

Summary Sheets

Glossary

CALD




Glossary

Active listening	Showing that you are giving all your attention to the other person, perhaps by nodding, or saying 'uh-huh!'
Alternative behaviour	Another behaviour that can be used by the child instead of the difficult behaviour to achieve the same purpose. The alternative behaviour is usually a communication or independence skill, e.g. pointing to what they want, or learning to get their own drink.
Brainstorming	Coming up with as many ideas as you can, without deciding which is more sensible or likely to work.
Compliance	Doing what you are told to do.
Consequences	<p>Consequences are what happen after a behaviour. A positive consequence is something that will make the behaviour more likely to happen again. These might include:</p> <ul style="list-style-type: none"> • labelled praise • access to a favourite activity • favourite treats • removal of something unpleasant. <p>A negative consequence is something that will make the behaviour less likely to happen again.</p> <p>No consequence means making sure the child does not get a positive consequence for the difficult behaviour. This can be done using 'planned ignoring' i.e. neither you nor anyone else gives your child any attention at all. Pretend that they are not there. This is quite hard to do.</p>
Daily routines	Daily routines are just certain activities that usually happen at particular times of the day. You might have routines around getting children up and ready for school, or around preparing meals, eating and cleaning up. Routines help parents get their daily tasks done. Also, children are easier to manage and learn more skills if there are predictable routines for them to follow.
Engage	Encourage people to get involved.
Expectations	What you think or hope will happen.

High risk situations	Situations where your child's behaviour is likely to be difficult to manage. Situations that are not designed for children, e.g. shopping, visiting friends or relatives, visiting the doctor or dentist, waiting in a queue, getting ready to go out
Labelled praise	Telling your child exactly what they have done well, for example: 'That's great Tahleah, you waited your turn.'
Listening skills	<p>Good ways to get a clear idea of what the other person means including:</p> <ul style="list-style-type: none"> • active listening • not interrupting • summarising what they say, and checking with them that you understand correctly asking for more information.
Measuring behaviour	<p>We measure behaviour so we know if it changes over time or not.</p> <p>Ways to measure behaviour:</p> <ul style="list-style-type: none"> • How often? (frequency) For example: How often does the child hit another child in a day? • How long? (duration) For example: How many minutes does the child spend sucking their hands? • How many? (permanent products) For example: How many DVD covers has the child broken in a week?
Objective	A clear sentence about what we want the child to learn. For example: Given a DVD she likes, Amira will sit quietly by herself and watch for a quarter of an hour.
Planned activities routine	This is a routine you put together to use at times when your child is likely to use difficult behaviour. By the time you come to put this routine together you will have lots of ideas to try out with your child. You plan your routine, then try it out in a situation that is relatively low risk for the difficult behaviour.

Planned ignoring	<p>If you have decided that the reason your child does the difficult behaviour is to get your attention, you might think about using planned ignoring.</p> <p>When the child does the difficult behaviour, no-one should give them any attention. Pretend that they are not there, and get on with whatever else you have to do. This is quite hard to do, and means that everyone likely to be around the child has to agree to do the same thing.</p> <p>The behaviour might get worse for a short time, so be ready to keep ignoring it.</p> <p>Do not use planned ignoring when your child or others are in danger.</p>
Problem-solving routine	<p>This routine includes step-by-step ideas for how you can sort out problems that are really difficult or have been going on for a long time. It might sound too formal or not like what your family usually does, but there are probably some ideas you can use.</p> <p>One of the important ideas about the problem-solving routine is that if you are trying to do something different about the problem, you might need help from others to make this change.</p> <p>The main steps are:</p> <ol style="list-style-type: none"> 1. Identify what the problem is. 2. Come up with a number of ideas that might help. 3. Think and talk about these ideas, then decide on one to try out. 4. Try out the idea. 5. Help each other while you are trying out this idea.
Purpose of a behaviour	<p>The reason a behaviour happens, i.e. to get the consequence.</p>

Reprimanding	Telling a child off for doing the wrong thing. If a child is not getting much attention for doing what you want, they might do the wrong thing to get the reprimand. This is because, from their point of view, being told off is better than no attention at all.
Speaking skills	Good ways to make sure the other person gets your message clearly: Think before you speak. <ul style="list-style-type: none"> • Use 'I' messages. • Be specific in what you say. • Say positive things about others. • Keep your comments in the present.
Stop instructions	Say 'Stop' or 'Don't' and tell your child what to do instead. For example: if Jason is throwing his Lego around the room, say, 'Jason, stop throwing the Lego. Make something with it instead.'
Strengths	Things your child does well compared to the other skills they have. Do not compare your child to other children. This is just about your child's: <ul style="list-style-type: none"> • motor skills (how they use their arms, legs, etc.) • communication skills (how they tell you what they want - such as through words, pointing, etc.) • self help skills (what they can do for themselves about dressing, eating, etc.) • academic skills (can they concentrate on something for a few minutes, draw, count, write)
Taking away privileges	Taking away something the child likes, but which is not essential for their health and safety. For example: cutting down how much TV they are allowed to watch, not letting them use a toy or computer for a specified amount of time, cutting out some pocket money.

Teaching skills	<p>An important part of the Signposts program is the idea that helping your child learn new skills will make it easier for them to behave in the way you want them to behave. The two ways of teaching described in the program are:</p> <ul style="list-style-type: none"> • teach by showing • step-by step teaching. <p>If you decide to teach your child new skills, choose skills that:</p> <ul style="list-style-type: none"> • build on the skills your child has already • your child needs to use in daily activities • your child will use often • build on a positive social image of your child • your child wants to learn • increases your child's independence.
Telephone test 	<p>The telephone test is a test of how clear your description is. Imagine you are describing your child's behaviour to a friend on the phone.</p> <p>Will your friend 'see in their mind' what you have seen? Example:</p> <ul style="list-style-type: none"> • 'He is being aggressive to his sister' is not very clear and so does not pass the telephone test. • 'He is hitting his sister with a stick' gives the listener a much better idea of what is happening. This description does pass the telephone test.
Time out	<p>Time out refers to time away from positive consequences. If you use time out you must follow the guidelines from the facilitator very carefully, and keep a record of what you do. Time out will not work for children who like to be on their own.</p>
Triggers	<p>Events that occur before a behaviour.</p>