PIT STOP

WEEKLY SESSION EVALUATION FORM

SESSION NO: DATE:

THE SESSION

I found this session to be *(please tick one)*:

☐ NOT INFORMATIVE   ☐ NEUTRAL   ☐ QUITE INFORMATIVE   ☐ VERY INFORMATIVE

COMMENTS:

MY HOME CHALLENGE THIS WEEK IS TO:

HAND OUT

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TYPE OF LOGICAL CONSEQUENCES

CONSEQUENCE CHORE

Being compensated for unnecessary problems puts the responsibility for the problem back on to the young person to solve or live with the consequences. In short, when the parents decrease unnecessary problems, the young person is forced to learn that quality of his/her life depends on his/her ability to make good decisions. If the parents are inconvenienced, the young person can be assigned one of the parent's chores to compensate the parent for the time they were dealing with the problem. This can be used in many ways which are very difficult for the young person to argue as being unfair.

The parent writes up a list of consequence chores which are not the normal chores expected of the young person' and place this list on the refrigerator. The chores are not to be punitive and must be age appropriate.

If the young person refuses to do the consequence chore, the parent is not to panic but explain to the young person that there will be a backup consequence i.e. loss of privileges

CHARGING CONSEQUENCE

This is more effective with 'older' young people i.e. 14 plus. When money is motivating to a young person it may be used by parents to compensate for unnecessary problems. Like consequence chores, charging is a more effective alternative to grounding. The rationale is 'the value of money and money management'

Steps to implementing the Charging Consequence:
1. The parent to calculate how much money they give to their young person per week, discounting school bus fare and dinner money i.e. £8 - the parent to consider this as the allowance.
2. The parent to give their young person this money in one go on a set day of the week i.e. a Monday.
3. The parent makes a list of the problem behaviour they will charge compensation for. It is more effective if the amount charged is in small amounts and that the young person does not lose the full amount.
4. The parent explains this list to the young person .
5. The parent keeps a record of the charges.

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6.   If possible the parent reminds the young person of the charge consequence so the young person remains in control of whether to choose the behaviour or consequence.

7.   The following Monday the parent gives the young person their allowance minus the amount charged for. The allowance is given alongside the charging list so the young person is fully aware of the charges.

FOR EXAMPLE:

(a) Your young person is late for school and wants a lift. Whose problem is it?

It is the young person's problem for not getting up in time. The consequence is that they walk to school and arrive late or they pay the parent 'taxi' fare for the hassle of driving them to school.

(b) Your young person has lots of friends over and they drink endless cups of tea and never clear up after them. Whose problem is this?

It is a problem to the parent as they are forever cleaning up after the young person. This is causing them undue hassle. The young person has a choice: either they have to fulfil a consequence chore to compensate for the parent's hassle of having to pay for extra tea, coffee and milk and clearing up after them, or the parent charges the young person for the tea, coffee and milk that is used by the friends.

(c) Your young person refuses to clean their bedroom. Whose problem is it?

The parents, as they are unhappy about the mess and the young person's problem when they can't find their favourite top. The young person is given a choice. They need to clean their room by a certain time and day. They have a choice whether they clean their room or the parent will be compensated for their cleaning services. The young person is charged for cleaning services.

PARENTAL CONCERNS WITH THIS STRATEGY: Parents worry that their young person will just blow the money. This is to be expected at the start and it is better that they blow it when they live with the parents and have a roof over their head and food to eat, than blow it later when they are older and have a bank manager to deal with! If a young person blows all their activity money on a Monday and therefore cannot go to football on a Wednesday, they will soon learn that they have to maintain much more financial awareness. Parents need to be firm and not to credit their young person during the week. If a young person has spent their activity money, the only way they will learn is to miss their activity.

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For parents who may struggle to follow this through (i.e. the young person is been very loving and pleads) then the parent can swap the charge for a consequence chore.

PRIVILEGE CONSEQUENCES

The rationale for this strategy is to help the young person learn that they have privileges and these privileges are 'treats' and not their human right. Therefore privileges are to be respected and earned.

Steps to implementing the Privilege Consequence

1.   The parent to list all the privileges their young person has i.e. Sky TV time , computer time/use of mobile phone, having friends come round , lifts to activities, designer clothes etc.

2.   The parent makes a list of the problem behaviour and lists the matching privilege the young person will forfeit. It is more effective if the privilege time is in small amounts and that the young person does not lose all privileges

3.   Parent explains this list to the young person

4.   If possible the parent reminds the young person of the privilege consequence so the young person remains in control of whether to choose the behaviour or consequence.

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CONSEQUENCE QUIZ QUESTIONS

1.   What 'gets in the way' of imposing a natural consequence?

2.   If a parent is struggling to allow a natural consequence to occur what type of parenting style may they have?

3.   Your young person wants to go outside when it's raining without a coat. Whose problem is it?

4.   Your young person has played outside without a coat on and it's freezing cold. What sort of consequence is going to happen?

5.   What two things must you deliver a consequence with?

6.   Your daughter is late home because she missed the bus due to helping an old lady who had fallen over. (She is telling the truth)
- Would you put in a consequence to this?
- What other strategies could you use?

7.   Your son is late home by one hour because he forgot the time whilst he was at his mates.
- Would you put in a consequence to this?
- Which one?
- Why?
- What other strategies could you use?

8.   If you asked your daughter/son to cut the grass and they refuse how you could manage this?

9.   Your young person did not do the washing up; despite reminders as he was watching the football. As a result of this he has lost 30 minutes television time. What type of consequence is this?

10.   If you are 'fining' your young person for chores that they have not completed what must have you have done before implementing this consequence?

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11a. You have told your young person that they must come off the XBox at 9pm tonight. What are the strategies that you will use when they follow your instruction?

11b. What are the strategies you will use if they ignore your instruction?

11c. If this is a continuing problem what could you do?

12.   What are the rules to logical consequences?

13.   You have imposed a logical consequence where your daughter is unable to go to the party with her friends. When you come home from work the house has been cleaned, a cup of tea is ready for you and the vegetables have been prepared for dinner. Would you let her go to the party?
- If yes why?
- If no why?

14.   Your young person has been fined several times for different reasons, he really wants to go to the cinema with his friends; can he achieve this?
- If yes how? Are there chores he can do which you can ask of him?
- If your young person completes some chores without them being agreed beforehand with you would you still instate his allowance?

15.   You have reminded your young person to get out of bed in readiness for school, they have ignored your requests and have missed the bus and ask you for a lift.....how would you manage this?

16.   By giving your young person warnings and choices what skills are you teaching them?

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CONSEQUENCE QUIZ ANSWERS

1.   What 'gets in the way' of imposing a natural consequence? **Parents fears**

2.   If a parent is struggling to allow a natural consequence to occur what type of parenting style may they have? **Helicopter**

3.   Your young person wants to go outside when it's raining without a coat. Whose problem is it? **Young persons**

4.   Your young person has played outside without a coat on and it's freezing cold.
What sort of consequence is going to happen? **Natural**

5.   What two things must you deliver a consequence with
- **sadness**
- **empathy**

6.   Your daughter is late home because she missed the bus due to helping an old lady who had fallen over.(She is telling the truth)
- Would you put in a consequence to this? **no**
- What strategies could you use? **Praise for the behaviours you want to see helpful/kind/caring**

7.   Your son is late home by one hour because he forgot the time whilst he was at his mates. Would you put in a consequence to this?
- **Yes, if not the first time.**
- **No, if first time (warning & discussion with active listening /praise for telling truth etc.)**
- Which one? **Logical. (eg: chore or loss of privilege)**
- Why? **Explore with parent**
- What other strategies could you use? **eg: chore or loss of privilege**

8.   If you asked your daughter/son to cut the grass and they refuse how you could manage this?
- Give reminders/warnings
- Set boundaries/limits
- Impose logical consequence and follow through

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9. Your young person did not do the washing up; despite reminders as he was watching the football. As a result of this he has lost 30 minutes television time. What type of consequence is this?
- **Logical consequence**

10. If you are 'fining' your young person for chores that they have not completed what must have you have done before implementing this consequence?
- Had a discussion about the procedure – what will happen
- Give warnings/reminders
- Follow through

11a. You have told your young person that they must come off the XBox at 9pm tonight. What are the strategies that you will use when they follow your instruction?
- **Praise**
- **Reward (extra time tomorrow)**

11b. What are the strategies you will use if they ignore your instruction?
- **Logical consequence. eg: no XBox tomorrow**
- **Warning – for the length of time you remain on the XBox you will lose the same amount of time tomorrow (THEIR CHOICE)**
- **Follow through**

11c. If this is a continuing problem what could you do?
Use the XBox as a reward – thank you for doing ********* you can have an extra 10 mins on the XBox

12. What are the rules to logical consequences....
- fit the situation
- followed through
- be short
- timely
- monitored (you going out when you've said they will lose TV)

13. You have imposed a logical consequence which means your daughter is unable to go to the party with her friends. When you come home from work the house has been cleaned, a cup of tea is ready for you and the vegetables have been prepared for dinner. Would you let her go to the party?
- If yes why? **Explore with parent**
- If no why? **Explore with parent**

14.   Your young person has been fined several times for different reasons he really wants to go to the cinema with his friends; can he achieve this?

If yes how? Are there chores he can do which you can ask of him? **Explore with parent.**
If your young person completes some chores without them being agreed beforehand with you would you still instate his allowance? **Explore with parent (job analogy).**

15.   You have reminded your young person to get out of bed in readiness for school they have ignored your requests and have missed the bus and ask you for a lift.....how would you manage this?
Natural consequence:
Logical consequence - **Give them a lift and charge them for your time/fuel**

16.   By giving your young person's warnings and choices what skills are you teaching them?
- problem solving
- decision making