

Introduction

As you know, kids don't come with an owner's manual. We rely on how our parents raised us, how our relatives and friends treat their kids, and sometimes what experts tell us, to handle problems. Sometimes the best advice does not work. Often the usual and normal things done by parents have no effect. For some children, particularly very active children, special strategies are needed.

This booklet explains a few methods that will help you with your child. You must remember that these methods all work through the learning process and learning takes time. Everything that we talk about must be practiced faithfully every day for six to eight weeks before you will see a big change. When we talk about children and learning, it is often the little changes that build up every day to bring about the big improvement. Please be patient and keep working on these skills. Parenting is the most difficult job to do. This is especially true in our culture where parents and families often compete with many other things to get our children's attention. Please remember that you are the most important people in your child's life, no matter how old they are. Don't under estimate the power of your love and attention to change your child.

Many children lack self-control. These children don't follow directions, often break simple rules, and will often talk back. Since they have not yet learned to control their own behavior, they look to their parents, teachers and other adults to help them control behavior. But control can be learned, and learning can be used to shape and change behavior. People have an effect and can change each other's behavior. Most of that change is not planned. Parents don't wake up each day thinking about what they will teach their child, but without knowing it they do teach certain behaviors every day. The first way that children learn is by looking at your behavior. This is called modelling. You always need to present a good model, your child will imitate you. Children will also imitate what they see others do either in real life or on TV. You need to watch over what your child sees and hears each day.

Parents also teach by their reaction to what their child does. If a child cries and the parent gives him candy to quiet him, he may learn that crying gets you candy, and the crying will happen more often. The parent also learns that candy will quiet crying and they are more likely to keep candy around. Although neither the parent nor the child planned it, they are now caught in a cycle of bad behavior that will be difficult to break. Breaking those cycles of bad behavior is the most important goal as you go through the book. Good patterns can also be created and part of this booklet will teach you to create patterns of good behavior.

Active and persistent children can bring out the worst in parents. I'm sure there are days when you don't believe what you have said or done to try to stop your child. Often parents resort to punishment and scolding, but that doesn't always seem to work. Sometimes punishment gets the child more angry and the behavior gets worse. If you punish a lot, then your whole relationship with your child gets worse. Finally, punishment often depends on the parent's mood and anger as much as the child's bad behavior. There are times when certain types of punishments are effective, but you need to pick and choose these carefully.

Please remember that all of these changes are slow, and are built piece by piece, one behavior at a time. There are no quick fixes. Once you've learned these methods, you can have a better behaved child, and you will feel better at doing that most important job - being a parent.

Paying Attention

Children work very hard to get adult attention. Face it, they will get your attention one way or another, it is better if you do it on your terms, not theirs. Some children will act badly, just for attention. Parents usually think that giving angry or bad attention by scolding, lecturing, arguing, they will teach the child to act better. However, for a lot of children, any attention is good and for those children if you follow a bad behavior with a lecture, you might make it worse. As a rule, any behavior that is followed by a lot of parent attention, either good or bad, usually gets worse.

In order to increase your child's good behavior, you need to learn to give them attention at the right time. If you want to break that negative cycle of nagging and arguing, you need to start by giving some good attention when it does the most good.

In order to increase the amount of good attention, you need to first set up a "special time" each day for your child to give him or her attention. Pick a practice time of 15 to 20 minutes per day. Try to do it the same time each day. Either parent can do this. During this time your child will have your undivided attention. Do not answer the phone, have the TV on or other distractions. Find something else for your other children to do during this time.

During the special time, you give your child a choice of play activities. These should be indoor, quiet activities. It should not be TV or video games. Some games, toys and activities are recommended here. You should start by getting down on the floor with your child to play. If he does not choose something, go ahead and pick something out that you think he may like. You start putting it together and talking about it. (for example: I'm getting out the Hot Wheels cars, and I'm going to put together the track to see how fast they are...). Usually once you start playing, he will join in.

After your child starts playing, talk about what he is doing, like a sportscaster describing a game. Don't ask questions. Don't give commands or directions. Don't tell him how to play. Don't criticize. There is no "right" way to play. As he plays keep talking. If there is any bad behavior, ignore it. If he becomes disruptive (for example: throwing toys around), warn him once, and if he keeps it up, end your special time early. If you do this once, you probably will never have to do it again.

During his play, observe, comment and RELAX. This should be an enjoyable time for both of you.

There are several benefits to this daily session. The first is that paying attention to quiet constructive play will increase that type of play. It also helps your child to have a longer attention span to that type of play. The second is that your child "tunes in" to your normal voice. They are listening when you are speaking quietly. The third is that this helps with language development. If your child starts to narrate his play himself, it also helps him develop that "inner voice" that guides behavior. Finally, he gets undivided positive attention for a while. We all do a little better with some of that. His mood is better, and he should be a little less grumpy.

Suggested Toys for Special Time

Legos or Duplos
Lincoln Logs or other constructive toys.
Bristle blocks
Hot Wheels or Darda Cars
Train sets of any kind
Mr. Potato Head
Toy Farm with animals
Crayons and paper

Toys to Avoid for Special Time

Action Figures
Boxing gloves, punching bags
Toy guns or swords
Board games
Paints, play dough or other messy things.

Daily and Weekly Calendars

Children do not develop a good sense of time until about age 10. While we may understand the meaning of "a few days" or "next weekend", this is often difficult for a child. Children with impulse and overactivity problems are even more confused by time and by sequence of days. It helps greatly to organize them with both **daily** and **weekly** calendars.

Daily calendar: In the evening, take about five minutes to talk over with your child what happened today, and one thing that will happen tomorrow. Usually children who are very active or distracted have a hard time telling about the events of the day in order, and this exercise helps with that. Children are also very visual, they do better when there are drawings or pictures to help. For example, make drawings and go over three things that happened today, in order. Then tell the child they will sleep and identify one thing that they will do tomorrow:

First thing today	Second thing	Third thing	Sleep	Tomorrow

This helps your child organize their thoughts and experiences of the day.

Weekly/Monthly calendar: Get a large calendar to draw or put pictures of events for the coming week. You can do this on a large monthly calendar. Include things that do not happen every day, such as sports practice, scout meetings, school special events. If your child goes to visit their other parent routinely, put that on the calendar. **Each week, go over the events that will happen that week.** If there are big events coming up in the next couple of weeks, put those on the calendar. If your child asks a lot of questions about when something will happen, take them to the calendar and have them count the days. Use the calendar to answer "when" questions. Use it also to explain that if they go somewhere on a particular day, they will be back home on the next day. This will help your child plan, and also organize their time as they get older. For example:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Sunday school	2	3 soccer	4 scouts with dad	5	6 family movie night	7 soccer game 10am
					20 class trip Gettysburg	21 trip to football game

Giving Directions

How to talk so children will listen is easier than you think. The first thing to do is to remember to model the behavior you want to see. So, be polite. But you also need to be firm and direct. If you watch an effective teacher in a classroom give directions to twenty children, it gives you an idea on how to give directions. For example, if a teacher wants everyone to get out a reading book, he first says something to get their attention (for example: "Everyone listen", or "1-2-3, Look at me."), then he gives the direction ("I want everyone to get their reading book out, please.").

Lets take a look at what goes on here. First, get closer. Use your feet to walk closer. Turn off distractions such as TV or radio. Get within 5 to 7 feet of your child. Second, get their attention. Make eye contact, and call their name. Third, give your command or directions simply and politely. For example, "John", wait for eye contact, "I want you to hang up your jacket, please." It is much harder for a child to say no or ignore you when you are five feet away and looking at them. It also helps to use prompts or gestures. Always give a positive command, tell the child what to do. Never tell them what not to do. (Say "Walk next to me.", Do NOT say "Don't run ahead of me.") Politely and gently praise compliance (Thank you for listening).

Once you have the child's attention, make the command as simple as possible. As long as you are polite, children like this type of command. It is direct, they understand what to do and there is no confusion.

Many parents feel the need to explain things, but sometimes the command or direction gets lost in the explanation. When you give a command, make it simple and make it the **last thing that you say**. So if you are going to the store, you say "John, we need to go to the grocery store, please get your jacket on."

Bad commands:

There are several types of poor commands that parents give. Listen to what you say to see if you do some of these:

Chain directions: this involves giving the child many directions at one time. Always give one command at a time.

Vague directions: the child is not sure what to do when you say things such as "be good". Tell them exactly what you want them to do (for example: sit here quietly and wait, please).

Question directions: These are the worst, when a parent says something like "Would you like to come to dinner?" The child can always say "no", then what do you do? It is OK to offer questions and choices, but make it clear when it is a command.

Directions followed by explanation: "Get your jacket on, we need to go to the store to get a birthday present for Matthew." The problem here is that the child only remembers about the birthday present and forgets what he is to do. If you need to give an explanation, give it first, then give the command.

Keep directions simple and clear, praise a child for doing what he has been told to do, and never give a direction if you're not prepared to follow through.

Rewards

We all like rewards and will work for them but rewards are often misused and misunderstood. **We sometimes here the word "bribe" used. But a bribe involves paying someone to do something bad.** Rewards involve a parent promising to do something good for the child, if the child performs some positive act. **Rewards are set up by the parent, not by the child.** Rewards are used to increase a behavior. So, if you want your child to do something more often, use a reward not a punishment. Rewards that are given right after a behavior work best. If you promise a reward, you must give it. If you do not give a promised reward, it will make the behavior worse.

Social rewards are rewards of someone's time and attention. Parents' attention is one of the most rewarding things for a child. Never under estimate the power of your attention. Parents can show their attention with **physical rewards**, such as hugs and kisses, and **verbal rewards** such as praise. They can also use **activity rewards** such as playing a game, telling a story, going on a bike ride. All of these rewards cost only your time and attention. These rewards of attention are the first rewards that we often use. These are the rewards that maintain behavior over the long run.

Nonsocial rewards are rewards of things such as treats, toys, or money. You must always combine social praise with these types or rewards. These rewards are best used when you start teaching a new behavior, or if you are trying to get the child to do something that is difficult for them.

If you use nonsocial rewards, it is better to use smaller rewards often than to use larger rewards less often. If a child earns a large reward for a long period of work, they usually have a hard time getting motivated to do anything for a while. Many small rewards work better. You also want to reward a behavior every time it occurs when you start, and then over time give the rewards less often. Often reward programs using poker chips or sticker charts are useful in teaching a new behavior, and those are described a little later in this booklet.

One of the most important things about giving a reward is telling your child why he is getting a reward. Always tell your child exactly what he did that you liked. For example "because you did all of your homework without being asked, I am very proud of you". That is the social reward. You might add something like "Since you did all of your homework earlier, you can have an extra half hour of TV time today".

Remember, that changing a behavior requires a lot more effort than it does to keep it going. Often if a child behaves well, the parents leave him alone. But, if a behavior is never rewarded or paid attention to, it will go away. You should always remember to pay attention to and praise good behavior.

The Poker Chip System

When trying to manage a child with behavioral problems, it is common to find that praise is not enough to get the child to do chores, follow rules, or to obey commands. As a result, it is necessary to set up a more powerful program to motivate the child. One such program that has been very successful with children is the home poker chip program (for children 4 to 8 years old) or the home point system (for 9 year-olds and older children).

1. Find or buy a set of plastic poker chips. Each chip, regardless of color, represents one chip. If you have more than one child, assign a color to each child. Then there is no problem with them taking each other's chips.
2. Sit down and explain to your child that you feel he or she has not been rewarded enough for doing nice things at home and you want to change that. You want to set up a new reward program so your child can earn privileges and nice things for behaving properly. This sets a very positive tone to the program.
3. You and your child should make a bank in which he or she will keep the chips they will earn. A shoe box, coffee can (with a dull edge on the rim), a plastic jar, etc., can serve as a bank. Have some fun decorating it with your child.
4. Now, you and your child should make up a list of the privileges you want your child to earn with the poker chips. These should include not only occasional special privileges (going to movies, roller-skating, buying a toy) but also the everyday privileges your child takes for granted (television, video games, special toys already in the home, riding a bike, going over to a friend's home, etc.). Be sure to have at least 5 to 10 rewards on the list.
5. Now make up a second list that will contain the three or four behaviors and chores you often ask this child to perform. Pick things that your child has some trouble getting done. This will be different for each child.
6. Next, take each job or chore and decide how much you feel it is worth in chips. Assign from one to three chips for most tasks, and perhaps five for really big jobs.
7. Take a moment and add up approximately how many chips your child can earn in a typical day (for example if they have 5 jobs worth 2 chips, they can earn up to 10 each day.) Then you should assume that they will earn about 70% of the maximum. So for the child who can earn 10, guess that they will earn about 7.
8. Set up daily or weekly rewards based on what they will probably earn. So if they will earn about 7 each day, have some 5 point rewards. Weekly rewards, if they are earning 7 per day, should cost about 50 chips.
9. Be sure to tell your child that he or she will have a chance to earn bonus chips when chores are performed in a prompt and pleasant manner. You will not give these bonus chips all the time but should give them when your child has done a job in an especially pleasant and prompt manner.
10. Be sure to tell the child that chips will only be given for jobs that are done on the first request. If you have to repeat a command, the child will not receive any chips for doing it.
11. Finally, be sure to go out of your way the first week to give chips away for any small appropriate behavior. Remember, you can reward a child even for good behaviors that are not on the list of jobs. Be alert for opportunities to reward the child.

DO NOT TAKE CHIPS AWAY FOR MISBEHAVIOR.

USE ATTENTION TO GOOD BEHAVIOR, IGNORING BAD BEHAVIOR, LOGICAL CONSEQUENCES AND TIME OUTS TO MANAGE MISBEHAVIOR.

Ignoring

Ignoring is the opposite of paying attention. Ignoring, praising and paying attention should all be used together to shape or change your child's behavior. You can practice ignoring during the "special time" sessions. When he is being loud or obnoxious, you can ignore him by looking the other way. But, if he is good, even for a moment, you need to pay attention again. Remember, paying attention to bad behavior will make it worse.

To ignore, do not look at the child or talk to him. You should act as if he was not there. You might have to leave the room. It also helps sometimes if you pick something up (like a magazine) and start looking at it.

Once you start ignoring a behavior you have to keep ignoring. What usually happens when you start ignoring a bad behavior is that it gets worse for a short time, perhaps as long as a day. This happens because children sometimes think that they are not acting badly enough to get your attention, so they escalate. But, if you continue to ignore them through this escalation, the behavior will quickly decrease. Once the behavior goes away for a few days, you have mastered that problem. However, behaviors that have been ignored away do come back once in a while, but for a short time. Be prepared to ignore it again.

Ignoring is the simplest strategy to deal with behavior problems, but in practice, it is one of the most difficult to carry out. To ignore means that you have to have good control, patience and know that things will get better.

Logical Consequences

Younger children probably do best with time outs. But starting, as early as age five, you can use work chores and other consequences for misbehavior. The advantage of these consequences are that they not only change the behavior but they also teach responsibility.

Logical Consequences: The parent applies a consequence after the misbehavior which "fits" the misbehavior. The emphasis is on teaching self-responsibility, and on helping the child think ahead to possible negative consequences of his or her misbehavior.

Loss of privilege: the removal or withdrawal of an activity or object after a misbehavior that is logically tied to that misbehavior. For example:

If toys are left out in the family room, they are locked away for a specified period of time.

If the child insists on playing the TV or stereo so loud that it disturbs others, have the TV or stereo turned off for that evening.

If your child throws a tantrum in a store, your child can not go shopping with you the next time you go to the store.

Overcorrection: the child is required to make things better than before he misbehaved. For example:

If the child purposely breaks another child's toy, then the child must replace it with two toys.

If the child steals a piece of candy from another person, the child must replace it with two pieces of candy.

Positive Practice: When a misbehavior occurs, the child must practice the correct way of behaving. This type of punishment has an educational function as well as a punitive one. That is, it teaches the child the correct behavior as well as punishing the misbehavior. For example:

If the child forgets to put his or her dirty dinner dishes in the sink, he or she must clear the entire dinner table of dirty dishes

If the child runs down the aisle at the store, he or she must walk slowly down the aisle ten times

If the child slams a door, they have to close it quietly and carefully five times.

Steps in applying a logical consequence:

1. Decide what a good, logical consequence might be, either response cost, responsible overcorrection, or positive practice.
2. Tell the child what you plan to do in response to the misbehavior. In the case of a chronic (frequent) misbehavior, you can tell the child in advance of the next time he or she engages in the misbehavior. For example: "Your toys are all over the family room floor. If you decide not to put them away, I will lock them up for one day."
3. If your child still engages in the misbehavior following your announcement of the logical consequence, follow through with the logical consequence.
4. Refuse to give in or fight with the child about the consequence. Do NOT lecture. Simply state the logical consequence and then follow through with that consequence
5. If the child refuses to do the logical consequence, use a "time-out" (described below).

Time Outs

There are several ways to reduce problem behaviors. These include rewarding and paying attention to good behavior, ignoring bad behavior. Then you can use work chores as a consequence. When these are all used up, you need "time out."

Time outs are often suggested, often used, but rarely used well. The term "time out" comes from the phrase "time out from reinforcement". It is supposed to be a "time out" from a generally rewarding, enjoyable environment. If the child is miserable and having a hard time, then sometimes they will actually do things to go to time out. So before you set up a time out program, make sure that you are doing special time and using social praise and rewards for good behavior. **Otherwise, time out will not work.**

The other reason that time out usually does not work is that it is supposed to be time out from all reinforcement, including your attention. **So, if you keep talking and interacting with a child who is supposed to be in time out, he has your undivided attention, and in this situation, time out will not work.**

To work well, time out needs to be done the right way.

The first thing to decide is which behaviors should be timed out. The two things that should get time outs are:

1. If your child does something dangerous or breaks a known rule (for example: playing with the stove). They get an immediate time out.
2. If your child does not follow a direction to do something, you give a time out after you give one warning and allow him 15 seconds to respond.

Thus time outs are used for dangerous and defiant behavior. Never use time outs for failure to complete tasks.

Where to time out is always a difficult question.

1. Choose a place away from toys, people, windows, TV or anything he likes. Also choose a place where he cannot do damage. Children have been known to peel the wallpaper from time out corners.
2. The bedroom is not usually a good place for time out. However, if there are no toys or other entertainment items there, it is a possibility.
3. If you use a separate room, do not turn off lights. You do not want to frighten the child.
4. The best place is at the end of a hallway or on a landing on stairs between levels in a house.

How to time out must be very clear to the child.

1. Give your child one warning, or if he has clearly broken a house rule he goes straight to time out.
2. Tell your child "Because you did, you have to take a time out." Say it once, in a calm but firm voice.
3. Do not talk, lecture or scold your child.
4. Ignore protests, shouting and promises to be good.
5. If he refuses to go, lead by the hand, or carry him if needed.
6. Tell him to sit down on the chair. He is not to talk to anyone or to play with anything while in time out.
7. After 3 minutes, tell him he can get up. IF he refused a direction, give the direction again.
8. If he is crying in time out, he needs to be quiet for the last 20 seconds before he can come out.

If he gets up or refuses to stay in time out:

First, warn the child that he must stay in time out or go to the "hold chair". This is a second time out chair, usually a taller chair so their feet cannot touch the floor and they cannot tip the chair.

Second: The parent then holds the child in the chair by standing behind the chair, crossing the child's arms in front of him and holding the wrists, until the end of the time out.

Most children do not like the 'hold chair'. If you use this for two or three time outs in a row the child will quickly choose to simply go to the regular time out chair.

Television

By the time youngsters graduate from high school, they will have spent about 1,000 hours in school but over *15,000 hours* watching TV. What are the effects of all of this time spent watching television? Researchers have found differences between children who are light viewers (1 hour or less per day) and heavy viewers (4 or more hours per day) of TV. Heavy viewers put in less effort on school work, have poorer reading skills, play less well with friends, have fewer hobbies and activities, **and are more likely to be overweight.**

Parents often ask when they should be concerned about TV. Most child development specialists suggest that you review the "balance" of your child's daily activity. **If your child chooses to watch TV rather than play with friends, talks only about TV programs and characters, or is not performing well in school, you should cut back on the amount of time the youngster spends in front of the television set.** Some researchers suggest that **preschoolers watch no more than 1 hour of TV each day and elementary school children no more than 2 hours daily.** **Never put a television in your child's bedroom.**

Violence and Television

About five violent acts are committed during 1 hour of "prime time" evening television programming and 20 to 25 violent acts occur each hour on Saturday morning "children's programs." Social scientists have shown **that all forms of violent programming have an impact.**

There are three possible effects of viewing TV violence:

1. **Children may become less sensitive to the pain and suffering of others,.**
2. **They may be more fearful of the world around them**
3. **They may be more likely to behave in aggressive or harmful ways toward others.**

Although scientists are convinced that children can learn aggressive behavior from television, they are also sure that parents can limit some of these effects. Some children are very sensitive and easily influenced by TV violence. Some people ask what harm does it do, and the answer is that it has great potential for harm. It certainly never does any good to watch violent TV.

Life on the Screen

Topics such as drug abuse, alcoholism, and sex may also be brought to your child's attention sooner than you want. In addition, children often have trouble distinguishing fantasy from reality on TV.

Advertising

The evidence suggests that children younger than 6 or even 8 years of age do not understand that the purpose of advertising is to sell a product. Also, children have trouble distinguishing between ads and programs. Some television programs for children are actually hour-long commercials for expensive toys and games. Scientists have found that advertising can cause children to "want" toys or foods that they do not need and that their families cannot afford. In addition to the tension that may arise in families, many parents feel that advertising encourages their children to be too concerned about "things" rather than people.

Quality

What is a "good" television program for children? Parents differ in the ways in which they assess the quality of a program, and you are the best judge of what you consider to be suitable for your child. However, there are some general rules that you might use in selecting programs which you would encourage your children to view. For children, the best programs are those that speak to them in ways they can understand about topics that are important to them. Also, good programs encourage children to explore their feelings, learn about their world, and increase their competence and self-worth. Good programs do not need to be "educational" in the sense of being designed to instruct children. Rather, the best TV-teachers are entertaining as well as informative, and they are also child-centered and designed to expand horizons.

To limit the effects of violence:

1. Judge the amount of violence in the shows your children view by watching several episodes over a period of time.
2. View TV together and discuss the violence with your child. Talk about why the violence happened and how painful it is. Ask the child how conflicts can be solved without violence.
3. Explain to your child how violence on an entertainment program is "faked."
4. **Restrict violent videos and video games.** Some states have passed legislation which prohibits children having access to "R" rated, violent videos. Explain these restrictions to your children and discuss your views. Never rent or buy violent video games for your children.

If you are concerned about the quality of children's programs:

1. Look for programs that are designed for your child's particular age group.
2. Talk to your child's teacher or the children's librarian in the public library about their recommendations.
3. Every program has a message or theme. Ask yourself what the main message is of a particular program and whether it will help your child grow in wisdom or understanding.

Remember that a balanced "diet" of entertaining and informative television programs is like a balanced diet of food-both help your child's development.

Summary

1. Never let your children watch violent TV, especially wrestling.
2. Never rent violent videos or computer or video games.
3. Never put a TV in your child's room. Always have it in a family room where you can monitor what they are watching.
4. Limit TV time, especially if your child is overweight.
5. For children under 8, do not let them watch the news.

Food and Behavior

Many parents are concerned about the effect of certain foods, food additives and things like caffeine as it affects their child's behavior. Some parents go to great lengths to limit what their child eats in an effort to control behavior.

Children are born with different temperaments. Some are naturally much more active than other children, and there is no evidence that diet or parenting affects activity level in general. Children's temperament differences not only include activity level, but also irritability, how they sleep and whether they are shy or social. Again, none of these appear to be directly affected by the type of food.

There have been many scientific studies of the effect of food on children's behavior over the years, and nearly all of them have shown no impact of food on behavior. There was one series of studies of children with hyperactivity and sugar done by Dr. Keith Conners that did show some results. He found that for some children, if they have high concentrations of sugar on an empty stomach, the behavior got worse. But the same children, if they were given sugar after a meal, the behavior got better. The conclusion is that you should not use candy as a snack on an empty stomach, and that you shouldn't have dessert before dinner.

Some parents feel that their children are very sensitive to certain things in their diet, and if that is the case for your child, it makes good sense to not feed your child those particular foods. But in general, food does not have a large impact on behavior.

Some children are very particular about foods, and that can certainly be a problem, particularly when you visit other families, or go out to eat. It is reasonable to insist that your child try some new foods (taste it). If you persist, they will in time start to increase the variety of what they eat.

However, food (and sleep) can often have an effect over the course of the day for many children. There are some children who become very irritable, active and difficult when tired or hungry. The problem is that they usually don't say "I'm hungry", they just act badly. If, for example, your four year old becomes impossible every day at around 4 PM, you might try a snack and quiet time for him. Young children frequently cannot tell you if they are hungry, tired or thirsty. You need to watch out for this and prepare for it.