

# Parent Coaching Reference

10-18-11

by Tom Dozier, BCaBA  
Based on the works of Dr. Glenn I. Latham

www.guaranteedpt.com  
www.LDSParentCoach.org  
925-371-1576 tom@guaranteedpt.com  
© 2011 Guaranteed Parent Training



1

Dr. Glenn I. Latham, 1931-2001



2

## Empathy

- Seek first to understand,
- Then to let your child know that you understand,
- Then...
  
- Reflect back the feeling



3

## Keep Calm

- "A soft answer turneth away wrath: but grievous words stir up anger."  
(Proverbs 15:1)
- Respond to anger and strong emotions with empathy.
- "Pleasant, positive interactions between parents (and grandparents) and children always, in the long run, produce the best results." (Dr. Glenn I. Latham)



4

## Avoid Coercion

- Coercion causes a child to escape, avoid and countercoerce.
- "When parents are calm and understanding, and noncoercive, they are safe, and children want to be close to them and with them." (Dr. Glenn I. Latham)



5

## Avoid Coercion

- Coercion is what we do to force a child to do or not do something.
  - Questioning
  - Logic
  - Criticism
  - Sarcasm
  - Yelling
  - Physical force (including spanking)
  - Threats
  - Guilt trips
  - Nagging
  - Despair
  - Arguing



6

### Stay close to your children.

- Remain verbally close to your children.
  - Unless what you are about to say or do has a high probability of making things better, don't say it and don't do it.
  - An ounce of "don't say it" is worth a pound of "I didn't mean it."
  - Practice "safe" talk. Don't judge, sermonize, moralize, instruct, reason, or advise – just talk!
  - Smiling and Laughter
  - Attentive Listening
  - NO SARCAISM!!! (about the child)
- Have appropriate physical interactions
  - Hugging, kissing, appropriate touching, tapping, patting, scratching, jabbing, arm wrestling, back/shoulder rubs, wrestling

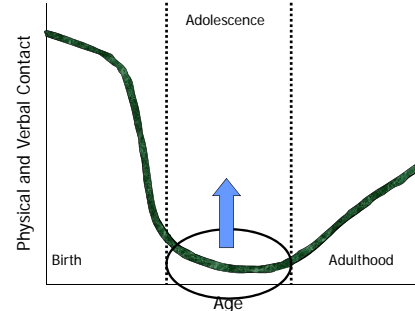
Dr. Glenn I. Latham



7

### Typical Decline in Parent-Child Physical and Verbal Contact

Work to increase physical and verbal interactions.



Dr. Glenn I. Latham



8

### Positive Communication

- Avoid criticism
- Focus on "it" instead of "you".
- "Putting concern for good behavior first and the relationship second is a common and tempting pitfall. Satisfying family relationships will lead to good behaviors." (Roger McIntire, "Parents and Teenagers")
- Use reflective and sympathetic statements.
- Ask open ended positive questions
- "Be satisfied that most conversations with your teen, like those with your neighbor, will have little immediate result." (Roger McIntire, "Parents and Teenagers")
- Avoid suggesting solutions, and especially giving directives.

9



### Avoid "you" judgments



"Teenagers and Parents", Roger McIntire

10



### Use "it", "what", or "how"



"Teenagers and Parents", Roger McIntire

11



### Rather than saying

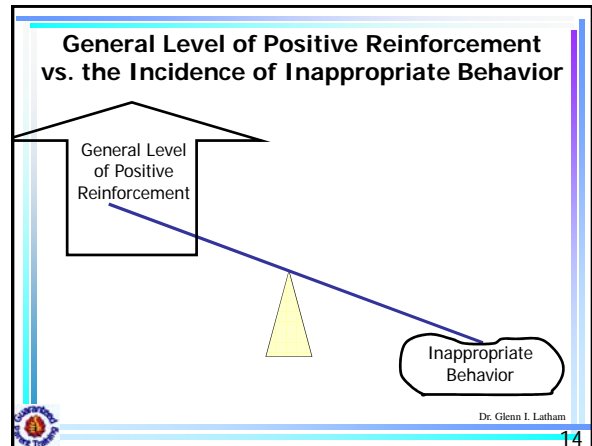
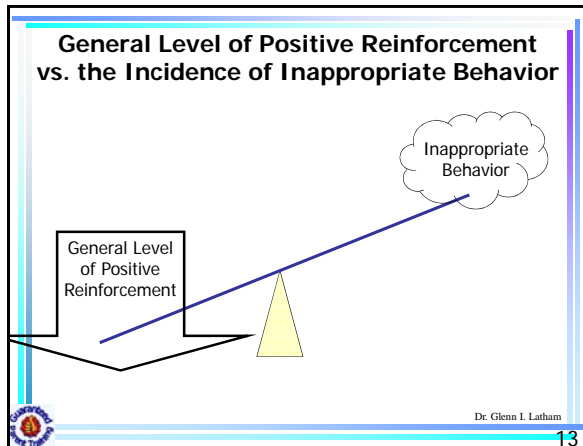
### Say

- |  |  |
|--|--|
| You should.                                      | You might want to think about...                     |
| This is the way to do it.                        | Consider this.                                       |
| You can't possibly be serious about that.        | That's an interesting way to think about that.       |
| Do it that way and you'll be sorry.              | Have you thought about...? Give it a try.            |
| Take my word for it, there's only one way to go. | All things considered, if it was my decision, I'd... |

Dr. Glenn I. Latham

12





"It is not unreasonable for parents to aim at having twenty or more brief, intermittent positive interactions per hour with their children, particularly young children four or five years old and below. The result will be high rates of appropriate behavior and few if any inappropriate behaviors."

*Dr. Glenn I. Latham,  
Parenting with Love*

Dr. Glenn I. Latham

15

8 to 1

POSITIVES NEGATIVE

Dr. Glenn I. Latham

16

### Create a Positive Home Environment

- "If your child isn't doing something to irritate you, then she must be doing something right. Figure out what it is, and say something positive about it."
- "Children need sunlight. They need happiness. They need love and nurture. They need kindness and refreshment and affection. Every home, regardless of the cost of the house, can provide an environment of love which will be an environment of salvation."

Dr. Glenn I. Latham

17

### Create a Positive Home Environment

- "The key is for parents to establish the quality of the environment and refuse to allow the annoying, disruptive behavior of unhappy children to dictate the mood or course of their behavior"

Dr. Glenn I. Latham,  
Christlike Parenting

Dr. Glenn I. Latham

18

- Let your children delight you...
- "Anything worth doing is worth doing poorly, until you can learn to do it well."  
?????
- Look for the good, and ignore the bad or inadequate actions.
- "You will never beat goodness and good sense into your children." (Latham)
- "You will never be successful at shouting and screaming happiness and compliance into their lives." (Latham)

19

"It is our responsibility to create a [positive] 'world' in our homes, a safe place where children behave well because they enjoy the pleasant consequences of doing so, rather than to avoid the unpleasant consequences of behaving badly. It is a world in which the child thinks, 'I know my parents will acknowledge and appreciate me' rather than thinking 'I am only doing this because I don't want to be beat on' (verbally or physically)."

*Dr. Glenn I. Latham  
Christlike Parenting, p52*

20

### Parents teach through modeling

- Whether you like it or not, this is the case. (Sorry about that. ☺ )
- Calm behavior teaches children to be calm.
- Kind behavior teaches children to be kind.
- Polite behavior teaches children to be polite.
- Harsh and demanding behavior teaches children to be non-cooperative, harsh, and demanding.

21

# So what are the skills?

22

### Proactive vs. Reactive Responding

Reactive Behavior Retards Desired Growth & Development

Proactive Behavior Facilitates Desired Growth & Development

Child's Age-Typical/Inappropriate Behavior

Parent's Reactive/In-Kind Response

Parent's Proactive/Mature Response

Child's Age-Typical/Inappropriate Behavior

Levels of Civilized Behavior and Responding

Civilized

Uncivilized

Dr. Glenn I. Latham

23

Appropriate Behaviors	Junk Behaviors	Consequential Behaviors

24

Junk Behavior	Consequential Behavior
Annoys, "bugs," and frustrates. <ul style="list-style-type: none"> <li>Whining</li> <li>Tantrums</li> <li>Mild forms of sibling rivalry</li> <li>Complaining</li> <li>Jousting</li> </ul>	Hurts, damages, and destroys. <ul style="list-style-type: none"> <li>Hitting to hurt</li> <li>Purposefully breaking things</li> <li>Mild forms of sibling rivalry</li> <li>Saying mean, hurtful things</li> <li>Damaging to the normal development of other children</li> <li>Exploiting others</li> <li>Too disruptive to others</li> </ul>

Be Prepared	
Anticipated Behavior	Noncoercive Response

- ### #A: Avoid Coercion
- Do not address junk behavior directly.
    - If you must, then stay calm and keep your response short, directed to the behavior, and unemotional.
  - Avoid the common coercives
    - Questioning, Criticism, Sarcasm/Teasing, Logic
    - Arguing, Threats, Force, Despair
    - Nagging, Guilt/Shame

- ### #B: Stay Close
- Get physically close
  - Touch appropriately
  - Show appropriate facial expressions
  - Use an appropriate tone of voice
  - Show appropriate body language
  - Ask open-ended, positive questions
  - Listen while the child speaks
  - Make caring, empathy statements
  - Ignore junk behavior
  - Avoid coercives and punishment

- ### #C: Positive Home Environment
- High General Level of Positive Reinforcement
  - Have empathy for your children
  - Stay calm
  - High level of positive physical interactions
  - Lots of smiling and laughter
  - Have fun with your children
  - High ratio of positive to negative interactions
    - Try to have 8:1 (positive to negative)
  - Let your children please you
  - Minimize correction and criticism

- ### #1: Use Positive Reinforcement
- Acknowledge appropriate behavior in some way.
  - Acknowledge appropriate behavior casually and briefly.
    - 8-12 words, 3-5 seconds
  - Acknowledge appropriate behavior intermittently.

## Acknowledge Positive Behavior

- Select specific positive behaviors
- Decide how to give praise/reward
  - Limit your comments to 12 words or 5 seconds.
- DO IT (often)
  - Increase good behavior
  - “There are many things I like about you.”
- “Anything worth doing, is worth doing poorly, until you learn to do it well.”



31

## Avoid general criticism. Be specific about what you want!



“Teenagers and Parents”, Roger McIntire



32

## Look for specific positive behavior



“Teenagers and Parents”, Roger McIntire



33

## Praise Effort or Result, Not Ability

- You are really smart
  - You are really good at this
  - How talented!
- (The above three items are crossed out with a red circle and slash.)*
- You worked really hard.
  - Wow, an A. Hard work pays off.
  - Great effort.
  - “95 on your math test. You must have worked really hard.” “No, it was easy.” “Well, maybe next time you will have a chance to learn more.”



34

## #1: Use Positive Reinforcement

### Verbal praise:

1. Deserved
2. Given Sincerely
3. Given with Variety
  - A. Sometimes descriptively
  - B. Sometimes generally
  - C. Sometimes embellished with values



Dr. Glenn I. Latham

35

## Ascending from Compliance to Values

### Values

Children's behavior is coupled with a common enduring value.

“You are so dependable.”

### Compliance

Children are acknowledged for doing what they are supposed to do.

“Thank you feeding the dog.”



Dr. Glenn I. Latham

36

## #2: Use Your Attention

- Any behavior that you give your
  - time
  - close proximity (distance to child)
  - touch
  - words
  - emotionis a behavior that you will get more of.



37

## #3: Purposeful or Planned Ignoring

- Ignore with purpose.
- Leave behind no messages which indicate that the kid(s) "got to you."
- Time the behavior that is being ignored. (Most behaviors will go away within 1 min. and 45 sec.)
- A short time later, look for opportunities to acknowledge appropriate behavior.



38

## #3: Purposeful or Planned Ignoring

- If the child comes to you
- Respond with empathy and understanding
- Prompt them to leave
- Move on to other activities
- Acknowledge appropriate behavior when it occurs



39

## #3: Purposeful or Planned Ignoring

- With several children, turn your attention to the appropriate behavior of another child.
- Give attention only to the appropriate behavior.
- Brief empathy and understanding may be used for child's feeling.
- Acknowledge appropriate behavior when it occurs.



40

## #4: Stop, Redirect, Reinforce

- Use this skill on consequential behaviors
- Use this skill when you feel you MUST do something
- With young children, simply turn them to another activity
- Reinforce the appropriate behavior



41

## #4: Stop, Redirect, Reinforce

- STAY CALM!!!
- Stop the behavior
- Redirect
  - Ask child to state how he should behave
  - Or, tell the child what to do
- Respond to complaints with empathy
- Reinforce appropriate behavior
- Keep it short and sweet!
- Remember, STAY CALM, Stay Firm!!!



42

### When Emotions Are High:

1. Never tell a child something he/she already knows.
2. Never ask or answer questions.

**Rather:**

1. Use empathy and understanding.
2. Focus on expectations.

Dr. Glenn I. Latham

**43**

### Keep the communication moving in the right direction.

*Target Behavior*

“Behavioral Noise”  
(e.g.,... “but...”)

Redirect by focusing on the expectation. Do this using empathy and understanding:  
“I see you are upset with your sister; but what do I expect of YOU, even when you’re upset?”

Dr. Glenn I. Latham

**44**

“High levels of self-instruction correspond with high levels of correct responding... [and] produce desired behavior change.”

“Toward a Functional Analysis of Private Verbal Self-Regulation”  
Ian Taylor and Mark O’Reilly, Journal of Applied Behavior Analysis  
Spring, 1997, Vol. 30, No. 1, pp.43-58

Dr. Glenn I. Latham

**45**

### #5: Questions

- Ask child to choose to participate in an appropriate activity.
  - Would you like to help me set the table? Or, Would you please help me set the table?
  - Would you like to see if Daddy is home?
  - Do you want to play with the squirt gun?
- Give your child choices.
  - Would you like to wear the blue or the green outfit?
  - Would you like macaroni & cheese or a peanut butter & jelly sandwich for lunch?
- You must be willing to accept either answer.

Dr. Glenn I. Latham

**46**

### #6: Requests

- Set the stage
  - Give a warning
  - Use good timing
  - Get the child’s attention
  - Don’t make requests too often (10-15 per day)
- Effective requests
  - Be pleasant
  - Use statements
    - It’s time to get out of the bathtub now.
  - Make requests one at a time
    - Say something positive about your child’s efforts
  - Be specific
  - Make realistic requests.

Dr. Glenn I. Latham

**47**

### #7: Use Expectations

- Tell your children what you expect them to do rather than what you expect them not to do.

Dr. Glenn I. Latham

**48**

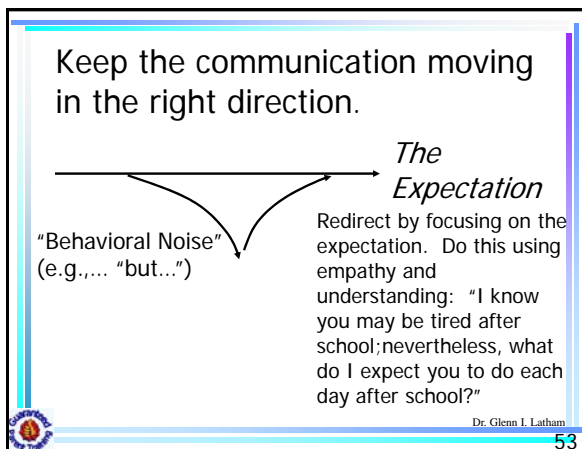


<u>Instead of saying</u>	<u>Say</u>
Don't slam the door.	Please shut the door quietly.
Don't talk with your mouth full.	Please chew with your mouth closed.
Don't leave crumbs on the counter.	Please keep the counter clean.
Don't lie.	Tell the truth.

<u>Instead of saying</u>	<u>Say</u>
Don't hit your sister.	Play nicely with your sister, Play nice, Be nice, Lets keep our hands to our self, etc.
Don't be rude and disrespectful.	Talk politely and nicely.

- #7: Use Expectations
- State your expectation clearly.
    - A 3rd party should understand
    - Minimize number of words
    - Avoid emotions
    - Avoid reason, logic and good sense.  
(unless the child is calm, logical and wanting to understand)

- #7: Use Expectations
- Have the child re-state the expectation.
    - Move on if the child protests the 4th time.



- #7: Use Expectations
- Emphasize the benefits that are earned by being compliant.

## #7: Use Expectations

- Never tell children something they already know. Let them tell you.
- Engage them in conversation
- Use role-playing to teach
- Let them be part of the solution
- Help them self instruct
  - It is not important what you say. Your child won't remember.
  - It is important what your child says, because that is what your child will remember (and do).



55

"It isn't the amount of time parents talk to the child that produces the desired results. It is the amount of time and number of opportunities the child has to respond and to be actively engaged in the conversations, and exploring the solutions that are reinforced that produce the best results."

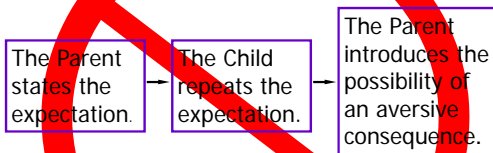
Glenn I. Latham  
"The Power of Positive Parenting," p. 65



56

## #7: Expectations

If At All Possible, Give Expectations a Chance



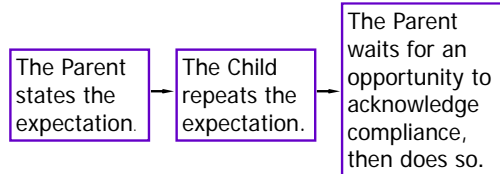
A coercive environment in which the child behaves well only to avoid the negative consequence of behaving badly.

Dr. Glenn I. Latham

57

## #7: Use Expectations

If At All Possible, Give Expectations a Chance



A reinforcing environment in which the child learns that by behaving well, he/she enjoys the positive consequences of behaving well.

Dr. Glenn I. Latham

58

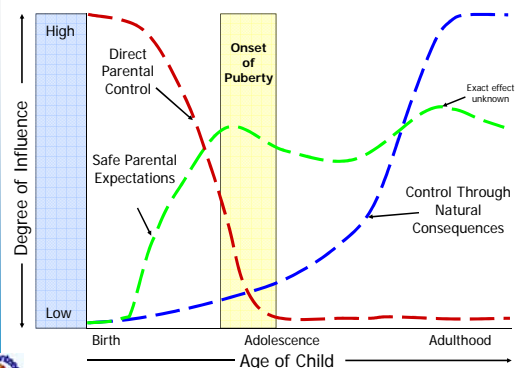
## #7: Use Expectations

- Allow consequences to teach.
- "Once our expectations have been taught and understood, we must allow our children to choose for themselves, then let the consequences of those choices deliver their messages." (Glenn I. Latham)



59

Effect on Child Behavior



60

## #8: Use Routines and Structure

- Establish a schedule and routine for
  - Meal time
  - Nap time (or quiet time)
  - Bath time
  - Bed time
    - Go potty
    - Put on pajamas
    - Say prayers
    - Give hugs and kisses
    - Read a book
    - Lights off, stay in room
  - Daily activities (play, work, learn, etc.)
- Calmly enforce your schedule (for young child)
- Motivation is better than force, even calm force



61

## Age Appropriate Control:

- Age 0 to 2: Almost 100% direct control.
- Age 2 or 3: to 6: Some expectations and consequences, but mostly direct control.
- Age 6 to 10: Children will assert themselves. Parents should use empathy, but be directive.
- Age 10-13: Heavy use of expectations, but parents should still say "No" if necessary. No arguing about it. Apply earned, negative consequences if necessary.
- Age 14 and up: Expectations and earned consequences. Parents control access to things, not personal freedom.

Dr. Glenn I. Latham



62

## #9: Understand Behavior Science

- All repeating behaviors serve a purpose
  - Child gets something
  - Child avoids (delays) something
- Which rewards are the most powerful?
  - Positive vs. negative?
  - Immediate vs. delayed?
  - Certain vs. uncertain?
  - Preferred vs. non-preferred?
  - Large (more) vs. small (less)?
  - Deprived of vs. satiated with?



63

## #9: Understand Behavior Science

- Make a plan and build desired behavior
- "Research has shown that the most effective way to reduce problem behavior in children is to strengthen desirable behavior through positive reinforcement rather than trying to weaken undesirable behavior using [punishment]."

Dr. Sidney W. Bijou



64

## Positive vs. Negative Consequences

Negative Consequences (child is avoiding something)	Positive Consequences/Rewards (child is getting something he wants)
<ul style="list-style-type: none"> <li>• Reduce child's ability and desire to behave</li> <li>• Reduce parent's positive influence</li> <li>• Produce only enough behavior to avoid the consequence.</li> </ul> <p>The behavior can take on the feelings of the consequence</p>	<ul style="list-style-type: none"> <li>• Increase child's ability and desire to behave</li> <li>• Increase parent's positive influence</li> <li>• Produce behavior to earn the consequence, plus extra, discretionary effort to earn more positive consequences.</li> <li>• The behavior takes on the feelings of the consequence.</li> <li>• Behavior will generalize to other behaviors. The child will become creative looking for good things to do, even in totally unrelated areas.</li> </ul>

Everyone is happier with positive consequences!



65

## #10: Grandma's Law

- Eat your vegetables, and then you can have pie and ice cream."
- Doing what is needed gives the child access to a preferred activity.
- Application of Grandma's Law
  - When you finish your homework, you can watch TV
  - "Can I go out and play?" "Sure, just as soon as your toys are picked up."
  - Clear off the dining table, and then we can play with your truck.
  - When you complete your chores, you earn the privileges you enjoy here.
- As adults, we think of this as motivation.



66

### Examples of Incentives for Teens:

- ⇒ Use of car
- ⇒ Gasoline for car
- ⇒ Use of cell phone
- ⇒ Text messaging on cell phone
- ⇒ Activity with friends
- ⇒ Clothes, or money for clothes
- ⇒ Playing video games
- ⇒ Going out for dinner
- ⇒ Choosing desert
- ⇒ Ask child what they really want to do



67

### Examples of Incentives for Children:

- ⇒ 10 minute game with mom
- ⇒ Picnic in back yard (or den) for lunch
- ⇒ Watch a cartoon
- ⇒ "Horseback" ride
- ⇒ Pay with special toy
- ⇒ Make a tent (blanket put over chairs)
- ⇒ 10 minutes activity with dad
- ⇒ Go to park
- ⇒ Ride bikes together
- ⇒ Any food item
- ⇒ Go to 7-11 for a Slurpee



68

### #11: Ask, Don't Tell

1. STAY CALM!!!
2. Have the child tell you what you expect them to do (or tell them if they do not know).
3. Respond to the child's protests with empathy and understanding, then return to the expectation.
  - "What do I expect you to do right now?"
  - "What do I expect you to do when..."
4. If the child protests a 4th time, end the conversation (you just move on).
5. When the child repeats the expectation, be positive.
  - "Right! It's pajama time," or "Terrific," or "Exactly right," or ...



69

### #11: Ask, Don't Tell Example

1. Empathy – "I see you are enjoying TV"
2. Expectation – "But, what do I expect you to do right now?"
3. Empathy – "I can tell you don't like homework. That's pretty normal."
4. Expectation – "But, what do I expect you do do right now?"
5. 97% of the time, the child will tell you what is expected after 2 or 3 protests.
6. "That's right, your homework. Thanks."
7. Even if child doesn't say it, respond with, "I am glad you understand I expect you to start your homework."

Dr. Glenn I. Latham



70

### #12: The Way Things Are

1. State how the child feels (empathy)
  - You had a lot of fun playing, and you would like to play some more.
2. Statement – the way things are!
  - Right now we need to go home and eat lunch
3. Empathy
  - I know you are not hungry yet.
4. Statement – the way things are!
  - Right now you need to put your shoes on
5. For a young child, use gentle force.  
For older children, DO NOT USE FORCE!



71

### Using Punishment – **WARNING!!!**

1. Punishment is risky, decreases motivation, and decreases cooperation.
2. Using punishment is more difficult than using reinforcement. Requires consistency.
3. To be effective, punishment
  - Must be established in advance
  - Must be contingent on the child's behavior
  - Must be consistent
  - Must be reasonable
  - Must be enforceable
4. Spankings
  - Ages 18m through 6yrs
  - Limited use



72

### Punishment Example

- Should you choose to hit your sister, there will be a cost. You will lose the privilege of (riding your bicycle) for 2 days.
- Avoid using words, "I'll take away" or "I won't let you"
- Punishment should be as short as possible.
  - Remember, a privilege can not be "lost" during the punishment period. Extending the time has limited effect!
- Punishment should be based on the things you control (or the child lets you control).
- REMEMBER: Set up the punishment in advance.
- Let the consequence do the nagging for you.



73

### Time-Out from Positive Reinforcement:

1. Effective for children 7 and under.
2. Used on severe behaviors only.
3. Used when other strategies don't work.
4. Used effectively, the need for Time-Out will quickly decrease.



Dr. Glenn I. Latham

74

### Establish a Time-Out Area:

1. Make sure it really is "Time-Out"
  - Devoid of anything the child would find enjoyable or gratifying.
  - No toys
  - No one to speak to
  - No music or pleasant sounds
  - Nothing to eat
2. Area must be appropriately secure
  - No contact with child from start to end of Time-Out



Dr. Glenn I. Latham

75

### Examples of Behaviors Earn Time-Out:

1. Children are playing nicely together, and one child becomes so disruptive that he interferes with the play of the other children so they can not continue.
2. Tantruming, whining, incessant crying, being overly demanding, being overly possessive, being physically and /or verbally abusive.
3. Refusing to follow a parent's request



76

### Role Play Time-Out with your Child

1. Children ages 2-3 and older should understand what behaviors earn Time-Out
  - Role play the behaviors with the child.
2. Role play taking the child to Time-Out.
3. Tell the child that they will stay in Time-Out until they are quiet plus 2-3 minutes.
4. If the child is quiet, then you can give them a timer and say, "When the timer goes off, if you are ready to behave nicely, come see me." (still 2-3 minutes)
  - Child comes to you afterward and you say, "I'm so happy you have decided to play nicely. Thank you so much."
  - Give them a hug and a pat, and send them off to play.



Dr. Glenn I. Latham

77

### Giving a Time-Out:

1. Remain calm
2. Taking the child to Time-Out
  - Gently take the child by the hand and lead him.
  - Carry the child, or partially support him by holding him under the armpits
  - Lead the child directly to the Time-Out area
  - No jerking or dragging him (no show of frustration).
3. Say, "When you behave this way, you may not be with us."
  - Don't apologize or express personal anguish



Dr. Glenn I. Latham

78

## Surprise or First Time Problems

1. STAY CALM!!!
2. Stay positive (don't grumble or complain)
3. Ask child to state how he should behave (What did you expect him to do?)
4. Respond to complaints with empathy
5. Appreciate the child's correct reply
6. Keep it short and sweet!
7. Remember, STAY CALM, Stay Firm!!!
8. No threats or punishment!
9. For repeating problems, MAKE A PLAN!



79

## !! CAUTION !!

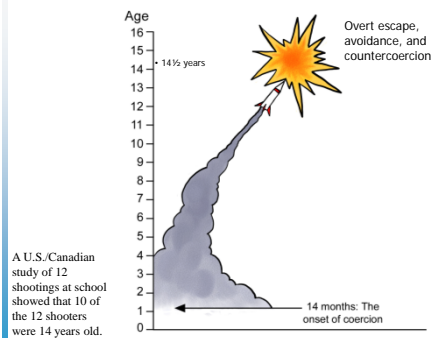
- "Do not suppose that short-term compliance achieved using coercive means leads to long-term gains.
- "Coercion produces only short-term compliance followed by long-term losses."

*Dr. Glenn I. Latham*



80

## The Long-Term Effects of Coercion



*Dr. Glenn I. Latham*

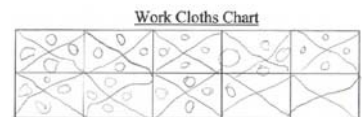


81

This is Benjamin.



This is Benjamin's motivation.



82

## Parent Helps:

- Tokens
- Compliance games (Simon Says, I Spy, Mother May I)
- Practice or simulate behavior
- Mystery Motivator
- Increase positive interactions/praise
  - Coin in shoe
  - Rubber band on wrist
  - Motivaider
  - Timer



83

## Troubleshooting

1. Are you generally coercive in other areas?
2. Are you coercive with this behavior when child does not comply?
3. Are rewards earned at least 80% of time?
4. Is behavior improving?
5. Are there environmental factors?
6. Are there skill deficits?
7. Are more immediate rewards needed?
8. Are the rewards appropriate?
9. Will practice help?
10. Can you shape the behavior or vary the reward.



84

"The most effective way to strengthen desirable behavior is through positive reinforcement..."

Dr. Sidney Bijou  
International Encyclopedia of Education 1988



85

### Published Works by Dr. Glenn Latham

- The Power of Positive Parenting
- Parenting With Love
- Christlike Parenting
- What's a Parent To Do (for LDS families)
- The Making of a Stable Family (video)
- Parenting Prescriptions (audio tapes)
- An Angel Out of Tune (CD/audio tapes)
- The Teenage Years (video)



86



## Tom Dozier

### Guaranteed Parent Training

5801 Arlene Way, Livermore, CA 94550  
(925) 371-1576 tom@guaranteedpt.com  
www.guaranteedpt.com

#### Guarantee

- Your child will behave well, without the use of punishment or its free.
- 100% satisfaction or everything is free.



87