

# Behavior Management to Motivation and Change

## Keeping Your Child's Relationship

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Homework Should Not Be At The Cost Of Your  
Relationship To Your Child

-Russell Barkley, Ph.D.

# Considerations

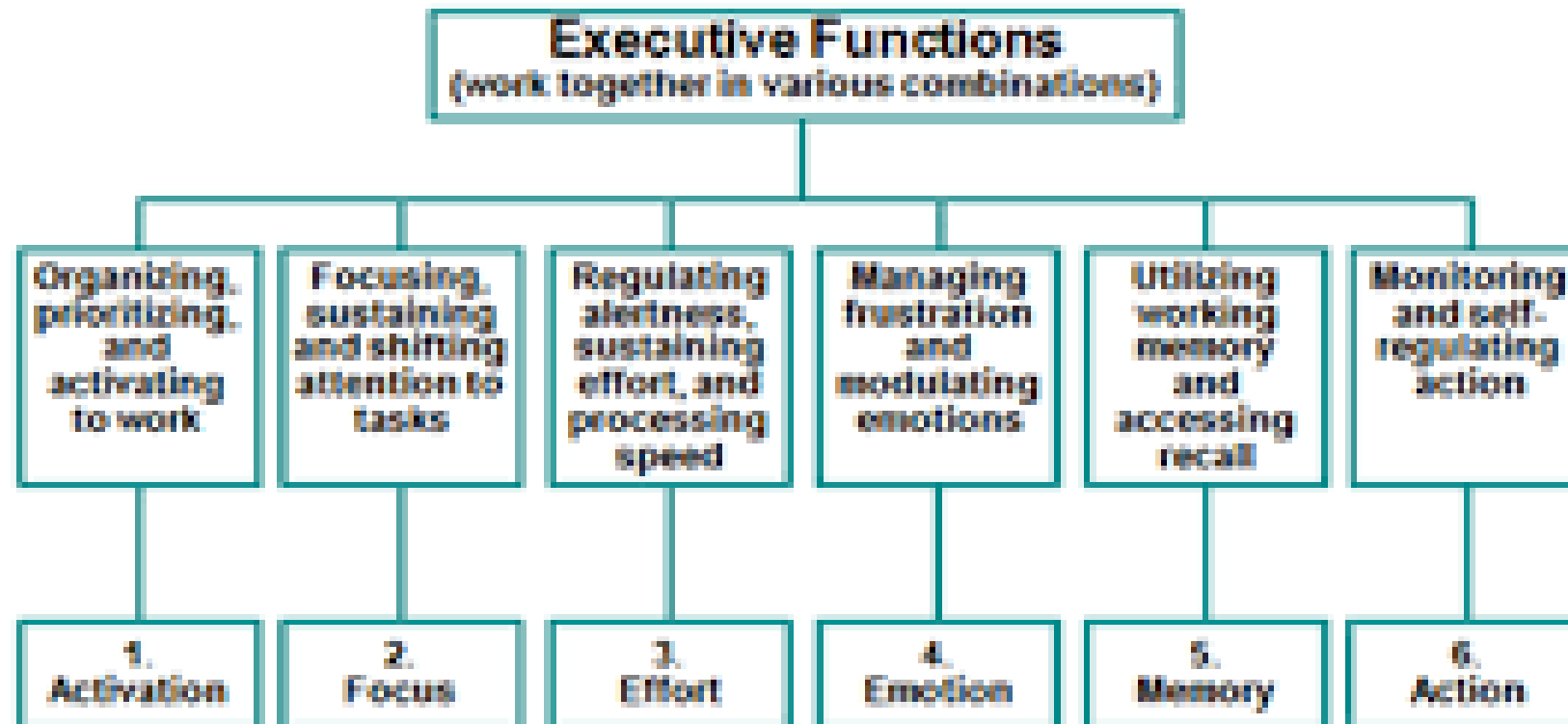
You could be the best parent in the world, but parenting a child with ADHD requires more:

Patience: The remote control does not work.  
Emotions are big.

Thoughtfulness: The “regular” parenting techniques often do not work.

Observation: Almost constant awareness of your child, and self-awareness to best read situations and your own feelings.

# Executive Functions Impaired in ADD/ADHD



(TE Brown (2005))

# Motivation and ADHD

Rewards and Consequences \* Time \* Intrinsic \* Extrinsic

Varies by Age \* Varies by Developmental Level \* Comorbidities

# Understanding Motivation through Erikson's Stages of Psychosocial Development

Erikson believed that our personality grows in a specific order through eight stages, starting from when we are babies and continuing into adulthood. At each stage, we face a challenge that can help us grow positively or negatively shape who we are.



# Stage 1: Trust vs. Mistrust

## Age 0 - 1

**Babies rely completely on their caregivers for everything they need: food, love, warmth, safety, and care.**

Babies learn to trust when caregivers show "reliability, care, and love".

Trust develops based on how "dependable and caring" the caregivers are.

**When trust is built, babies feel "safe and secure" in the world.**

**If caregivers lack these qualities, children may develop "mistrust".**

If trust is not developed, it can lead to "fear" and the belief that the world is "unpredictable and unsafe".

**No child will have "complete trust or complete doubt"; it's about finding a "balance" between the two.**

**When trust is developed well, it leads to "hope", which Erikson describes as being open to new experiences while still being a little "cautious"**

# Stage 2: Autonomy vs. Shame

## Age 1 - 3

As children grow, they become more active and start to realize they can do many things by themselves, like putting on their clothes and shoes or playing with different toys. These new skills show that the child is becoming more independent and confident. During this time, children begin to take control of their bodies, which can influence how they feel about themselves. They may feel more independent, but if things don't go well, they might experience feelings of shame or doubt.



## Stage 2 (cont.)

- When parents help with toilet training in a calm and supportive way, allowing the child to learn at their own pace, the child can feel proud and independent. They learn that they can control their own bodies and take responsibility for their actions. This process helps build their confidence and belief in their ability to manage personal tasks. However, if toilet training is rushed or if parents react with anger or disappointment when accidents happen, the child may feel ashamed and start to doubt their abilities. They might feel bad about their mistakes, which can lead to feelings of shame, self-doubt, and a lack of confidence in their independence.

# Stage 3: Initiative vs. Guilt

## Age 3 - 6

Initiative versus guilt is the third stage of Erik Erikson's theory of psychosocial development. During this stage, children start to express themselves and interacting with others.

Initiative: When children to take the lead, kids can plan activities, finish tasks, and face challenges. They learn to take charge and feel in control of their surroundings. They begin to think for themselves, make plans, and carry them out, which builds a sense of purpose.

Guilt: If caregivers discourage children from being independent or criticize their efforts, kids may feel guilty about wanting to take the lead. This can lead to feelings of guilt, self-doubt, and a lack of initiative.

Developing Initiative: Exploration helps children feel powerful and in control. By exploring, they engage with their surroundings, ask questions, and discover new things. This active involvement allows them to make their own choices, which boosts their confidence and independence.

Learning from Mistakes: Exploration also involves making mistakes, which are important learning experiences. When children make mistakes, they learn about cause and effect and how their actions can change outcomes.

Building Self-Confidence: When caregivers support and encourage exploration, it builds self-confidence. They feel that their actions matter, which motivates them to take more initiative in the future.

Mitigating Guilt: If caregivers respect a child's need to explore and don't overly criticize their mistakes, it helps prevent feelings of guilt. The child learns that it's okay to try new things and that making mistakes is part of learning.

## Stage 3 (cont.)

- Success and Failure: Children start to plan activities, create games, and initiate play with others. Given the chance, they develop a sense of initiative, feel confident in their ability to lead and make decisions.
- Success in this stage leads to a sense of purpose. If this initiative is stifled by criticism or control, children may develop feelings of guilt. They might push too hard in their efforts, and parents may respond by punishing them, which can limit their initiative. At this stage, children also begin to ask many questions as their desire to learn grows. If parents treat these questions as unimportant or annoying, the child may feel guilty for being curious. Guilt can hinder a child's interactions with others and limit their creativity. Some guilt is necessary, as it helps children learn self-control and develop a conscience.
- Finding a healthy balance between initiative and guilt is crucial. This balance helps children understand that it's okay to take charge and make decisions, but there will also be times when they need to follow rules set by others. Successfully navigating this stage leads to the development of purpose.

# Stage 4: Industry vs. Inferiority

## Age 7 - 11

- In this stage, children start to compare themselves with their peers to gauge their abilities and worth.
- **Industry:** If children are encouraged by parents and teachers to develop skills, they gain a sense of industry—a feeling of competence and belief in their skills.
- They start learning to work and cooperate with others and begin to understand that they can use their skills to complete tasks. This leads to a sense of confidence in their ability to achieve goals.
- **Inferiority:** On the other hand, if children receive negative feedback or are not allowed to demonstrate their skills, they may develop a sense of inferiority.
- They may start to feel that they aren't as good as their peers or that their efforts aren't valued, leading to a lack of self-confidence and a feeling of inadequacy.



# Stage 5: Identity vs. Confusion

## Age 12 - 18

- During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals.
- **Identity:** If adolescents are supported in their exploration and given the freedom to explore different roles, they are likely to emerge from this stage with a strong sense of self and a feeling of independence and control.
- This process involves exploring their interests, values, and goals, which helps them form their own unique identity.
- **Role Confusion:** If adolescents are restricted and not given the space to explore or find the process too overwhelming or distressing, they may experience role confusion.
- This could mean being unsure about one's place in the world, values, and future direction. They may struggle to identify their purpose or path, leading to confusion about their personal identity.

# Stage 6: Intimacy vs. Isolation

## Age 19 -29

- During this stage, the major conflict centers on forming intimate, loving relationships with other people.
- **Intimacy:** Individuals who successfully navigate this stage are able to form intimate, reciprocal relationships with others.
- They can form close bonds and are comfortable with mutual dependency. Intimacy involves the ability to be open and share oneself with others, as well as the willingness to commit to relationships and make personal sacrifices for the sake of these relationships.
- **Isolation:** If individuals struggle to form these close relationships, perhaps due to earlier unresolved identity crises or fear of rejection, they may experience isolation.
- Isolation refers to the inability to form meaningful, intimate relationships with others. This could lead to feelings of loneliness, alienation, and exclusion.



## Stage 7: Generativity vs. Stagnation Age 30 – 64

During this stage, individuals focus more on building our lives, primarily through our careers, families, and contributions to society.

## Stage 7: Integrity vs Despair Age 65 –

It is during this time that we contemplate our accomplishments and can develop integrity if we see ourselves as leading a successful life.

# Step by Step Progression

# Behavioral

## Antecedents, Behavior and Consequences

- Define the problem well. It needs to be easily quantified.
- **It is always better to use a reinforcer rather than a negative consequence.**
- What reinforcers would be good? Consider a menu for older children.
- What is realistic? Take small steps.
- Remember: the child must be successful; otherwise, they will give up. If they are not successful, quickly back off.
- If they are successful, don't "up it" too quickly.
- Don't do the school's work for them. You have enough to do at home.

# Some Examples

- Understanding what the reinforcer is- whatever the youngster does a lot or wants. [being social, dessert]
- Setting the parameters- being lucky when you can use their words “against them”- though everyone wins.
- Maintaining/Reinstituting the reinforcer when necessary. [nickels at bedtime]

# 1-2-3 Magic - Positive Parenting | Effective Child Discipline

Thomas Phelan, Ph.D.

123magic.com

1. Getting your kids to **stop** doing the things you don't want them to do (tantrums, whining, etc.)
2. Motivating your kids to **start** doing the things you want them to do (cleaning up, homework, etc.)
3. Bonding with your kids.

# 1-2-3 Magic

- 1-2-3 Magic encourages parents to talk less. When your child is throwing a tantrum, your attempts to talk to and reason with them just add to the overwhelming noise in their head. 1-2-3 Magic focuses on calm, non-verbal communication and signaling to help your child regulate their emotions and respond more appropriately to the situation.

By emphasizing the need for parents to stay calm in the face of chaos, help their children develop emotional intelligence, and focus on every parent's ultimate goal of creating a close, connected family where everyone feels heard and respected.

1-2-3 Magic is appropriate to use with kids ages two to twelve, applies to neurotypical kids as well as kids with ADHD, learning disabilities, and other challenges.



# 1-2-3 Magic

- “Counting” as a means to reduce conflict and to get to a happier family fast
- Silence often speaks louder than words
- Strengthening your relationships with your children should be the ultimate goal of any discipline program

# Collaborative and Proactive Solutions (CPS)

## Lives in the Balance.org

- Based on the work of Dr. Ross Greene. "The Explosive Child", "Lost at School", "Lost & Found", "Raising Human Beings."
- Main Ideas
- Children show concerning behaviors because they lack important skills like flexibility, frustration tolerance, emotion regulation, and problem-solving.
- The best way to reduce these behaviors is to work together to solve the problems that cause them.
- "Kids do well if they can;" this means that children want to behave well when they have the right skills.

# Collaborative and Proactive Solutions

## Getting Started

# Collaborative and Proactive Solutions

- "Intervention Strategy": Instead of using rewards or punishments, CPS focuses on solving problems together, which is called "Plan B."
- "Plan B Steps":
  - 1. "Empathy Step": Listen to the child to understand their point of view.
  - 2. "Define Adult Concerns Step": Caregivers share their worries about the problem. And what are the child's concerns?
  - 3. "Invitation Step": Work together to come up with a realistic solution that works for both the child and the adult.

# Plans A and C

# My Own Add On

## “Commitment Therapy”

The problem, the concerns. A message: it's not because we don't believe you. Only based on history, we don't trust that it will happen. We know your intention is there, but at the time it is needed, it is tough to do it.

When will you get it done? Agree to a (reasonable time/could be by dinnertime)

What if it's not? Everything shuts down until it is done. As soon as it is done, everything turns back on.

Do you want a reminder?



# Thank you!

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