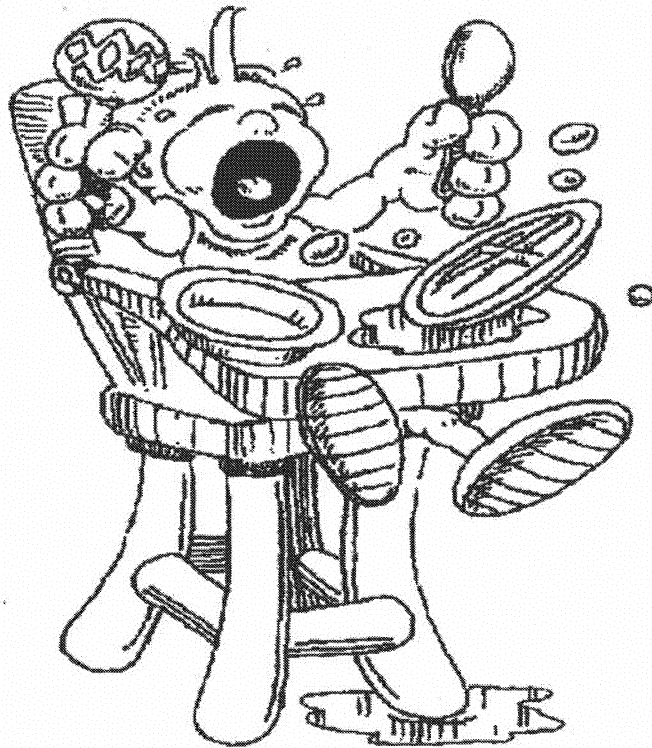


Guidelines and Tips



for
**Effective
Parenting**

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PARENTING

What Children Need to Become Effective Adults



1. **Parents to be positive role models**
 - A. Show your love with actions, not just words
 - B. Regularly include children in family activities
 - C. Establish routines and rituals
 - D. Take individual time with each child
 - E. Play and have fun with them
 - F. Always view each child as capable
 - G. A child is not a short adult – don't expect them to act as one
 - H. Help children to understand what happens to them and how to gain control of their emotions.
2. **To participate and identify with family processes:** The child needs to know he/she is important and needed in this family.
 - A. Give the child responsibilities caring for things outside of self – pets, gardening, planning family evenings
 - B. Have the child be responsible for self – age appropriately
 - C. Teach: "What happens to me in life is a shared responsibility. What I do impacts others and what others do impacts me." Using consequences closely tied to the child's behavior teaches this.
3. **Develop faith in their ability to work out problems:** Child learns he/she can have an impact on their world -- to learn this child has to learn how to sometimes do with less.
 - A. Give choices to the child whenever you can – when it is reasonable or when consequences are not serious. Exceptions are when they
 - Endanger health and welfare
 - Endanger physical and financial well being
 - Break the law, ethics, or moral code
 - B. This belief is taught by use of natural consequences (cause and effect)
 - C. Parents must set the rules and consequences prior to the child's behavior
 - Make rules for behaviors that you want (not what you don't want)
 - Be specific in defining the rules and consequences
 - Both parents must be willing and able to enforce the consequences.
 - Include child's input in making rules but the parent has the final say
 - Parents need to stick together by believing and supporting each other. Differences should be negotiated, not dictated to your spouse.
 - Parents should stay in charge
 - 1) Tell the child exactly what you want them to do: "I want you to carry your lunch to the car."
 - 2) Show and tell the child ways to do what's wanted: "Put your lunch in your backpack right after breakfast, and put backpack by the door."
 - 3) Use few words. Most children stop hearing you after 30 seconds.
 - 4) Check for their understanding (Tell me what you think I said.)
 - 5) Resistance: Ignore grumbling and arguments, give them time to complete task.
 - 6) Staying in charge requires repetition and praising child for forward movement
 - D. In allowing consequences
 - "What is your understanding about what would happen if you did _____."
 - "I will support your choice (to be grounded, etc.)."
 - Don't argue/debate. Regardless, the consequence is _____. (See Page 15)
 - E. Allow consequences with empathy
 - Respond with sadness that they chose _____, not with anger.
 - A parent being angry tells the child that the parent is out of control.

4. **Intrapersonal skills:** The child's ability to development self control of thoughts, feelings and acts.
 - A. When problems arise, enact **EIAG**: Experience, Identify, Analyze, and Generalize.
 - Experience: The child has an experience.
 - Identify: Ask the child "Who did what, when and how etc."
 - Analyze: Ask the child "What if you had said/did ____ instead. How do you think it would have turned out differently if you had have done _____?"
 - Generalize: Say to the child "Having looked at this, how would you like do this next time so it would turn out better for you?"
 - B. Help the younger child label what they are feeling
 "When you felt _____, you did _____."
 - C. Most discipline problems consist of 2 parts:
 - Child feels angry feelings and thinks angry thoughts
 - Child's feelings are to be identified and expressed; their acts are to be limited, redirected, or stopped.
5. **Interpersonal skills:** The child's ability to communicate/receive ideas, thoughts with others.
 - A. Requires good listening skills (See page 20)
 - B. Requires being in relationships that demonstrate good communication
 - C. Requires accepting of other's differences. How does one teach acceptance of others? Listen to understand.
6. **Situational skills**
 - A. The child's ability to recognize and respond to various situations by:
 - Sizing up the situation
 - Figuring out what is appropriate to the situation
 - Adapting to the situation
 - B. Teach by using EIAG and natural consequences
7. **Judgement skills:** Child's ability to know when to adjust and when not to adjust to situations.
 - A. Helps to avoid a constant state of crisis
 - B. Comes from understands our past experiences – **EIAG**
 - C. Comes from role modeling by important adults in their life
8. **Summary**
 - A. Think small:
 - Most large problems evolve out of lots of ignored small ones
 - Think of responding like an ant versus an ostrich, pit bull or chicken
 - B. Change doesn't occur overnight
 - Accept incremental changes as growth
 - Sincerity will come through over time. Love is the best motivator.
 - C. Time is necessary
 - Have positive interaction with each child daily
 - Talk about what they are interested in, or want to talk about
 - D. Family Management
 - Increase relevant experiences with child
 - Have child included in planning family events and participating in family meetings
 - E. View each child as an individual
 - They may hold different values I.e.: about keeping a clean room, how to dress that is appropriate for their age and for their world.
 - Treat them with dignity and respect



Parents would be better off if they had less guilt and more skill.

Rarely does a parent deliberately do things to injure their child emotionally. Rather they do so unwittingly.

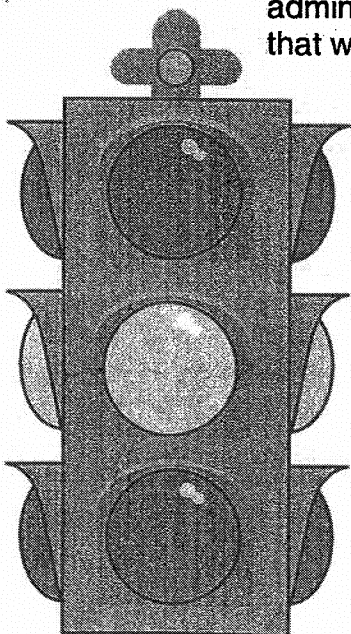
Would we feel secure with a MD who cried at the sight of a broken arm or fainted at the sight of blood? From a MD we expect professional competence and some sympathy, but not emotionality and laments.

Likewise, parents can learn to deal with children's immaturity in a semi-professional manner. When handled without excessive emotion, many discipline situations dissolve. When handled emotionally, they may become serious problems that can plague parents and the child for years to come.

Parents must like their child, but they must not have an urgent need to be liked by their child every minute of the day, as these parents are at a disadvantage and open to blackmail and manipulation.

Most discipline problems consist of two parts: Angry feelings and angry acts. Feelings have to be identified and expressed, acts may have to be limited and redirected.

Discipline in the past stopped the undesirable acts, but ignored the urges that brought about the acts. Restrictions were often set in the midst of angry arguments and were often incoherent, inconsistent and insulting. Furthermore, discipline was administered when the child was least able to listen, and with words that were most likely to arouse resistance.



Children's behavior falls into three color zones:

1. **Green:** Behavior that is wanted and sanctioned.
2. **Yellow:** Behavior that is not sanctioned, but is tolerated for specific reasons:
 - Allow leeway for learners: We give beginning driver's learning permits, why not while children are learning?
 - Allow leeway during hard times
3. **Red:** Conduct that can't be tolerated and must be stopped
 - That which endangers health and welfare
 - That which endangers physical and financial wellbeing
 - That which breaks the law, ethics or social acceptability
 Both green and red behaviors must be clearly understood

SETTING LIMITS

1. Limits need to be stated so that the child knows clearly:

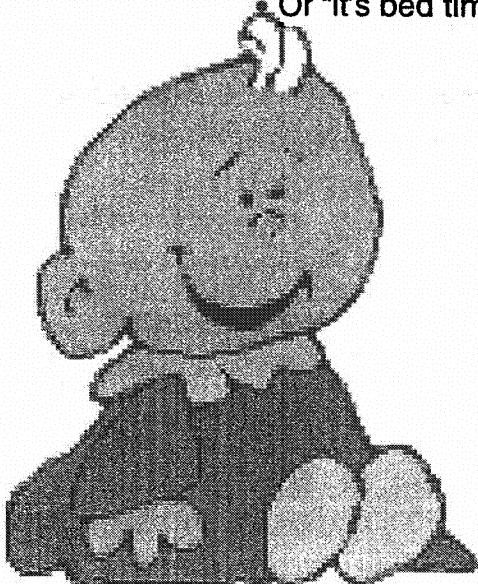
- What constitutes unacceptable conduct and
- What substitutes if any will be allowed
“You may not throw the dishes - you may throw pillows”
- It is preferable that a limit be total, not partial
“Don’t splash your sister with water,” versus “you may splash her a little”
- Limits should be stated firmly
- When possible, offer choices, but then stick to those offered

2. How to phrase limit setting

- Recognize and state the child’s wish, and state it in simple words:
“You wish you could go to the movies tonight.”
- State clearly the limits on a specific act: “But the rule in our house is no movies on school nights.”
- Point out a way the wish can be partially fulfilled: “You may go to the movies Friday or Saturday night.”
- Help the child express some of the resentment that is likely to arise when restrictions are imposed: It’s obvious that you don’t like the rule – You wish there weren’t such a rule.” It is sometimes better to mirror these feelings at a later time.

3. Limits should be set without attacking the child’s self respect

- “No movies tonight,” versus “You know you can’t go to movies on school nights”
- Or “It’s bed time,” versus “You’re too young to stay up late.”



4. Enforcement of discipline: What to do when a child doesn’t conform

- Parent should not:
 - Use threats or promises
 - Become argumentative and verbose
 - Give a long explanation
- When a child exceeds a limit, their anxiety goes up fearing retaliation and punishment. If a parent talks too much it also conveys weakness and wavering.
- Assist the child to control their impulses without losing face.
- Stop the behavior before it escalates

Why Not Spanking?

Isn't the classic way to stop repeated wanton destruction with a good spanking?

A couple of whacks occasionally won't hurt the average child, but is spanking really effective?

The only point in spanking a child is to hurt the child hard enough so the child will be afraid to repeat the action.



But, when the child sneers,
 "Ha, that didn't hurt me!"
The child has won the battle.
 What then?

Spanking is not effective in getting at the real problem.

It creates fear of the person doing the spanking and the best that can come out of that unhappy situation is that the child's surface behavior is modified.

The real solution to misbehaving is to help the children to develop a greater capacity to control and redirect desires.

Spanking is ineffective also because it stamps in, rather than eliminates, the misbehavior:

- ◆ The child who knows that he/she has done something wrong uses spanking to salve his/her conscience.
- ◆ Once the moral debt is paid, the child feels exonerated and free to go right back to his/her devilment.

One of the worst things about spankings
is that the "action shows
the person doing the spanking"
in the worst possible light

....You have lost control....

....and set a bad example
for children to whom
you are supposedly
trying to help obtain self-control.



Interdisciplinary Glossary on Child Abuse and Neglect

Department of Health, Education and Welfare Comparison List of Discipline and Punishment

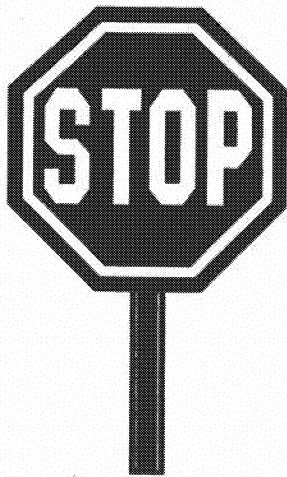
Discipline	Punishment
Can occur before, during and/or after an event	Occurs only after an event
Based on respect for a child and his/her capabilities	Denies a child has the capacity to change
The purpose is to educate in new ways of behaving	The purpose is to inflict pain, often in an attempt to vent frustration or anger
Focuses on development of internal controls	A method of external controls which may or may not change future behavior
Can lead to a generalized learning pattern	Usually relates only to a specific event
Can strengthen interpersonal bonds and recognizes individual means and worth	Causes deterioration of relationships and is usually a dehumanizing experience

Three critical questions for a caregiver or parent to ask to determine if the intervention is discipline rather than control and punishment:

1. Does it harm the parent/child relationship for the long term?
2. Does it enhance self-esteem? Is it effective for the long term and can the child/youth generalize to other situations?
3. Is it effective for the long term and can the child/youth generalize to other situations?

Note....

Unless what you are
inclined to do or say
has a high probability of
improving the situation...



...Don't do it !
...Don't say it !

Outline for Review of Disciplining Skills

Worse Forms of Punishment	Better Forms of Discipline or Punishment
Threats: verbal threats or gestures of abandonment or love.	Persuading: Point out the positive aspects of the desired behavior (Rather than feeling pushed by you the child may feel pulled toward the desired behavior on its own attractiveness. **Or consider phrases such as nevertheless, regardless, probably so, or nice try repeatedly to avoid game playing or assumption of guilt.
Put-downs: insults; direct name-calling; swearing/cursing; sarcasm; over-generalizing; negative prophecy; negative comparison; hostile statements; shaming; guilt.	Praising: Describe the <u>specific</u> behavior you like, not the child's whole personality e.g. "the colors in your picture are bright and happy" versus "nice picture."
Interrogating	Resolving Disagreements: Both parties should focus on explaining what needs of theirs are not being met as well as listening to the needs and views of the other person. The intent of the meeting should not be to hurt, blame or win.
Preaching	Modeling: Set an example for the child to imitate.
Bossing	Challenging: Appeal to a child's competitive desire to do well or better than others.
Shrieking, Yelling, Shouting, Loss of Control, Temper Tantrum of Adult	Distancing: Know when you are too upset to handle the situation yourself. Also if a child is just trying to get your attention, try leaving the immediate scene (do not leave the child without supervision) if the behavior is not going to be harmful
Prolonged Silent Treatment	Ignoring: Ignore a particular undesirable behavior (if not harmful). Give attention for desired behavior.
Public Criticism	Privacy: Always try to criticize or punish a child in private.
Nagging	Prompting: Give a verbal or nonverbal cue or signal for the desirable behavior, e.g. "Jimmy, what do you do at 5 o'clock?"
Carping: Keep bringing up the same incident.	Don't Hold a Grudge: Leave it in the past. Don't keep reminding the child of a mistake.
Begging or Pleading	Contracting: A formal written agreement between child and caretaker, spells out specific desired behavior and specific rewards or punishments.

Worse Forms of Punishment	Better Forms of Discipline or Punishment
Bribery	Rewarding: Reward child for the desired behavior – rewards to be eventually eliminated.
Blind Obedience: Do it because I said so.	Give a Justification: Provide justification for a rule or punishment – why it is necessary (do not debate the point).
Sneaky Violence: Pulling hair, squeezing arm	Redirecting or Distracting: Suggest another activity or ask a question, or re-channel energies into a more socially acceptable behavior.
Inconsistent Punishment	Setting Limits: Rules and regulations – an appropriate balance between control and affection is needed for children to grow up well adjusted.
Backing Down on Carrying Out Punishment or Discipline: i.e. because child cries or whines.	Confrontation: Tell a child in a very clear way just how their behavior is causing you a problem and how you feel about the misbehavior (not meant to hurt child or get back at him/her)
No Control: You just let anything happen.	Establishing Routines: Children thrive best on order and regularity. They are happier when they know what to expect.
Overreacting	Be Under Control: Control your emotions when disciplining or punishing a child. Consequences do not have to be immediate.
Taking Away a Child's Meal	Loss of Privileges: Not related to food, sleep, or physical and emotional needs. Should last only for an hour or at most 1 or 2 days (not for a month)
Sending a Child to Bed Early: This makes going to bed a negative experience, child may develop sleeping problems.	Restitution: Make the punishment relate to the act, e.g. making a child apologize after he teased or insulted a peer; requiring teens to clean up school building and playground after an act of vandalism.
Punishments of Long Duration: e.g. grounded for a week or loss of TV privileges for a month.	Punishments Should be Immediate: Relate punishment to the act and of short duration. If punishments are continued too long, the child may become resentful and act out to seek revenge. However, consider taking time to think of appropriate consequences that will teach a child to think and learn about their decisions and actions vs. using punishment.

Reference: How to Influence Children by Charles Schaefer, Ph.D.

Alternatives to Physical Punishment

Discipline means getting a particular task done *and* providing a “teaching” experience that will guide a child.

Discipline is most effective and lasting when you point your child in the direction you want, instead of towards what will happen if he/she doesn’t complete it.

When you point your child in the right direction, you are laying the groundwork for later on. You are building a bridge together.

THE MOST COMMON FORMS OF DISCIPLINE ARE:

1. Set Limits

- Set specific times and places for tasks for homework.
- Limit interruptions from TV, phones, and friends during these times
- Limit the choices available for toys

2. Pay Attention to Good Behavior

- Pay attention when children do what you want by noticing and paying specific compliments like, “I like the way you put your toys away in the box on the shelf. You are really neat.”
- Reward children with notes, talks, and even treats.

3. Ignore

- Avoid paying time and attention to bad behavior
- Walk away from arguments, obnoxious language and whining

4. Use Time Outs

- Use time outs to give children time to get back in control and figure out what they are to do and how they should behave.
- Make the time outs between five minutes to one hour depending on the child’s age, the level of upset and need to calm down (for parent too.)

5. Related Consequences

- Connect consequences to the task or job to be done or the desired behavior.
Good = If a car is misused, limit use of car
Good = If the phone is misused, limit phone use
Good = If a chore is left for you to do, assign other chores that will help make up the time you spent.
Bad = Acts out during shopping, TV privileges revoked – not related

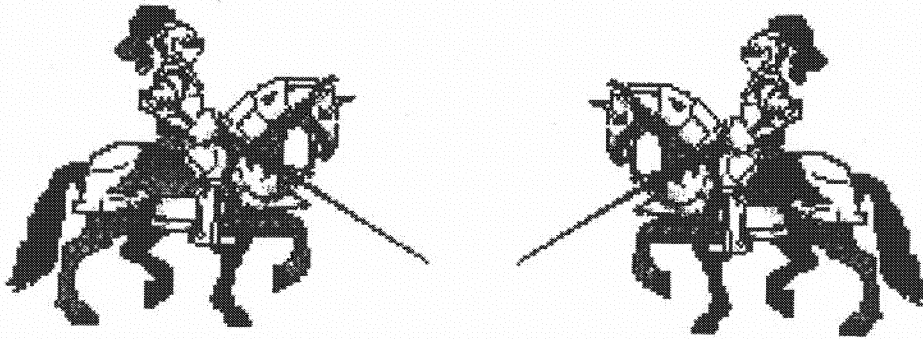
6. Plan Rewards

- Rewards are a consequence
- Your time and attention are the best rewards

7. Limit choices

- Offer children a choice among a limited number of options
- Choices should be within the adult’s acceptance range
- “You can go out either Friday or Saturday night.”
- “You can either read or play quietly in your room.”

REFUSING TO BATTLE WITH YOUR CHILD



Often children will appear to argue for the sake of arguing. For instance, they may argue over the most insignificant detail or fact.

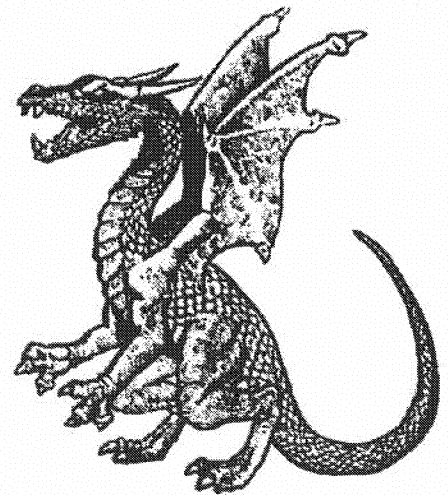
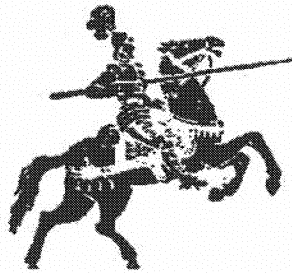
As an adult, it is tempting to sink to their level and prove them wrong or argue out of your frustration. **THIS EXACERBATES THE PROBLEM!**

To counter this urge to “do battle” with your child, practice the Ghandi technique ...

BENEVOLENT NONINVOLMENT:

1. **Remain calm** whenever possible when the child is arguing.
2. **Never challenge what the child says.** This will just encourage your child to argue more. Instead, respond as if you are taking note of what they are saying. You can still hold your child responsible without arguing.
Example:
Child, “I handed in all my homework, the teacher is lying and just lost it.”
Parent, “Oh, so that is how you see it.” (Not said sarcastically)
3. **Your response should be stated with a tone of interest and acknowledgement.** Remember, acknowledgement does not mean acceptance.
4. **After a while you can let your child know that it is not fun listening to them** when they are arguing. Remember, many times your child argues for attention.
Example:
Parent, “You know, it is just not fun listening and talking to you when you are arguing.” (Parent walks away)
5. **Do not speak in terms of absolutes, such as, “always” and “never.”**
 - ☐ First, this is not true as your child does not argue all the time, although it may feel like that way
 - ☐ Second, this will only entice your child to argue more about your absolute statement.

REASONS CHILDREN BATTLE WITH THEIR PARENTS



1. **Arguing and battling gives your child a sense of control over the situation** because they are controlling your emotions; that is, provoking anger in you.
2. **Children will argue when they feel a loss of dignity from you** and they are trying to regain their sense of dignity or self.

Example:

Parent, "This is not right. This is how this project should be done."
(Judgement loss of dignity)

Child, "I'm not wrong, the teacher said I could complete the project anyway I wanted."

3. **Children will argue when they are feeling a loss of control**, especially over their freedom to think and make decisions that will affect them. Even in situations when the parent is trying to spare the child from making an unwitting mistake, the child will rebel and argue as a way to try to regain control over their thought process.

Example:

Child, "I like G. Gordon Liddy because he believes everyone should carry a gun and use it frequently."

Parent, "(said with disgust) "That's wrong to think that way, that would cause total chaos in our society. Where did you get such a stupid idea?"

Child, (with anger or excitement) "No it wouldn't. We'd have more order in our society, etc."

Parent, (a better response) "Really, I'm glad to know what you are thinking these days. That wouldn't work for me, but thanks for telling me."

4. **Children will often throw out provocative statements** to not only see the reaction it will get but also to try it on for size, similar to clothes shopping.

If you **don't make a big deal out of their statements**, nine times out of ten, they will drop it on their own accord and move onto something different. Remember, just because they say it doesn't mean they will do it or necessarily believe it. ...

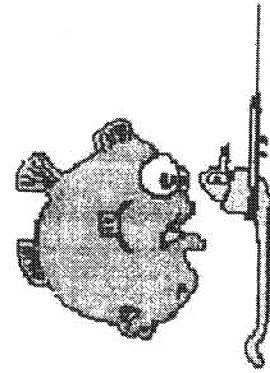
Don't get hooked.



Avoiding Manipulations

- Avoid the Hook!

Children will normally and naturally try to avoid consequences by manipulating their parents. This is a normal developmental process and does not mean that anything is wrong with your child.



These manipulations are called “hooks,” because the child is trying to ‘hook’ the parent into an emotional discussion where, eventually, they hope to wear the parent down – getting what they want.

By avoiding the hook, you encourage your child to think and learn from the situation. Remember to respond with sadness or indifference, but never with anger or sarcasm as it will only encourage your child to struggle with you.

HERE ARE SOME COMMON EXAMPLES:

1. Child disputes the facts:

Child: “I was in only 30 minutes late!” (Child was actually 2 hours late).

Parent: [Calmly and with a smile] “Nice try.”

2. Child challenges the rule:

Child: “Time Out doesn’t work, it’s stupid.”

Parent: “Probably so.” [Said in a matter-of-fact tone].

3. Your child does not take responsibility for behavior:

Child: [After throwing a toy in a fit of rage] “It’s your fault I hit the mirror because you made me mad.”

Parent: [With sadness, not sarcasm] “Sorry you feel that way.” [Then administer the consequences anyway]

4. Arguing about the fairness of the rule or consequences.

Child: “that’s not fair, I shouldn’t have to go to bed when my friends get to stay up late.”

Parent: “I know.” (Stated with sadness).

5. Your child personally attacks a quality of your parenting

a. Your intentions – Child: “You’re mean and you’re just a power junkie.”

Parent: “Thanks for letting me know how you are thinking about this

b. Love or devotion – Child: “You love Michael more than you do me.”

Parent: “Sorry you feel that way..hope you get over it real soon.”

c. Values – Child: “You’re cheap, that’s why you didn’t buy me that video game.”

Parent: (with a smile) “Nice try.”

6. Your child attempts to use terrorism to get you to give in.

Child: “If you take my phone line out then I’ll run away.”

Parent: (Calmly) “Sorry that you feel that you have to resort to that.” (Parent then breaks eye contact and walks away. NEVER negotiate with a terrorist.

Derived from Discipline with Love and Logic by Jim Fay and Foster Cline, MD.

Nevertheless and Regardless

Nevertheless and Regardless are word tools used to begin to break the ties of codependency. They are simple archaic words that will allow you freedom to identify yourself and stand up for yourself. Use these words as follows:

1. **Decide what statement you want to make and what you want your child to HEAR.**

Example: "I don't want you to call me at work anymore, you may talk to me when I come home."

2. **Make the statement as clearly, concisely and respectfully as you can to your child.** Now the work begins. Your child may not want to hear what you have to say as much as any of us don't want to hear something that makes us uncomfortable. If this is the case, expect a full dose of WHITE NOISE:

White noise is all the noise that goes on in our environment, all the time, that we tune out so we can hear precisely what we need. This white noise, when addressed, confuses us and makes it hard to stay on track.

Example of the white noise you might expect from the example statement: "You know, when I called you, you were really rude to me" or "You are the one who told me we don't talk enough" or "Why can't I, your friends call you at work?"

These are simply white noise distracters to hopefully get you on a track where they are not held accountable to hear you.

3. **Now is when your new words come into play.** Simply use "nevertheless" or "regardless" to begin your statement and repeat your comment – NOT addressing anything they said, and trying not to react to it emotionally.

Example: "Nevertheless, I don't want you to call me at work anymore" or "Regardless, it is really important that you don't call me at work anymore."

Doing this four or five times generally insures that your child will give up – finally having heard you.

They will probably not agree, but will walk off saying something like "Oh, you always use that psychology stuff" or "We'll talk about it later" or "FINE!" However, your message will be heard.

4. **This method can even be used for positive statements when a child has trouble accepting affirmations.**

Example: "Nevertheless, I really like the way you made your bed," or "Regardless, I know you are someone I can count on," or "Nevertheless, you are very competent."

5. **Important note: Cheat Sheets are allowed** and it is even permissible to tell your partner/child that you are learning how to communicate clearly.

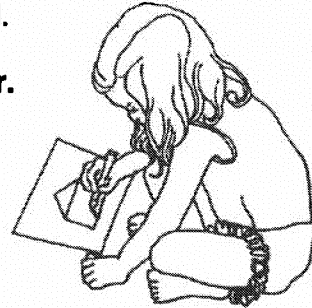
Good Luck!!!

TIME OUT

The full name for Time Out is *Time Out From Positive Reinforcement*.

The purpose is to give children time out from positive attention and all the other interesting and fun things that children usually enjoy.

- ☐ **Never threaten time out** – If you tell a child to go to time out – follow through.
- ☐ **THIS IS THE ONE BATTLE YOU DENINATELY WANT TO WIN.**
Example: If you tell your child they have to go to time out and they say, “No I’ll make my bed.” Then tell your child, “You can make your bed after you sit in time-out. Any activity should be done AFTER time out is completed.
- ☐ **Give time out with sadness or empathy, not anger.**
This will keep the struggle within the child rather between you and your child.



THREE RULES FOR TIME-OUT

Rule 1. Child must serve the specified time - 1 to 2 minutes per year of age.

Example: An 8-year-old child should receive 8-16 minutes.

After 5 minutes, the child is ready to get up, your response “I’m glad to hear that, but I’ll see you in a few minutes.”

Rule 2. Your child must be quiet before you approach him/her in time-out.

A general rule is the child must be fairly quiet before you start time, and must be quiet 2-3 minutes when you approach – No kicking, scratching, screaming, yelling obscenities.

Example: You walk towards child in time-out and she yells, “When do I get out?”

You walk away and say, “Oh Bummer, I’ll see you in a couple of minutes.”

Exception: Do not extend a child’s time if they are soothing themselves by talking or signing to themselves if it is not disrespectful, loud or obnoxious.

Rule 3. Your child cannot get out of time-out until you approach and ask them one question which they must answer with a “yes.”

If they respond with anything but a yes, break eye contact, turn around and come back after the specified time has been served.

Example: you approach the child and say, “Are you ready to apologize for hitting your sister?” or “Are you ready to (whatever got them into time-out originally). Wait for a “yes” before allowing them to leave time-out. Silence from the child should be interpreted as “no.”

Or

Your child must have a plan about what he/she will do differently when in the same situation again. This works well with children over the age of 6. The plan of action describes specific behaviors the child will do or say versus what they won’t do.

Example: Your child is in time-out for hitting their brother. You approach your child to ask what their plan is, and your child say, “I won’t do it again.” This is a wish and not a plan. Explain that a plan is some specific set of actions that they can take, i.e., walk away or tell a parent if they become frustrated. Only give the child help in formulating a plan once or twice. The objective is to get them to do the thinking, not the parent.

REINFORCING SMALL CHANGES

It is as important for children to know when their behavior is appropriate as it is to know when they are misbehaving, especially ADHD children.

We make a major mistake when we do not notice when children are heading in the right direction. We need to pay close attention to the specific, concrete evidence that their behavior is improving. By doing so, we help the child exercise their common sense "muscle" and built these important skills.

1. **Decide which specific misbehavior that you want to change:**
e.g. not getting dressed on in the morning or hitting little brother.
2. **Write down the description of the behavior that you would like to see your child do instead.** This must be an active description of the behavior you want, not an exclusion of a behavior – such as not hitting anymore (not hitting is what he won't be doing) – what will your child be doing in place of this behavior?
3. **Write down the answer to the question, "What will be the first sign that my child is changing?"** NOTE: Make this the smallest possible observable behavior that you will see, don't go overboard and expect too much.
e.g. playing quietly with little brother for 3 minutes, or putting on one piece of clothing without being reminded.
4. **During a time when the misbehavior is not occurring, sit down and directly tell your child what the problem behavior is, the target behavior you want to see, and what the first sign of change will be.**
5. **When your child is involved in that act, e.g. playing with brother, or getting dressed in the morning, acknowledge to the child what changes you have noted.** If you don't know where to begin, start your sentence with, "I notice that..."
e.g. "I notice that you are sharing your toys with your brother. Or "Hey you got your socks on (with enthusiasm).
6. **Leave small notes in the child's room 2 or 3 times a day.** Remind your child of your acknowledgement of progress. This is necessary since children can be experienced in blocking out your negative statements, so also will they have difficulty recalling your positive statements.
7. **Monitor your child's positive changes in a journal**
so you can keep track of progress and not get discouraged.



12 Alternatives To Lashing Out At Your Kid

1. Put your hands over your mouth. Count to 10. Or better yet, count to 20.
2. Stop in your tracks. Press your lips together and breathe deeply.
3. Phone a friend.
4. Phone the weather
5. Say the alphabet out loud
6. If someone can watch your kid, go outside and take a leisurely walk.
7. Take a hot bath or splash cold water on your face.
8. Pick up a pencil and write down your thoughts
9. Close your eyes and imagine you're hearing what your child hears
10. Turn on the radio or TV,
11. Hug a pillow
12. Remember take care of yourself, consequences can wait until you are calm and prepared.

Take time out. Don't take it out on your kid.

Words hit as hard as a fist....

- "You're pathetic. You can't do anything right!"
- "You disgust me. Just shut up!"
- "Hey stupid! Don't you know how to listen?"
- "Get outa here! I'm sick of looking at your face."
- "Why don't you go and find some other place to live!"
- "I wish you were never born!"



Children believe what you tell them.

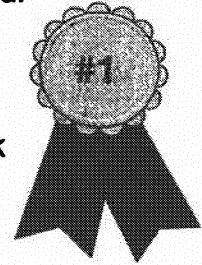
**Next time, stop and listen to what you're saying.
You might not believe your ears.**

National Committee for Prevention of Child Abuse, Box 2866E, Chicago, IL 60690

What Motivates Children

Interpersonal Motivators are far the most popular and effective motivators of children used by parents. These motivators include praise and indications of feeling pleasure with someone else's behavior.

1. "I am really proud of you doing your homework without being told."
2. "I noticed you were very polite and I appreciate that."
3. "I appreciate the way you have been driving the car"
4. "I love you."
5. Touching a child gently on the arm or patting a child on the back
6. Smiling
7. "Good for you! I see your pants are dry this morning."
8. "I really enjoyed the way you _____ today."



You have probably noticed that all of the examples are positive in nature, using "I" statements and safe, positive body language. The goal is to enhance our effectiveness by being positively motivating parents. Negatively motivating parents often accidentally make themselves people to be avoided, scorned, or not listened to and ignored.

Activity Motivators are the next most frequently used motivators. Remember your mother telling you to make your bed in order to go outside and play? The motivator was "to go outside and play."

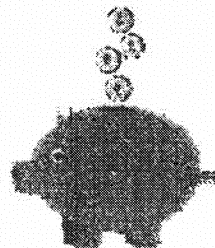
(After you do _____, you/we can _____.)

1. Go to a movie
2. Play with a favorite toy
3. Work on a stamp collection
4. Sleep over at a friend's house.
5. Play sports.
6. Watch extra TV.
7. Bake cookies.
8. Have a pillow fight.



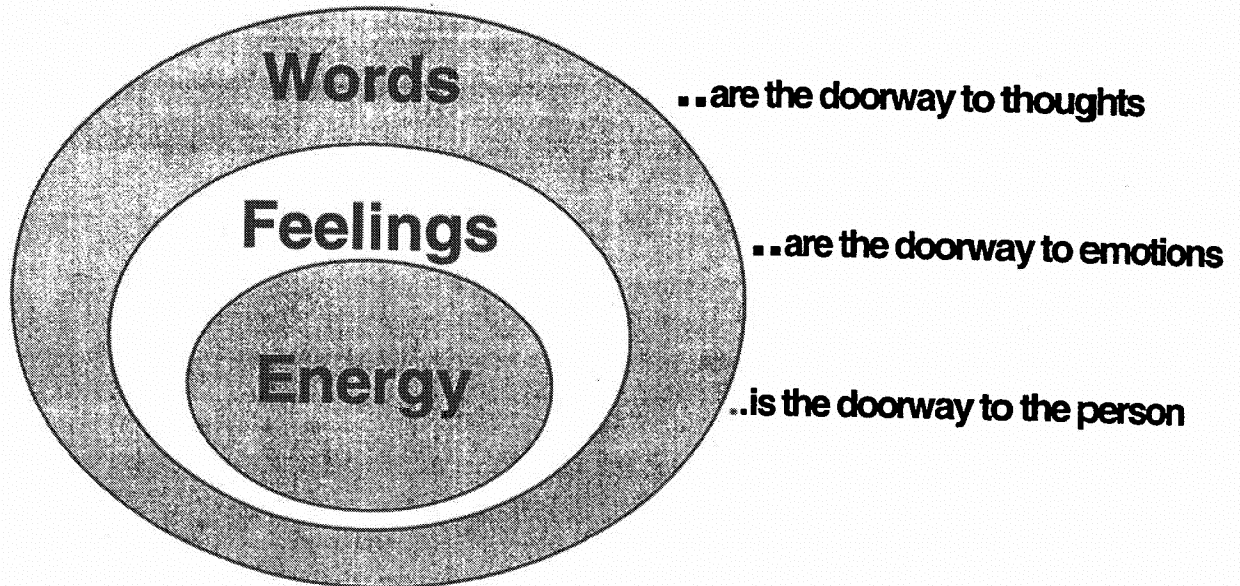
Material Motivators are present in all our lives. The paycheck we receive from work is an example of a material motivator. No matter how much we may enjoy our job it would be unlikely that we would keep working without it. Another example is the flowers or candy we received for Valentine's Day.

1. A weekly allowance.
2. Special dessert or snack.
3. Special toy.
4. CD/cassette.
5. Clothing.
6. Poster/Picture



Using material motivators is not the same as bribery. Bribery means to corrupt, not to encourage or to enhance.

Listening Tips

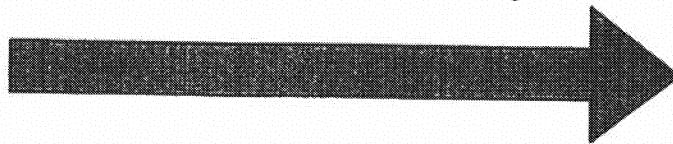


Good Listening Tips:

- ✓ Eye contact
- ✓ Quiet or Listening statements:
- ✓ Uh huh, I see, go on, tell me more
- ✓ Good body language, Nods
- ✓ Repeat some of the words
- ✓ or feelings
- ✓ Match the energy of the sender
- ✓ Summarize what you hear
- ✓ Know what you want to say
- ✗ Avoid the Roadblocks to Listening*

GOOD LISTENING Clears the way for complete, clear messages

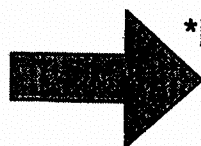
Person with
needs,
problems,
or story



Feelings of
being heard.
Willingness
to negotiate
and take turn
listening

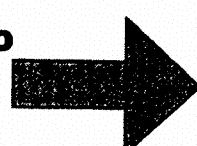
BAD LISTENING Creates roadblocks which confuse, stop or block the message

Person with
needs,
problems,
or story

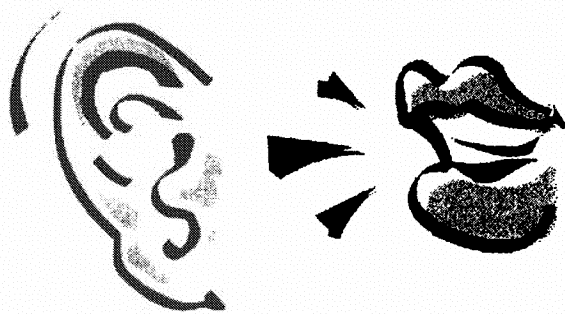


*Roadblocks to Listening

Interruptions
Humor
Judgements
Criticisms
Questions

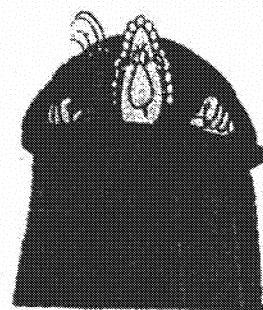


Feelings of
not being
heard.
Arguments
or
Withdrawal



Speaking Tips

- ✓ Know what you want to get out of the talk
- ✓ Pick a good time. Preferable after the child de-escalates and is back to base line behavior.
- ✓ Say what you want instead of what you don't want.
- ✓ Stick to one subject at a time.
- ✓ Avoid criticizing, judging and coercing.
- ✓ Make STATEMENTS instead of questions
- ✓ Make requests, not demands.
- ✓ Speak up: get a word in with someone who over-talks.
- ✓ Encourage a quiet person to speak up.



Examples for saying what you want:

"I like it when..." vs. "I don't want..."

"Please do this..." vs. "Stop doing that..."

"I need the room clean." vs. "You need to clean the room."

"I would like to go out with you." vs. "How come we never go out?"

"When ____ is done, you can play. vs. "If you don't do _____, you can't _____."

"When I'm gone, do this." Vs. "Don't go in the closet when I'm gone."



RULES

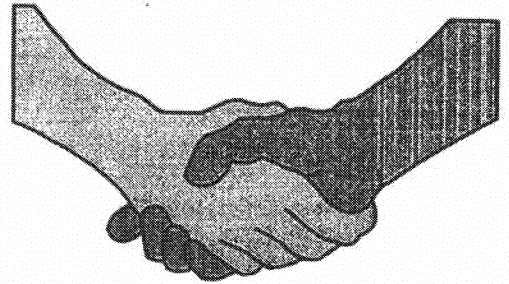


Rules hold the family together

- ◆ Make rules for what you want versus what you don't want
- ◆ Make the rules specific
- ◆ Choose rewards and consequences that you are willing to enforce
- ◆ Include your child in making rules when appropriate
- ◆ Tell your child each rule
- ◆ Check for understanding by your child

Stick together

- ◆ Make rules you believe in
- ◆ Negotiate your differences
- ◆ Support your joint decisions
- ◆ Be clear who is responsible to parent each child, and who isn't.



Example:

House Rules

(Write down one rule for each category. Make each rule say what you want)

RULE

Toys:

Toys will be picked up each evening by 6:00

PRIVELEGE

Child may choose and play with toys throughout day

CONSEQUENCE

After 6, Parent will pick up toys, and toys will no longer be available

Other possible categories:

Chores:

Homework:

Friends coming to the house:

Privacy:

Phone Use:

Dating:

Individual Belongings:

Strangers:

Pets:

Bedtime:

Language to be used:

Solving disagreements:

TV Time:

Using Car

Manners for eating:

Homework:

[Sample] BEHAVIOR MANAGEMENT PLAN

CHILD'S NAME: _____ DATE: _____

PARENT'S NAME: _____ CASE MGR.: _____

The parents of _____ will be responsible for the success of this plan. Their participation is necessary to provide structure, direction, consistency, and guidance in the child's life. All compliance and non-compliance is to be documented to substantiate the efficacy of the plan and its targeted behaviors. Case Manager will monitor compliance with parents on a weekly basis.

DAILY SPECIFIC TASKS	REWARDS	CONSEQUENCES
1. Clean bed room.	\$.50 allowance	Loss of \$.50 allowance for each incident.
2. Remove the trash.	\$.50 allowance	Loss of \$.50 allowance for each incident.
3. Only 1 argument.	\$.50 allowance	Loss of \$.50 allowance for each incident..
4. Place dirty clothes in hamper.	\$.50 allowance	Loss of \$.50 allowance for each incident..

DAILY SCHOOL TASKS	REWARDS	CONSEQUENCES
1. Get up on or before the second call.	30 min. computer.	Loss of computer play time.
2. Catch the school bus on time.	30 min computer.	Loss of computer play time.
3. Attend scheduled classes.	30 min computer.	Parent will accompany child to school all day long and sit with him in every class.
4. Complete school homework daily.	30 min computer.	Loss of computer play time.

Child is to check-off each task as it is completed and obtain parent's verification and initial. The check-off list will be turned in to Case Manager at the beginning of each visitation session. Weekly rewards for performing all of the tasks will be _____

SIGNATURES.

Child: _____ Parent(s): _____

[Sample] BEHAVIOR MANAGEMENT PLAN - TASK COMPLETION

CHILD'S NAME: _____ DATES: _____

PARENT'S NAME: _____ CASE MGR.: _____

Mark each square for the day of the week that the task was completed with the parents' initials. If the Weekly Reward was given indicate this on the square provided. Turn in this page to the Case Manager at the beginning of each visitation session.

task	MON	TUE	WED	THU	FRI
HOME					
1. Bedroom					
2. Trash					
3. No arguing					
4. Pickup clothes					
SCHOOL					
1. Get Up					
2. School bus					
3. Attendance					
4. Home Work					
Weekly Reward					

COMMENTS:

BOOK AND VIDEO SUGGESTIONS:

Children the Challenge
Rudolf Dreikurs

Positive Discipline
Jane Nelson & H. Stephen Glenn
Available for children and Teenagers

How to Talk so Kids will Listen, and Listen so
kids will Talk
Adele Faber

Love and Logic: Videos and other material
LoveandLogic.com
