

chart to record the stars or tokens and always give an earned reward promptly. Verbal approval should always accompany extrinsic rewards.

Consistently ignoring behavior will eventually extinguish or minimize the act. Although this approach sounds simple, it is difficult to implement consistently. Parents frequently “give in” and resort to previous patterns of discipline. Consequently, the behavior is actually reinforced because the child learns that persistence gains parental attention. For ignoring to be effective, parents should (1) understand the process, (2) record the undesired behavior before using ignoring to determine whether a problem exists and to compare results after ignoring is begun, (3) determine whether parental attention acts as a reinforcer, and (4) be aware of “response burst.” *Response burst* is a phenomenon that occurs when the undesired behavior increases after ignoring is initiated because the child is “testing” the parents to see if they are serious about the plan.

The strategy of consequences involves allowing children to experience the results of their misbehavior. It includes three types:

1. Natural: Those that occur without any intervention, such as being late and having to clean up the dinner table
2. Logical: Those that are directly related to the rule, such as not being allowed to play with another toy until the used ones are put away
3. Unrelated: Those that are imposed deliberately, such as no playing until homework is completed or the use of time-out

Natural or logical consequences are preferred and effective if they are meaningful to children. For example, the natural consequence of living in a messy room may do little to encourage cleaning up but allowing no friends over until the room is neat can be motivating! Withdrawing privileges is often an unrelated consequence. After the child experiences the consequence, the parent should refrain from any comment, because the usual tendency is for the child to try to place blame for imposing the rule.

Time-out is a refinement of the common practice of sending the child to his or her room and is a type of unrelated consequence. It is