questions**
   - Pick 2-3 questions for child to ask themselves while working:
     - Am I working on my assignment?
     - Am I doing what I was asked?
     - Do I have a quiet voice?
     - Am I giving good effort?

6. **Time Frame**
   - Decide when child should practice self-monitoring and for how long.
   - Only when doing school work or other times during the day.
   - 30 minutes of practice or 60?

**Parent Responsibilities**
- What will you do?
- Show your child that you are willing to change your behavior too.
- Commit to providing agreed upon rewards.
- Will provide help/assistance with school work/assignments.
- Will provide help/assistance when asked with sibling disagreements.
- Will put down their cell phone when asked a question.
- Timeframe [30 minutes of practice or 60?]

**Progress Monitoring**
- Decide how you will measure progress.
- Evaluate expectations individually instead of as a package.
- Example: child was respectful and did school work, but fought with a sibling. If progress is all or nothing, they will not be rewarded for their efforts.

**Steps to Practice Self-Monitoring**
1. Set timer for your intervals
2. When the timer goes off, child should reflect and ask themselves how they are meeting expectations
3. Child should document if they met expectations/ were successful
4. Child should repeat steps 2 and 3 until the session ends
5. At end of session, have child calculate their performance:
   - 70% success = small reward
   - 80% success = medium reward
   - 90% success = big reward

**ESSENTIAL COMPONENTS**

**Expectations/Reflection Questions**
- Pick 2-3 questions for child to ask themselves while working:
  - Am I working on my assignment?
  - Am I doing what I was asked?
  - Do I have a quiet voice?
  - Am I giving good effort?

**Time Frame**
- Decide when child should practice self-monitoring and for how long:
  - Only when doing school work or other times during the day:
  - 30 minutes of practice or 60?

**Check-In**
- Decide how often child will ask themselves if they are meeting expectations:
  - Example: for a 30 min period, you might have them check in every 2 mins (15 opportunities). For a 60 min period, you might have them check in every 5 mins (12 opportunities).

**Goals and Rewards**
- Set a goal for child:
  - Will it be 70, 80, or 90% success?
  - Decide what the reward will be for meeting the goal

**Self-Monitoring**

- Can be useful in keeping your child on track.

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**Consistency is Key!**

- If you don’t follow through, your child won’t follow through.
- If you are inconsistent in following the contract, your child’s performance will be inconsistent too.
- If you break the rules of the contract, your child will break the rules of the contract.

- Your child will test the limits. The only way to stop this is to give incentives for following the limit and consequences for breaking it (Consequences do not have to be an added punishment. They can include missing out on a reward.)

- There may be resistance, but consistency on your part will increase consistency in your child’s behavior.