



教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院



# Effective Parenting Skills for Child Behaviours

Dr Florence Wu & Mrs Kit Chan  
Faculty of Education,  
The University of Hong Kong

1 November, 2019



教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

(Dreikurs, 2004; Nelsen, 2006)

**Behaviour**

**Belief Behind  
Behaviour**

**Belongingness and  
Significance**



教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

(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.**



教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

(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)



教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

## Revenge



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

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



教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

(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!**



教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

## 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**



教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院





教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

# 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:

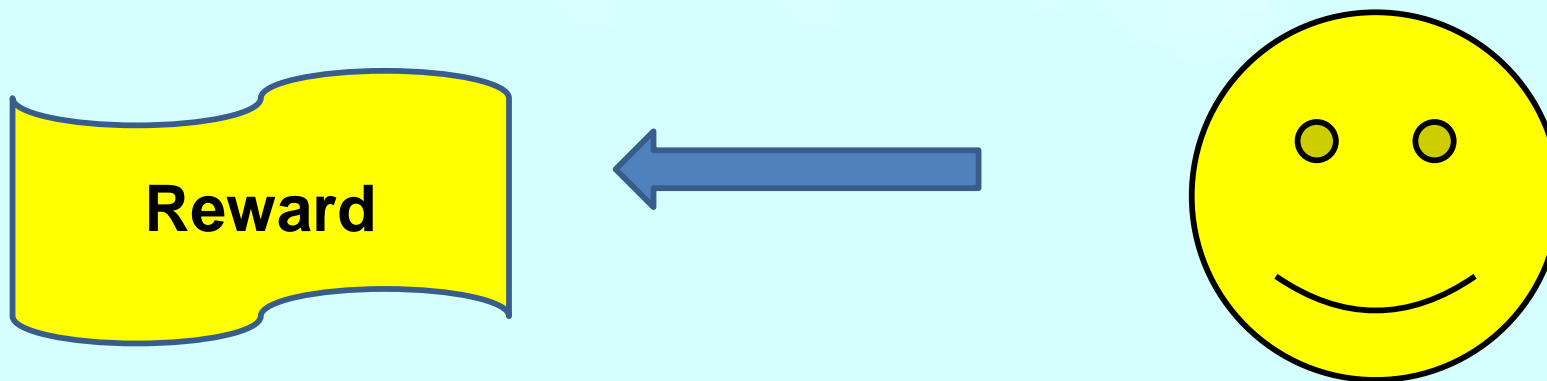
<https://www.youtube.com/watch?v=0T2R8pTpc0o>

[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





教育局  
Education Bureau



Faculty of Education  
The University of Hong Kong  
香港大學教育學院



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

Redeem

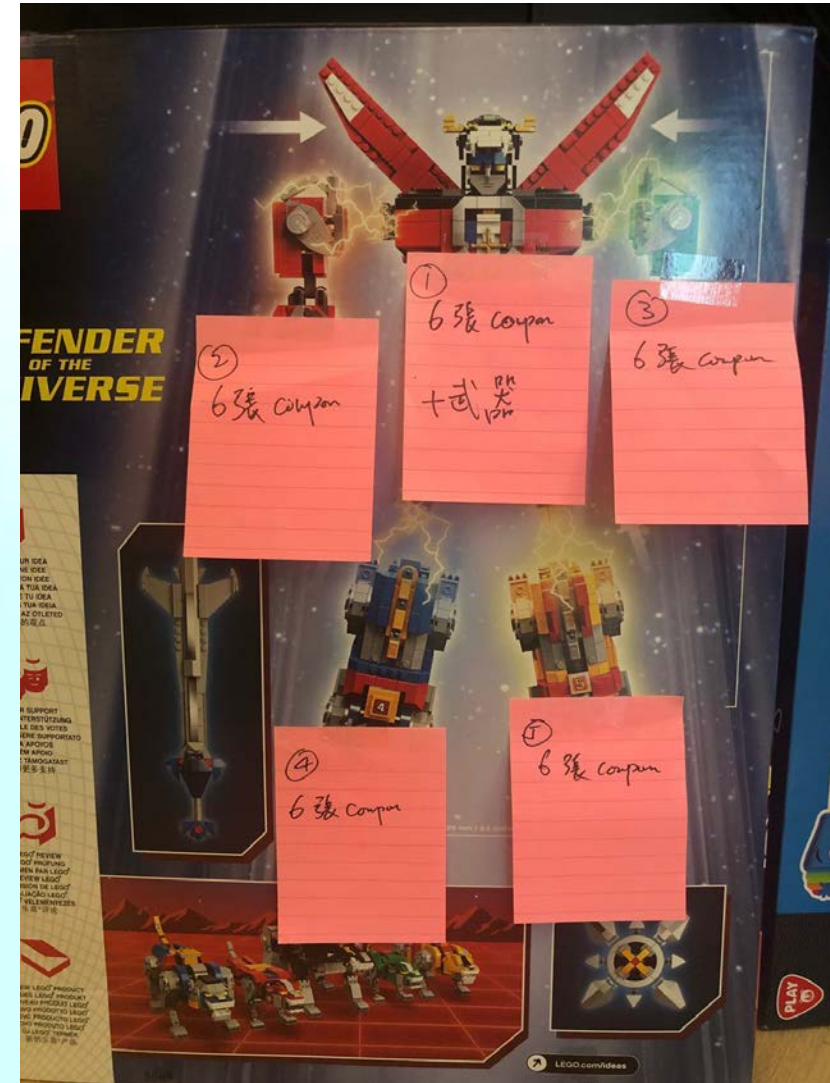
15,000 miles	Taiwan, Kunming	\$1,500, \$2,000
20,000 miles	Cebu, Beijing, Hokkaido,	\$2,000, \$2,500, \$?
40,000 miles	Sydney	?
60,000 miles	Europe	\$6,500



教育局  
Education Bureau



Faculty of Education  
The University of Hong Kong  
香港大學教育學院





## 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

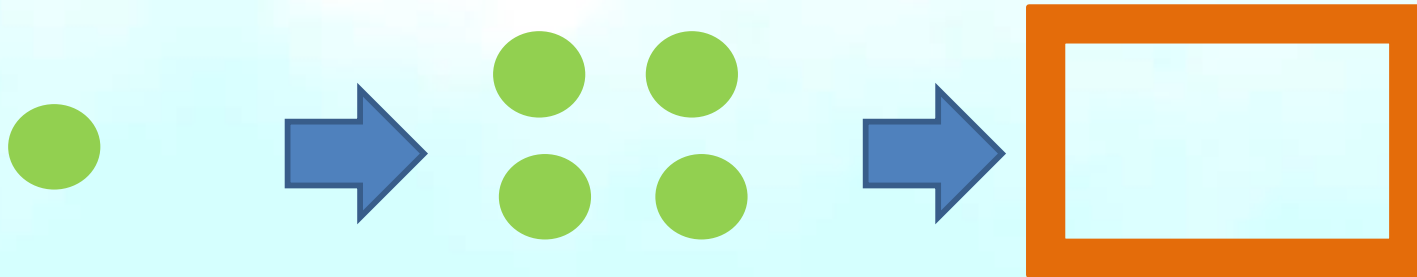
### Reduce negative behaviours

- 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





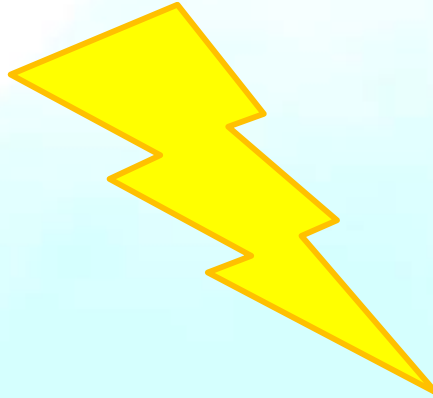
## Practical Strategies (7) – importance of generalisation



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.



教育局  
Education Bureau



Faculty of Education  
The University of Hong Kong  
香港大學教育學院

## 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!



Education Bureau  
Parent Education Information  
at Kindergarten Stage



教育局  
Education Bureau

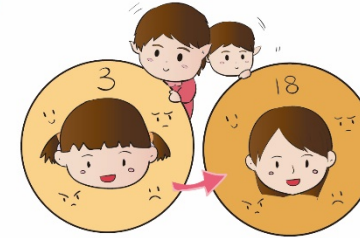


Faculty of Education  
The University of Hong Kong  
香港大學教育學院

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...



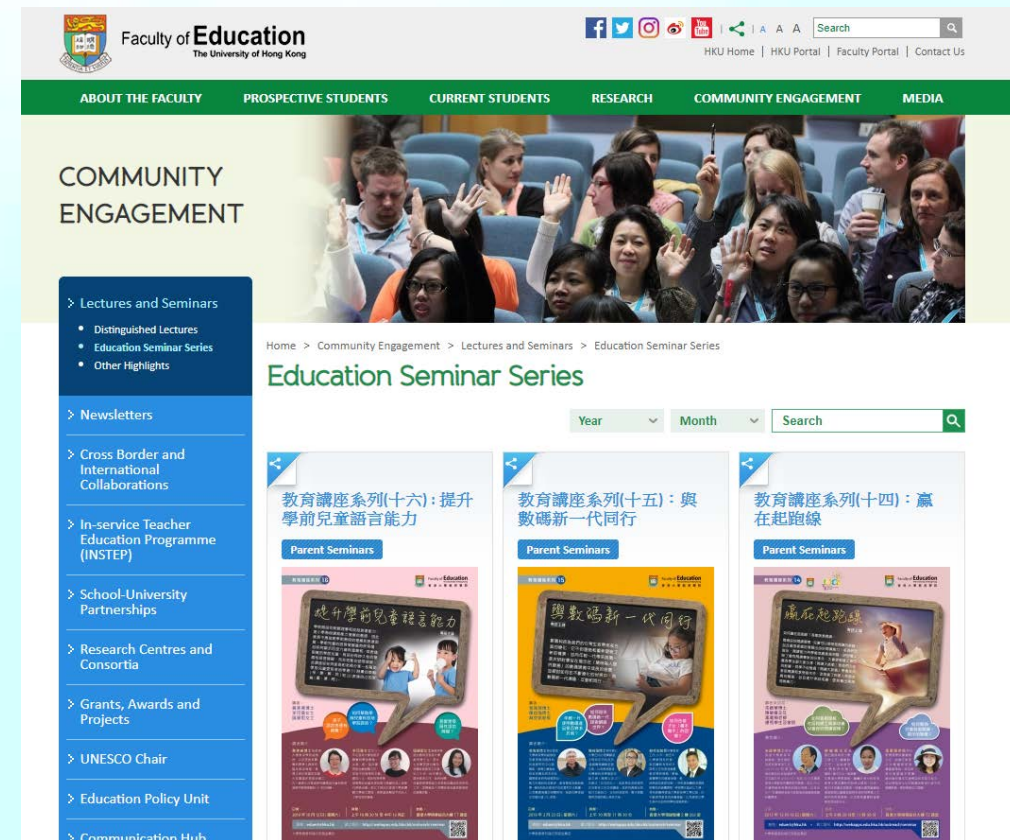
教育局  
Education Bureau



Faculty of Education  
The University of Hong Kong  
香港大學教育學院

## Faculty of Education, The University of Hong Kong

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





教育局  
Education Bureau



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院

# Thank you!