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# Effective Parenting Skills for Child Behaviours

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(Dreikurs, 2004; Nelsen, 2006)

**Behaviour**

**Belief Behind  
Behaviour**

**Belongingness and  
Significance**



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(Dreikurs, 2004; Nelsen, 2006)

**Undue  
Attention**



**“I belong only when you are  
paying attention to me, or  
giving me undue services”**

**Notice me. Involve me  
usefully.**



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(Dreikurs, 2004; Nelsen, 2006)

**Misguided  
Power**



**“I belong only when I’m the  
boss, or at least don’t let you  
boss me around”**

**Let me help. Give me  
choices.**

(Dreikurs, 2004; Nelsen, 2006)



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**Revenge**



“I believe I don’t belong and  
that hurts, so I’ll hurt others”

**I feel hurt. Validate my  
feelings.**



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(Dreikurs, 2004; Nelsen, 2006)

**Assumed  
Inadequacy**



“I believe I don’t belong, so  
I give up. Leave me alone.”

**Don’t give up on me. Show me a small step—  
I need help!**



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## Positive Discipline



..... Connection before Correction

..... Feel better, Do better

..... Children see, Children do

# Nature of behaviour

Behaviours requiring handling:

- Aggressive
- Violent
- Non-compliant
- Attention seeking
- Inattentive
- Release of frustration
- Task avoidance
- Self-stimulation
- Isolation
- Challenge authority
- Social skill deficit
- Lack of motivation in learning
- **Behaviours that are related to Special Learning Needs**



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# The common challenging behaviours and emotional problems among pre-school children in Hong Kong

1. Compliance
2. Learning behaviours
3. Social-emotional behaviours



# Functions of Behaviours

There is always a reason behind any behaviour

Questions to ask yourself -

- What need does the behaviour serve to meet?
- What are the **environmental** circumstances stimulating unwanted behaviour?

Antecedent (what occurs immediately before the behaviour)	Behaviour	Consequence (occurs immediately after the behaviour, usually others' immediate response towards the behaviour)



# Why are these challenging behaviours and emotional problems so difficult to handle?

Behaviour can be caused / maintained by multiple functions  
(e.g. task avoidance and attention seeking)

Multiple functions can result in multiple behaviours  
(e.g. screaming, hitting, kicking as a result of not getting the ipad)

Behaviours is sometimes related to a function first but maintained by another  
(e.g. making a funny face to avoid a task → everybody laughs →  
attention given to maintain the behaviour)



# Common malpractices that reinforce negative behaviours

- Bribing
- Application of an inappropriate consequence
- Use of incorrect strategies
- Forgetting to keep your promise
- Too much lecturing and too many reprimands

## Reference Materials:

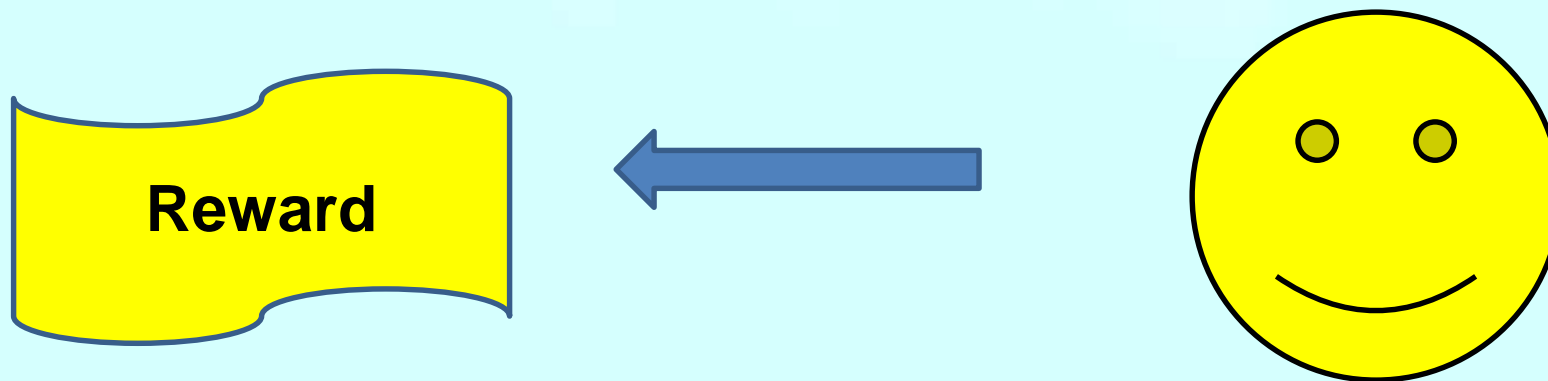
<https://www.youtube.com/watch?v=0T2R8pTpcoo>

[https://www.youtube.com/watch?v=3rIV\\_Cw9q5E](https://www.youtube.com/watch?v=3rIV_Cw9q5E)

<https://www.youtube.com/watch?v=y2bgO6leTpg&list=PLcTm82VWzbBJ0FeGvuRZwYcTNaEI5WYoo>

# Reinforcing Positive Behaviours

- ✓ Use reward to build up positive behaviour
- ✓ Use reward to diminish negative behaviour
- ✓ Teach social skill / play skill
- ✓ Teach knowledge, concepts





# Practical Strategies (1)

No bribing



- a. State the rules clearly
- b. Remind the rules when needed
- c. Reinforce the positive behaviours when it occurs



## Practical Strategies (2) – Set up a behavioural plan

Use correct strategies

- a. Develop SMART behavioural objective(s)
- b. Implement the strategies step by step
- c. Generalise the strategies to other situations and other environments

Are these targets small, clear, achievable?

- 1. Remind others after you have first minded your own business
- 2. Control own emotions, not to lose temper when we go out
- 3. Have a harmonious relationship with younger sister
- 4. Tidy up the toys after playing



# Behavioural plan

Be specific with your target behaviour

Your target is...

- ↑ Compliant behaviour
- ↑ Appropriate replacements
- ↓ Inappropriate behaviours

Teach new behaviours

Always start with something easy →  
to get reward, to accomplish





# Practical Strategies (3) – Tips of using reinforcement

## When

- Immediately after the correct behaviour
- Consider the frequency – depends on the intensity of the negative behaviours and the stage of implementation

## What

- Something your child likes
- Something he/she does not get access to very often
- Small and frequent reinforcers are better than a single but huge reinforcer

## How

- Consistent and persistent
- Use of tokens

## Why

- Pair up reinforcer with reasons
- Reinforce the behaviour, the attitude and good behavior exceeding expectation



# What are effective reinforcers?

1. Child's favourite
2. Easily accessible and can be used in most places
3. Can be given in small amount or only for a short time
4. Can be given immediately
5. Must accompany with verbal praise, social reward, and reasons for reward





Source of Information: (Chinese version only)

<https://hk.ulifestyle.com.hk/activity/detail/112807/%E5%B0%96%E6%B2%99%E5%92%80%E5%A5%BD%E5%8E%BB%E8%99%95-%E5%B0%96%E6%B2%99%E5%92%80%E6%96%B0%E9%96%8B7000%E5%91%8E%E5%A4%A7%E5%9E%8B%E5%A4%BE%E5%85%AC%E4%BB%94%E5%BA%97-50%E9%83%A8%E5%85%AC%E4%BB%94%E6%A9%9F-%E6%96%B0%E6%89%8B%E9%83%BD%E5%A4%BE%E5%88%B0>



## Use of tokens

- Format of tokens – points, ticks, stars, stickers etc.
- How many?
- How often?

Start with 5 tokens. Keep your promise!

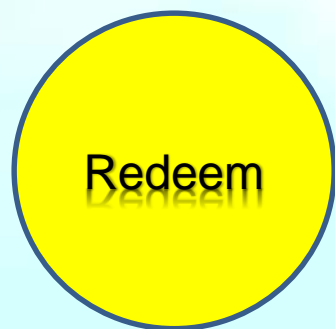




# Practical Strategies (4) – develop self-regulation

Over time:

Move on to use partial reinforcement to collect a bigger reinforcement



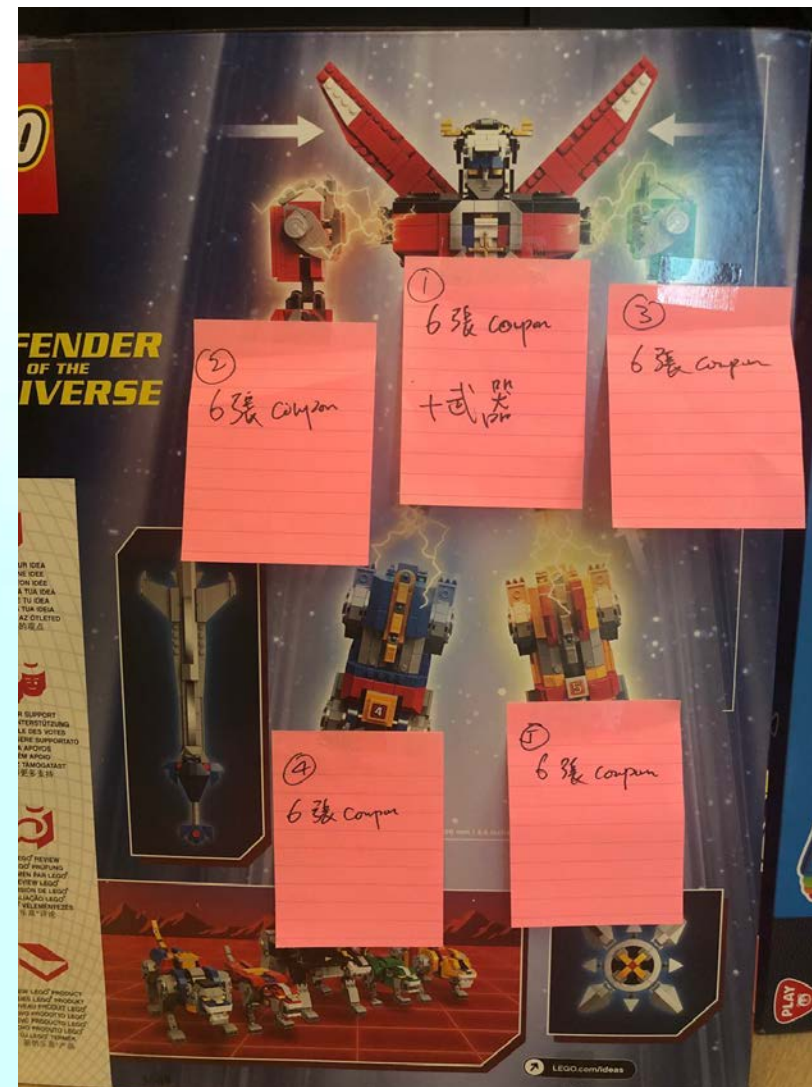
15,000 miles	Taiwan, Kunming	\$1,500, \$2,000
20,000 miles	Cebu, Beijing, Hokkaido,	\$2,000, \$2,500, \$?
40,000 miles	Sydney	?
60,000 miles	Europe	\$6,500



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## Practical Strategies (5) – use of a timer

- a. State the rules clearly
- b. Use a timer
- c. Give pre-warning / reminders
- d. Count 3-2-1

The rule is....

3-2-1



## Practical Strategies (6) – minimise negative behaviours

- State the rules clearly
- Remind the rules when needed
- Apply a consequence when there is a negative behaviour

Relate antecedent and consequence

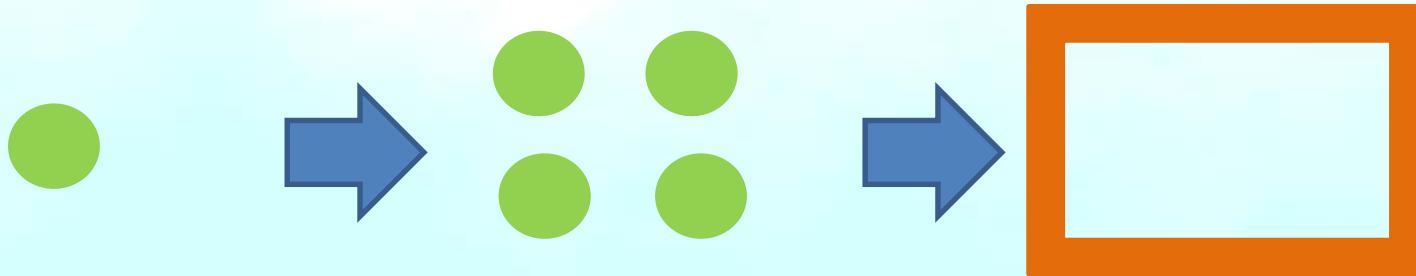
### Reduce negative behaviours

- Give a warning for the first rule breaking and give a chance
- Take away the token for the second (and onwards) rule breaking
- Use over-correction
- Give a token for good behaviour as soon as possible





## Practical Strategies (7) – importance of generalisation

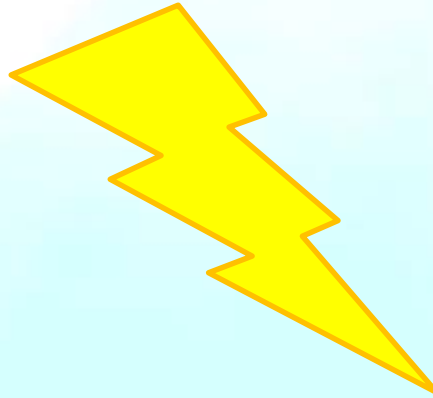


Generalise the established positive behaviour to other people and other environment. Make sure the child does not listen to one person ONLY.



# Behaviour is learnt!

- Behaviour needs to be tackled at early stage



- ❖ Behaviour can be improved
- ❖ New behaviours including positive and negative do occur.



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## Parents' Education Talks 2019/20

### Effective Parenting Skills for Child Behaviours

2019.11.1

Speakers: **Dr Florence Wu**  
**Mrs Kit Chan**  
Faculty of Education,  
The University of Hong Kong



Fussy child?  
Relax and Click!



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Parent Education Information  
at Kindergarten Stage



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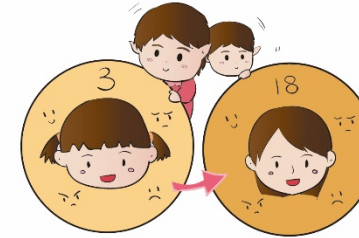


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The child is the father of the man;  
Early intervention is always the key.

Strategy is a commodity,  
Execution is an art.

#### Effective Strategies



- ✓ Develop self-regulation
- ✓ Generalisation
- ✓ Use of timer
- ✗ No bribing
- ✓ Understand the functions of behaviours
- ✓ Set up a behavioural plan
- ✓ Reinforcement
- ✗ Minimise negative behaviours

Children learn best when they  
are taught by both example and  
precept of parents.

Prevention is better than cure;  
Educate your child the earlier  
the better.



- ★ Connection before Correction
- ★ Feel Better, Do Better
- ★ Children See, Children Do



For more information:

HKU Faculty of Education

Jockey Club "Play n Gain" Project

# For more information...



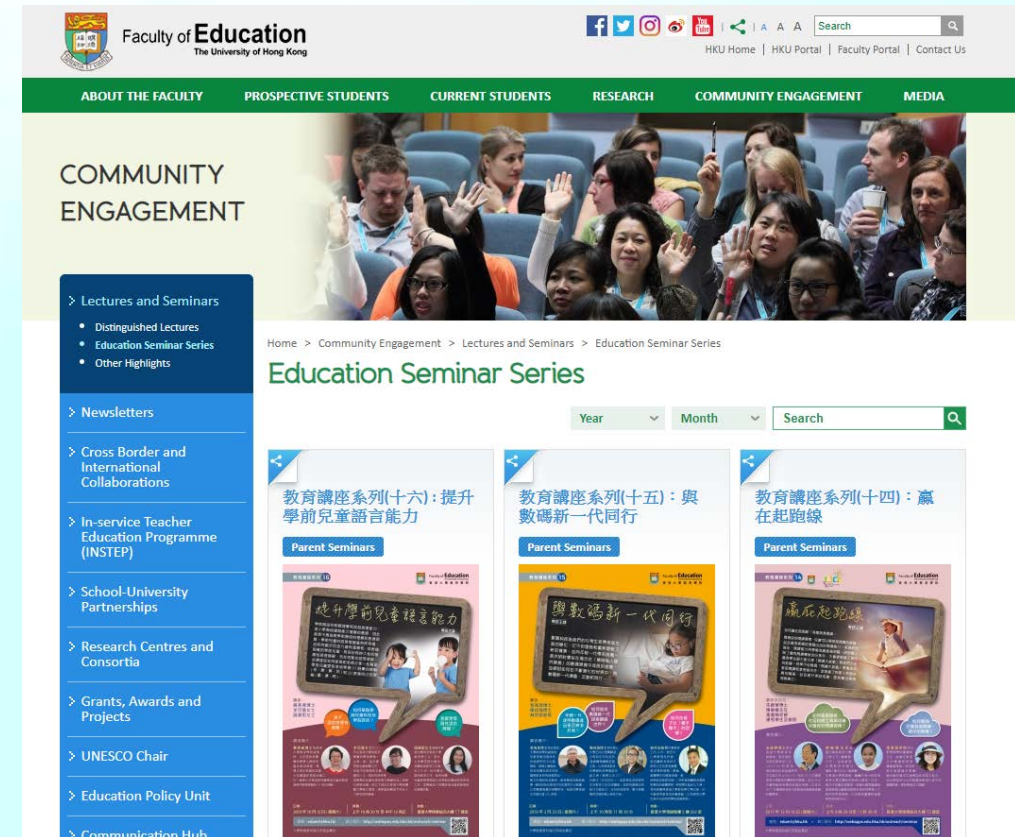
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<https://web.edu.hku.hk/event/parent-seminars>







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# Thank you!