

**SESSION**

**2**

**Basic Social Learning Theory, Introduce Tracking and Improving Parent Child Relationship**

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**SESSION TOOLS**

**The following materials are included for you to utilize during Session 2 of this module:**

**Handout:** Parent-O-Meter

**Handout:** Goal Line

**Handout 2.1:** Social Learning Theory Model

**Handout 2.2:** The Power of Praise

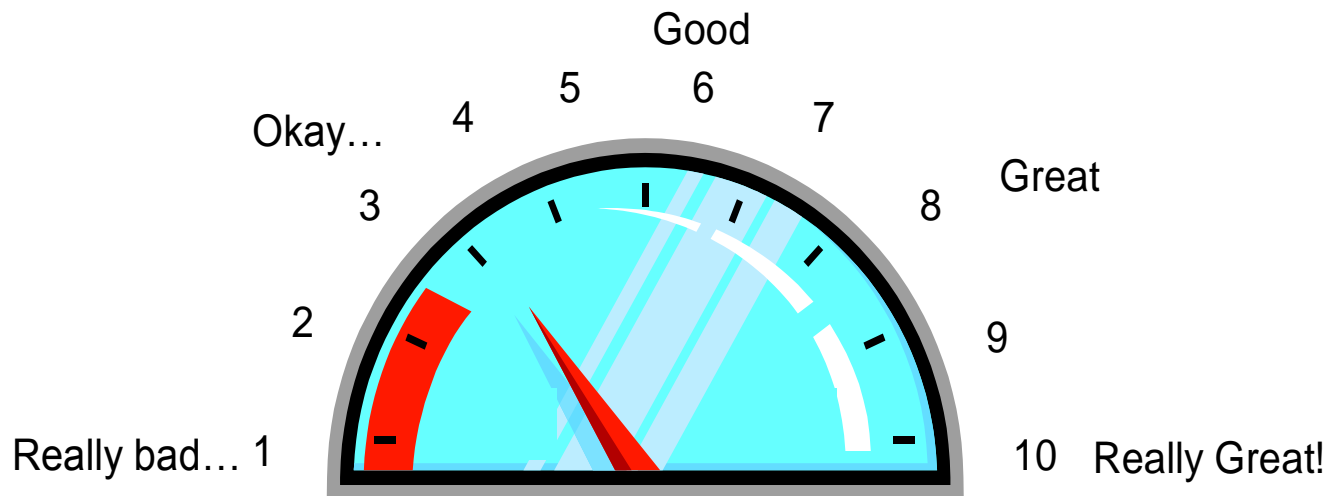
**Handout 2.3:** Parent Report of Child's Behavior

# Parent-O-Meter

This Week's Goals: \_\_\_\_\_  
\_\_\_\_\_

How did my parent(s) do?

CIRCLE A NUMBER!





# Goal Line



**Directions:** Place a check mark in the "Progress" Box each time a Goal is completed.

Number	Goal	Progress						
		M	T	W	Th	Fr	Sa	Su
1								
2								
3								
4								
5								

## Rewards for Goals Achieved:

Ex. 4 checks for homework done before TV time = One hour of an activity with Mom or Dad

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HANDOUT 2.1  
Social Learning Theory Model



**ANTECEDENTS**

**BEHAVIOR**

**CONSEQUENCES**

## The Power Of Praise

- Tell your child when you are proud of them.
- Use the words 'Thank You' as often as you would like to hear it back.
- Thank your child for behaving in positive or pro-social ways.
- Say, 'You did a good job' every time that you see your child doing something that is good.
- Tell your child that you appreciate them TRYING to follow the rules. If they do follow the rules, praise them again!
- Let your child know that you love them for who they are

### **TELL THEM**

**CHILDREN ARE NOT MIND READERS – THEY NEED TO HEAR PRAISE DIRECTLY FROM YOU**

HANDOUT 2.3

# Parent Report Of Child's Behavior

## NEGATIVE BEHAVIOR

- Argues
- Cries if doesn't get way
- Defies authority
- Destroys property
- Is fearful (inappropriately)
- Fights with siblings
  
- Fire setting
- Hits others
- Hyperactive
- Irritable
  
- Lies
- Noisy
- Does not mind adults
  
- Does not eat meals
- Pouts
- Stays out too late
- Steals
- Talks back to adults
- Teases others
  
- Throws temper tantrums
  
- Whines
- Yells
- Gets in trouble at school
- Other \_\_\_\_\_
- Other \_\_\_\_\_

## POSITIVE BEHAVIOR

- Discusses calmly;  
Accepts adult decisions
- Doesn't cry;  
Discusses calmly
- Follows direction; Obeys rules
- Uses objects appropriately
- Brave; Assertive
- Plays – Shares - Assists siblings
- Does not play with fire
- Solves problems verbally
- Behaves calmly
- Concentrates
- Good natured; Easy going
- Is honest
- Quiet; Still; Peaceful
- Follows direction;  
Accepts decision
- Good appetite
- Handles disappointments
- Obeys curfew
- Respects others' property
- Is respectful; Listens
- Compliments others;  
Doesn't insult
- Accepts "No";  
Negotiates well
- Uses age appropriate voice
- Uses normal voice volume
- Performs well in school;
- Other \_\_\_\_\_
- Other \_\_\_\_\_

## HANDOUT 2.4(a)

# Tracking And Praising Your Child's Behavior

Now that you have selected two or three negative behaviors and their good behavior opposites, it is time to keep track of these behaviors. Look at Handout 2.4(b), the Behavior Tracking Form. Every time your child does any of the negative or positive behaviors, circle the word 'observed' on the day that you saw it. If you praised the positive behavior, circle the word 'praised' on the day that you provided praise.

As we discussed during the meeting, there are two types of praise statements that you can use:

### 1. LABELED PRAISE.

Labeled praise is a praise statement that states exactly what the good behavior. Examples are:

- "You did a good job of taking out the garbage when I asked you to."
- "Thank you for playing nicely with your little brother for 30 minutes."
- "I like the way you got your homework done on time tonight."

### 2. UNLABELED PRAISE.

Unlabeled praise is a praise statement that tells the child that their behavior was good but it does not specify the exact behavior that was noticed. Examples are:

- "Good job."
- "Thank you."
- "I like that."



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***REMEMBER*** both types of praise are good,  
but labeled praise is better if the child is having a hard  
time learning or displaying a new good behavior.

HANDOUT 2.4(b)  
Behavior Tracking Form

BEHAVIOR	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Neg:</b> _____	Observed	Observed	Observed	Observed	Observed	Observed	Observed
_____	Observed	Observed	Observed	Observed	Observed	Observed	Observed
<b>Pos:</b> _____	Praised	Praised	Praised	Praised	Praised	Praised	Praised
_____	Praised	Praised	Praised	Praised	Praised	Praised	Praised
<b>Neg:</b> _____	Observed	Observed	Observed	Observed	Observed	Observed	Observed
_____	Observed	Observed	Observed	Observed	Observed	Observed	Observed
<b>Pos:</b> _____	Praised	Praised	Praised	Praised	Praised	Praised	Praised
_____	Praised	Praised	Praised	Praised	Praised	Praised	Praised
<b>Neg:</b> _____	Observed	Observed	Observed	Observed	Observed	Observed	Observed
_____	Observed	Observed	Observed	Observed	Observed	Observed	Observed
<b>Pos:</b> _____	Praised	Praised	Praised	Praised	Praised	Praised	Praised
_____	Praised	Praised	Praised	Praised	Praised	Praised	Praised