

## 1-2-3- MAGIC (Thomas Phelan, 4<sup>th</sup> ed)

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### Parenting philosophy:

1. Warm and friendly
2. Demanding and firm

### Automatic vs. deliberate parenting:

1. Hang on to your positive automatic parenting habits (e.g. praising, playing, empathizing)
2. Identify the automatic parenting habits that are harmful, useless or upsetting (e.g. giving in to whining, yelling)

\*Automatic parenting includes *modeling* (setting an example by our actions, often without realizing it...this may be helpful or counterproductive!)

### 3 parenting jobs:

1. Controlling obnoxious behaviour
2. Encouraging good behaviour
3. Strengthening your relationship with your children (via sympathetic listening, one-on-one fun, talking/solving problems, managing kids and technology)

### Stop vs. Start Behaviours:

<b>Behaviours</b>	<b>Use:</b>
<b>Stop Behaviours:</b> <i>Negative behaviours you want your kids to STOP doing:</i> Whining, teasing, arguing, pouting, yelling, tantrums, etc.	1-2-3- procedure (“counting”)
<b>Start Behaviours:</b> <i>Positive behaviours/actions that you would like your kids to START doing (often requiring more planning/steps):</i> Picking up after themselves, eating, homework, bedtime, up and out of the house in the morning, etc.	Praise Simple requests (note your voice/tone, spontaneity, phrasing – direct). Kitchen timers The docking system Natural consequences Charting Counting variation

### **Important Strategies:**

*Praise:* letting your kids know you're pleased with their behaviour. Beware of the "back-handed compliment" that may deflate the praise (e.g. "why can't you always be so helpful?")

*Simple requests:* Make the request ("e.g. please take out the garbage") in a neutral tone, with simple language, and try to give as much notice as possible (or have it be a routine chore, so it's not coming at the child spontaneously, which can set the stage for a tantrum)

*Kitchen Timers:* set a timer to indicate how long they have to complete a task/chore. This can be presented as a "race", which some kids like. Or,

*The docking system:* give them the option of doing it themselves, or you can do the chore for a "fee" (i.e. a predictable, pre-determined loss of a portion of allowance).

*Natural consequences:* See below

*Charting:* Set up a behavioural contingency chart.

### **Common errors to behavioural management:**

1. Little Adult Assumption
2. Leads to Talk-persuade-argue-yell-hit syndrome
3. Too much talking
4. Too much emotion (parents' emotional outburst can accidentally make the child feel powerful!)

### ***\*\*Remember No-Talking and No-Emotion rule***

### **Fundamentals of the 1,2,3, Magic System is Counting:**

- "That's 1 (wait about 5 secs) That's 2 (5 secs) That's 3 take 5" (i.e. take a 5 minute time out)
- Casual/stern voice...NO EXTRA TALKING, NO BEGGING, NO ANGER
- Window of opportunity – approx. 30 minutes (all 3 counts within that time frame – if longer gaps between misbehavior, start again at 1, otherwise they won't remember and it won't be as effective)
  - ✓ 4 y.o. – about 10 to 15mins window of opportunity
  - ✓ 11 y.o. – about 2 to 3 hours window of opportunity
- Time out – one minute for each year of child's life
  - ✓ Location - usually a separate room (no visual contact between child and parent, so they can't continue to aggravate/tease etc.). Ensure they stay there. Keep bringing them back, with time starting at the beginning each time they deviate.
  - ✓ **OR Time out alternative** (see below) **OR natural consequence** e.g. TV too loud? Turn it off. Ice cream dripping everywhere? No more ice cream. etc)
- If time out not working, consider:
  - ✓ Are you talking too much/getting too emotional?
  - ✓ If no to #1, then consider a different time-out place/room

- ✓ Consider **Time out alternative (TOA)**: e.g. earlier bedtime, loss of videogames for 2 hours, no dessert/treat, no phone, larger chore (e.g. weed yard), no conversation x 15 mins, no friends over, loss of TV for the evening, loss of Xbox for the rest of the day, monetary fine (e.g. 50 cents), small chore (e.g. wash sink), write a paragraph, removal of dvd/ipod, reduced computer time) - FAIR AND REASONABLE
- If serious behaviour: can go straight to 3 (“That’s 3, take 5, and add 15 more for the seriousness of the offense”)
- If new, unusual, or dangerous behaviour: explanation afterwards is okay
- **Staying calm is most important.** By yelling/ getting angry, talking too much a parent:
  1. Indicates they want a fight – kids will fight back!
  2. Difficult to pick out the counting/true message from all the extra talking
  3. Gives the message that parent has to give reasons for child to do what parent says – comes off as begging

***The key to behavioural management is “Mild, reasonable punishment administered by a non-tantruming parent”***