

Parenting for Positive Behavior

Participant Packet

Solutions to Everyday Problems

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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 that they can learn from their mistakes and develop a sense of competence. However, for some of us, this might not come as naturally. Or, for others, life (and child rearing) is more about survival than fostering self-esteem. There is a preconception that taking the time to teach children requires more effort than simply punishing them. However, punishment has only short-term effects, whereas positive parenting has long-term and permanent benefits.

In this workshop, participants will learn to recognize and value the special needs of their children, to utilize new techniques for guiding their children, and to 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 Topics:

- Understanding of The Needs of Children
- Praise, Encouragement & Self-Esteem
- Punishment and Discipline
- Effective Discipline
- Skills Methods of Handling Misbehavior
- 12 Keys to Effective Parenting

Seminar Length: Approximately 1 hour

Praise & Encouragement

Praise

- Works when things are going well & the child is succeeding
- Too much praise can lead to the belief that someone else needs to tell the child they are ok

Encouragement

- Some word or gesture that lets them know “You’re all right!”
- Teaches self-evaluation

Encourage Children

- Praise your child for doing a good job—using positive feedback will encourage your child to repeat positive behavior.
- Expect success—enter a situation or problem with a positive attitude. By indicating your belief the child can succeed in any given situation, the child will be more cooperative in working to maintain good behavior.
- Notice the efforts children make—to reward a child for positive behavior will encourage the child to repeat that behavior. Rewards can be a smile and pat on the shoulder, or a hug, or telling the child you are happy to see her doing what you asked her to do.
- Stop on a high note when teaching something new—this prevents frustration and acknowledges the child’s accomplishment.
- Avoid any kind of name calling. Do not call your children stupid, lazy, irresponsible, or any disrespectful put-down.
- Focus on solutions instead of blame.
- Separate the deed from the doer. Deal with the behavior, making it clear for example that you love the child but you don’t like the crayon drawings on the wall.
- Listen to your children and take them seriously. They are forming their ideas and opinions. How they think today may be different from how they think tomorrow, but they still need their parents’ ear and support.
- Do not compare children to each other. Each child is a different unique person and is valued and belongs just the way he or she is.

Healthy Self-Esteem Decisions

Children usually form *healthy* self-esteem decisions when:

- Parents demonstrate that they believe their children are capable by giving them opportunities to experience their capability
- Parents create an environment where children are allowed to contribute
- Parents let children influence what happens to them by participating in decision making

Unhealthy Self-Esteem Decisions

- Children usually make *unhealthy* self-esteem decisions when:
- They think they have to change to be good enough
- Parent do too much for them so they don't experience their capability

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

- To teach socially acceptable behavior
- To teach children to solve problems and to make good choices
- To develop conscience
- To encourage self-discipline
- To enhance self-esteem
- To establish limits and teach children to live with the consequences of their actions

Effective Discipline

A Proactive Approach

- Plan ahead, back up your words with actions.
- Create routine and structure.
- Express clear expectations.
- Make eye contact when talking to children.
- Practice staying calm!

Teach Acceptable Behavior

- Give alternatives.
- Be consistent, and repeat what you expect as often as necessary.
- Have consistent rules.
- Include children in problem solving.
- Have children repeat agreements back to you so that you are sure your expectations are understood.

Methods of Handling Misbehavior

Assertive communication -- “We don’t hit each other.”

Positive reinforcement -- “I really like the way you finished your homework on time.”

Logical consequences -- If a child continues to play with a toy after being told to stop, then the toy is taken away.

Negative consequences -- “time-out” or removing privileges – “Since you didn’t stop fighting as I asked, the TV goes off and you will each go to your own room to cool off.”

Parental involvement -- volunteering in the child’s class or other activities can help a parent observe the teacher’s style and see where the child may be having trouble.

Patience and consistency --calmly remind child of house rules, stick to the plan, and provide reward – “You can have a story after you brush your teeth. I know you don’t want to brush your teeth, but that’s the rule in this house.”

Role modeling for your child -- probably the most important step is setting an example of the behavior you want your child to display. Point out to him how you can work out differences with others without hitting or calling names.

12 Keys to Effective Behavior

- Provide love, affection, and concern.
- Help children build self-esteem.
- Have respect for children.
- Accept children and showing approval.
- Have a good understanding of discipline techniques.
- Provide clear and reasonable expectations.
- Be consistent in handling children.
- Set strict and firm limits.

A Quick Reminder

Helping Children Deal With Their Feelings

Children need to have their feelings accepted and respected.

1. You can listen quietly and attentively.
2. You can acknowledge their feelings with a word. “Oh....Mmmmm...I see....”
3. You can give the feelings a name. “That sounds frustrating!”
4. 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

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

Instead of Punishment

1. Express your feelings strongly – without attacking character. “I’m furious that my new saw was left outside to rust in the rain!”
2. State your expectations. “I expect my tools to be returned after they’ve been borrowed.”
3. Show the child how to make amends. “What this saw needs now is a little steel wool and a lot of elbow grease.”
4. 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.”
5. Take action. Child: “Why is the tool box locked?” Adult: “You tell me why.”
6. 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 Adeld 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 ones.
- 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 parent 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 ***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 in order 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, teachers, 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

In order 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. 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.

Resources

Parenting Books

- Baldwin, Rahima. *You Are Your Child's First Teacher*. Berkeley, CA: Celestial Arts, 1989
- Bettelheim, Bruno. *A Good Enough Parent*. New York: Random House, 1987.
- Brazelton, T. Berry, M.D. *Touchpoints: Your Child's Emotional and Behavioral Development*. New York: Addison-Wesley, 1992.
- Clarke, Jean Illsley. *Self-Esteem: A Family Affair*. New York: Harper & Row, 1978.
- Dinkmeyer, Don and Gary D. McKay. *The Parent's Handbook: Systematic Training for Effective Parenting (STEP)*. 3rd ed. Circle Pines, Minn: American Guidance Service, 1989.
- Dreidurs, Rudolf and Vicki Stolz. *Children: The Challenge*. New York: E. P. Dutton, 1964.
- Kurcinka, Mary Sheedy. *Raising Your Spirited Child*. New York: Harper Collins, 1991.

Discipline and Limit Setting Books

- Canter, Lee, and Marlene Canter. *Assertive Discipline for Parents*. New York: Harper & Row, 1988.
- Crary, Elizabeth. *Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance*. Seattle, WA: Parenting Press, 1979.
- Nelson, Gerald E., M.D. *Who's the Boss? Love, Authority, and Parenting*. Boston, MA: Shambala Publications, 1984.
- Nelson, Jane, Lynn Lott and Stephen Glenn. *Positive Discipline A-Z: 1001 Solutions to Everyday Parenting Problems*. Roseville, CA: Prima Publications, 1993.
- Windell, James. *8 Weeks to A Well-Behaved Child*. New York, NY: Simon Schuster Macmillian Company, 1994.

Resources Continued

Communication Books

Faber, Adele and Elaine Mazlish. *How to Talk So Kids Will Listen & Listen So Kids Will Talk*. New York: Avon, 1980.

Gordon, Thomas. *Parent Effectiveness Training*. New York: Peter H. Wyden, Inc., 1972.

Kay, Kenneth. *Family Rules: Raising Responsible Children Without Yelling or Nagging*. New York: Walker & Co., 1984.

Leftin, Howard, M.D., *The Family Contract: A Blueprint for Successful Parenting*. Washington, D.C.: PIA Press, 1990.

Web Sites

The National Parenting Center. Founded in July of 1989, one of America's foremost parenting information services. Comprehensive and responsible guidance from renown child-rearing authorities. www.tnpc.com

Positive Parenting. Resources and information to help make parenting a more rewarding and fun experience. www.positiveparenting.com

ProParenting. The parenting community on the web. The most responsive, one-stop shop for parenting literature, advice columns, chat, bulletin boards and shopping. www.proparenting.com

E-Mail

Work&Family@Parenting.Time-Inc.com

Newsletter – UCLA Working Parents Newsletter, UCLA Child Care Services, Bellagio Site, Box 951785, Los Angeles, CA 90095-1785

Seminar Evaluation Form

CONCERN: Employee Assistance Program

Please fill out and return to presenter or HR Representative. Your feedback is very important to us. Thank you!

Seminar Title Parenting for Positive Behavior Date: _____

Company: _____ Presenter: _____

Regarding the Seminar	Excellent	Very Good	Good	Fair	Poor
1. How well were the seminar objectives met?					
2. Usefulness of seminar information?					
3. Length of seminar?					
4. Effectiveness of exercises?					
5. How would you rate this seminar overall?					

Regarding the Presenter	Excellent	Very Good	Good	Fair	Poor
1. Presentation skills?					
2. Ability to answer questions?					
3. Knowledge of subject?					
4. Use of time?					
5. Overall assessment of presenter?					

Additional Comments

1. What would you recommend to make this seminar more effective? _____

2. What part of the seminar did you find most helpful? _____

3. Additional comments/suggestions for speaker's improvement? _____

Thank you for your feedback.