



Participant Guide

Parenting for Positive Behavior



Overview

Being a parent carries a lot of responsibility. As parents, we are expected to guide our children and teach them right from wrong. We are expected to nurture them so they can learn from their mistakes and develop a sense of competence. Learn to recognize and value the special needs of your children, utilize new techniques for guiding them, and understand the impact of our environment on children and their behavior. By becoming a more competent parent, participants will have the opportunity to find greater enjoyment in their parental role.

Agenda

- ✓ Understand the Different Needs of Children
- ✓ Praise & Encouragement
- ✓ Healthy & Unhealthy Self-Esteem
- ✓ Punishment & Discipline
- ✓ Effective Discipline
- ✓ Methods of Handling Misbehavior
- ✓ Keys to Effective Parenting

Seminar Length: 1 Hour

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Understand the Different Needs of Children

- Newborns
- Toddlers
- Ages 6-12
- Teens



Praise & Encouragement

- Praise your child for doing a good job
- Expect success
- Notice effort children make
- Stop on a high note
- Avoid name calling
- Focus on solutions
- Separate the deed from the doer
- Don't compare



Healthy Self-Esteem Decisions

- Parents believe children are capable
- Children are allowed to contribute
- Children influence decisions



Unhealthy Self-Esteem Decisions

- Need to change
- Parents do too much



Goals of Punishment

- To regain control
- To establish your authority
- To force children to do what you want them to do
- To stop unwanted behavior



Goals of Discipline

- Teach socially acceptable behavior
- Teach children to solve problems and to make good choices
- Develop conscience
- Encourage self-discipline
- Enhance self-esteem
- Establish limits and teach children to live with the consequences of their actions



Effective Discipline: A Proactive Approach

- Plan ahead. Back up words with actions
- Set routine and structure
- Express clear expectations
- Make eye contact
- Practice staying calm



Effective Discipline: Teach Acceptable Behavior

- Give alternatives
- Be consistent – repeat expectations often
- Include children in problem-solving
- Have children repeat agreements back to you



Methods of Handling Misbehavior

- Assertive communication
- Positive reinforcement
- Logical consequences
- Negative consequences
- Parental Involvement
- Patience and consistency
- Role modeling



Keys to Effective Behavior

- Provide love, affection, concern
- Help build self-esteem
- Respect children
- Accept, show approval
- Understand discipline techniques
- Set clear, reasonable expectations
- Be consistent
- Set strict, firm limits

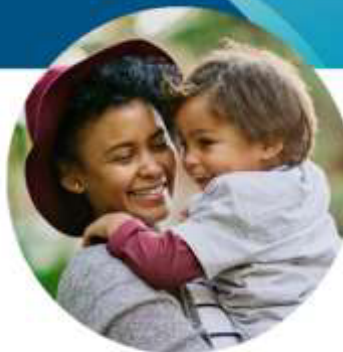


Parent Coaching to Enrich Relationships

Three telephone sessions with an experienced coach emphasizing proactive vs. reactive parenting

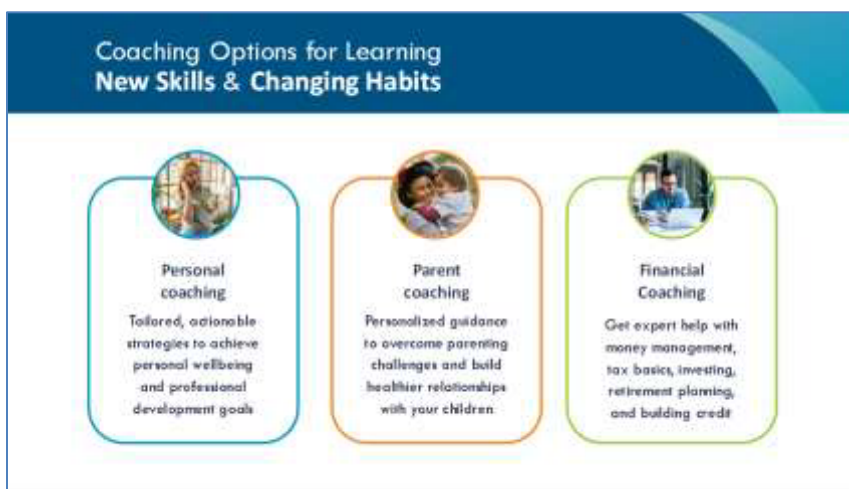
Positive, nonjudgmental approach suitable for children of all ages

Better understand and address challenges with child development & behavior, pre-teen issues, screen time, social anxiety and cyberbullying



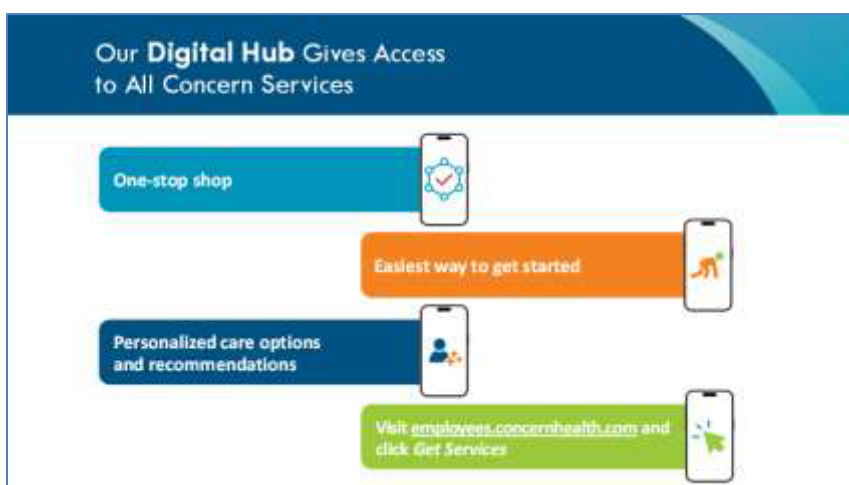


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Interested in learning new skills? Coaching is an excellent way to start.

Personal Coaching with a skilled coach includes actionable strategies to help you achieve your personal wellbeing and professional development goals. **Parent coaching** helps build healthier relationships with your children, with positive, non-judgmental support, and strategies for common challenges. For **financial questions**, get help from a financial specialist for topics like investment basics, debt reduction, establishing credit, and more!



Concern's digital hub is like having a wellness toolkit right at your fingertips.

- Accessible by phone, computer, or laptop
- Instant access to all Concern resources anytime, anywhere
- Confidentiality with private, secure digital sessions
- Personalized support solutions – like videos, apps, articles, and guided exercises
- Continuous updates and new tools added regularly

tools added regularly

Questions? Comments

Thank you!

Please complete the Survey Monkey
<https://www.surveymonkey.com/r/3VHDNPS>

Helping Children Deal with Their Feelings

Children need to have their feelings accepted and respected.

- You can listen quietly and attentively.
- You can acknowledge their feelings with a word. *"Oh, mmmmm...I see...."*
- You can give the feelings a name. *"That sounds frustrating!"*
- You can give the child his wishes in fantasy. *"I wish I could make the banana ripe for you right now!"*

All feelings can be accepted. Certain actions must be limited. *"I can see how angry you are at your brother. Tell him what you want with words, not fists."*

To Engage a Child's Cooperation

- Describe what you see or describe the problem. *"There's a wet towel on the bed."*
- Give information. *"The towel is getting my blanket wet."*
- Say it with a word. *"The towel!"*
- Describe what you feel. *"I don't like sleeping in a wet bed!"*
- Write a note (above the towel rack) saying, *"Please put me back so I can dry."*

Instead of Punishment

- Express your feelings strongly – without attacking character. *"I'm furious that my new saw was left outside to rust in the rain!"*
- State your expectations. *"I expect my tools to be returned after they've been borrowed."*
- Show the child how to make amends. *"What this saw needs now is a little steel wool and a lot of elbow grease."*
- Give the child a choice. *"You can borrow my tools and return them, or you can give up the privilege of using them. You decide."*
- Take action. Child: *"Why is the toolbox locked?"* Adult: *"You tell me why."*
- Problem-solving. *"What can we work out so that you can use my tools when you need them and so that I'll be sure they're there when I need them?"*

Taken from *How to Talk So Kids Will Listen & Listen So Kids Will Talk*
by Adele Faber and Elaine Malish

Discipline

- D** - is for **distraction**, the best device a parent can use to divert a child's attention away from undesirable actions to more acceptable one.
- I** - is for **independence**, a trait most children possess and one that should be directed, not destroyed.
- S** - is for **security**, something all children need and want.
- C** - is for **consistency**, a quality parents should strive for in guiding children in order to help them achieve security.
- I** - is for **insist**, something all parents must do at times. Parents who have firm convictions on what they regard as acceptable behavior and who refuse to give way to outside pressures are likely to have better adjusted children.
- P** - is for **praise**, which should be given freely when a child deserves it.
- L** - is for **love**, the key word to the whole problem of behavior. Each child needs to love and be loved.
- I** - is for the **individual**, each child is one in his own right. Each child has certain inborn personality traits and should be loved and accepted for himself.
- N** - is for **negatives**; the "no, stop, don't" words, which are often overlooked in handling children. Negative words should be used only when necessary to maintain their effectiveness.
- E** - is for **example**, and each parent should set a good one. The child is more likely to do what he sees done rather than what he is told to do.

Taken from Joy in Parenting by Jo Schlehofer

Children and Stress

Causes of Stress in Children

Unrealistic expectations for children

- Academics
- Sports
- Social
- Behavior

Negative Feedback

- Problems getting along with peers
- Lack of success in academics
- Competitive activities

These can be set up by parents, teaches, coaches, peers

Stress Relievers for Children

- Unstructured free time
- Good communication with parents
- Positive feedback
- Good self-esteem
 - Acceptance of child for being self
- Positive peer relationships
- Opportunities to experience success

Building Self-Esteem in Your Children

To maintain a strong feeling of self-worth, every individual needs to have a sense of security, a sense of identity, a sense of belonging, a sense of purpose, and a sense of personal competence.

The following are ideas to use in building self-esteem.

1. Establish consistent routines.
2. Prepare children for what is to come; changes to be made.
3. Give directions so they are understood.
4. Accept the child for what he/she is; not what they do.
5. Value what the child has to say.
6. Exchange ideas and feelings in a meaningful way.
7. Help children put things in perspective; see the situation.
8. Make children aware of their strengths as well as weaknesses.
9. Make allowances for mistakes.
10. Help children take responsibility to encourage independence.
11. Provide recognition for accomplishments.
12. Encourage child to express his feelings; not repress them.
13. Be positive.
14. Be realistic.
15. Avoid warning/signs that convey failure to the child.
16. Involve the child in decision making when appropriate.
17. Compliment children when deserved (the action not person).
18. Express confidence in the child's ability.
19. Set short-term goals.
20. Set reasonable expectations.
21. Encourage children to try again, even after a failure.
22. Help children to look for alternative ways of doing things.
23. Outline steps for a child to reach his goal, if needed.
24. Point out progress towards reaching the goal.

25. Provide positive feedback.
26. Be precise in praising so child knows behavior to repeat.
27. Praise effort, help given, consideration shown, etc.
28. Criticize in private; avoid disciplining in front of peers or other adults.
29. Encourage the child to go beyond – to challenge himself.
30. Let the child express pride in what he has done; boast a bit.
31. Listen actively to what the child is telling you.
32. Plan child's activities so success is experienced.
33. Show understanding when the child is tired, out of sorts, confused or hurting.
34. Avoid body language or facial expressions that convey displeasure in what the child is doing or being.
35. Be sure rules and consequences are understood.
36. Act quickly when the child misbehaves.
37. Avoid continual nagging and criticizing.
38. EXPECT THE BEST...they will deliver.