

When Once is *NOT* Enough...

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When Tensions Mount

- "How many times do I have to tell you?"
- "I've told you"
- Exhausted adult/exasperated kid
 - When we become angry, children will often times mirror that emotion back to us

Skill or Will

- How am I (the adult) perceiving the
 - Non-compliance
 - Delayed compliance
 - Partial compliance
- Switch adult thinking from "won't" to "can't"
 - "Can't" doesn't mean that your child has a disability or is unable, but rather that in that moment they are unable to manage due to a behavioral skill that is still developing.
 - "It may not be your fault, but 100% of the time it is your responsibility to learn to manage in a way that doesn't make the problem worse."
 - If we can move from "won't" to "can't" at the adult level, it often times helps us to reduce our emotion as we support our children, and ultimately reduce resistance as we problem solve.
- Which missing skill is influencing the behavior
 - Can't manage the overwhelming feeling in that moment
 - Can't be okay if someone else is not okay

- Can't do something even when he/she does not want to OR it feels hard

Back to Ground Zero

- What is the expectation
 - Is my expectation about my rules?
 - Is the expectation about their benefit?
 - From this expectation, will they learn responsibility and skill development?
- What is the root of the resistance
 - Task-driven
 - Time-driven
 - Skill-driven
 - Takes too long
 - Feels too hard
 - Unsure how to complete the task
 - Feels demeaning - i.e., a "baby" job
- Grace: giving our children what they need when they need it
 - Adult leans IN to the hard
 - Teach/reteach expected skill
 - Does my child need choices
 - Always within the parameter of the expectation
 - Start now/finish later
 - Begin in ___ or ___ minutes
 - Finish by _____
 - Always choices adult can live with
- Accountability: expecting compliance/completion
 - First____, then _____
 - Outlasting:
 - Wait

- Broken record responses
 - "I'll know you're ready when I see you..."
- Allow child to experience the natural consequences
 - Missing out on a planned/preferred activity
 - Discovering their "mess" is still there in the morning

Celebrate successes

- Real, specific praise
 - I appreciate that you picked up every _____, even when you didn't want to
 - I noticed you picked up your clothes AND put your clean clothes away. Thank you!
- Use cautiously if your child/youth sabotages their own successes
 - Ask instead, "How do you feel when you finish ____?"
 - OR, "I hope you feel proud of yourself."

Q&A