

Positive Behavior Intervention and Supports in the Home



Parenting Tips and Strategies

**BLUE STAR ELEMENTARY SCHOOL
A MiBLSi PROJECT**

Dear Parent or Guardian:

As you may know, Blue Star is participating with many other area schools in MiBLSi (Michigan's Integrated Behavior and Learning Support Initiative). As part of our behavior initiative we are focusing on four key components. To make these components easier to remember, when put together they spell **STAR**. They are **Stay Safe, Take Responsibility, Act Respectfully, and Ready to Learn**.



We know these concepts are something that you already teach at home and we want to encourage you to continue doing the great job you are doing as parents. However, we also realize that many parents, at one point or another, have questions, or may encounter a situation they may not feel prepared to handle. Hence, the MiBLSi Leadership Team at Blue Star Elementary has put together some of the best resources we could find, on some of the most challenging parenting topics, in hopes that you may be able to use this information when needed.

As parents, we also know that you are very busy, so please do not feel as though you need to read this entire resource guide. However, we would like to recommend that you keep this guide handy for times when you may have questions or concerns. During those times, you can use the Table of Contents, located on page 4, for help in finding information on the topic you need.

We hope you find this information useful!

Respectfully yours,

Blue Star Staff

Basic Principles of Positive Behavior Interventions and Support (PBIS)

“If you know why, you can figure out how....”

W. Edward Deming



- Recognizes all behaviors meet needs
 - Behavior is influenced by people and environments
- Behavior changes as children mature and develop new skills
- Positive approaches teach children a better way to meet their needs
- Focuses on prevention of problem behavior and teaching new skills
- Values teaching self-control instead of external control
 - Requires us to provide positive environments that are conducive to learning
- Requires us to develop clear expectations and routines
- Requires us to provide effective consequences that teach as opposed to punishing consequences that hurt

PBIS at Blue Star Elementary – Behavior Expectations

Location & 3 Be's	Lunchroom	Playground	Hallways	Bathroom	Lobby	Assemblies	Bus
Be Safe	<ul style="list-style-type: none"> ~Keep all food to self ~Sit with feet on floor, bottom on bench, & facing table ~Use walking feet 	<ul style="list-style-type: none"> ~Keep hands, feet, & objects to self ~Play in designated areas only ~Play two-hand touch sports 	<ul style="list-style-type: none"> ~Use walking feet ~Walk in a line on the right side of the hallway Keep lockers closed ~Face forward 	<ul style="list-style-type: none"> ~Keep feet on floor ~Keep floors dry ~Wash hands ~Keep water in sinks ~Place paper towel in trash 	<ul style="list-style-type: none"> ~Keep hands, feet, & belongings to self ~Walk from bus to classroom or to breakfast 	<ul style="list-style-type: none"> ~Keep hands & feet to self ~Walk in & out quietly with your class 	<ul style="list-style-type: none"> ~Keep hands, feet, & belongings to self ~Remain seated & face forward ~Keep a safe distance between you & the road ~Wait to cross the road until an adult signals
Be Respectful	<ul style="list-style-type: none"> ~Wait your turn ~Use quiet voices ~Use your manners 	<ul style="list-style-type: none"> ~Include everyone ~Follow adults' instructions ~Use kinds words ~Treat others the way you would like to be treated 	<ul style="list-style-type: none"> ~Use quiet voices ~Keep hands at your sides or behind your back ~Use kind words ~Be polite 	<ul style="list-style-type: none"> ~Respect privacy ~One person in a stall at a time ~Use quiet voices 	<ul style="list-style-type: none"> ~Watch where you are going & be alert ~Use quiet voices 	<ul style="list-style-type: none"> ~Stay within your personal space ~Respond appropriately with good manners ~Sit quietly 	<ul style="list-style-type: none"> ~Follow instructions of bus driver & adults on duty ~Use appropriate language ~Use walking feet
Be Responsible	<ul style="list-style-type: none"> ~Get utensils, milk, etc. when you first go through the line ~Clean up after yourself ~Stack reusable trays neatly ~Raise your hand if you have a question ~Wait patiently when finished 	<ul style="list-style-type: none"> ~Take turns ~Follow game rules & equipment rules 	<ul style="list-style-type: none"> ~Get to your next stop quickly ~Keep area clean ~Put coats & backpacks in appropriate areas 	<ul style="list-style-type: none"> ~Remember to flush ~Clean up any messes ~Paper towel length is fingertip to elbow ~Report problems to a teacher 	<ul style="list-style-type: none"> ~Stay within the designated lines on the floor before school ~Keep the area clean 	<ul style="list-style-type: none"> ~Face forward ~Ask appropriate questions 	<ul style="list-style-type: none"> ~Keep track of school supplies ~Follow bus rules ~Walk directly to your bus ~Be on time

Blue Star Elementary Office Referral Form

Name: _____ **Grade:** _____ **Teacher:** _____
Referring Faculty: _____ **Date:** _____ **Time:** _____

Location	Minor Problem Behavior	Major Problem Behavior
Playground Library Cafeteria Bathroom Hallway Entrance Classroom Bus Other _____	Inappropriate language Physical contact Defiance Disruption Misuse of School Property Electronic Violation Other _____	Abusive language Fighting/ Physical Aggression Property Damage Defiance/Disrespect Harassment/Bullying Disruption Electronic Violation Lying/ Cheating Weapons Other _____
Possible Motivation	Others Involved	Administrative Decision
Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other _____	None Peers Staff Teacher Substitute Unknown Other _____	Time out/Detention Loss of privilege _____ Time in office Conference with student Parent Contact Individualized instruction In-school suspension (____ hours/ days) Out of school suspension (____ days) Other _____

Comments:

Faculty Signature: _____

Follow up Agreement

Name: _____ **Date:** _____

1. **What rule(s) did you break? (Circle)**
 Be Safe Be Respectful Be Responsible

2. **What will you do differently next time?**

Student signature: _____

Guardian signature(s): _____

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“To discipline is to guide, to lead, to teach, to nurture, to support, to love, to set free...”

Positive Behavior Interventions and Supports in the Home

To use Positive Behavior Interventions and Supports in the home, try the following:

- Clearly **define behavior expectations** in a positive way. Make sure everyone knows what they are.
- Specifically **teach and practice** the behavior expectations so they become **routine**.
- Closely **monitor** how well your children are following the expectations.
- When appropriate behaviors are observed, specifically **acknowledge** your child.
- When you child engages in behavior errors or misbehavior, **correct** it using positive language and teaching strategies.
- **Evaluate** strategies for effectiveness and make **adjustments** if the strategies are not working.



If these 6 practices are **consistently implemented**, your home will run smoother and your children's behavior will improve.

Developing Behavior Expectations for Your Home

Do you know exactly what behavior you expect of your children inside your home? Outside your home? In the community?

Do your children know your expectations of them? How do you know?



It is very important that adults communicate with each other to send clear, consistent messages to our children about what we expect from them.

*** Clearly defined behavior expectations give children a consistent message about how they are to behave in different situations. ***

To help you define your behavior expectations, consider the following:

- Do you have 3 to 5 expectations?
- Are they broad-based and stated positively?
- Are they simple and easy to remember?

Typically, behavior expectations address at least three areas:

1. Interactions with others
2. Personal traits
3. Safety

Interacting with Others



Consider the behaviors you would prefer your children use when **interacting with others**, both adults and children. This is the hard part; think of what you want them to do, not what you don't want. If you can't help but think of what you don't want your children to do, stop and consider the opposite of that behavior. For example; 'Say positive things to each

other' instead of 'Don't call each other names;' 'Wait when others are talking,' instead of 'Don't interrupt;' and 'Consider others' feelings;' instead of 'Don't only think about what you want.'

Is there one simple, broad term that encompasses these behaviors? (Example; Respect Others, Be Kind). What term would you most likely use and your children most understand?

Personal Traits

Consider the **personal traits** that you would like your child to exhibit. What behaviors would help your child to be more happy and successful and help your home to run more smoothly?

Remember to think of what you want them to do, not what you don't want. For example; 'Pick up after self,' instead of 'Don't be so messy;' 'Be on time,' instead of 'Don't be late;' 'Tell the truth' instead of 'Don't lie.'

Is there one simple, broad term that encompasses these behaviors? (Example; Be Responsible, Be a Good Person, Be Your Best) What term would you most likely use and your children most understand?



Safety

Consider safe behaviors you want your child to follow. Think of what you want them to do, not what you don't want. For example; "Use words to solve problems" instead of "Don't hit your brother;" 'Stay in the yard' instead of 'Don't go out of the yard;' and 'Wear a helmet when you ride your bike' instead of 'Don't ride your bike without a helmet.'

Is there one simple, broad term that encompasses these behaviors? (Example; Be Safe, Think Safety). What term would you most likely use and your children most understand?

Ten Keys to Successful Parenting

Positive Parenting.com

It is important that we discipline in a way that teaches responsibility by motivating our children internally, to build their self-esteem and make them feel loved. If our children are disciplined in this respect, they will not have a need to turn to gangs, drugs, or sex to feel powerful or belong.

The following ten keys will help parents use methods that have been proven to provide children with a sense of well-being and security.

1. **Use Genuine Encounter Moments (GEMS)** – Your child's self-esteem is greatly influenced by the quality of time you spend with him, not the amount of time. With busy lives, we are often thinking about the next thing that we have to do, instead of putting 100% focused attention on what our child is saying to us. We often pretend to listen or ignore our child's attempts to communicate with us. If we don't give our child GEMS throughout the day, he will often start to misbehave. Negative attention in a child's mind is better than being ignored. It is also important to recognize that feelings are neither right nor wrong. They just are. So when your child says, "Mommy, you never spend time with me," (even though you just played with her) she is expressing what she feels. It is best at these times to just validate her feelings by saying, "Yeah, I bet it does feel like a long time since we spent time together."
2. **Use Action, Not Words** – Statistics say that we give our children over 2000 compliance requests a day! No wonder our children become "parent deaf." Instead of nagging or yelling, ask yourself, "What action could I take?" For example, if you have nagged your child about unrolling his socks when he takes them off, then only wash socks that are unrolled. Action speaks louder than words.
3. **Give Children Appropriate Ways to Feel Powerful** – If you don't, they will find inappropriate ways to feel their power. Ways to help them feel powerful and valuable are to ask their advice, give them choices, and let them help you balance your checkbook, cook all or part of a meal, or help you shop. A two-year-old can wash plastic dishes, wash vegetables, or put silverware away. Often we do the job for them because we can do it with less hassle, but the result is that they feel unimportant.
4. **Use Natural Consequences** – Ask yourself what would happen if I didn't interfere in this situation? If we interfere when we don't need to, we rob children of the chance to learn from the consequences of their actions. By allowing consequences to do the talking, we avoid disturbing our relationships by nagging or reminding too much. For example, if your child forgets her lunch, and you don't bring it to her, you allow her to find a solution on her own and learn the importance of remembering.

5. **Use Logical Consequences** – Often the consequences are too far in the future to practically use a natural consequence. When that is the case, logical consequences are effective. A consequence for the child must be logically related to the behavior in order for it to work. For example, if your child forgets to return his video and you ground him for a week, that punishment will only create resentment within your child. However, if you return the video for him and either deduct the amount from his allowance or allow him to work off the money owed, and then your child can see the logic to your discipline.
6. **Withdraw from Conflict** – If your child is testing you through a temper tantrum, or being angry or speaking disrespectfully to you. It is best if you leave the room or tell the child you will be in the next room if he wants to “Try again.” Do not leave in anger or defeat.
7. **Separate the Deed from the Doer** – Never tell a child that he is bad. That tears at his self-esteem. Help your child recognize that it isn’t that you don’t like him, but it is his behavior that you are unwilling to tolerate. In order for a child to have healthy self-esteem, he must know that he is loved unconditionally no matter what he does. Do not motivate your child by withdrawing your love from him. When in doubt, ask yourself, did my discipline build my child’s self esteem and thereby his character?
8. **Be Kind and Firm at the Same Time** – Suppose you have told your five-year-old child that if she isn’t dressed by the time the timer goes off, you will pick her up and take her to the car. She has been told she can get dressed either in the car or at school. Make sure that you are loving when you pick her up; yet firm by picking up as soon as the timer goes off without any more discussion. If in doubt, ask yourself, did I motivate through love or fear?
9. **Parent with the End in Mind** – Most of us parent with the mindset to get the situation under control as soon as possible. We are looking for the expedient solution. This often results in children who feel overpowered. But if we parent in a way that keeps in mind how we want our child to be as an adult, we will be more thoughtful in the way we parent. For example, if we spank our child, he will learn to use acts of aggression or intimidation to get what he wants when he grows up.
10. **Be Consistent, Follow Through** – If you have made an agreement that your child cannot buy candy when she gets to the store, don’t give in to her pleas, tears, demands or pouting. Your child will learn to respect you more if you mean what you say.

Nine Ways to Make Waiting Fun

- Ask your child to make up a silly, outrageous story about why the waitress is taking so long to deliver the meal, or what caused the traffic jam.
- Hold up an ordinary item such as a pencil or spoon. Have the child suggest unusual uses for the object.
- Take turns singing as many songs as you know that have a color in the song. Example: Rudolf the RED nose reindeer, The YELLOW Rose of Texas, BLUE Suede shoes, etc.
- Ask your child to close their eyes and describe what you are wearing.
- Ask your child to list 10 things found in a dentist office, car repair shop, or bakery.
- Thumb wrestle with your child.
- Hum a song and have your child guess the title.
- Give your child the name of a character in a book. They have to identify the book title.
- Tell your child three unrelated items such as, a dirty sock, watermelon and a swing set. Ask them to tell you a story incorporating those items.



Nine Things to Do Instead of Spanking

By Kathryn Kvoles

Research confirms what many parents instinctively feel when they don't like to spank their child, but don't know what else to do. The latest research from Dr. Murray Strauss at the Family Research Laboratory affirms that spanking teaches children to use acts of aggression and violence to solve their problems. It only teaches and perpetuates more violence, the very thing our society is so concerned about. This research further show that children who have been spanked are more prone to low self-esteem, depression and accept lower paying jobs as adults. So, what do you do instead?

- 1. Get Calm** – First, if you feel angry and out of control and you want to spank or slap child, leave the situation if you can. Calm down and get quiet. In that quiet time you will often find an alternative or solution to the problem. Sometimes parents lose it because they are under a lot of stress. Dinner is boiling over, the kids are fighting, the phone is ringing and your child drops the can peas and you lose it. If you can't leave the situation then mentally step back and count to ten.
- 2. Take Time for Yourself** – Parents are more prone to use spanking when they haven't had any time to themselves and they feel depleted and hurried. So it is important for parents to take some time for themselves to exercise, read, take a walk or pray.
- 3. Be Kind but Firm** – Another frustrating situation where parents tend to spank is when your child hasn't listened to your repeated requests to behave. Finally, you spank to get your child to act appropriately. Another solution in these situations is to get down on your child's level, make eye contact, touch him gently and tell him, in a short, kind but firm phrase, what it is you want him to do. For example, "I want you to play quietly."
- 4. Give Choices** – Giving your child a choice is an effective alternative to spanking. If she is playing with her food at the table say, "You can either stop playing with your food or you can leave the table." If the child continues to play with her food, use kind but firm action by helping her down from the table. Then tell her that she can return to the table when she is ready to eat her food without playing in it.



5. **Use Logical Consequences** – Consequences that are logically related to the behavior help teach children responsibility. For example, your child breaks a neighbor's window and you spank him. What does he learn from this situation? He may learn not to do that again, but he also learns to hide his mistakes, blame them on someone else, lie or simply not get caught. He may decide that he is bad or feels anger and revenge toward the parent who spanked him. When you spank a child, he may behave because he is afraid to get hit again, however, do you want your child to behave because he is afraid of you or because he knows better than to misbehave? Compare this situation with a child who breaks a window and his parent's say, "I see you've broken the window, what will you do to repair it?" using a firm but kind voice. The child decides to mow the neighbor's lawn and wash his car several times to repay the cost of breaking the window. What does the child learn in this situation? That mistakes are an inevitable part of life and it isn't so important that he made the mistake but that he takes responsibility to repair the mistake. The focus is taken off the anger or revenge toward his parent.

6. **Do Make Ups** – When children break agreements, parents tend to want to punish them. An alternative is to have your child do a make-up. A make-up is something that people do to put themselves back into integrity with the person they broke the agreement with. For example, several boys were at a sleepover at Larry's home. His father requested that they not leave the house after midnight. The boys broke their agreement. The father was angry and



- punished them by telling them they couldn't have a sleepover for two months. Larry and his friends became angry, sullen and uncooperative as a result of the punishment. The father realized what he had done. He apologized for punishing them and told them how betrayed he felt and discussed the importance of keeping their word. He then asked the boys for a make-up. They decided to cut the lumber that the father needed to have cut in their backyard. The boys became excited and enthusiastic about the project and later kept their word on future sleepovers.
7. **Withdraw from Conflict** – Children who sass back at parent may provoke a parent to slap. In this situation, it is best if you withdraw from the situation immediately. Do not leave the room in anger or defeat. Calmly say, "I'll be in the next room when you want to talk more respectfully."
8. **Use Kind but Firm Action** – Instead of smacking an infant's hand or bottom when she touches something she isn't supposed to, kindly but firmly pick her

up and take her to the next room. Offer her a toy or another item to distract her and say, "You can try again later." You may have to take her out several times if she is persistent.

- 9. Inform Children Ahead of Time** – A child's temper tantrum can easily set a parent off. Children frequently throw tantrums when they feel uninformed or powerless in a situation. Instead of telling your child he has to leave his friend's house at a moment's notice, tell him that you will be leaving in five minutes. This allows the child to complete what he was in the process of doing.

Aggression is an obvious form of perpetuating violence in society. A more subtle form of this is spanking because it takes its toll on a child's self-esteem, dampening his enthusiasm and causing him to be rebellious and uncooperative. Consider for a moment the vision of a family that knows how to win cooperation and creatively solve their problems without using force or violence. The alternatives are limitless and the results are calmer parents who feel more supported.



Eight Ways To Positively Cope With Difficult Behavior

1. Establish House Rules

Make simple rules for your child. Start with a few "things we do and don't do." Discuss them with your child.

2. Prevention Is Better Than Cure

If you feel that your child's behavior is beginning to get out of control, "nip it in the bud" by distracting your child's attention onto a positive activity or game.

3. Understand Your Child's Behavior

Define simply and clearly any difficult behavior. Keep a diary of what led up to the behavior and what immediately followed it. From this, see if there is a pattern. What are the triggers and consequences which might be keeping the behavior going? What are the "pay-offs" to your child - are you giving the behavior a lot of attention and "giving in for a quiet life"? DON'T blame yourself but work at changing your responses.

4. Discipline With Short Time-Outs

Try to view discipline in a different way e.g. if a rule is broken, discipline with a time out a short, quiet time alone, without play. Alternatively ignore minor behavior difficulties, as your attention will often inadvertently encourage the very behavior you want to stop.



5. *Take Five*

When tensions and anger rise in you or your child take five. Take five minutes to cool down and to ask yourself, "Why am I getting so angry?" Try to identify the real problem, and then find the solution.

6. *Never Strike In Anger*

Research has shown that hitting your child does not help, and can do more damage. Try to avoid striking your child in anger. Smacking is not effective in reducing poor behavior, as it does not teach children good behavior.

7. *No Yelling Allowed*

Words hurt, too. Try to avoid yelling at your children in anger. Do not put down your children. If they break a rule, tell them what they did wrong and why that makes you angry. Be angry at what they did, NOT at who they are.

8. *Get Away*

When you feel frustrated, angry or overwhelmed let your feelings out safely away from your children. Call a friend over or leave your children with someone trustworthy. Get out. Exercise. Do not stay alone with your children when you are overwhelmed. Get help and support.



5 Ways to Parent with Finesse

by Deborah Critzer

1. React to "shockers" with semi-interested boredom. When children announce something to which you feel an instant reaction in your gut take a deep breath, smile calmly, and say, "Really? Tell me more." Remember, part of the reason children "come up with" shocking news is to get you to react or push your buttons. Parents with finesse do not often get tricked into reacting to their children, instead becoming the trickster by showing calmness and level-headedness.

2. Set up a sequence of events that discipline the children and RELAX! The other night my children and I were invited to go swimming. Before leaving I explained to them that we would be leaving the pool at 7:30, in my car at 7:40 and home at 7:50. I asked each child, in turn, before we left to repeat this sequence back to me. I then asked what would happen if the above sequence was not followed (they all correctly responded that we would not be allowed to go back again). I gave them a 15 and 5 minute warning prior to announcing that it was 7:30. I then sat back and watched calmly as they began to reluctantly get out of the pool. My son was still in, looking as if he would not come out. I said to no one in particular, "We have 6 minutes to get to the car, I suppose we can make it if we run part of the way...I'm not sure, and I'm parked kind of far from here." Everyone began to panic and get dried off, hurrying to get me out of the gate and on the way to the car. At the car I said, "Wow! Great job! You could have swam 30 seconds longer!"

3. Act as if there is all the time in the world, even when there isn't. Kids know when we are in a rush. A parent with finesse pretends not to be worried and stressed, knowing that spending 5 calm minutes chatting with a child in the morning can save 30 minutes of battling to get out the door on time.

4. Notice the little details and acknowledge them. An observant parent recognizes when children contribute. We notice these desirable actions that make our home a better place and say "Thank you for that!"

5. Humility. Parents with finesse know when to say, "I don't know." We know that we do not have all the answers. We know that we often make mistakes. We apologize when we are wrong. We hold our children accountable for their actions, with compassion, when they have erred. We know that doing our personal best as a parent means working really hard at it sometimes and giving up and taking a rest other times. We remember often to be grateful, giving thanks for these beautiful little human beings.





4 Ways To Teach Your Child Trust

1. *Be There*

Let your child talk. What was their day like? Ask, "How did that make you feel?" Allow your child to openly express ideas, feelings and worries. Listen. Do not lecture. Be available. Encourage your child to express feelings creatively by keeping a diary or drawing

2. *Be Consistent*

Establish a reliable routine. A clear and consistent routine helps a child feel safe and secure. Clear-cut rules help a child learn what is right and wrong. Be consistent!

3. *Let Your "No" Be No*

If you say "no" to your child, make sure you both understand what that means and keep to the rule. Then act quickly (seconds), firmly and safely when it is challenged. Carry out any threatened punishment. Do not yell. Your child wants to know that your "no" means no.

4. *No Secrets*

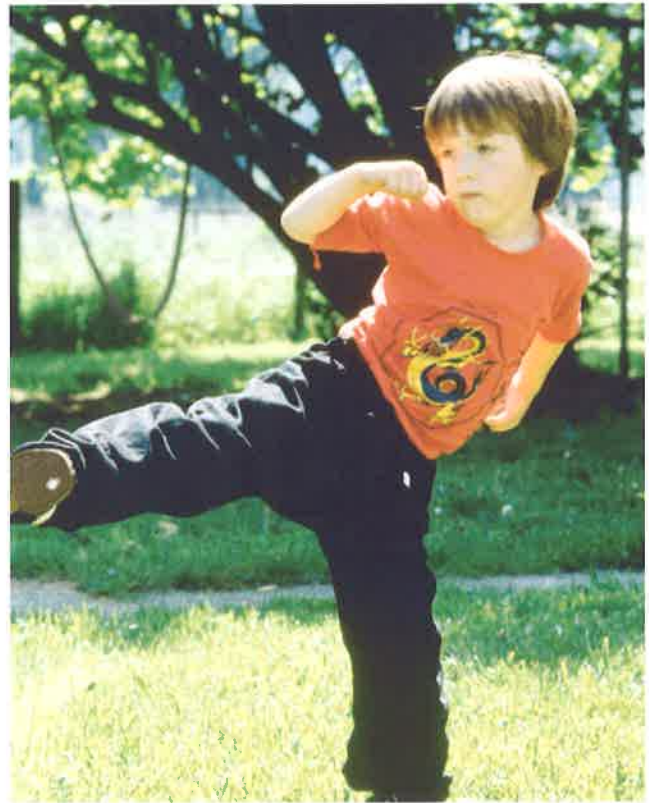
Tell your child it is never good to keep a secret that feels bad or confusing.

General Parenting Tips

Recognize that all behaviors meet needs. The needs are:

- Attention
- Escape or Avoid something they don't like
- To Get Something
- Demonstrate Anger/Frustration
- Power and Control
- Develop Status/Acceptance
- Sensory

- Understand that children's needs are legitimate and teach them appropriate ways to meet those needs.
- Develop a positive relationship with your children. Show them every day that you care about them.
- Clarify rules and expectations.
- "Model, Model, Model..." - When your child is in conflict, arguing, yelling, out of control, etc, model the appropriate way to resolve the problem.
- Always explain why.
- Be willing to say, "I'm sorry".
- Make the most of the time you are with your kids, even if only for a short time.
- Understand that they are kids and are still developing. School aged kids learn by asking questions, practicing, comparing, testing, disagreeing, by experience, and by modeling.
- Develop a positive toolbox
 - The more tools parents have and the more effective they will be.
 - Many parents already use positive parenting tools, but may need to unlearn negative ones.
 - Positive parenting tools offer options for teaching and solving problems with our children.
 - No single tool works every time, with every child or in every situation.



- The parenting tools used in the families in which we were raised influence our parenting style.
- Every positive tool a parent uses is a deposit in the emotional bank account. A smile, a good word, a gentle hug add to the positive side of the ledger. Every negative thing parents do to confront, criticize, or punish are withdrawals from that account.
- Demonstrate your values and use the tools to teach those values. Know what you believe in and what you hope to accomplish with your children and choose discipline techniques accordingly.
- Determine rules and boundaries collaboratively.



Teaching Self Control

- Teaching self-control is time consuming, but the benefits stay with your child throughout their lifetime
- No two parents raise their children the same way. The common element that is shared among parents is the love of their children
- Parents will make mistakes along the way, but children who know that they are loved and cared for will develop a stronger sense of self
- External or authoritarian control models force and intimidation and does little to instill self control
- Teaching self-control to our children models problem solving, responsibility, and focuses on independence
- Teaching self-control focuses on developing the strengths and gifts of each child
- Teaching self-control also helps build relationships

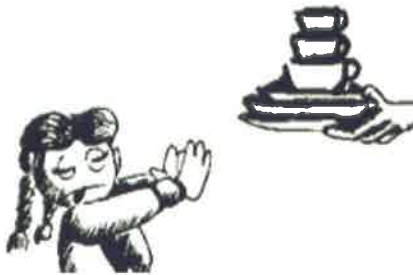


Teaching Kids to Care for Others

- From a young age have children learn the concept of saving up for something
- Teach kids that they can't have everything they want
- Teach kids to judge people by what is on the inside. Kids often learn hate, prejudice, and bullying from their elders
- Demonstrate the joy of giving to or helping others
- Teach kids that everything they do doesn't have a price tag
- Teach kids that having material things is nice but that there are more important things in life (e.g., helping others, doing what you enjoy, having relationships)
- Be generous with your adult toys. Teach them how to operate the stereo, play pool, cut the grass, wash the car, etc. Your generosity will ultimately teach them to be giving and unselfish
- Teach them to value diversity, and ask questions when they don't understand
- Teach that professional wrestling or violent shows are just pretend
- Watch television programs and videos that teach caring
- Perform acts of kindness and philanthropy
- Model for them caring for others more than yourself



Doing Chores



- Set clear expectations for family member responsibilities
- Model responsible work behavior. Work as a family
- Get in the habit of working first, playing later. Model a strong work ethic
- Don't over react to mistakes or do over what the child has done
- Being responsible for doing chores teaches children many important skills such as cooperation and responsibility
- Chores also teach children about fairness and commitment. The skills and values learned by doing chores will benefit children throughout their lives
- Children need to know exactly what's expected of them. Therefore, it is a good idea for parents to make sure their children know exactly what their duties are. Parents should thoroughly go over the duties required, and should actually show their children how to do the chore at hand. It might also be a good idea to write down and post all duties that make up a single chore for children's reference. At first, parents should monitor their children to make sure things are going well. Parents can reduce monitoring once children know how to do the chore
- Teach one chore at a time
- Break down the chore into small parts
- Explain that pitching in and helping are important. Parents should explain that doing chores benefits the whole family, and that every person must do his or her part to keep things going smoothly.
- Change the nature of chores as children grow. As children grow, they can be given more and more challenging chores. Most parents have a good idea of what their children are and are not able to do. Therefore, parents should make sure that the chores they give their children are appropriate to their children's ages and abilities.
- Set up a reward system or a chart system. If parents have trouble getting their children to do their chores or to do them correctly, a reward/chart system can be set

up to encourage cooperation. The general guidelines include making a list of the criteria for successful completion of the chore. Then, a chart should be posted in a prominent location in the home. Parents, or children, if they're old enough, should make a mark on the chart for each completed chore. Parents can either award points that can be traded in for a desired reward, or they can simply give a desired reward in exchange for the completion of agreed-upon chores. Finally, parents and children should decide on the reward to be awarded. Instead of material rewards like candy or toys, it is better if rewards are non-material, such as a trip to the park with Mom and Dad, or being allowed to stay up a half hour past bedtime. Prizes can be awarded daily or weekly. For younger children, it is probably best to have daily rewards. For older children, rewards can be given weekly. Once children are consistently doing their chores, the reward/chart system can be discontinued.

- Don't do the chore if your child forgets or refuses. Parents should not do their children's work for them. If parents get frustrated and give in and do their children's chores, children learn a number of things. First of all, children learn that their parents don't mean what they say and will not follow through. Secondly, children learn that if they hold out long enough someone will do their chores for them. Parents should simply apply consequences until their children comply.
- Provide lots of praise. Parents should always provide lots of praise and encouragement when their children make an effort to do their chores. Parents should keep praising, even after their children have been consistently doing a chore well.
- Model responsibility (e.g., It's easier to expect your children to clean their room if they see that you have taken the responsibility to clean yours.)



Doing Homework

- A time each day should be assigned for homework
- Parents should decide with their children what time each day homework is to be done. While children are in the lower grades, one hour a day will probably be enough. As homework and responsibilities increase, more time will be needed
- Start early. Although it is not recommended to begin formally teaching children before they start school, parents can begin to set a good example for their children long before they start school.
- Provide a study area. Parents should provide a quiet, comfortable area for their children to study in. It's a good idea that studying be done in the same place every day. Parents should make sure their children have the supplies they need (for example, paper, pencils, a pencil sharpener). Children's bedrooms have numerous distractions and are not always the best place to study.
- Provide reinforcement. Parents should praise their children for working hard and completing assignments. Parents should keep in mind, though, that homework is not always fun. Don't expect perfection.
- Offer help. Parents should be available to answer any questions that might come up. Try to provide information without actually doing the homework.
- Give children the responsibility for their own homework. Parents cannot force their children to study. Nagging and threatening don't work. Children need to know that they are responsible for doing their homework and for studying. The parents' role is to provide support.



Getting Along with Brothers and Sisters

Sibling rivalry, though one of the classic age-typical behaviors of children, can be very frustrating for parents. Between the frictions it causes and the upsetting affect it has on the family, it persists as a major concern of parents.

- Pleasant, obedient kids fight with their brothers and sisters just as do unpleasant, disobedient kids. Its as much a part of growing up in a family setting as getting taller, have acne, and being worried about being accepted by the peer group.
- It is one way by which kids learn how to survive in society. It helps teach them what they can and cannot get away with. Remember, children are in the process of becoming civilized. As children, they are generally loving but at times can be selfish or self-centered. They may tend to be insensitive to the feelings of others. This is a normal part of growing up.
- Parents tend to give these kinds of behaviors far, far too much attention.
- Here are five rules that, if learned and skillfully used, will have a powerful and positive effect on the quality of life in your home.
 1. Ignore inconsequential behavior.
(Most sibling rivalry is age-typical behavior, most of which can and should be ignored. If left alone, it will likely just go away in time. It's something we all grew out of-or at least most of us.)
 2. Remain calm and composed but direct when you must intervene.
(Sibling rivalry must be attended to only when it becomes cruel, abusive, or threatening to a child's normal, healthy development).
 3. Teach appropriate social skills.
 4. Apply consequences that teach.
 5. Acknowledge appropriate behavior. Be constantly on the lookout for opportunities to have positive interactions with your children when they are behaving together nicely. If you have a tendency to allow these opportunities to get away from you, you might want to keep a record or put little prompts up around the house to remind you to say nice things to your children. These help us measure and pace our behavior.
- Model appropriate conflict resolution skills. This generally works better once the children have calmed down.
- Teach your children how to play together by playing with them.



Respecting Adults

- Teaching respect is often learned best as a modeled behavior. Children learn respectful behavior from watching their parents interact with other adults.
- Children who are treated with respect are more respectful of others.
- Children tend to pick up prejudices and stereotypes from their elders (e.g., hearing negative comments about police, teachers, principals, mentally handicapped individuals, over weight individuals, minorities, etc.)
- Limit exposure to media that models disrespect (e.g., Professional Wrestling, Beavus & Butthead, South Park, Gansta Rap, etc.)
- Teach children how to respectfully resolve conflicts even when they disagree.
- Teach children to respect others who they deem as weaker or different.
- Consequence disrespect by processing respectfully.
- Teach boys that a “real man” would never hit a woman.



Controlling Temper and Anger

- Teach and model for the child appropriate ways to deal with anger.
- Provide a plan to use when the child is angry.
- Learn diffusion and de-escalation strategies (e.g., personal space, allow venting, avoiding ultimatums, staying calm, etc.)
- Provide a safe place for the child to go when the child is angry.
- Do not argue or interact with the child when he is out of control.
- Do not respond to disrespectful things child says in anger.
- Do not confront or threaten a child who is losing control.
- Calmly set concise, reasonable, enforceable limits (i.e., let the child know the consequences of his/her choices).
- Understand the stages of anger (i.e., anxiety, defensive, acting out, tension reduction)
- Practice verbal de-escalation strategies (empathic listening, neutral statements, reflection, negotiation, etc.)
- When you feel yourself losing control, walk away until you are calm enough to model appropriate conflict resolution.
- If you have lost control, apologize to the child and acknowledge that you will try to respond differently in the future.
- Re-connect with your child as soon as possible in a positive way.



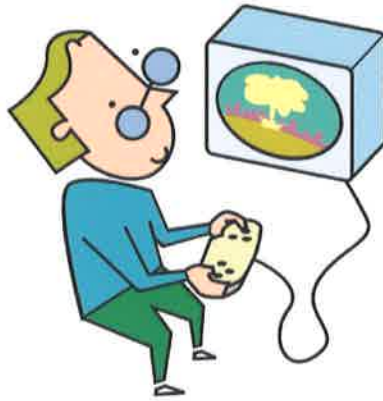
Stealing

- Attempt to define the function of the stealing (e.g., to obtain an item, anger, passive-aggressive behavior, compulsive behavior, etc.)
- Do not accuse or punish your child based on a suspicion
- Teach your child a more appropriate way to meet the need served by stealing
- For witnessed stealing:
 1. ask your child why
 2. provide a better replacement strategy
 3. provide a consequence that restore
 4. education your child on why people steal
 5. educate your child on the consequences of stealing
 6. dispute your child's faulty thinking about obtaining items illegally
 7. refrain from modeling even minor stealing behavior
 8. make and attempt to return lost or stolen items



“Consequences that restore are based on teaching and reconciliation-i.e, making things right with the victim”

The Media Trance (i.e. TV, Videos, Internet)



It is difficult to dispute the negative impact of television on children. Its relationship to poor health, obesity, violence, low-school performance, hyperactivity, and warped values has been solidly established. If TV viewing is to be controlled and put into proper perspective in children's lives, it will have to be done at home.

Violence

- Children watch countless acts of violence every day while sitting in front of the television.
- One recent study estimates that American children see over 1,000 violent acts on television each year. These violent acts include rapes, murders, armed robberies and assaults.
- It is not only the prime-time programs that contain violence, news programs and music videos also contain a high percentage of violence
- Cartoons, and other children's programs, often contain violence
- Many programs glorify war and fighting
- Children may get the message that violence is an acceptable way to solve problems.
- Studies have shown that children who watch a lot of violence on television are more likely to be aggressive towards other people.
- When devising a TV management program, create an environment in which there are highly positive consequences for not watching TV. Simply telling children "No TV!" is not adequate. There has to be a highly

desirable, incompatible behavior to take the place of TV viewing

- When children aren't watching TV, be sure to have lots and lots of positive verbal and physical interactions with them.
- Encourage viewing of programs with characters that are positive role models. Parents should encourage the viewing of programs with characters that are kind, caring, and cooperative. Such programs promote positive learning.
- Don't rely on television as a babysitter. Parents should encourage their children to entertain themselves in ways other than watching television. This will promote creativity. It will also help children learn how to entertain themselves instead of relying on television. Parents should encourage activities such as reading, drawing, sports, creative play, and music instead.
- Set specific rules about television viewing. Parents should determine what programs will be viewed ahead of time. They should then stick to the schedule. It is not a good idea to allow children to turn on the television just to see what's on. Parents should set specific limits on the number of programs viewed and the hours of viewing per day.
- Watch television with your children. Parents should be available to their children to answer their questions and provide information. The best time to do this is while the family is watching television. This will help promote learning. Parents should encourage their children to discuss what they see on television.
- In summary, television can have both a positive and a negative influence on young children. Parents can promote the positive aspects of television by becoming involved in the television viewing of their children.



Teaching Responsibility

- Have family meetings to discuss responsibilities
- Provide incentives and praise for responsible behavior
- Model responsible behavior (e.g., meet commitments, honor deadlines, be punctual and dependable, etc.)
- Teach children why responsibility is important
- Provide logical but restorative consequences for irresponsible behavior
- Provide a way for the child to redeem him/herself
- Increase trust and responsibility as the child grows older
- Emphasize self control and making good choices
- Empower the child to be responsible for his own actions
- Help the child when he/she is in over her head
- Use logical consequences that relate to the behavior



Dealing with Tantrums

By Kathy Gould, M.S.

If you have a toddler or preschooler, dealing with tantrums might have you almost at the end of your rope. The following are some techniques that I have found very helpful in dealing with tantruming children. Some of these measures need to be taken when children are not tantruming, because there are important steps you can take at times when tantrums are not occurring to reduce their frequency.

1) Reward positive behavior

Before children ever misbehave, look for positive behaviors and praise them. In other words, catch children being good, and reinforce those behaviors.

2) Help them handle emotions

Encourage them to talk about their emotions, and help them label and understand difficult feelings so that they can learn acceptable ways of dealing with them. Express your own emotions to them in simple terms so that they can learn from you how to deal with their problems.



3) Make rules and expectations clear

Make sure you keep your rules simple, and make sure children know what they are. State your instructions clearly and firmly and explain the consequences of misbehavior. Always follow through with those consequences. Children often tantrum if parents or teachers tend to waver when enforcing rules. If they know that crying will not change your mind, they will be less likely to cry. If children tantrum because you have enforced a consequence, explain to them that they chose the consequence when they chose the behavior. This helps teach children to consider the consequences of a behavior before they act.

4) Ignore the bad, encourage the good

When tantrums or whining begins, ignore this behavior (making sure children are safe). You might want to explain quickly and without emotion that you will talk when they are ready to listen. When the tantruming subsides, speak gently and offer an acceptable alternative to whatever forbidden object or activity caused the tantrum. If children respond well and accept consequences without fussing, praise them for being cooperative and find alternative activities.

WINNING THE BEDTIME BATTLE

By Dr. Scoresby

If you have a difficult time getting your child to go to bed at night, the first step is to figure out *why* your child says, "But I'm not tired!" Is he in need of more attention? Is he scared of the dark? Is he feeling the need to assert his independence? Or, the answer could be that he *really* isn't tired. Your child may have a natural inclination to be alert late at night. In order to reduce your child's resistance, think about his stage of maturation, his bedtime routine, and any important changes in his life, such as a divorce or death in the family.

Insecurity and Distractions

Many children are afraid of being alone in a dark room. According to Cliff Siegel, M.D., as quoted by Sarah Hutter in *I'm Not Tired!* (Working Mother, September 1995), "It leaves them to their own imaginations, and it's easy for them to envision monsters in the closet or under the bed."

Your child could also be experiencing a bit of separation anxiety. Does she have a hard time going to day care or the babysitter's? She could be feeling some of that same worry when she has to leave you to go to bed at night.

The continued noise and activity level in the house at your child's bedtime may be distracting her from falling asleep. She may be afraid she is missing out on the fun, and will maintain, "I'm not tired!" In these circumstances, consider the following solutions:



1. Tackle fears. Talk to her about her fears and kindly explain that she is safe and you won't let anything happen to her. Let her keep her door open a crack, and keep the hall light on. According to Sarah Hutter in the article mentioned above, you should not offer to stay by her side until she falls asleep. Dr. Siegel warns this could make your child become dependent on your presence every night.

2. Set routines. Give your child at least half an hour to relax and get ready to go to bed. Comforting rituals include taking baths and reading bedtime stories. Hutter offers that ". . . predictability will increase your child's sense of security."

3. Establish a consistent bedtime. Once you choose a bedtime that will give your child enough sleep (11 to 12 hours is the typical amount of sleep needed by a three- to five-year-old), be sure to enforce it. All children benefit from a regular sleep schedule.

Bedtime Rebellion and Desire for Extra Attention

Your child could be saying, "I'm not tired," in order to challenge your authority and practice control skills. As they get older, children test their ability to control their environment, which is ultimately a sign of future independence. Your child could also have a real need for more attention than he or she received from you throughout the day. Hutter quotes Dr. Siegel as saying, "If a child needs some extra attention from a parent, he's apt to stall sleep--because calling out to a parent and postponing bedtime are good ways of getting attention." If this is your situation, try applying the following tactics.

- 1. Remind of the rules.** Be kind but firm about bedtime. Don't get involved in arguments about why you think bedtime should be at 8:00 and why your child thinks it should be at 9:00. It is crucial to stick to the time you've set. According to Hutter, "If you frequently give in to your child's stalling tactics and let him stay up later, you're apt to find yourself caught in a nightly power struggle."
- 2. Offer rewards.** You can encourage your child to get ready for bed by telling him that he can have an extra bedtime story if he is ready for bed by a certain time. Give the incentive of a special weekend outing if he is ready for bed on time all week. (If he continues to fight bedtime, however, you might consider taking away privileges.)
- 3. Give more attention.** Help your child look forward to bedtime as a special time to be together. Read a second bedtime story or have a good talk. If he doesn't want you to leave when it is time for him to go to sleep, remind him that you will have more time together the next day.

"I'm Really Not Tired!"

Kids fall asleep when their body temperatures drop. They wake up when their temperatures start to rise. If you try to put your child to bed before her temperature has dropped, she will be telling the truth when she says "I'm not tired!"

You can change your child's sleep pattern (the process usually takes about two weeks) by waking her up fifteen minutes earlier each day. Jamie Whyte, MD, says, "By waking your child up earlier, you'll be creating a small sleep deficit during the day. Your child will be tired and more apt to go to sleep earlier at night."

If it is also difficult to wake your child in the morning, ". . . establish a long and gentle wake-up routine," says Lynne Embry, Ph.D. Start an hour before your child really needs to get out of bed. Cover her with another blanket to raise her body temperature. Play music, and turn up the volume every fifteen minutes. Give her a glass of juice to raise her blood-sugar level.



Developmental Stages



2 to 4 years old

- Absorbed by self
- Play next to others not with them
- Learns best by playing and doing
- Needs to be nurtured and cared for

4 to 5 years old

- Asks questions
- Beginning to play with others
- Talks and interacts
- Learns best by playing, moving and doing
- Names are important
- Needs attention
- Use soft voices when correcting
- Social interaction is important
- Will want to tell you what they think

7 to 10 years old

- Likes making things
- More social, tries to be “cool” and funny
- Can talk and discuss more
- Tend to worry about being accepted socially
- Concrete thinking – right or wrong

11 to 13 years old

- Refined reasoning skills
- Will attempt to stump you
- Likes competition
- Peers are important
- A better sense of humor is emerging
- Needs lots and lots of love and acceptance
- Unsure about themselves

14 to 16 years old

- Will talk it, but may not walk it
- Needs consistent, gentle guidance
- Begins to do some problem solving
- In limbo land ... not a kid, not an adult
- Responds well if they feel honored, listened to and respected

Reinforcing Good Behavior

An intervention plan should target specific skills that will allow an individual to meet his or her objectives in more efficient, effective, and appropriate ways. Such skills might include replacement behaviors (e.g., communicative alternatives that provide an immediate mechanism for the person to meet their needs) and other skills that improve overall functioning (e.g., independent living, social skills, leisure/recreation, tolerance).

- Reinforce approximations of desired behavior
- Reinforce effort and process
- Reinforce wiliness to take risks and learn from mistakes
- Provide specific praise about the child's accomplishments
- Reinforce Responsible behavior
- Develop a reinforcement schedule
- Involve the child in the reinforcement plan
- Move toward naturally occurring reinforcers
- Teach the child to provide self rewards



“Rewards should never be used to bribe or threaten. At best, they can be a way of celebrating the efforts your child has made, a supportive part of your parent-child relationship and your family community.”

Different Types of Rewards

Social Rewards

Verbal - Verbally praising desirable behavior - e.g. 'I like it when you come to dinner when I call.' 'Thank you for picking up your blocks.' 'I thought you did a great job tidying up your room.'

Physical - contact - e.g. a pat on back following his desirable behavior

Activities - doing activities selected by the child following desired behavior

Non-social rewards - always combine with praise; Toys or treats following desirable behavior OR STAR CHART.

Tips

Focus on the positive

'Stop grabbing toys from your sister' → **negative**

'I saw you share the toys with your sister that was great' → **positive**

Focus on obedience not defiance

'Why are you so disobedient' → **negative**

'You put your shoes on so quickly when asked' → **positive**

Focus on appropriate behavior

'I wish you would stop running through the aisles of the store' → **negative**

'I am pleased you stayed by my side while we were in the store.' → **positive**

Focus on co-operation not on tantrums

'Your crying every time I ask you to get out of the bath, is driving me crazy' → *negative*

'Thank you for getting out of the bath quietly when I told you.' → *positive*

Tangible Rewards

- ▶ Tell your child clearly what the good behavior is you want to see.
- ▶ Only attempt to deal with one or two problem behaviors at a time and don't expect miracles; expect to move forward in small steps.
- ▶ Try to notice any good behaviors, even small ones.
- ▶ Choose small rewards and give rewards each day, normally immediately following good behaviors
- ▶ Get your child to help you choose the rewards.
- ▶ Give rewards only after the desired behavior has been achieved.
- ▶ Reward ordinary, everyday achievements.
- ▶ Explain clearly why rewards are given.
- ▶ Have a variety of different rewards on offer.
- ▶ Let your child know that you have confidence he or she will behave well and achieve the rewards



Praise

- ◆ Praise your child when he or she is being good, don't wait for perfect behavior.
- ◆ Praising is not going to spoil a child.
- ◆ Difficult children need more frequent praise.
- ◆ Tell your child very clearly why you are praising.
- ◆ Vary the words you use.
- ◆ Praise should only follow good behavior.
- ◆ Be enthusiastic and give good eye contact when you praise.
- ◆ Give praise *immediately* after good behavior.
- ◆ When praising a young child, give cuddles, pats and kisses etc.
- ◆ Praise children in front of adults and other children



The Language of Encouragement

By Bernadette Rosanski

Encouragement helps children believe in themselves. This is known as "internal gratification." "Praise" such as good, great, better, best, and excellent condition children to look for "external gratification." Praise keeps your child dependent on the authority figure to feel good about himself. On the other hand, encouragement allows your child to focus on how she feels from the inside out. For example: phrases like, "It looks like you enjoyed drawing that picture," rather than "You're a good boy" gives the child responsibility for his happiness rather than looking for someone or something to bring him happiness. Children realize that it is their challenge to do things to make themselves happy.

Adults who did not learn this lesson in childhood often disturb relationships later because they expect others to make them happy. Praise can be a disguise for expressing our personal values and opinions. Praise focuses on the person where encouragement focuses on the effort. Through encouragement we are teaching children to look inside themselves for their motivation, for the answers to their questions, and for knowing their purpose and direction. Encouragement has it's own language. Here are some examples of phrases that express encouragement:

- "You seem to like that"
- "How do you feel about it"
- "I need your help on..."
- "What do you think?"
- "Thanks, that helped me a lot"
- "You can do it"
- "You're getting better at..."
- "I like the way you..."
- "You really worked hard on that"



Ways To Say "No"

- That's not an option right now
- Say it in a funny way, i.e. "Never in a million trillion years!"
- That's not appropriate.
- I am not ready for you to do that yet. (Great for teens)
- For a younger child, use distraction
- Ask, "What do you think you would need to do before I would be willing to say yes to that?"
- Ask, "What do you think? Is this a good choice for you?" (If you choose this, make sure you are willing to abide by her answer)
- For a youngster that has something you don't want him to have said, "That's not a toy."
- Ask, "What are your other options?"
- No, but I would be willing to...
- I appreciate your asking, however...
- Walls are not for coloring. Here is a piece of paper.
- Tell them what to do instead i.e., "Water needs to stay in the tub."
- This is not negotiable
- Later (but honor this)
- "After you pick up your toys"
- Explain why. Process
- Problem solve about how to get to "yes"



Establish a learning and play environment where there are minimal "no's"

Problems with Punishment

- Punishment focuses on external control but does little to teach internal control.
- Punishment does not teach the child how to meet needs previously being served by the undesired behavior.
- Punishment backfires with students who are oppositional and defiant.
- Punishment often triggers an escalation of behavior and may elicit tantrums and aggression.
- Punishment models a type of authority that resolves conflict by power and inflicting discomfort or pain.
- Punishment is a quick term-fix that takes much less time than to teach the child better ways of behaving.
- Research has shown that punishment strategies have poor transferability.
- Punishment is inconsistent with the concept of mutual respect.
- Punishment often excludes and isolates a child when teaching and support is needed most.



"My vision is that all children are raised lovingly and non-violently and with discipline that motivates them through love, not through fear."

- Deborah Critzer, Positive Parenting

CONSEQUENCES THAT TEACH

Helpful Consequences

- Decrease the efficiency of the target behavior while maintaining dignity and an atmosphere of caring
- Never degrade or humiliate
- Logically relate to the target behavior
- Do not cause more of a problem than the problem they are addressing
- Establishes conditions for learning alternative skills
- Decreases the frequency, duration, and/or intensity of the target behaviors
- Should be individualized and data-based
- Consequences should teach involve processing
- Consequences should involve restoration
- Consequences should be supportive
- Consequences should be design to teach, not hurt



CORRECTIVE TEACHING

- Avoid emotional reactions
- Remain calm and neutral
- Avoid taking sides
- Model appropriate conflict resolution skills

Steps for Corrective Teaching:

1. Stop the behavior
2. Explain why the behavior is problematic
3. Provide a reasonable consequence
(which optimally will involve learning and/or restoration)
4. Model the desired response
5. Have the child practice the desired response
6. Reinforce the child for using the desired response



The Dad Influence

- 1. Are you more often the encourager or the critic?** It is tempting to react to the mistakes of others and forget to recognize the other person's successes. The father who chooses the role of encourager improves the family atmosphere and has a closer relationship with his kids. The critic builds distance and an unhappy family.
- 2. Are you available to listen or more often in a hurry and distracted?** There's more to conversation than just what is said. It sends many messages including how much one person values the other. Chances to be close to a child or especially a teen are missed when a father is overly talkative about his concerns or silently aloof when his son or daughter has the airways. An available parent will be blessed with available children.
- 3. Are you more often a model of cooperation or competition?** Fathers have usually experienced a competitive world and want to provide their children with a strong spirit for success. Yet Rudy's busy father emphasized cooperation so that Rudy would have a social life to enjoy as well as things to possess.
- 4. Are you more often a man with time available for your kids or a man with other priorities?** The priorities of love are best assessed not by words but by how you share your time.

What values do you want to model for your son, daughter, or student? Try keeping a diary for two weeks to note how you spend your time with your child or teen. What values do you think will come through? How do you model those values? How does the checklist above measure up in your diary?



"No man can possibly know what life means, what the world means, what anything means, until he has a child and loves it. Then the whole universe changes and nothing will ever again seem exactly as it seemed before."

--Lafcadio Hearn

WHEN DOES BEHAVIOR BECOME A PROBLEM?

- At home, a child's behavior is a problem if it continuously works against the spirit of community and caring that has been established within the family unit
- At school, child's behavior is a "problem" if it interferes with learning, interferes with teaching, or has the potential to cause harm to self, others, animals, or property
- Even though a child's behavior presents a problem for us, it is the most efficient way that child knows to meet a particular need



When Does a Child Need School or Mental Health Treatment?

- Feels very sad or depressed over a period of time
- Has thoughts of hurting self or others
- Has had recent changes in sleeping patterns for no apparent reason
- Worries or is fearful in ways that interfere with daily life
- Has difficulty managing angry aggressive feelings
- Seems uninterested in activities enjoyed in the past
- Has significant difficulty paying attention or concentrating
- Has not reached certain age-appropriate developmental milestones and a physical cause has been ruled out
- Has had significant difficulty in coping with a recent major life change (such as divorce in a family, birth of a sibling)
- Has experienced a recent or ongoing stressful event
- Has been emotionally, physically, or sexually abused
- Has seen a parent as an abuser or as a victim of abuse (e.g., physical battering, bullying, emotional abuse)



- Has seen parents engage in substance abuse and/or other illegal activities
- Has lost a parent due to incarceration or abandonment
- Has experienced a death in the family or the social circle
- Requests help or therapy to deal with problems or stress
- Has a recommendation from school or physician for therapy
- Has stopped eating or begun engaging in an unusual behavior for no apparent reason (e.g., smearing or ingesting feces, preoccupation with genital or overt “sexual” behaviors, soiling and bed wetting, stopped talking, etc.)



MORE POSITIVE PARENTING HELPFUL TIPS

Use One Word

What do you do when your kids leave things around the house? Try using one word. This tip for preventing power struggles is my all time favorite parenting tool! When you notice your child has left his shoes in the living room, say, "SHOES!" in a friendly voice. In our house, one of the rules is that every one puts their dishes in the sink when they are through eating. If someone forgets, I say, "Bow!" My children usually respond with, "Ooops! I forgot!" and do the job.

It works because it is a friendly reminder and the children are less



likely to become defensive and argue with you. Using one word is mutually respectful. We get the behavior we want and our children do what they are supposed to do without feeling powerless or losing self-esteem. TRUE parental power results when we don't have to yell, scream and nag and we win our

child's cooperation in behaving responsibly. Try using one word today and discover the joy of cooperation.

Building Self-Esteem

Self-esteem. If we could truly help develop that in our children, parenting would become a great deal more manageable (and fun!) In order for that to happen, a few preparations must be made:

1. We need, as parents, to have good self-esteem ourselves, to feel valuable and competent. How often do we find ourselves angry with a child because WE are late, or disorganized, or feeling out of control? We need to be accountable and not blame (or take it out on) our children when we can't find our keys and are running late again. This will help win their respect and teach them how to take responsibility for their



behavior. Children can be very good problem solvers (of our problems as well as theirs) because they are open to new approaches. Ask their advice about how to avoid the same problem next time. It may even result in extra cooperation, for they have an area in which they can truly feel valuable.

2. We also, as parents, need to follow the golden rule and treat our children, as we would want to be treated. Courtesy, respect, acceptance, and a willingness to listen - these will all enhance the parent/child relationship. Children can only learn these qualities if we have modeled them first.

3. Finally, try putting yourself in your child's place - often! Get down on the floor if it helps. Try to remember those days full of wishes and little power to attain them. Think of how passionate they can be about things that seem trivial to us. Be willing to say yes more often. Spend that one-on-one time really listening to how they feel, about anything and everything. Take advantage of breakfast together, going out for ice cream, a ride to soccer practice, a good night talk with the lights out and really connect. The more in tune you are with your child, the less trouble you will have with cooperation and feeling the need for gaining control.

- Shower your children with encouragement and enthusiasm and enjoy the time you spend together. It all goes by so fast. In the movie "Hook", the father is so busy with his business that his wife admonishes, "Be careful - you're missing it!" Enjoy the now with your children. These are the good times!



Where to Turn for Help

- Family physician
- Your local school district
 - Your child's teacher
 - School Counselor – Tricia Sal
 - School Principal – Teisha Kothe
- Community Mental Health
 - Allegan County Community Mental Health
(269) 673-6617
- Youth Programs (Scouting, Gems, Girls on the Run, Big Brothers/Big Sisters, Kids Hope, 4-H, etc.)
- Area agencies which offer services to families, such as:
 - Pine Rest (616) 820-3780
 - Bethany Christian Services (616) 396-0623
 - Holland Behavioral Health Services (616) 355-3926
 - Pathways (616) 396-2301
 - Comprehensive Psychological Services
(616) 399-7005

Websites

- PBIS.org
- Casel.org
- PositiveParenting.com
- Parentsuccess.com
- Parenting.org
- Kidinfo.com/parent_resources/Parenting_tips.html
- Parentsmart.com
- Kidsourcectdta.org/parenting