

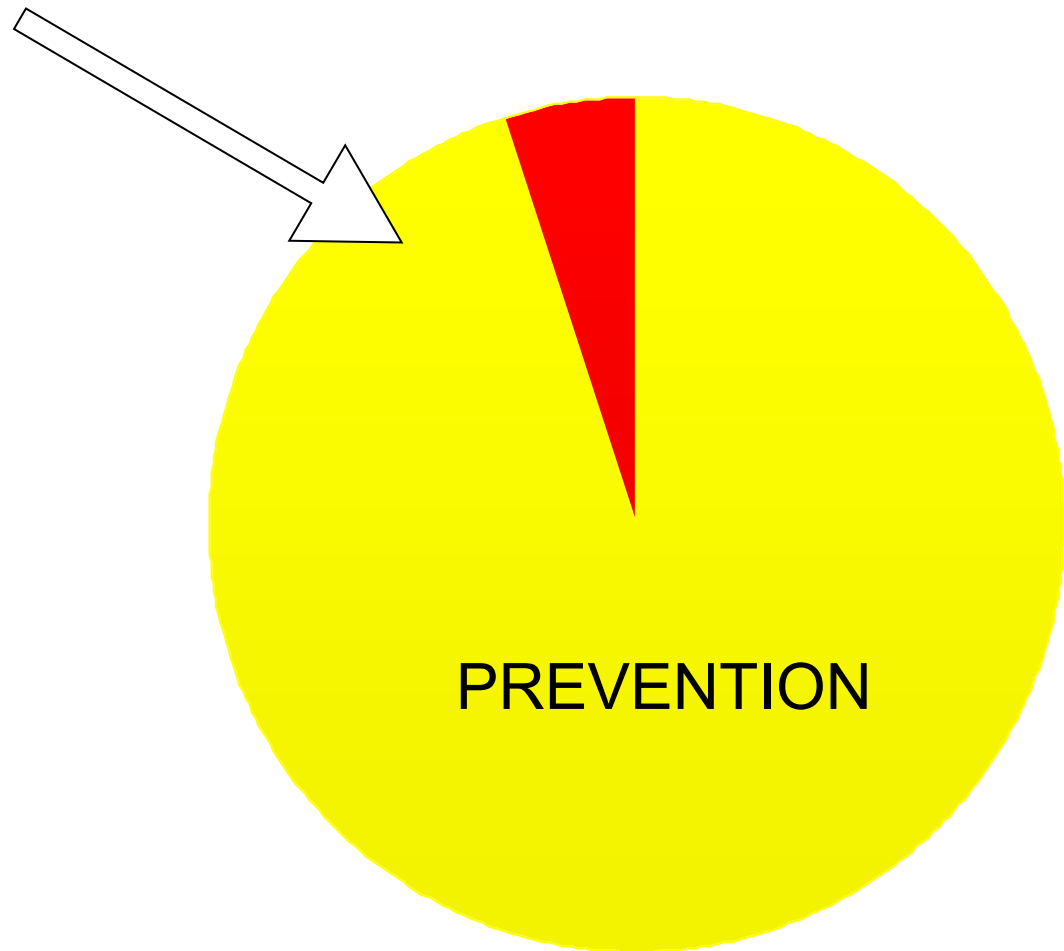


Anatomy of a Tantrum

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Prevention

(~ 95% of Behavior management)

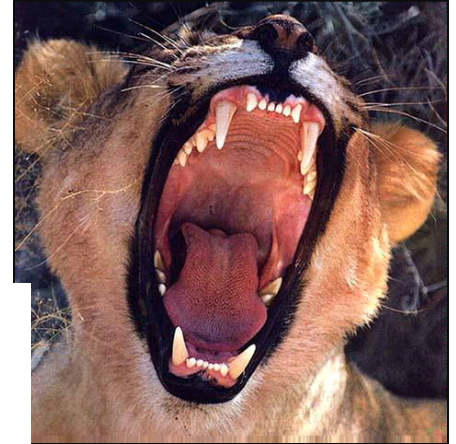


The *TANTRUM* *a teaching moment*

The sooner a child discovers there is NO pay-off associated with tantrumming, the better for him and for you!

What is a Tantrum?

- Display of emotion expressing anger**.
- Developmentally** NORMAL for ALL infants and small children



** frustration/disappointment/fear/anxiety

Tantruming Behaviors

Typical Tantrums

- Crying
- Screaming
- Accusations
- Flinging self to ground
- Throwing, Kicking, pushing, shoving, banging/slamming objects

More severe

- Threatening
- Biting, hitting self or others
- Destroying, breaking objects
- Running away

SHUTDOWNS!

Tantrum?

- Revenge
- Manipulation i.e. blackmail

Anxiety?

- Refusal to do something which involves some novelty
- Fear that doing something will prohibit the opportunity of something else (preferred or required)

Q. Whose fault is it anyway? (dangerous question)

A. Which, the trigger or the tantrum?

The Trigger

YOURS?

- *Not so fast!*
- Be cautious about taking responsibility for events leading to tantrum but examine your vocal tone.
- There will be an increase in tantrumming if new limits are being set.
Expect it!

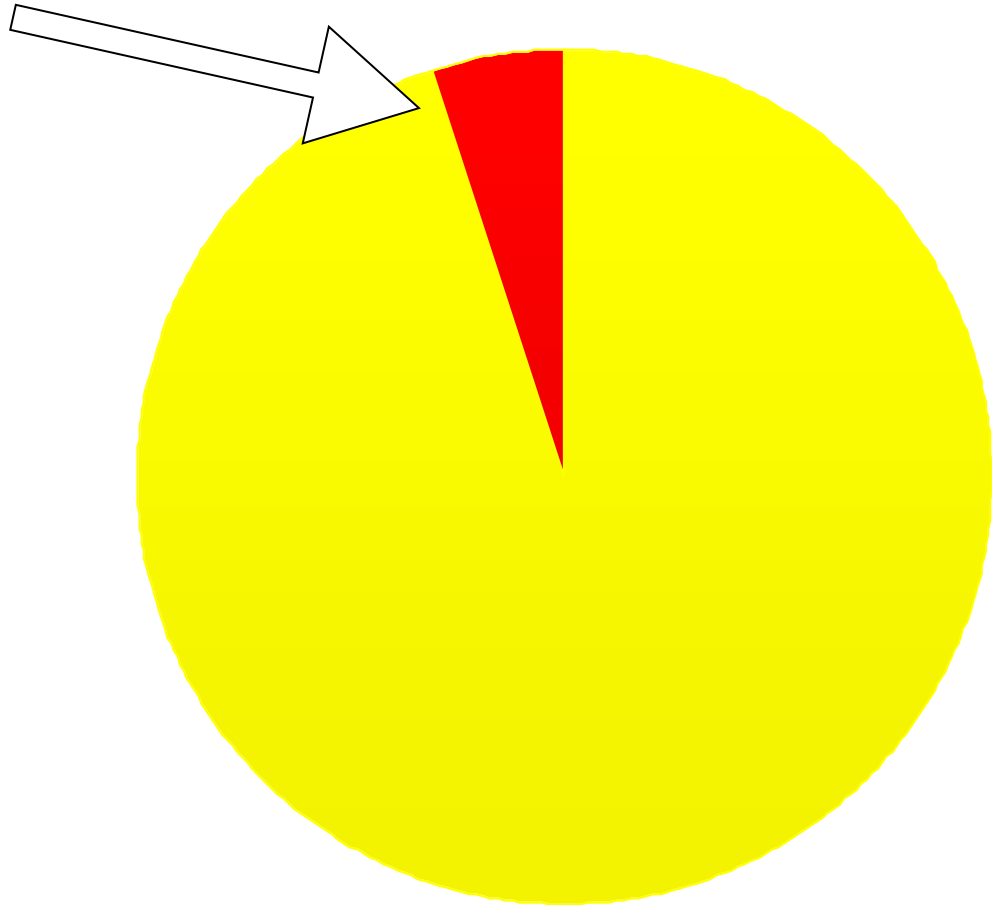
The TANTRUM

Child's

- Always can and should be held responsible for his/her tantrumming behavior regardless of the provocation.

Prevention vs. Response

Response is
the other 5% of
Behavior
management)



Responding

NOT:

“intervening”

“reacting”

Response

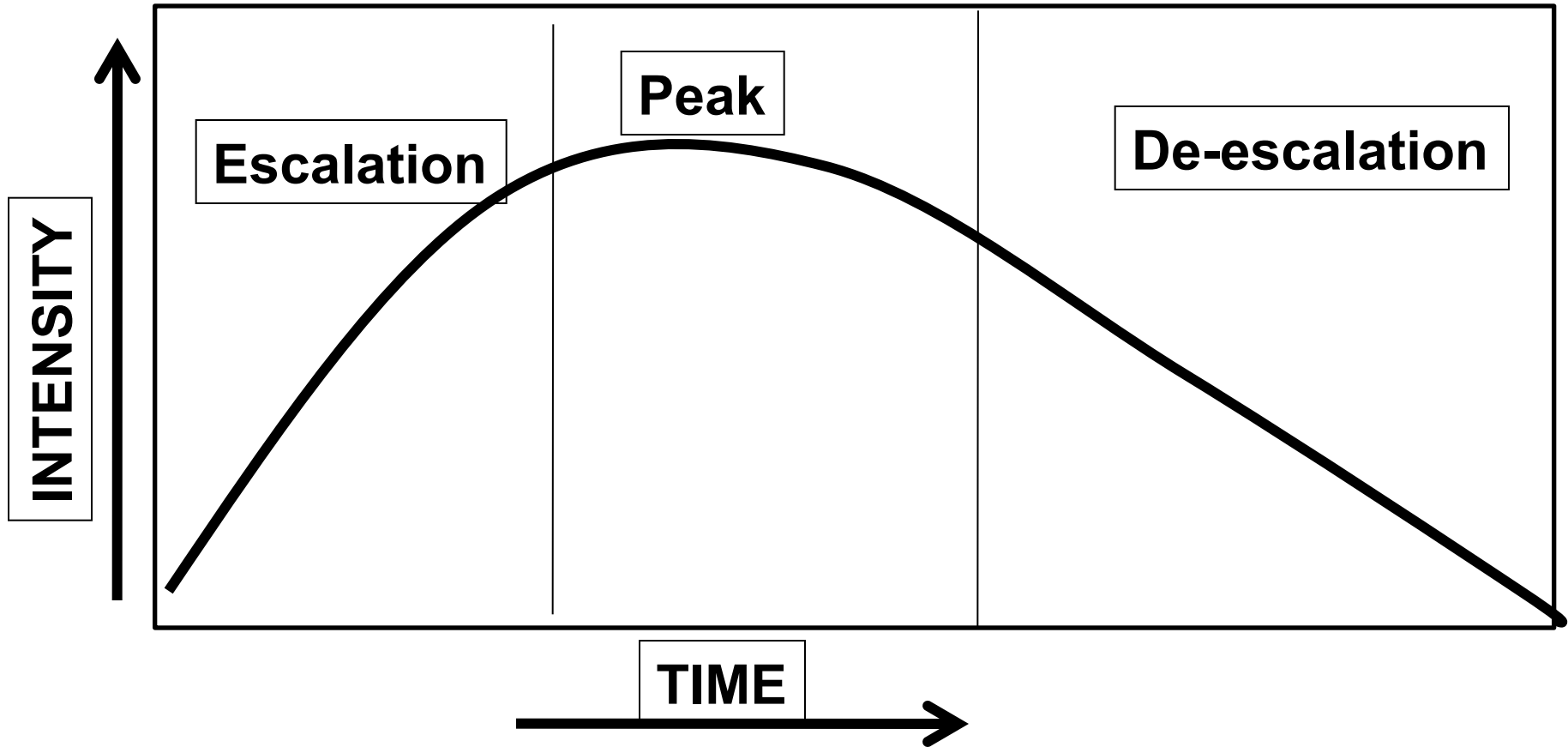
Goals:

1. Discourage this behavior in the future
2. End current behavior

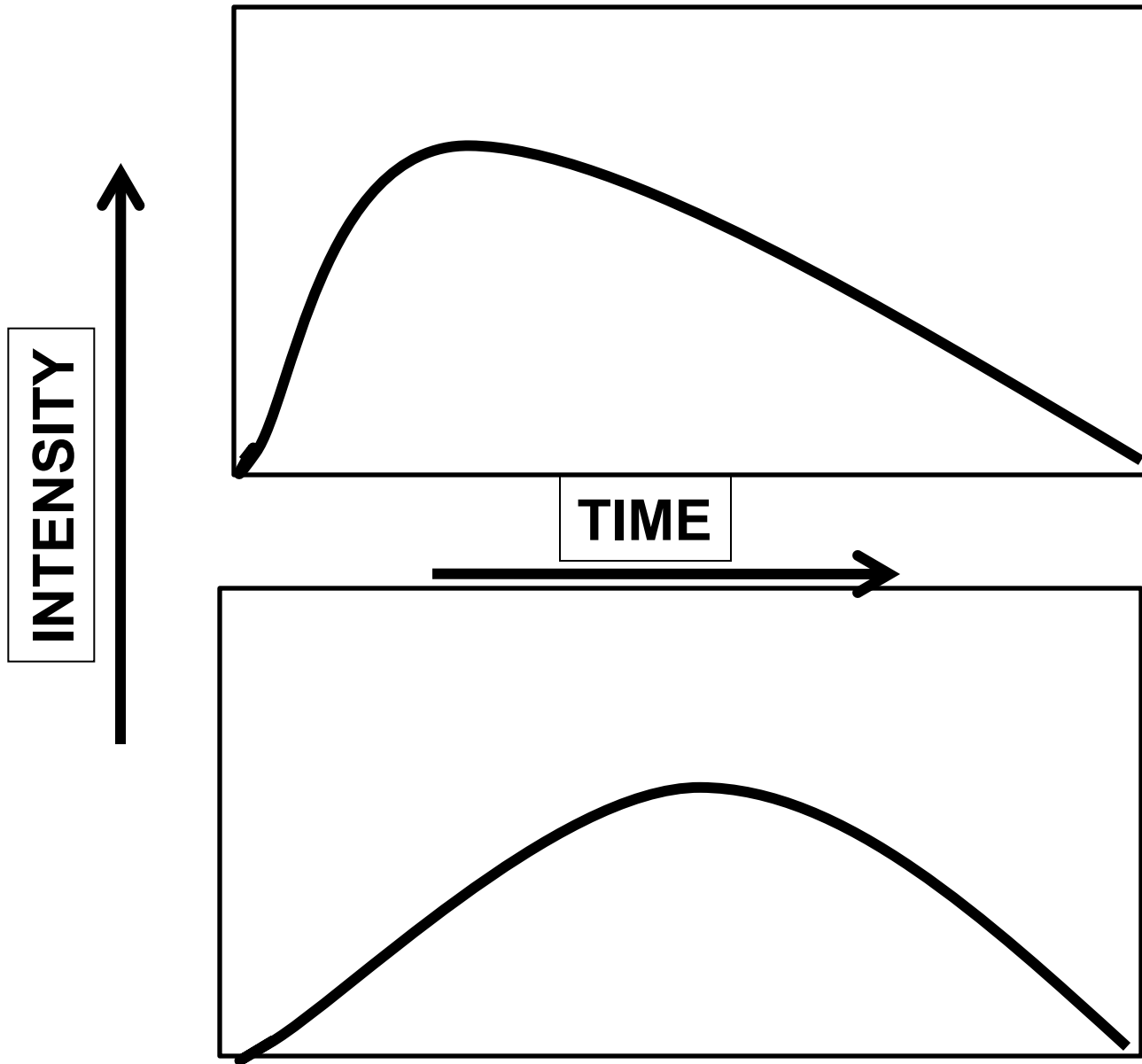
Usually, DO NOT expect your **Response** to END the *current* behavior.

Rather, by your current actions you hope to discourage the behavior in the future

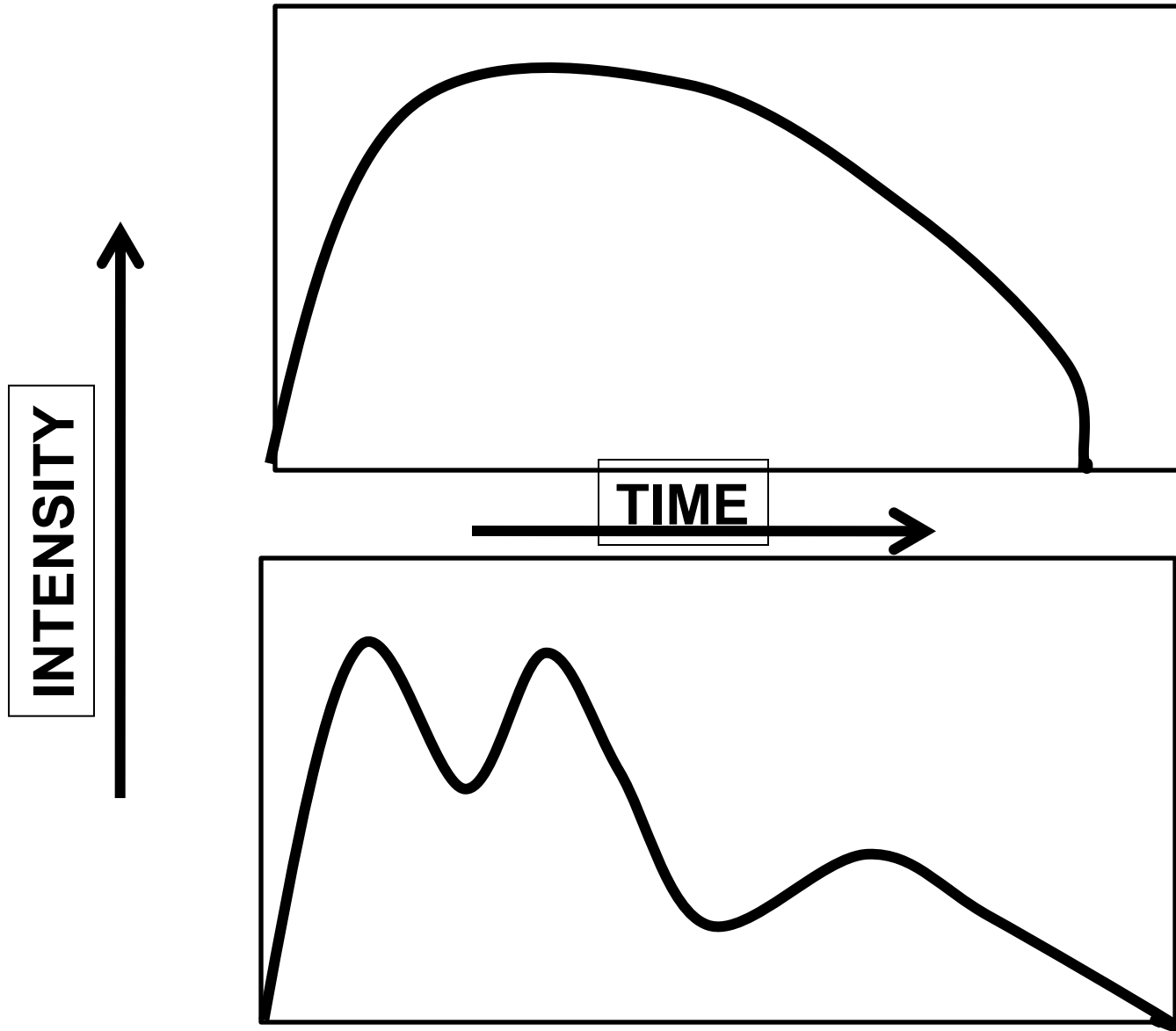
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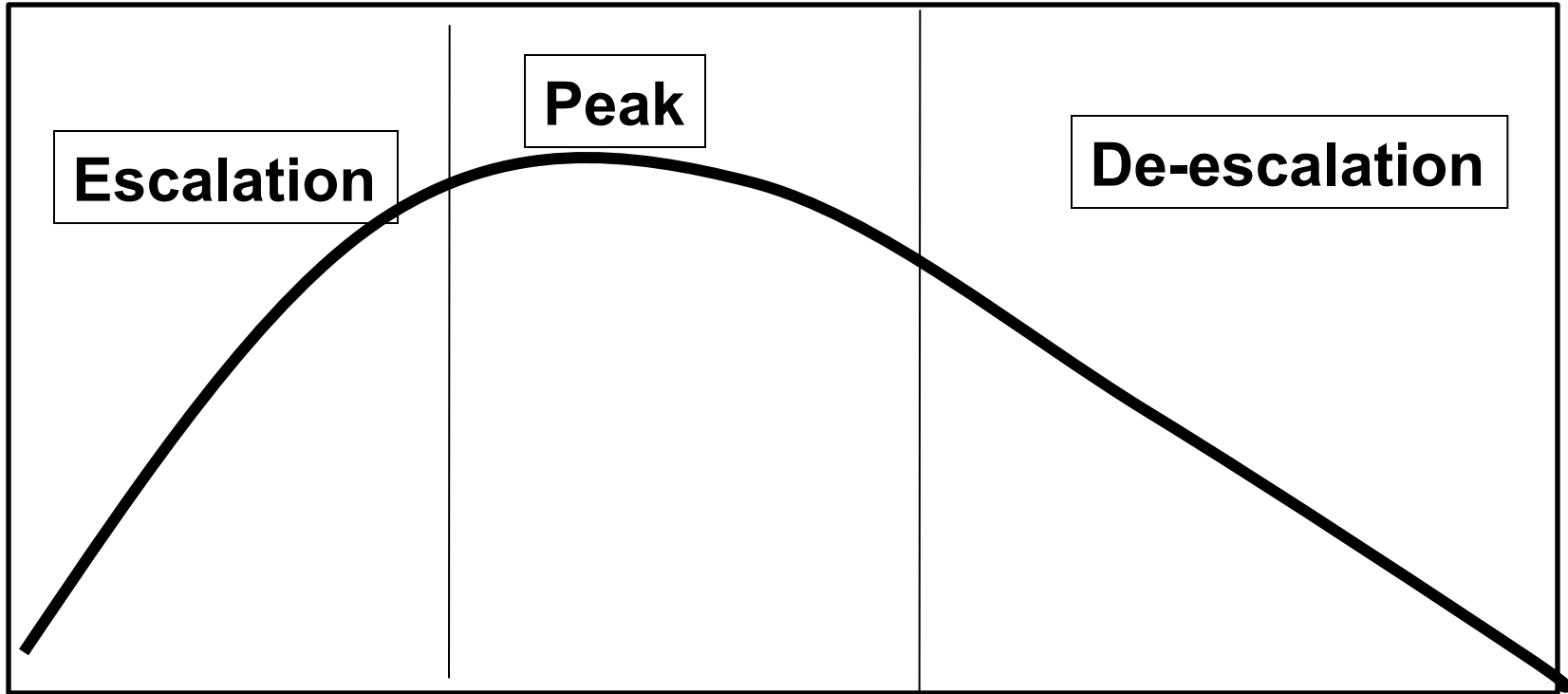
Anatomy of a A Tantrum



Anatomy of a Tantrum can vary



Anatomy of a Tantrum



- Stand back?
- Redirect/move on?
- Distract?
- Keep safe?
- Ignore?
- Comfort?

Response

ALWAYS

- Safety first
- Use a calm relaxed, firm voice
- Say as little as possible
- Act disinterested

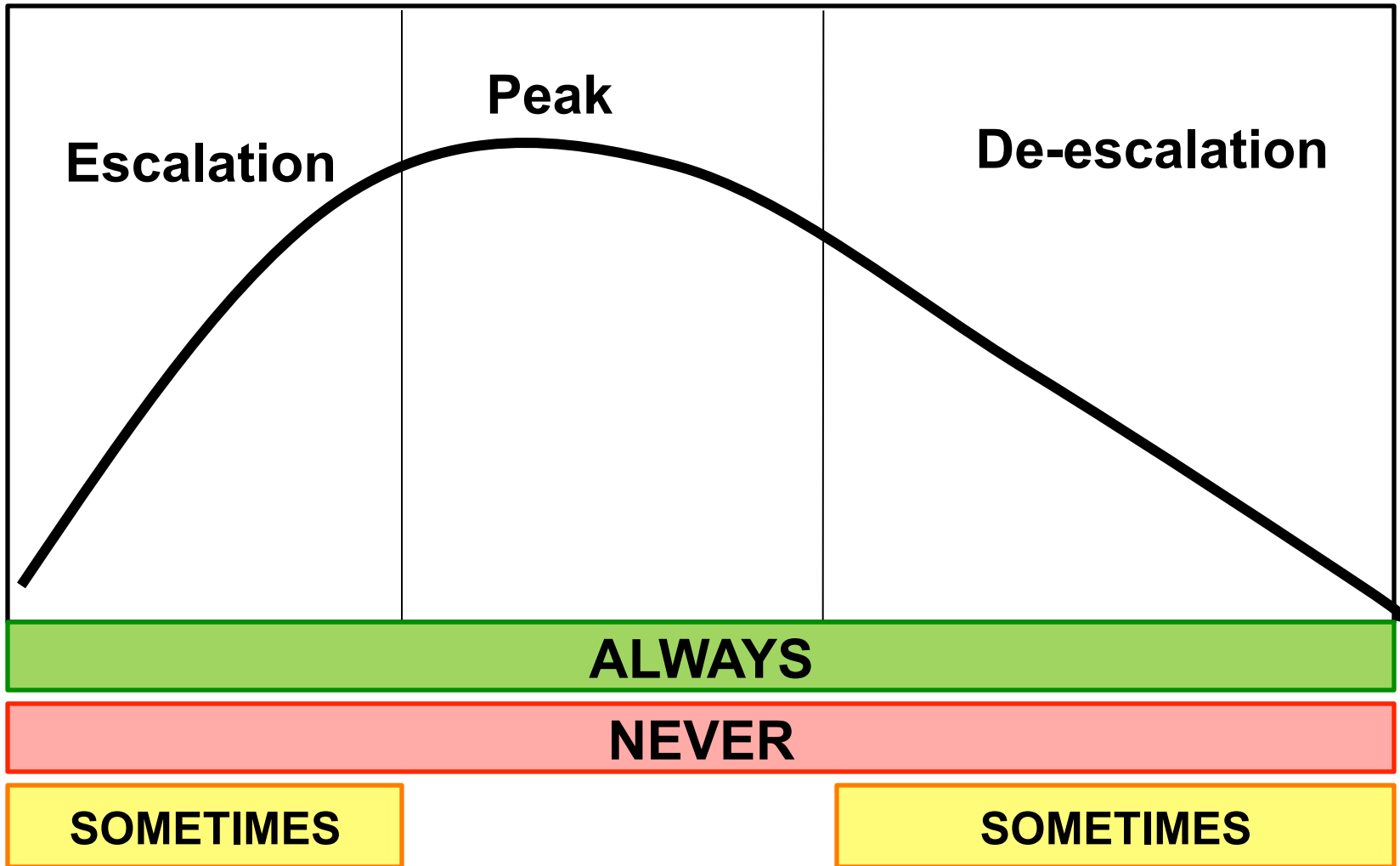
NEVER

- Give IN
- Bribe
- Apologize
- Argue
- Try to Reason
- Make Threats
- Discuss consequences
- Tell him how desperate you are.

SOMETIMES

- Reassure
- Redirect
- Remind
- Sympathize

Anatomy of a Tantrum



Low expressed emotion:

Instruct rather than scold

Be firm, not stern

Response

Never try to “teach him a lesson”

Do NOT discuss negative consequences of behavior during the tantrum

Don't raise the stakes

Do not assign consequences based on severity of behavior

Use standard preplanned consequences

The *TANTRUM:*
a teaching moment

You will teach by your actions, not by your
words

Never Give in

The cost of NOT giving in is high:

- You may have to leave someplace before you are ready
- Your children may miss a special occasion or special event
- You may be embarrassed
- Other people will not understand why you are so “hardnosed”

Never Give In

The cost of giving in is higher:

YOU will lose control of you child and your life

Do it when he/she is small

You may need to do it only ONCE

Watch out for “just this once”

Never Give In!

- You may use tactics that distract or calm the child, provided that the main purpose of the tantrum is NOT fulfilled and the child does not achieve any other important gain
- Find a 3rd way: You may change your plans but not let the child know that it is because of the tantrum

Watch out for “just this once”

Never Give In!

You may sympathize with the child's
disappointment

Manage behavior in setting (but
not necessarily the location)
where it occurs.

The *TANTRUM* *a teaching moment*

Interact with the child as little as possible during the tantrum.

Say as little as possible; avoid eye contact

Look and sound bored





Make no threats

Do not announce consequences during the
TANTRUM

Incentives vs. Bribery

Incentives are predetermined
and prescheduled

INCENTIVES

	Morning	Afternoon (or school day)	Evening
Listening to Instructions		—	
Staying Calm			—

INCENTIVES

- Small better than large
- Immaterial better than material
- Inexpensive rather than expensive
- Frequent better than infrequent
- Based on time periods

INCENTIVES

- Avoid “all or none” paradigm
- BIG events should not be used as incentives by making them contingent on behavior

INCENTIVES AS *BONUSES*

Use Bonus time in favorite activities as incentives. Older child may earn in increments of 5 ,10 ,or 15 minutes for each point earned

- Extra Story at bedtime
- Extra “screen” time
- Computer
- DVDs
- Video Game

Consequences vs. Threats

Consequences

- Consequences are pre-determined for troublesome behaviors.
- They are small and not proportional to the “crime”
- ***Inevitable***

How to Use Consequences

- Do not threaten with consequences; remind child of the incentive before it is lost.
- Loss of incentive is automatic, stated in matter-of-fact tone (later) with reminder next opportunity to earn scheduled incentive
- Expect tantrum especially at first
- Be emotionally supportive of child in his disappointment but unyielding, unwavering
- Consequence is mentioned AFTER the child has calmed and it is time to review points/incentives etc.