



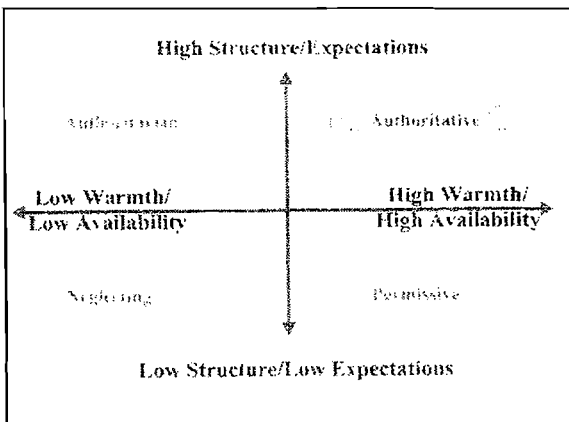
Behavior Management 101

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Introductions and Goals

- Background and changes from last year.
 - More interactive, more hands-on.
- Goal 1: You will understand the scientific foundations of behavior management.
- Goal 2: You will be able to conduct your own behavior management training workshop this summer.



Authoritarian: High Expectations, Low Emotional Support



- The “dictator” counselor
- Excessively strict, punitive, rigid, punishing
- Emotionally detached, unsympathetic, no praise
- Campers are more likely to be anxious, less independent
 - Less room and incentive for growth

Permissive: Low Expectations, High Emotional Support



- The “buddy” counselor
- Lax discipline, indulgent, “spoiling”
- Campers are allowed, even encouraged, to do whatever they want
- Campers are likely to be irresponsible, dependant
 - Rules and values are not internalized, less likely to learn self-control

Neglecting: Low expectations, Low Emotional Support



- The “absentee landlord” counselor
- Lax discipline, little enforcement of rules
- Emotionally detached, uncaring
 - Physically and emotionally “not around”
- These campers will have the worst outcomes

Authoritative: High Expectations, High Emotional Support

- These are the good counselors
- Clear limits are placed on behavior, rules are enforced in a fair, sensitive manner
- Campers are respected, given encouragement, and have the best outcomes
 - Think of your favorite teachers or counselors



Help Your Staff Know Themselves

- Activity 1: Integrating personality strengths and weaknesses
 - Extraversion/Introversion
 - Neurotic/Easygoing
 - Where do we get our "energy"?
 - What does these traits say about our tendencies? Are you likely to be too strict? Too nice? How do we know?
- Activity 2: Strengths and Weaknesses
 - How are these strengths and weaknesses likely to affect your counseling or management performance?

Developing Your Own Solutions

- Rule 1: Make explicit what you want to be explicit:
 - Would Grandma understand?
- Rule 2: Your behavior is the most effective teacher.
- Rule 3: Interventions should be portable and brief.
- Rule 4: Broadcast on all channels:
 - Cognitive, Behavioral, Emotional, and Interpersonal.

Consequences: Doing it Right

- Reinforcement vs. Punishment
- Appropriate consequences
- Punishment-Do it and Forgive
 - Do it with the least attention
 - Proportional, immediate
 - Match the situation
 - Must Follow Through
 - Consistency
- The “Illusion of Choice”

Consequences: Doing it Wrong

- NEVER anything physical
- Threats, intimidation, ridicule, yelling, etc.
- “Creative punishments”
 - They will make things worse!
- “Silly” Consequences
 - Lecturing, rhetorical questions
 - Giving attention, adding emotion
- WE TALK TOO MUCH AND TAKE THINGS TOO PERSONALLY

Stupid Things We Say or Expect

- “What is the matter with you?”
- “So then I told him....”
- “Good point, mom. I really appreciate having this talk with you.”
- Focusing too much on the “why”, not the what:
 - Using the four “What’s”
- Predicting the future from one instance

Maintaining Limits: Common "Kid Tactics"

- Crying, whining, arguing, tantrums
- Pulling you in and getting your attention:
 - Explain (once), don't justify
 - NEVER ARGUE WITH A 10 YEAR-OLD.
- What about lowering self-esteem?
 - Boo-hoo. They'll live.

Staff Activity

- Break your staff into groups and have them develop a list of situations ranging from everyday dilemmas to extreme situations
- They should be able to answer the following questions SPECIFICALLY:
 - What would you do?
 - What would you say?

Conclusions

- Keep it simple. It's camp, after all.
- Don't forget to be yourself
- Remember that no one needs to be perfect at managing behavior
 - We are shooting for "B's"
- Thank you all for attending!
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