



POSITIVE PARENTING

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TABLE OF CONTENTS

	Page
Positive Parenting/Orientation Information	1
Parents Bill of Rights	2
I. The Family	
A Healthy Family	3
The Use of Praise	3-4
Healthy Family Rules	4
Parenting Checklist from Toddler to Teens	4-5
Preparing for Parenthood	5
Affirmations for Positive Parenting	6-8
II. What to Expect at Certain Ages	
Growth and Development	9-10
Stages of Psychological Development	10-11
Stages of Psychosocial Development	12-14
Adolescents in the Family	15-16
Handouts	17-25
III. Positive Parenting	
Positive Parenting Definition	26
Principles to the Basis of Behavior	26-27
Goals of Problem Behavior	27
Mistaken Goal Chart	28
The Difference between Punishment and Discipline	29
The Best Way to Give Directions	29
Positive Guidelines for Living with Children	30
Keys to Encouraging a Child	30
A Formula for a Child's Healthy Self-Esteem	31
Healthy Children's Needs	31
Levels of Self-Esteem as Predictors of Behavior	32
Handouts	33-39
IV. Guidelines for Discipline	
Discipline Definitions	40
Basic Discipline Techniques	40
Response Cost Program	40-42
Handouts	43-45
Attending Parenting Techniques	46
Ignoring Techniques for Parenting	46
Lying Techniques for Parenting	47
Four Ways to Teach Children	48
Discipline Techniques for Younger Children	49
Quality Time-In	49-50
Time-Out Techniques	50-51

Handouts	52-54
Technique Guidelines for Adolescents	55
Grounding	55-56
Making Rules	56-57
Avoiding Manipulation	57-59
Handouts	60-62
V. Techniques for Specific Cases	
Specific Guidelines for Young Children	63
Mealtime Guidelines	63-64
Eating Behavior Guidelines for Special Toddler Diets	64-65
Dressing Behavior Guidelines	65-66
Guidelines for Problems in Public Places	66
Bedtime Problems	66-67
Parents' Questionnaire	68
Toilet Training Guidelines	69
Guidelines for Using an Infant Car Seat	69-70
Specific Guidelines for Older Children/Adolescents	
Guidelines for Helping with Homework	70-72
When a Child Balks at doing Homework	72
Getting Chores Done	73
Handouts	74-76
VI. Dealing With Your Feelings	
Feelings	77
How are You Feeling Today?	78
Feelings List	79
Ways to Deal with Angry Feelings	80
Anger Exercise	80-81
Ten Alternatives to Lashing Out at Your Kid	81
Tips for Tough Times	81-82
Handouts	83-86
VII. Family Meetings	
Family Meetings	87-89
Family Time Suggestions	89-90
VIII. Other Resources	
Listing of State and Local Resources	91
Catalog Resources for Parents and Children	92
Bibliography	93-94
IX. Appendix	95
Additional Handouts for parents	96-110

POSITIVE PARENTING

Purpose: The purpose of this learning experience is twofold:

1. To make parents aware of age appropriate discipline for their children.
2. To assist parents in learning how to develop independent and capable children.

Objectives: At the conclusion of this workshop, a parent will be able to:

1. Describe a healthy family.
2. Identify age appropriate development from behavioral problems.
3. Describe the behavioral principles for time in and time out.
4. Define positive parenting.
5. List at least three steps in the giving of directions.
6. Describe time in for children and adolescents.
7. Describe time out for children.
8. Describe alternative discipline strategies for adolescents.

ORIENTATION INFORMATION

Our first lessons in parenting came from the adults who raised us. Most of us take care of our kids the same way our family took care of us. We use rules, traditions, and even the same words our family used.

What was it like when you were growing up? What did your parents do and say to you? Listen to what you say to your children. What words do you use? What do you do?

Our grandparents' ways both good and bad, were passed to our parents. Many of those ways were then passed on to us through our parents. It's fairly certain we will use some of the same practices to raise our children. It is up to you as a parent to choose what traditions you will use in raising your kids and which you will not use.

Babies don't come with instructions. Being a parent is not an easy job. We all want to become better parents. We come to take this course because we are frustrated, stressed, disappointed or fearful about parenting. Here we share our feelings, even the negative ones, about our struggles with our kids. We come together to share our problems, to get new ideas and to grow and learn from one another. We take what we can use from the meeting to make our family stronger.

When we talk we use "I" statements and speak from our experience. We share what information we have found to be helpful. Our purpose is to learn better ways of dealing with our children by changing old ways and thinking to positive ways in order to become a better parent.

PARENTS BILL OF RIGHTS AND RESPONSIBILITIES

1.	We, as parents, have a right to be treated with respect.
2.	We have the right to say no and not feel guilty.
3.	We have a right to know where our children are, who their friends are, and whom they are with at any time.
4.	We have the right to demonstrate we care by occasionally verifying or spot-checking our children's whereabouts. We may, for example, call host parents on parties and overnight stays.
5.	We have a right to set a curfew and enforce it with restrictions and loss of privileges.
6.	We have a right not to condone any alcohol or drug usage and to say no to attendance at activities where alcohol or drug usage may occur.
7.	We have a right to make mistakes and/or change our minds.
8.	We have a right to ask questions and expect answers about all things, which may affect our children.
9.	We have a right to monitor all school-related activities: academic, behavioral, and social.
10.	We have a right to know and consult with adults who influence our children's lives, i.e., coaches, employers, teachers, youth-group leaders, ministers, and counselors.
11.	We have a right to know what is happening within our own home, to set "house rules," and know the identity of guests who come into our home.
12.	We have a right to assign our children chores and other family responsibilities appropriate to age.
13.	We have a right to promote time together, as a family, which may include meals, outings, study time and other planned activities.
14.	We have a right to be authoritative when logical explanation and reason has not succeeded.
15.	We have a right to have family rules and consistently enforce them with appropriate consequences.

I

The Family

A Healthy Family

A family is a group of two or more people that are related to each other or are bound by legal ties. Legal ties could be by blood, by marriage, by adoption, and, in some states, by residence. This group gives support to each other through financial and emotional means. Each individual in the group has a concern or interest for the other members of the family.

A healthy family is a family in which the individual people show concern and interest for the other members of the family. The mother and father have good feelings for each other and are happy with their association with their children. They enjoy each other's company. They are willing to support each other in times of crisis. They are important to the other person in the family to the extent that they attempt to understand and be understood by the other members in the family. They talk to each other. They appreciate the other people in the family for what they are rather than for what they would like them to be.

A healthy family looks for the good things in one another. They make plans to do things together: a family outing, a visit with relatives, the attending of a special event such as a school program. They appreciate the individual differences of the other person. They learn how to resolve conflict so that there is a growing experience instead of frustration and anger as the result. Most of all, each member of the family respects the other members of the family.

The Use Of Praise

One of the purposes of a family is to aid in the building of self-esteem in each member of that family. Self-esteem is something that is learned. Parents take a major responsibility in seeing that children develop self-esteem. The children need to feel they are worth something: that they are loved, that they can be cherished, and that they are able to become capable, independent adults.

Praise is one way of achieving self-esteem in the child, but too often it can be used incorrectly. Imagine that you are constantly being praised for being a good boy or a good girl. One day, your parents are distracted by other pressing issues and "forget" to praise you. Your response may be to think, "I am not being praised, therefore, I must be bad today." This is a common misconception by the child. To prevent this misconception from occurring, praise what the child is doing rather than "judging" the child. In fact, encouragement rather than praise is even more effect. The reason? - Praise is saved for very special occasions, while encouragement should be used often.

Encourage the child in the development of new activities. Encourage the child to speak his or her own ideas. Encourage your child to choose, directing the early choices by the way they are presented. Rather than, "What would you like to drink?" use a variation of the following, "Would you rather have some juice or some milk for a snack?" Listen to your child's opinions. Give positive comments about the opinions when appropriate. Praise the very special things that your child does. Say something when you appreciate a task that has been performed well.

Healthy Family Rules

1. Children are allowed and encouraged to have and to express their feelings, thoughts, and perceptions. These may be different from their parents.
2. Mistakes are expected and forgiven as part of the child's natural learning process.
3. Children are valued as unique people who are encouraged to help formulate the family rules.
4. Parents are consistent, self-disciplined disciplinarians who say what to do and do what they say.
5. The family atmosphere is spontaneous, creative and fun.
6. Think of parenting as a way to expand your circle of friends.

Parenting Checklist From Toddlers To Teens

Signs of Healthy Parenting

- ☺ Parent shows interest and excitement in child's development and autonomy and works on building self-concept of child by supporting skill building efforts and emotional closeness.
- ☺ Parent expresses a healthy and informed interest in meeting the entire child's environmental needs including personal preferences in clothing, food, room decoration, etc. Parent helps child learn about proper medical and dental care and responds to illness quickly.
- ☺ Parent's priorities are balanced so that frequent time is spent with the children (especially the younger children). Activities are shared and the interaction is usually positive. Childcare is warm, consistent, and adequately supervised and children are not left alone for long periods.
- ☺ Parent allows child to try tasks independently in order to gain self-awareness and confidence. Parent doesn't over-protect child from experiencing normal cycle of frustration, persistence, and self-accomplishment.
- ☺ Parent's usual response to child is loving and nurturing with an ability to comfort the child in a positive way. Anger and sadness are temporary and love is a far greater self-emotion than hate or sadness. Mutuality and healthy laughter and joy are frequently present in the home.
- ☺ Discipline is balanced with love, logic, consistency, and fairness. Parent designs chores that help child learn responsibility, pride, and self-respect. Mutual respect is still intact.
- ☺ Parent supports child's intellectual, spiritual, and social growth by attending school functions, helping with homework, providing religious opportunities, supporting healthy peer and extended family relationships and "being there" when needed. Teaches child positive citizenship and values by good parental modeling.

Signs of Unhealthy Parenting

- ⊗ Parent not intimately involved or interested in child's development, skill building, or self-concept. Unaware or unmotivated to focus on psychosocial needs of child.
- ⊗ Parent doesn't provide for physical needs of child such as diet, adequate clothing, safe housing, medical check-ups and proper care when child is ill. Parent doesn't care about the child's personal preference.
- ⊗ Parents neglect child because of their own problems and concerns; drug abuse, prostitution, career priorities, parental over-load with other infants, etc. Child is often left unsupervised or with substandard care.
- ⊗ Super anxious and overprotective parents who are constantly hovering over child, never allowing him to risk and fail and learn by himself and gain self-confidence and autonomy. Parent always rescues child who then feels helpless and incompetent.
- ⊗ Parent's emotional response to child is usually extreme, either hot (angry) or cold (distant and not caring.) Parent rarely comforts child or says, "I love you". May tease child with inappropriate humor or gesture of caring. Sexual and verbal abuse is common.
- ⊗ Discipline is irregular, unrealistic, and unfair. Chores and limit setting may not be age-appropriate and are punitive. Control battles are the norm and there is no mutual respect.
- ⊗ Parent doesn't actively support child's education or social growth. Rarely attends school functions and prefers to blame academic difficulties on child or school system. Socializing of the child is either too restrictive or without healthy guiding parameters. Teaches child immorality and mistrust by modeling it.

Preparing For Parenthood

1. Recommend that the person(s) select the doctor they want to care for their child before their expected delivery date and schedule at least one appointment with him to discuss any part of health care about which they have questions or concerns.
2. After delivery, make sure that someone teaches both mother and father the basic caregiving skills such as bathing, diapering, feeding, and dressing. Both parents should have experience holding, diapering, feeding, and dressing the baby while in the hospital.
3. If they have help coming to their home after delivery (relative or friend), suggest to the parents that they ask them to **please** help with the household tasks and let the mother adjust to caring for the new baby.
4. Encourage the parents to talk to the baby while they are taking care of him or her. Use normal speech, not baby talk, and look at the baby's face while talking.
5. Ask them to spend time playing with and exploring the new baby. Make sure both parents get ample practice with the baby! Be sure to **make time** for this while the baby is rested, fed, and happy.
6. Tell the parents to try to develop standard caregiving routines and, within reason, stick with those routines. For example, it's a good idea to use the same place and the same procedures each time the baby is diapered or bathed.
7. Tell them to work very hard to hold and play with the child when he or she is quiet and happy instead of waiting for him or her to cry. Babies learn very quickly which behaviors gain them attention.

8. State "You will teach your infant something each time that you interact with him." So begin very early giving attention to those things that you want your baby to do.
9. Instruct them to purchase an infant car seat before the baby is discharged from the hospital and to use it on every trip you make in an automobile.

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Affirmations For Positive Parenting

The subconscious mind stores whatever it is fed through the five senses and thoughts and then attempts to act out the strongest message it receives. There are specific affirmations for each stage of growth and development. Shad Helmstetter states in his book, "What To Say When You Talk To Your Kids," the brain contains our attitudes and beliefs, directs and controls our feelings and emotions, determines our actions, and for the most part creates our successes and failures in life." Affirmations are positive messages given to help develop desirable ways for a child to think, feel and behave. It is anything said or done to let children know that you believe they are lovable and capable. Affirmations encourage self-esteem but they must be sincere or they become crazy-making double-bind messages.

Suggestions for giving affirmation:

1. Make a container for each child to store their affirmations in once they get home. Use an empty clear plastic peanut butter jar. Allow each child to decorate their jar using different colored permanent markers. Place the first affirmation in the jar at the end of the evening. Each week a new affirmation may be added to the jar.
2. Cut different shapes of objects or animals on different colored paper, (firm paper is best). Write an affirmation on each shape, choosing a different one each week. Small children who can't read will be able to remember what their message is by the color and shape rather than the words. Repeat the new message to the child daily.
3. Place the affirmations in a basket. Let your child pick three affirmations each night and read them to him or her as you tuck them into bed. Use affirmations for you to change negative self-messages into positive self-messages. Working with affirmations is powerful and can make changes in your thinking in a short period of time.

Stages of Development from Birth To Adults

Stage One: The Power of Being (birth to 6 months)

Normal Symptoms: Wanting to eat frequently, mouth sensitivity, difficulty thinking, lack of concentration and wanting to be independent of others.

Developmental Tasks: Recognition of who we are, to be taken care of, to be touched, to be nurtured, to be sensual and to bond emotionally.

Affirmations for Growth: "I'm glad you are here."
 "You have every right to be here."
 "Your needs are okay with me."
 "I'm glad you are a boy" or "I'm glad you are a girl."
 "You don't have to hurry."
 "I like to hold you."
 "You can grow at your own pace."
 "You can have all your feelings."
 "I love and I care for you willingly."

Stage Two: The Power of Doing (6-18 months)

Normal Symptoms: Wanting a variety of stimulation, wanting to see, hear, taste, touch, smell new things and to expand and explore our world.

Developmental Tasks: To explore the environment without having to think about it, to develop our sensory awareness by doing.

Affirmations for Growth: "I see that you are doing things."

"You don't have to do tricks (be cute, sick, sad, mad, scared) to get approval."

"It's OK to do things (try things, initiate things, be curious, be intuitive) and get support and protection at the same time."

"You can use all your senses when you explore."

"I love you when you are active and when you are quiet."

"I do things as many times as I need to."

"I am interested in everything."

Stage Three: The Power of Thinking (18 mo. to 3 years)

Normal Symptoms: Wanting to be different from others, developing a separate position, rebelling and saying, "No" and "I won't."

Developmental Tasks: Testing reality, pushing against others, establishing independence, expressing negativity and learning to think.

Affirmations for Growth: "I expect you to start learning to do cause and effect thinking."

"I'm glad you are growing up."

"I'm not afraid of your anger."

"You can both think and feel at the same time."

"You don't have to take care of me when you think."

"You can be sure about what you need."

"I think for myself and I let others think for themselves."

"I am separate from others and I love them and am loved by them."

"I know what I need and I ask for help whenever I need it."

Stage Four: The Power Of Identity (3-6 years)

Normal Symptoms: Wanting to know who we are, the difference between boys and girls, experimenting with social relationships and preoccupation with power.

Developmental Tasks: Separating fantasy from reality, testing recognition of reality through consequences and exerting our power to affect relationships.

Affirmations for Growth: "I expect you to start differentiating feelings and actions and to ask in straight ways for your needs to be met."

"You can be powerful and still have needs."

"You don't have to act scared, sick, sad, mad, etc. to attention."

"You can express your feelings straight. (It's OK to say you are mad, but, you are not to hit.)"

"I accept responsibility for the results of my behavior."

"I feel, accept, and act appropriately on feeling"

"I try out new roles and I learn new ways of being effective and powerful."

"I love who I am."

Stage Five: The Power of Being Skillful (6-12 years)

Normal Symptoms: Arguing and hassling with others' morals, values and methods and wanting to do it our own way and nobody else's.

Developmental Tasks: Experimenting with different ways of doing things, making mistakes to find out what works and arguing with others about how they do things.

Affirmations for Growth: "I see that you are trying out, thinking about, altering and claiming Your own way of looking at things and doing things in order to take care of yourself (be independent and responsible.)"

"You can think before you make that rule your own."

"You can trust your feelings to help you know."

"You can do it your way."

"It's OK to disagree."

"You don't have to suffer to get what you need."

"You can learn the rules that help you live with others."

"You can find a way of doing things that works for you."

"You can learn when and how to disagree."

Stage Six: The Power of Regeneration (13-19 years)

Normal Symptoms: Preoccupation with sex, with people as sexual beings and turbulent body changes, especially hormone and energy level changes.

Developmental Tasks: Experimenting with being sexual, developing our own personal philosophy and finding your place among grownups.

Affirmations for Growth: "I see that you are trying to separate and to assume your responsibility for your own needs and feelings as a grown up person in the world."

"I love you."

"You can be a sexual person and still have needs."

"It's OK to know who you are."

"You're welcome to come home again."

Stage Seven: The Power of Recycling (begins at age 19)

Normal Symptoms: Experiencing all the normal symptoms of the previous stages and experiencing more than one stage at a time.

Developmental Tasks: Meeting a variety of needs with new knowledge and skills, testing driving new behaviors, trying new skills.

Affirmations for Growth: "I see that you are recycling, going over old needs and problems with new power and skill. It's OK to recycle and to assume responsibility for your own needs and feelings."

"It's OK to know who you are."

"It's OK to change."

"I'll still care when you're different."

II

What to Expect at Certain Ages

GROWTH AND DEVELOPMENT

by Robert Havinghurst

I. Infancy, Early Childhood

- A. Learning to walk, talk, take solid foods
- B. Learning to control elimination of body wastes
- C. Learning sex differences and sexual modesty
- D. Achieving physiological stability
- E. Forming simple concepts of social and physical reality
- F. Learning to relate oneself emotionally to family and others
- G. Learning to distinguish right from wrong

II. Middle Childhood: 6-12 years

- A. Learning physical skills necessary for ordinary games
- B. Building wholesome attitudes toward oneself
- C. Learning to get along with age mates
- D. Learning an appropriate male/female role
- E. Developing basic skills in reading, writing, and arithmetic
- F. Developing concepts necessary for everyday living
- G. Developing conscience, morality, and a sense of reason
- H. Achieving personal independence
- I. Developing attitudes toward social groups

III. Adolescence: 12-18 years

- A. Achieving new and more mature relations with others
- B. Achieving a masculine/feminine social role
- C. Accepting one's physical body
- D. Achieving emotional independence of parents/other adults
- E. Achieving assurance of economic independence
- F. Selecting and preparing for an occupation
- G. Preparing for marriage and family life
- H. Developing necessary intellectual skills and concepts
- I. Desiring and achieving socially responsible behavior
- J. Acquiring a set of values as a guide to behavior

IV. Young Adult

- A. Choosing a mate
- B. Learning to live with a marriage partner
- C. Starting a family
- D. Raising children
- E. Managing a home
- F. Entering an occupation
- G. Assuming community responsibility
- H. Securing a congenial social group

V. Middle Adult

- A. Assisting teenage children to become responsible happy adults
- B. Achieving social and civic responsibility
- C. Reaching and maintaining satisfactory performance
- D. Developing adult leisure time activities
- E. Relating oneself to one's spouse as a person
- F. Accepting and adjusting to physiological changes
- G. Adjusting to aging parents

VI. Older Adult

- A. Adjusting to decreasing physical strength and health
- B. Adjusting to retirement and reduced income
- C. Adjusting to the death of one's spouse
- D. Belonging to one's age group

PSYCHOLOGICAL STAGES OF DEVELOPMENT

Normal Development

Preschool – Ages Three to Five

Continues to demonstrate curiosity and interest; exhibits a vigorous enjoyment of new skills; is imitative and imaginative (e.g., play may involve an imaginary friend); may be even more strongly attached to transitional object (blanket, thumb, doll, etc.); begins to be curious about gender differences; may express anger using words (sometimes including swear words); continues to show variety of emotions.

Ages Six to Eleven

Enjoys interaction with peers; makes friends easily; recognizes the need for rules; shows self-esteem and self-confidence; feels good about accomplishments; has a vivid imagination, and in play, often stages dramatic scenes using favorite toys.

Ages Twelve to Fifteen

Enjoys close interactions with peers and develops intimate relationships, especially with friends of the same sex; is industrious; demonstrates a sense of mastery and progressively takes responsibility for own work (homework, chores); demonstrates self-confidence and sense of pride; may occasionally exhibit anger and rebelliousness but is generally enthusiastic, energetic and cooperative; spends leisure time involved in complex games and sports teams with less need for adult supervision (by age fifteen, play and leisure time are a part of the child's identity and may incorporate music, lounging around, or experimental risk-taking, such as harmless pranks or dare-devil-type sports activity).

Ages Sixteen To Eighteen

Is self-confident; has a sense of pride, competence; enjoys close interaction with peers of both sexes; is moving toward independence; feels responsible for his own behavior and health; participates in activities outside of school; is generally energetic, enthusiastic, idealistic; is generally cooperative and considerate (although a certain amount of rebelliousness is normal).

May Need Special Attention

Preschool – Ages Three to Five

Is excessively timid or passive; has many fears or nightmares; shows no interest in other children; very often regresses into fantasy; is frequently out of control (e.g.: A child who is very angry and starts to bite people. All kids act like this occasionally, but a parent should be concerned when it occurs all the time); has chronic, severe problems with eating, sleeping, toilet training, separating from parents.

Ages Six to Eleven

Has low self-esteem; is anxious and fearful; is excessively quiet and withdrawn; seems depressed; lacks motivation; is angry, aggressive and destructive; has problems with bed-wetting; is having problems in school.(hyperactivity, bad conduct).

Ages Twelve to Fifteen

Has low self-esteem; lacks friends or has difficulty with peers; is doing poorly in school; is unduly anxious and fearful; sensitive; is aggressive in acting out behaviors (lies, steals, has temper outbursts, fights excessively, is destructive, injures people or animals); is chronically ungovernable – stays out late, gets into trouble at school or home; is highly withdrawn; appears depressed; has excessive complaints about headaches or stomachaches.

Ages Sixteen To Eighteen

Has low self-esteem; lacks friends; is doing poorly in school; is anxious and fearful; is aggressive in acting out behavior; is withdrawn and depressed.

PSYCHOSOCIAL STAGES OF DEVELOPMENT

LEVEL	VERBAL EXPRESSIONS	NONVERBAL BEHAVIOR
INFANCY* Trust vs.	"I believe in you." "I can tell you about..." "You will help me I know." "You are my friend"	Sharing time, opinions, emotions, experiences. Asking for help with the expectation of receiving it. Accepting help from others comfortably.
Mistrust	"I am afraid of you." "I can't tell you about anything." "You cheat." "Stool pigeon."	Refusing to share time, opinions, emotions, experiences. Unable to accept help. Confining conversation to superficialities. Controlling behavior so that only that which is usually socially approved is exhibited.
TODDLER Autonomy vs.	"I will." "I won't." "If you want me to. I will this time. Next time maybe not." "This is my opinion. What is yours?" "I can't wait."	Accepting group rules but expressing dissent when it is felt. Accepting leadership role when appropriate. Expressing own opinion. Accepting postponement of wish gratification easily.
Shame and Doubt	"My opinion doesn't count." "I never know the answers." "Whatever you say..." "I don't want to hear what you say. I must be right." "I should do that."	Overly concerned with being clean. Not maintaining own opinion when opposed. Failing to express needs. Maintaining own opinion despite adequate proof to the contrary. Unable to wait. Hoarding. Soiling. Being vindictive.

*The developmental issue (noted under **LEVEL** at each of the ages) first arises during the age period
 Noted in all capitals -- but those issues continue to be areas for further growth throughout life.

PSYCHOSOCIAL STAGES OF DEVELOPMENT

LEVEL	VERBAL EXPRESSIONS	NONVERBAL BEHAVIOR
PRESCHOOL Initiative vs.	"Let me try!" "What is this? How does it work?" "Where does the road go?"	Exploring. Starting new projects with eagerness. Expressing curiosity. Being original.
Guilt	"I am afraid to start." "You go first and I will follow." "I am ashamed to make a mistake."	Imitating others rather than developing ideas independently. Expressing a great deal of embarrassment over a small mistake.
ELEMENTARY & MIDDLE SCHOOL Industry vs.	"I am working on this. When it is done I will start that." "I like to be busy." "Group projects are fun."	Completing a task once it has been started. Working well with others. Using time effectively.
Inferiority	"I can't work with other people." "I have a lot of things going but nothing is finished."	Not completing any set tasks. Not contributing to the work of others Not organizing work.
ADOLESCENCE Identity vs.	"I am going to be a nurse." "I believe in these principles." "I think that mothers should do this and fathers do that." "I am on my own." "What do these things mean to me?"	Establishing relationships with same sex and then with opposite sex. Planning realistically for future roles. Re-examining values. Asserting independence. Trying various roles.
Identity diffusion	"I don't know who I am." "Where am I going?" "Is it better to be male or female?" "I don't know what I mean."	Failing to differentiate roles or goals in life. Failing to assume responsibility for directing own behavior Imitating others indiscriminately. Accepting values of others without question.
YOUNG ADULT Intimacy vs.	"We are very close friends." "I love John." "He chased me until I caught him."	Establishing a close and intense relationship with another person. Acting out and accepting sexual behavior as desirable.
Isolation	"I am a loner." "I don't need anyone." "I don't care about anyone."	Remaining alone. Not seeking out others for companionship or help. Avoiding establishing contacts with members of the opposite sex. Avoiding sex role by attempting to remain nondescript in mannerisms and clothing

PSYCHOSOCIAL STAGES OF DEVELOPMENT

LEVEL	VERBAL EXPRESSIONS	NONVERBAL BEHAVIOR
<p>MIDDLE AGE</p> <p>Generatively vs.</p>	<p>"John and I agreed to have two children."</p> <p>"He has his work and I have mine. Together we make a team."</p> <p>"I enjoy teaching kindergarten. The children are so happy to learn."</p>	<p>Willingness to share work with another.</p> <p>Accepting interdependence.</p> <p>Guiding others.</p> <p>Establishing a priority of needs to recognize both self and others.</p>
<p>Self-absorption</p>	<p>"You worked all night?"</p> <p>"Well it's your turn to care for the baby. I'm going out."</p>	<p>Not listening to others because of need to talk about oneself.</p> <p>Showing concern only for oneself despite needs of others.</p>
<p>ELDERLY</p> <p>Integrity vs.</p>	<p>"Life has been good to me."</p> <p>"My son will carry on my name when I am gone."</p> <p>"I can't do what I used to but I enjoy other things."</p> <p>"I have left my mark on the world."</p> <p>"I enjoy talking about current events."</p> <p>"What is death?"</p>	<p>Using past experience to guide others</p> <p>Accepting new ideas.</p> <p>Maintaining skill suitable to physical condition.</p> <p>Maintaining productivity in some area.</p> <p>Accepting limitations.</p> <p>Exploring a philosophy of living and dying</p>
<p>Despair</p>	<p>"I am no use to anyone."</p> <p>"Everyone is gone - my family, my friends. What is the use of living?"</p> <p>"I can't do anything."</p> <p>"Everything I did is gone now. Why did I bother to work?"</p> <p>"These new ways are no good."</p>	<p>Crying.</p> <p>Being apathetic and listless.</p> <p>Not developing any interests beyond a few routine activities.</p> <p>Not accepting changes.</p> <p>Limiting interpersonal contacts.</p> <p>Denying the inevitable nonexistence.</p> <p>Demanding unnecessary help and attention.</p>

Adapted from: Janet Simmons. THE NURSE-CLIENT RELATIONSHIP IN MENTAL HEALTH NURSING. Based on Erik Erikson, "Eight Stages of Man." CHILDHOOD AND SOCIETY.

ADOLESCENTS IN THE FAMILY

Adolescence is typically viewed as a time of, at least, some stress. Montemayer says that a conservative estimate is that 15% - 20% of adolescents (4-5 million) have serious conflict with their parents.

Conflict with parents is viewed as increasing during early adolescence, being reasonably stable during middle adolescence and declining in late adolescence (when the adolescent leaves home).

Some of the reasons for parent-adolescent conflict:

- ✓ Rate of social-cultural change
- ✓ Decelerating rate of change among adults
- ✓ Contract in physical energy of parents and adolescents
- ✓ Conflict between adult realism and youthful idealism
- ✓ Unequal authority wielded by parents and adolescents

More conflict occurs between mothers and adolescent daughters than between mothers and fathers or fathers and daughters. For mothers and daughters, parent-adolescent conflict is correlated with their depression and their report of marital conflict in the home.

The content of conflict was the same in a 1920 study as in the 1980 study! The majority of conflict centers on normal, everyday, mundane family matters such as schoolwork, social life and friends, home chores, disobedience, disagreements with siblings and personal hygiene. "Hot" topics (sex, drugs, religion, and politics) are rarely argued about.

It appears that moderately upsetting arguments may occur as often as twice a week and that a majority of parents may discipline their adolescents weekly. But, some conflict with parents may be healthy for the personal development of adolescents.

What adolescents do with their families:

- 46% - Maintenance
- 47% - Leisure
- 07% - Productive

Montemayer reports that the family appears to try to maintain and reproduce itself. The emotions of a family experience for teenagers appear slightly pleasant and slightly passive. Also, the family is a group that allows its members to restore energy.

Adolescent mood: Wider mood swings than adults; shorter-lived moods than adults; and as predictable as adults.

[From Montemayer (1982), Csikzentmihalyi and Larson (1984) and Smith and Forehand (1984)]

Signs of Serious Disturbance

Some adolescent behavior, while irritating or worrisome to parents, is not dangerous for the teenager. Other behavior, however, if intense and persistent, can be a sign of deeper and more severe problems with serious consequences for the teenager's well being. Serious disturbances, evident only in about 20% of all adolescents, such as anorexia nervosa, appear for the first time during adolescence. The following are some signs of emotional disturbance in adolescents:

- The adolescent is withdrawn for long periods of time and shows no interest in others.
- The adolescent has no friends of the same age and is not integrated into a peer group.

- The adolescent is docile, never acts independently, and never initiates activities.
- The adolescent continually runs away from home or school.
- The adolescent frequently gets into fights, physically abuses others, and shows unrelenting anger over minor irritations.
- The adolescent's emotional state moves from high to low without any intervening leveling off.
- The adolescent is consistently depressed, preoccupied with death, or threatens or attempts suicide.
- The adolescent engages in indiscriminate sexual activity with a number of partners.
- The adolescent is often drunk or under the influence of drugs.
- The adolescent loses a dangerous amount of weight or engages in food binges, frequent vomiting after meals, and alternate bouts of excessive eating and starving out of excessive concern for appearance.

A young person who exhibits these behaviors will not stop or change as a result of lectures, stricter rules, or punishment. These behaviors are frequently symptoms of serious disturbance. Professional help may be necessary.

From: Living With 10 to 15 Year Olds: A Parent Education Curriculum by Gayle Dorman et al. Copyright 1982 by the Center for Early Adolescence. University of North Carolina-Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510

Handout: **BEHAVIORAL PLAN FOR** _____
(concern)

1. Clarification of Expectations

The specific behavior(s) I/we would like to see _____ do more often are

2. Setting up for Success

To help _____ do these behaviors more often I/we will _____

3. Self-control

To control my/our behavior so that I/we contribute to a positive atmosphere and respond more effectively, I/we will _____

4. Discipline

When _____ does the following misbehavior _____

I/we will

I/we will also avoid reinforcing that behavior by _____

5. Reinforcement

To reinforce _____ for doing the appropriate behavior, I/we will _____

Trial Dates: _____ to _____

Handout:

POINT SYSTEM FOR DESIRABLE BEHAVIOR

To use a point system, you will give your child a “point” or some form of token (poker chips, beans) each time the youngster does the desired behavior. A child who earns a certain number of points or tokens over a period of time (for example, 10 points in 1 day) receives a special privilege or treat.

How to set up a point system

1. **Decide which behaviors earn points.** Remember, be very specific, so your child knows exactly what to do to earn a point. Also, pick behaviors that can occur often (daily chores, compliance, playing quietly for 15 minutes) so that your child has the chance to earn points and receive a reward each day. List each behavior in the “Behavior” column in 2.
2. **Determine how many points can be earned for each desirable behavior.** You may choose to:
 - A. Give a different number of points for different tasks (5 points for making the bed, 3 points for feeding pets);
 - B. Assign points to different parts of each task
 - C. Award 1 point each time a particular behavior occurs (1 point for each time the child complies).

List the number of points that can be earned for each behavior in the “Points” column.

☺ BEHAVIOR	☺ = POINTS
A.	
B.	
C.	
D.	
E.	

3. **Select a list of special treats or privileges.** Both you and your child should have some ideas about this. However, common treats and privileges include: reading or telling your child a story, playing a game together, getting to pick a special meal or dessert, receiving a small toy, going to the park, staying up late, choosing the evening’s TV programs, letting other children spend the night, or doing a special activity outside the home (movies, skating, a picnic).

★ SPECIAL TREATS AND PRIVILEGES

★ _____

★ _____

★ _____

★ _____

★ _____

★ _____

★ _____

★ _____

4. **Decide how many points must be earned to receive a special privilege or treat, and how often it can be earned.** Be realistic. Set the total number of points to be earned at a level your child can achieve. For example, if your child is only minding about half the time now, you might say the youngster must comply with 6 out of every 10 commands. This will help your child learn that behaving appropriately will get the things he/she likes. Later, once your child has made this connection and the behavior improves, you can gradually increase the number of points it will take to earn a treat.
- Your child should have the opportunity to earn a special treat or privilege at least once a day. If your child is under 5 years old, you may want to give the youngster a chance to earn a privilege several times per day.
- ★ Total points necessary to earn reinforcement: _____
- ★ How often a reinforcement can be earned per day: _____
5. **Monitor and award points.** Each time your child does the behaviors that you listed previously, socially reinforce the youngster and award points or tokens. You should then mark this on the monitoring form. While points are usually indicated by checks or hatch marks, some children, particularly young children, prefer to have points represented by happy faces or stars.
- Explain how you will track points: _____
- _____
6. **Review points and either reward or withhold privileges.** You need to go over the point chart with your child at the end of the prearranged time (or times) each day. If enough points are earned, you will socially reinforce the child and let him or her pick a special treat or privilege from the list. If the child does not have enough points, you will briefly and matter-of-factly tell him/her that no privilege was earned. (Remember: NO SCOLDING!)

Handout:

GOAL SHEET FOR CHANGING UNWANTED BEHAVIOR TO DESIRED BEHAVIOR

	1	2	3	4
BEHAVIOR CONCERN				
BEHAVIOR DESIRED				
CURRENT FREQUENCY OF DESIRED BEHAVIOR				
GOAL FOR FREQUENCY OF DESIRED BEHAVIOR (allow several months to attain this goal)				
MORE THAN EXPECTED CHANGE				

How to complete the Behavior Changing goal sheet:



1. *Enter concerns.* Determine your major concerns and list them in the boxes across the top labeled “Behavior Concerns.” The concerns listed should include at least one or two items that the entire family has agreed on. You can also include some individual concerns of each family member.
2. *Specify exactly what behavior you would rather see occur.* Starting with your first concern, write the specific behavior(s) in the box labeled, “Behavior Desired.” Each behavior should be written clearly and simply, so that anyone can read it and understand what behavior you would like to encourage.
3. *Estimate how often the desired behavior happens now.* Once you have decided, in general, how often the desired behavior happens (once a day, twice a week), write this figure in the box labeled, “Current Frequency of Desired Behavior” under the first concern.
4. *Set realistic goals for change.* Decide what you would consider to be a marked improvement in the desired behavior at the end of several months of treatment. Be realistic, taking into consideration how severe your problem is now. Try not to expect perfection. Enter what you think is a reasonable level of change in the box labeled, “Goal for Frequency of Desired Behavior.”
5. *Select what would be more than expected change.* Estimate how often the desired behavior would occur if the level of improvement was much more than you expected. Enter this in the box on the bottom row labeled, “More Than Expected Change.”

Handout: **ASSIGNING EXTRA WORK FOR SERIOUS MISBEHAVIOR**

Having the child do extra work around the house can be an effective consequence, particularly for more serious misbehaviors such as lying, stealing, or damaging property. An added advantage of this technique is that it repays you for the time and effort spent dealing with the problem. In cases such as stealing or damaging property, doing extra work is one way for the youngster to repay the loss.

Directions

1. Describe here exactly which behaviors will be handled by assigning extra chores:

<u>BEHAVIORS</u>	<u>WORK TO BE ASSIGNED</u>

2. Decide how much work will be assigned. Take into account your child's age and the severity of the misbehavior. For example, a 9-year-old might be assigned a 15-minute chore for telling a lie, 30 minutes of work for stealing something worth less than \$1, and 1 hour for items worth more than \$1. A 12-year-old might receive double that amount of work. Next to the misbehaviors listed in 1, write in the amount of work to be assigned.
3. To discourage dawdling, explain to your child that the entire task assigned must be completed. This means assigning chores that your child can complete in the required time. For example, a 10-year-old child working steadily could probably straighten up and vacuum the living room in half an hour. If the child dawdles and delays, the job could take as much as 1-½ hours. The choice is up to the child.
4. If you find out about a misdeed several days after it happened, you should still assign extra work. In some instances it is particularly important that you make it clear exactly why your child is being disciplined; otherwise the child will not link the punishment to the misbehavior.
5. Be prepared to handle testing (outright refusal, attempts to delay or dawdle). Refuse to argue or debate and avoid standing over your child while the work is being done. Until the chore is completed to your satisfaction, withhold **all** privileges such as watching TV, using the phone, and having friends over. Once the chore is completed, the issue should be dropped.

DISCIPLINE PLANNING CHART

Directions: Use this chart with the child about whom you are concerned to determine what consequences he or she should have for breaking rules or for other misbehaviors.

Problem	Consequence	When consequence will occur



Behavioral Contract

I, _____, agree to do the following:
(name of child)

1. _____
2. _____
3. _____
4. _____
5. _____

Each period of _____ that I do these will earn me one of the following rewards:

I understand that if I do not complete these responsibilities I will not earn the rewards.

I agree to try to fulfill this contract to the best of my abilities.

Signed,

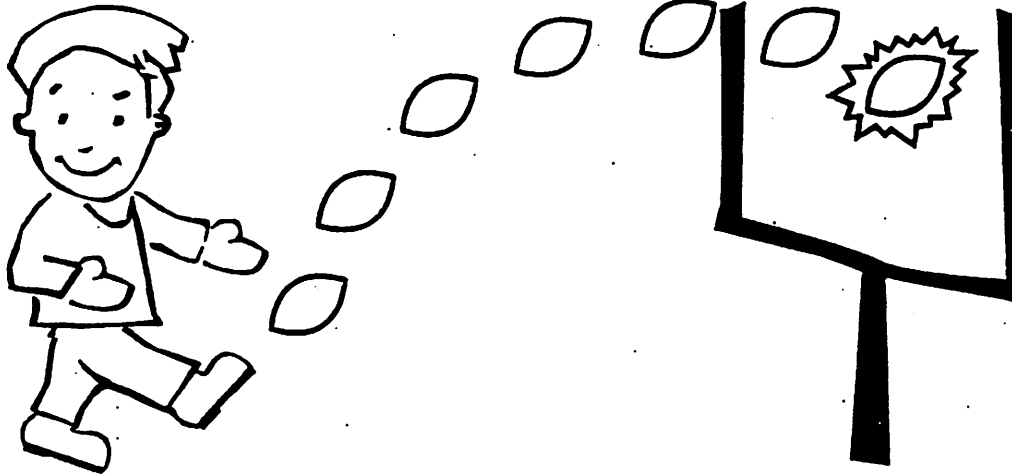
(child) _____

(parent) _____

(teacher) _____

Date

Goal Chart



Directions: Determine a general goal or objective and then divide that goal into sub-steps. When each step is accomplished, color in a football. When the last football is colored in, the overall goal is accomplished.

NAME _____

GOAL _____

DATE STARTED _____ **DATE TO BE ACCOMPLISHED** _____

STEPS:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

III

Positive Parenting

POSITIVE PARENTING

Positive parenting is the process helping the child and adolescent to grow and develop in an atmosphere of love and understanding. It is not permissive. It is based on acceptance and effective discipline. It aids the learning process of the child by the use of effective discipline.

This manual was developed to help the parents to learn about behavior and how behavior can be changed in a positive, firm and loving manner. The definition of discipline and punishment will be reviewed. The way to give directions will be dealt with in detail (you can't give positive parenting or effective discipline unless you can give clear and understandable directions).

There are certain guidelines for being an effective parent. These guidelines hold true for that parent that desires to be a positive parent.

It takes time and effort to be a positive parent. It is too easy to fall back on the way each of us was disciplined. As a positive parent we must be willing to learn and to teach what we have learned to our children. As a positive parent and a good teacher, we would respect the child and learn to understand the child in relation to the child's age and emotional development.

Positive parenting is a challenge. The result of being a positive parent is to have a child that has a greater capability of becoming an effective, independent, and capable adult.

PRINCIPLES TO THE BASIS OF BEHAVIOR

Reinforcement:

Refers to the procedure used to increase the probability of a behavior by arranging for a reinforcement to follow it.

Negative Reinforcement:

Refers to an increase in probability of a response by removing a bad or disliked event immediately after the response is performed.

Principle of Immediacy:

The more immediate the delivery of the reinforcement after the occurrence of a behavior, the more effective the reinforcement

Extinction:

1. Stopping the delivery of a reinforcement that has followed a behavior in the past.
2. Causing a decrease in the future probability or rate of behavior.

Punishment:

Events that are delivered following behaviors which decrease the future rate of those behaviors. When done in a positive manner is considered a part of discipline - or the act of teaching.

GOALS OF PROBLEM BEHAVIOR

Why do children misbehave? Some common goals for problem behavior are:

Attention: If the children don't get it by being "good", they will try to get it by being "bad".

Power: The emphasis here is on children getting their way no matter what - an "I win - you lose" framework.

Revenge: Children when hurt can retaliate by getting even.

Display of Inadequacy: Children can train their parents into not expecting much from them and can seek to be excused from their behavior by appearing inadequate.

Testing: This is a common repetition of breaking rules to check out parents' commitment to their rules and to establish consistency and predictability. (Seems also to be a normal part of learning).

Displacement of Emotions: Children sometimes "dump" their negative feelings from difficult situations elsewhere - on their parents or at home.

What can parents do about these problem behaviors? Some alternative discipline methods are:

Attention: Ignore the problem behavior when possible. Give attention for positive behavior. Catch children being "good" and give lots of praise, encouragement, and recognition. If punishment is a "must", do it from a "neutral" position.

Power: Avoid power struggles whenever possible. Both giving in to the child and fighting back intensifies the child's desire for power. Use no-lose methods of problems solving that emphasize negotiation, joint solution, and choices.

Revenge: Avoid modeling hurt and retaliation. Encourage the child to express his/her feelings instead of acting them out. Provide more affection, praise, support, and trust. Play more with your child.

Display of Inadequacy: Avoid criticism. Encourage any positive attempt no matter how small; focus on strengths. Don't be hooked into pity and don't do things for the child that she/he can do.

Testing: Expect and accept it for the normal phenomenon it is. Set up a few clear rules around important-to-you behaviors and be CONSISTENT. (Any new change or rule usually brings about increased testing until everybody's behavior stabilizes - 2 to 4 weeks).

Displacement of Emotions: Ignore the "dumping" when possible. Encourage children to talk out their difficulties, offer support and attentive listening. Sometimes it helps children to engage in physical activities to work off their feelings; a timeout chair or place is another alternative to acting out. Model good alternatives to acting out. Model good alternatives yourself.

MISTAKEN GOAL CHART

Discouraged Child's MISTAKEN BELIEF	Clue No. 1 for identification ADULT'S FEELINGS (reaction to behavior)	Clue No. 2 for identification CHILD'S RESPONSE to reprimand	MISTAKEN GOAL	CORRECTIVE MEASURES (Choose 1 or more)
I belong only when I've constant attention	Annoyed. Want to remind or coax.	Child stops temporarily when given attention.	ATTENTION	Ignore the behavior, redirect behavior. Logical consequence. Give choice. Do the unexpected – encourage.
I belong only when I am in power or the boss, or not allowing you to boss me.	Provoked, threatened, challenged: I'll make you do it!"	Intensifies misbehavior with passive or aggressive defiance.	POWER	Withdraw from power- struggle. Wait for cooling- off period. Win child over for problem solving. Act. Decide what you will do. Encourage.
	Hurt (covered by anger) "How could you do this to me when I try to do so much for you?"	Retaliates with more hurtful or destructive behavior.	REVENGE	Withdraw from revenge cycle for friendly cooling-off period. Win child over. Use encouragement and problem solving.
It is not possible to belong. I give up.	Inadequate to help. Pit for child.	Passively avoids attention.	ASSUMED INADEQUACY	Avoid pit. Take time for training and encouragement. Arrange for small successes. Don't give up.

Adapted from an original chart by Nancy Percy and Louise Van Vliet.

THE DIFFERENCE BETWEEN PUNISHMENT AND DISCIPLINE

Discipline is the sum of the parts. Punishment is only one part. Discipline is the process of teaching a child right from wrong. Discipline includes the rules, the guidelines, the love, the support, the questions, the answers, and the discussions. Punishment, in its positive form, is used to help children learn by the use of repeated expected behaviors.

Discipline (Or Punishment) Can Only Be Effective When:

1. The child does not avoid the discipliner (punisher).
2. The child does not have a hateful attitude towards the discipliner (punished)
3. There is a decreased need for future discipline requiring punishment.
4. The discipline (punishment) is not aggressive and can be used repeatedly.

The Rules Of Discipline (Punishment) Are:

1. It must be given immediately.
2. If reinforcers are taken away, then the child must be able to earn them back.
3. Punishment should be preceded with a warning.
4. Discipline (punishment) should not require anger.
5. Reinforcement of the desired behavior should be carried out to completion.

Punishment Is Used:

1. When the safety of the child is in jeopardy.
1. When the use of reinforcement is not effective.
3. When the problem behavior is repeated frequently and there is no appropriate behavior to be reinforced. - adapted from Beuler

THE BEST WAY TO GIVE DIRECTIONS

When you ask your child to do something, your directions need to be clear. If you are not clear, you cannot expect your child to do what you want. There are good and bad ways of giving directions.

1. Use a firm voice.
2. Before giving a direction, make sure you have eye contact with your child and use a slightly louder voice.
3. Model good manners when giving directions (for example: "Please take out the garbage.")
4. State directions in positive statements (for example: "Please do this." not "Will you do this?")
5. Break directions down into simple steps. Be specific.
6. State the reason before giving the request.
7. Have the child repeat back what they have been told to do.
8. Place a time limit on directions. They need to know when to start and when it should be completed.
9. Praise the child's actions when he or she first begins to follow a direction and again at the completion of a task.
10. If you have stated rewards that will occur when the task is completed, then follow throughout with that reward.
11. If you have stated a consequence that will occur when the task is not completed, then be prepared to enforce it.

POSITIVE GUIDELINES FOR LIVING WITH CHILDREN

- ♥ "Catch them being good".
- ♥ Frequently monitor your children.
- ♥ Let them help you.
- ♥ Listen to your child. Every child has a special time to be heard.
- ♥ Discipline and enforcement of discipline should be as matter of fact as possible.
- ♥ Lectures belong in lecture halls, not in homes. Talking with your child is important.
- ♥ Show brief sympathy when you discipline, but don't give in.
- ♥ It is important to show your child or children that you can handle problem situations without losing your cool.
- ♥ Be a parent, not a martyr. Find a good babysitter -- not as an escape but as a breather.
- ♥ Parents are teachers: what you DO is much more important than what you say.

Adapted from: The Family Training Program Manual, by E.R. Christophersen, S.K. Rainey and J. D. Barnard. Lawrence, Kansas: University of Kansas Printing Service, 1973.

More fully described in the book Little People: Common Sense Guide Lines for Child Rearing, by Edward R. Christopherson, PhD.

KEYS TO ENCOURAGING A CHILD

Encouragement is:

- ☞ The confidence that I am loved for who I am and not just for what I can do.
- ☞ The knowledge that, no matter what happens, I am an indispensable part of my family
- ☞ The assurance from someone I love that it's all right if I make a mistake because that's the way I learn.
- ☞ The conviction that I am more important than the problems I get involved in.
- ☞ The acceptance of an honest appraisal that leaves me challenged to grow rather than condemned to fail.

Encouragement focuses on the assets and strengths of our children, giving them the confidence that comes from feeling appreciated. Encouraging children helps them value themselves, believe in their abilities, and benefit from their mistakes.

Key 1: Accepting our children and ourselves as we are.

Key 2: Avoiding double standards

Key 3: Recognizing that Guilt doesn't motivate

Key 4: Separating the Deed from the Doer

Key 5: Realizing that Comparisons promote Competition

Key 6: Recognizing unrealistic expectations and ambitions which Discourage

Key 7: Making Affirmative statements

- adapted from Beuler

A “FORMULA” FOR A CHILD’S HEALTHY SELF-ESTEEM



INGREDIENTS

1. **Unconditional love.** Love must not depend on perfect behavior or appearance, each child is to be loved for who he or she is – a unique, special creation of God’s. Unconditional love does not mean approving negative things a child does. It recognizes the vast difference between doing an undesirable thing and being an undesirable person.
2. **Appreciation** for the child. Everyone needs to know that parents, siblings, and teachers are glad to have them around. By showing appreciation to a child, we communicate that the child is loved by God and by people.
3. Provide the child with a **sense of accomplishment.** It is important to give a child recognition for his or her accomplishments. It helps them learn the satisfaction of completing tasks, and gives them a sense of confidence to try new things. Give plenty of praise, just for effort.

DO NOT ADD THE FOLLOWING

1. **Criticism:** focusing only on a child’s shortcomings damages the child’s self-esteem.
2. **Insensitivity:** Sarcasm or ridicule causes embarrassment. Discipline should be a private matter to help a child maintain dignity and also to avoid others from magnifying the problem.
3. **Lack of respect:** Our children need to hear us use “Thank You”, “Please”, “Excuse Me”. As we show these courtesies to them they learn to use them with others.
4. **Comparisons** like, “Why can’t you be like your brother or sister?” are devastating. Each child of God needs to be accepted for his or her own unique potential.
5. **Over-protectiveness.** When we insist on doing things the child should be learning to do we are teaching him or her to fear failure and to never take risks.
6. Using **punishment rather than discipline.** Punishment is retaliation for wrongdoing. Discipline is a process including encouragement as well as correction. Punishment arouses guilt, fear, and anger. Discipline says I love you and I want to help you do the right thing

(Author Unknown)

HEALTHY CHILDREN’S NEEDS

- ✧ Children need to be loved for who they are, not for what they do.
- ✧ Children need emotional stability rooted in hugs, smiles and kind words.
- ✧ Children need friends of their own age whose parents share similar values.
- ✧ Children need guidance in developing spiritual beliefs and intellectual potential.
- ✧ Children need structured family activities with set mealtimes, reading at bedtime, participation in school activities and community events.
- ✧ Children need discipline of loving parents setting clear limits and who teach that choices have consequences.
- ✧ Children need time to have fun, to play games, to dream.
- ✧ Children need to be treated with respect and consideration including respecting privacy.
- ✧ Children need to be praised, to feel useful, to be given responsibility.
- ✧ Children need a chance to fail and try again.
- ✧ Children need freedom to share their feelings, ideas, goals, with parents who listen non-judgmentally.
- ✧ Children need parents who openly discuss destructive behavior such as alcohol and other drug use.
- ✧ Children need parents who are reasonable and fair.
- ✧ Children need parents who share their values and them trust them to make healthy choices.

LEVELS OF SELF-ESTEEM AS PREDICTORS OF BEHAVIORS

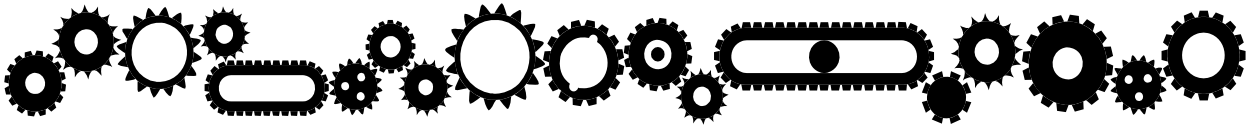
Examine the characteristics listed for individual with high and low self-esteem and assess the incidence of these behaviors. We believe that these behaviors tend to occur in conjunction with the quality of an adult or child's self-esteem; those with low self-esteem may act compulsively while those with healthy self-esteem generally act appropriately to a given situation.

(Read down and across)

Low Self-Esteem/ Passive:	High Self-Esteem/ Assertive:	Low Self-Esteem/ Aggressive:
Own rights less important than other's rights	Rights of self and others in balance	Own rights more important than other's rights
Unsure, defensive	Trusts own judgments values	Outwardly over-confident
Self-deprecating, flatters others	Receives and gives compliments comfortably	Boastful, puts others down
Unhappy, depressed	Energetic, enjoys life	Unhappy, cynical
Lonely, shy	Comfortable with intimacy	Mistrusts others
Overwhelmed by problems	Recognizes and handles feelings	Ignores feelings
Bogged down with guilt	Grows from mistakes	Rarely admits error
Doormat	Balances needs of self, others	Manipulative, selfish
Dependent	Handles responsibility	Seeks power, or irresponsible
Overly concerned about what others think, reactive	Sensitive towards others and self, cooperative	Insensitive towards others
Afraid of change	Welcomes learning, growth	Closed-minded
Self-destructive	Takes care of self	Self-or socially-destructive

Adapted from the Juvenile Court Bulletin 04/11/91

COMMUNICATION SKILLS



Communication skills

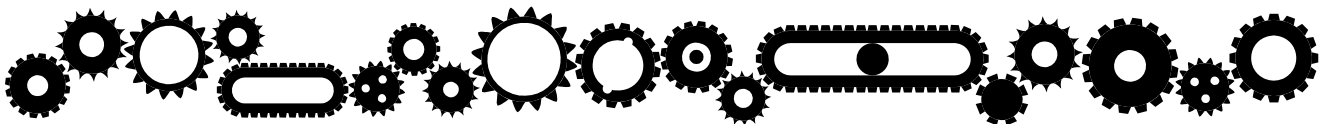
- ✓ Be aware of your nonverbal communications:
- ✓ Distance between you and others
- ✓ Posture
- ✓ Eye contact
- ✓ Facial expression
- ✓ Gestures
- ✓ Touching
- ✓ Voice quality

Do:

- ☺ Speak your piece.
- ☺ Use “I” messages instead of “you” messages.
- ☺ Be clear about what you want.
- ☺ Be brief.
- ☺ Check to see that others are listening.
- ☺ Find out what others are thinking.
- ☺ Show that you’re listening.
- ☺ Ask, if you’re confused.
- ☺ Let others know when communication is breaking down.

Avoid:

- ☹ Putdowns
- ☹ Blaming (“It’s your fault!”)
- ☹ Denial (“It’s not a problem!”)
- ☹ Defensiveness (“Don’t blame me!”)
- ☹ Communicating hopelessness (“What’s the use?”)
- ☹ Mind reading
- ☹ Talking for others
- ☹ Sidetracking, getting off the topic



Handout:

PROGRESS SHEET FOR POSITIVE PARENTING TECHNIQUES

Four week progress sheet for
positive parenting techniques

WEEK I

WEEK II

*WEEK
III*

*WEEK
IV*

	more	less	same		more	less	same		more	less	same		more	less	same	
LISTENING																
BEING CONSISTENT																
ENCOURAGING																
PRACTICING RESPECT																
COMMUNICATING LOVE																
WITHDRAWAL FROM CONFLICT																
STIMULATING SELF RELIANCE																
STIMULATING DECISION MAKING																
HAVING A FAMILY TIME																

PROBLEM SOLVING

Check off as you go through the steps:

- _____ 1. Pick a time when there is enough time to talk.
- _____ 2. Identify and work on one problem at a time.
- _____ 3. Clarify what you do and don't want.
- _____ 4. Brainstorm as many solutions as possible for each area:
 - _____ Setting up success
 - _____ Maintaining self-control
 - _____ Reinforcing
 - _____ Disciplining
- _____ 5. Evaluate each solution.
- _____ 6. Negotiate and agree on solutions; be willing to compromise.
- _____ 7. Finalize exactly how the solution will be implemented, making sure everyone understands and agrees.
- _____ 8. Set a trial period and check back.

Here are problem-solving steps to follow when you find yourself becoming upset; Use these steps each time a critical situation occurs.

Step One: What is my goal?

Step Two: What am I doing now?

Step Three: Is what I'm doing helping me to achieve my goal?

Step Four: If it isn't, what do I need to do differently?

Example:

His child scuffling with the family dog interrupts a father trying to read the paper. Irritated, the father then engages in the problem-solving process:

- 1. *What is my goal?* My goal is to have my children mind me and for us all to get along better.
- 2. *What am I doing now?* I'm getting mad that she's playing with the dog while I'm trying to read the paper.
- 3. *Is what I'm doing helping me to achieve my goal?* No, if I continue to get mad, we'll have an argument, I'll probably spank her, and then the whole family will be upset.
- 4. *What can I do differently?* First, I'll relax myself a little, Then I'll go in and clearly state that I want her to take the dog outside to roughhouse. Then I'll relax some more. After that, I'll go outside with her, and we'll chat a little.

SETTING UP FOR SUCCESS

Before tackling a problem, it sometimes helps if we can step back and look at what may be contributing to the situation. We can then work on changing those things first. Here are some ideas you might want to consider.

1. **Rearrange the environment.** Are there items you could acquire or ways you could rearrange your home to make the desired behavior easier to do?

2. **Develop consistent routines.** Children are more comfortable if they know what to expect. Take a look at the most common problems and see if a set routine might help resolve them.

3. **Make sure your commands are clear, polite, and understood.** The way we tell children to do something has a big impact on their compliance. Key things to do are: (1) get the child's attention; (2) say exactly what you want; (3) say when you want it; and (4) be polite but firm.

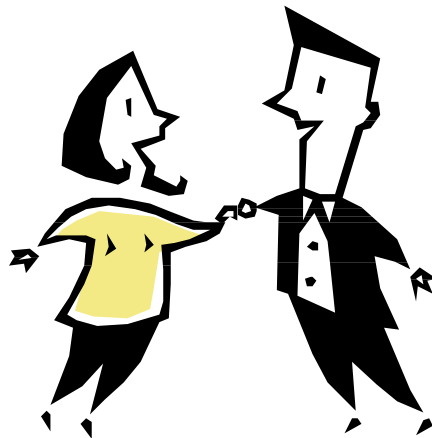
4. **Teach new skills.** Sometimes children don't perform the way we'd like because they lack the skills, not the motivation. In what areas could your children use instruction?

5. **Treat each other with care, respect, and love.** This may mean biting your tongue, or, conversely, mentioning behavior that may otherwise be taken for granted.

6. **Strengthen marital ties.** When your marriage is strong, it is easier to work together to solve child-management problems. What are some ways you could strengthen your relationship?

7. **Improve parental coordination.** How can you share responsibilities and support each other's efforts?

8. **Encourage parental growth and well-being.** We all need time for ourselves, away from our children. What are some personal interests you could pursue?



SOCIAL REINFORCEMENT

There are three kinds of social reinforcement: statements of thanks, praise, or appreciation; physical contact that communicates affection; and attention.



Statements of thanks, praise, or appreciation

When you attempt to reinforce others by praising or complimenting them, it's good to keep the following things in mind:

- ♥ **Be as sincere as possible.** Say only what you honestly feel. Otherwise, instead of being reinforcing, you'll sound phony or sarcastic.
- ♥ **Don't mention how the person did poorly in the past.** For example, statements like "It's about time you learned to do it right" or "Good job; I don't know why you didn't do this well before" tend to remind others of what they did wrong in the past instead of reinforcing them for doing well now.
- ♥ **Focus on what was done well.** If only part of a task was done well, reinforce the other person for what was accomplished; then pause and state what else needs to be done ("You did a nice job of washing the pans; now you need to dry them"). Stay away from "good, but" statements ("You did a nice job of washing the pans, but you didn't dry them"), since the other person will hear the criticism more than the compliment.
- ♥ **Use praise that states exactly what behaviors you like, as well as praise that is more general.** Examples of specific praise include: "Thanks for dusting the table," "I like it when you share your toys," "You did a nice job making your bed." Examples of general praise include: "You're a big help to me" and "I'm proud of you." Specific praise lets others know exactly which behaviors you appreciate, while general praise helps strengthen your relationships and makes other people feel good about themselves.



Physical contact

Physical contact can be a powerful reinforcement, particularly for a young child. There are many ways to show physical affection, including:

- ☞ **Sitting close to a person**
- ☞ **Sitting on another person's lap**
- ☞ **Hugging**
- ☞ **Kissing**
- ☞ **Tickling gently**
- ☞ **Playing physically, but gently (piggyback rides, etc.)**
- ☞ **Rubbing a person's back**
- ☞ **Holding hands**

Pick ways of showing affection that you feel comfortable giving. You may want to refer to chapter four (IV) for other suggestions.

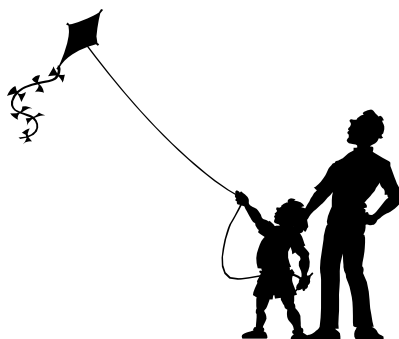
Attention

You don't need to completely stop what you're doing or give attention for long periods of time. You can give positive attention by:

- ☺ **Leaning toward and/or looking at another person**
- ☺ **Smiling**
- ☺ **Making a quick comment or asking a question**
- ☺ **Having a short conversation**



- ☺ **Joining in an activity**



IV

Guidelines for Discipline

Discipline is defined as the process in which an individual is taught behavior that corrects, molds, perfects the ability to think, and creates moral character.

-Adapted from Webster's New Collegiate Dictionary

MAINTAIN GOOD DISCIPLINE

1. Being consistent
2. Being immediate
3. Using no more than one warning
4. Following through
5. Modeling appropriate behaviors, saying "please" and "thank you."
6. Showing approval with contact (50 touches daily).

IDEAL DISCIPLINE

1. Doesn't require anger
2. Doesn't promote physical exhaustion
3. Can be used repeatedly
4. Can be modeled
5. Has a solid research base

BASIC DISCIPLINE TECHNIQUES

All discipline programs are and should be multi-dimensional. The ideas proposed in this workbook are meant to all be used together as seen fit. No one program, in isolation, will be enough for effective parenting.

Response Cost Program

While we're on the subject of effective discipline, let's take a look at precisely what discipline means. The term is actually derived from an old English word meaning instruction. Remember that a disciple is nothing more than a student, which therefore implies a position of learning. Jerry Bigner in his book on "Parent-Child Relations" suggests five essential reasons for discipline in families which correspond to the central themes of this workbook:

1. Discipline teaches children to behave in ways that fit the appropriate expectations of the culture and insures them becoming effective individuals as adults.
2. Discipline assists children in controlling their impulses thus allowing for the acquisition of social skills that enhance family and other interpersonal interactions.
3. Effective discipline must be positive, reasonable, and temperate in nature.

4. All discipline should be geared to the child's particular abilities and developmental level.
5. As parents we must take time and effort to understand our children, their special needs, and the problems they encounter and need instruction for.

One of the most powerful devices known to parents over the centuries has been known as a 'response cost program'. It means, simply, that if a child participates in a target behavior that we want diminished, they lose something. This something they lose has to be something important to them, something that at least a part of them believes they can't live without. In other words, what children believe are and should be RIGHTS but what parents know are PRIVILEGES. A list of the things that are really privileges that a child might have within any particular family system could be:

- ✓ Playing whenever they want to (freedom)
- ✓ Watching television
- ✓ Playing some video arcade game
- ✓ Using the phone
- ✓ Having friends over to play with them
- ✓ Listening to music or stories on cassette players
- ✓ Going to bed at their normal bedtime
- ✓ Playing with a favorite toy
- ✓ Having Mom or Dad read a favorite story
- ✓ Participating with the rest of the family in a special activity
- ✓ Participating in team sports activity
- ✓ Getting a special treat before bed
- ✓ Etc.

Most parents know what their children like and so can modify what privileges a child might lose. The number of privileges lost and the length of time for which they are removed should be carefully evaluated. Most parents make the mistake of taking away too many privileges and for too long a time. This action turns what might have been a good learning experience into one of lingering hostility and resentment. For best results privileges need to be removed for not more than 24 to 36 hours and usually for less time in increments; e.g., one to two hours. The sooner a privilege is returned, the sooner it can be used again in the discipline program. This notion fits well for grounding, also. Grounding is best when used in small time periods, because:

1. Grounding children also grounds parents
2. Grounding for days or weeks is too cumbersome and parents typically don't have the resolve to follow through, thereby rendering the tool useless (especially for savvy children and most children are born savvy).

To increase the potential for success, charts are included in the Appendix as examples of how to remove privileges and actually keep track of the results. (Remember that if your child is upset with the discipline you're using, you're probably doing something right. And children hate these charts!) There are two different charts, one for children aged approximately 2 to 4 years and one for children aged 5 to 13 years. The principles are the same for each chart. At the bottom of the charts is an area to list the target behaviors that might result in the child losing something valuable. Next to this, is another to list the valuable things they will lose if the behaviors persist. The charts consist of seven boxes across the seven days of the week (eight boxes for the younger children).

Each day is a new day for the child with all privileges and all boxes available. If a child misbehaves, the parent has a choice. Take away a box by crossing it out immediately (or having the child do it), or give the child a first warning to make changes in the behavior and then taking away a box if the behavior persists. Usually the behavior will persist, especially if the behavior in question is a temper tantrum, so

the first warning is primarily a parental weapon to allow the child to think there is some flexibility in the system and that their behavior has power. In truth, flexibility is built in, but only to the extent the child performs adaptively. So, with one box X'ed out the chart looks like this:

7	6	5	4	3	2	1
--------------	---	---	---	---	---	---

Nothing happens if one box is lost. If, in the same day, more targeted behaviors occur, the same procedure happens again and the next box (6) is crossed out. When the 4th box is crossed out, the child is 'busted.' The buffer zone for misbehavior has been exhausted and the child gets grounded inside and one additional privilege is taken. When this happens, remember that she/he is in close quarters with a parent(s) and that from a practical point of view the child should have some privilege left that would allow the family some space from each other; e.g., television privileges. Each succeeding box that is crossed out after #four, costs more privileges until there are no more numbers and no more privileges. The parents may opt not to take away a number and put the child in time out. Two discipline tools are often better than one.

As children grow more accustomed to the program, they will view any loss as important especially for positive behavior change. Behaving better is, from their point of view, now in their best interest. However, it should be no surprise if a child continues to lose down to the point where consequences get applied. This is typical for the child who has just figured out the program and decided to lose the buffer zone. But, without the buffer zone there is no room for misbehavior. If the parents want to reduce the buffer zone, they can go from seven points to six, then six to five, but no more. In any response program, there should be the ability for the child to make at least one mistake a day; parents often make more than that.

This program represents a reinforcement program, because the very next day the child gets all privileges back with a clean slate. The only time this might not happen is with extraordinary acting out the night before. If this happens, take up to all points away for the next day, ONLY. Remember, less is best and to keep as many privileges available as possible in order to have them to take away when misbehavior occurs.

RESPONSE COST TECHNIQUE_____ **'S WEEK**

Monday	7	6	5	4	3	2	1
Tuesday	7	6	5	4	3	2	1
Wednesday	7	6	5	4	3	2	1
Thursday	7	6	5	4	3	2	1
Friday	7	6	5	4	3	2	1
Saturday	7	6	5	4	3	2	1
Sunday	7	6	5	4	3	2	1

Target Behaviors





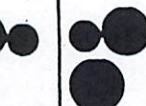
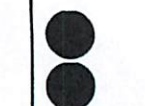









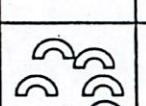
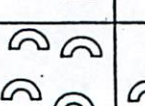
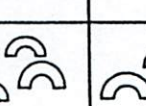
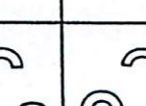
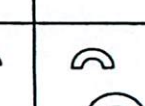
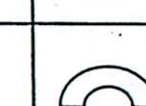
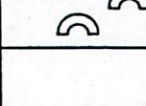
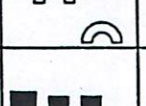
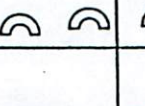
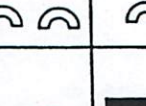
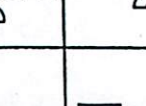
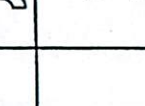


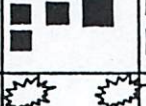

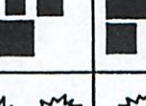







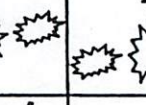
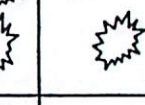




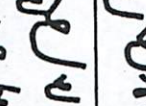



1. _____
2. _____
3. _____

Consequences

4. Grounded
3. _____
2. _____
1. Bedtime 1 hour early

RESPONSE COST TECHNIQUE FOR TODDLER/PRESCHOOL AGES

_____ 'S WEEK

Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Target Behavior

1 _____

2 _____

Consequences

4. Grounded

3 _____

2 _____

1. Bedtime 1 hour early

Handout:

A RESPONSE PROGRESS SHEET FOR PARENTS

	CHILD'S BEHAVIOR	PARENT'S RESPONSE	CHILD'S RESPONSE
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

Attending Parenting Techniques

Attending is the opposite of ignoring. It is the process of listening carefully to every word that is said and every action that is performed.

Purposes Of Attending

- ★ It slows the parent down.
- ★ It helps the parent relate to the child on his/her level.
- ★ It shows the child that the parent is interested in his/her activity.
- ★ It increases the quality of the parent-child interaction.

Procedure For Attending

- ★ Be aware of and listen to a child as you would an adult.
- ★ Consistently attend the child every day.
- ★ Give good eye contact and verbal cues.
- ★ Turn toward the child.
- ★ Attend as much as you reasonably can.

Principles For Attending

- ★ Attending is reinforcing.
- ★ Attending must be done immediately after the behavior you want to increase.
- ★ You must have good eye contact.
- ★ Attend to selected target behaviors every time at first and then less frequently.
- ★ Ignore the target behavior that is to be eliminated and attend the target behavior that is to be increased.
- ★ Attending can be through eye contact, praise, touch, and/or use of rewards.

Ignoring Techniques For Parenting

Ignoring is the process of appearing to pay no attention to the inappropriate behavior. The purpose of ignoring is to take attention away from behavior that is not acceptable.

- ✓ It is the opposite of attending.
- ✓ It goes hand-in-hand with attending.
- ✓ It can often be used rather than punishment (tolerance).
- ✓ It can result in behavior changes that occur less rapidly but are more permanent than with punishment.

Procedure For Ignoring

- ★ Select the target behavior to be eliminated.
- ★ Behaviors should be ignored every time (consistency).
- ★ No eye contact or verbal cues should be given.
- ★ Turn slightly away from the child.
- ★ As soon as the inappropriate behavior stops, start attending (listening).

Principles Of Ignoring Inappropriate Behavior

- ★ Ignoring usually does not have an immediate effect.
- ★ When behavior is ignored, always reinforce an opposite behavior.
- ★ Ignored behavior may get worse before it gets better.
- ★ Sometimes the behavior that has been ignored will reappear.

Lying Techniques For Parenting

Lying is always learned by the child and is usually taught by the significant adults in his/her environment.

Purposes For Lying

- ★ To follow through on learned behavior.
- ★ To gain attention.

Procedure To Prevent Lying

- ★ Don't set the child up to lie to you (for example: Don't ask him if he did something if you already know that he did it).
- ★ Don't get angry when a child admits to making a mistake.
- ★ Spend some private time with the child. During this time there should be interaction (for example: Go for a walk, go bike riding, play tennis).
- ★ Listen to the child when he/she speaks.
- ★ Praise good behaviors and achievements.
- ★ Give the child responsibilities and praise him/her when he/she has followed through with the responsibility.
- ★ Give good directions for following through with the responsibility.

Principles Related To Lying

- ★ Lying is an indication that the child and parent have a problem.
- ★ Giving appropriate attention to the child is one of the best ways to prevent lying.

used with permission by Martha Barnard, Ph.D.

FOUR WAYS TO TEACH CHILDREN

FOUR WAYS:	IGNORING	TIME OUT	GRANDMA'S RULE	TAKING SOMETHING AWAY
WHAT IT IS:	You pay no attention at all to what your child is doing	You put your child someplace by him/herself for a very short time (one minute for each year of child's age.)	"If...then" statements. "If you work, then you play."	An activity
WHAT IT TELLS THE CHILD:	"What you are doing is very unimportant. It just doesn't matter."	"Your behavior tells me that you need time to settle down."	First you do something I want you to do. Then you can do something that you want to do. It's up to you...if you do your job, then you get to have fun.	"You are using this incorrectly. You'll get another chance in a little while."
WHEN IT WORKS:	Annoying/irritating behavior such as thumb-sucking, nail biting, nose picking, scratching, hair twirling, burping, cranky spells, making faces, "dirty" words, tantrums, stalling, new behavior.	With young children you want to teach a "no-no" to 1 & 2 year olds. With children fighting, tantrums, fussing, back talk, crying, running around, and not listening, to stop trouble before it starts. In public places, with company.	Doing Daily chores and tasks: dressing, eating, clean up, bathing, going to school, behaving in stores.	Not using something correctly. Returning the item for a second chance. Notice when child is doing it right. Each time the same item is taken, make them wait longer.
WHEN IT DOES NOT WORK:	Dangerous and destructive behaviors. If parent gets upset if other people ignore child.	If you use too long a time out. If you use a scary place. (no closets or bathrooms or any dark place)	Backwards: "If I can play, then I will work." Adult gets angry/irritated if child waits too long.	If you talk about it. If you take a way for too long. If you take away something very special.

DISCIPLINE TECHNIQUES FOR YOUNGER CHILDREN

Quality Time - In

Time in is the process of demonstrating to the child that he or she is loved and accepted. Its purpose is to enforce the concept that the child is loved even though what the child does may not be liked.

Newborns and young infants require a lot of physical contact from their parents. As the children get older, parents usually touch them much less. By the time children are four years old, they are usually toilet trained and can dress and undress themselves, feed and bathe themselves. Thus, if the parent doesn't put forth an effort to maintain a great deal of physical contact with their child, he or she will be touched much less than they were at an earlier age.

There are several things that parents can do to help offset these natural changes:

Physical Proximity. Keep younger near you so that physical contact requires little, if any, additional effort on your part when you are in a place where children will be bored or over-active.

Physical Contact. Frequent and brief one or two second non-verbal physical contacts will do more to teach your child that you love him/her than any other thing that you can do.

Touch your child at least 50 times a day -- especially when he/she is not doing something wrong or something of which you disapprove.

Verbal Reprimands. Always keep in mind the old expression, "If you don't have anything nice to say, don't say anything at all."

Non-verbal Contact. Try to make most of your physical contact with the child non-verbal (without using any words). With young children, physical contact usually has a calming effect.

Isolate Play. Children need to have time to themselves. Give the children enough freedom to explore their environment on their own. They will learn skills through this activity that they can use the rest of their lives.

Remember: Children need lots of brief, non-verbal physical contact. If you don't have anything nice to say, don't say anything at all.

printed with permission by Edward R. Christophersen, 1987

Other Suggestions for Time-In for Young Children

Physical:

- Hug
- Pat on the head or shoulder
- Affectionate rubbing of hair
- Arm around child's shoulder
- Smile
- Kiss
- "Thumbs up"
- Wink



Verbal:

I like it when you...
It's sure nice when you...
You sure a big boy/girl for...
Thanks for...
Great!
Nice going!
Good job!
Super!
Fantastic!
My, you sure act grown up when you...
Wow!
Beautiful!
Wait until I tell mom/dad how nice you were when you...
What a nice thing you did for me when you...
You did that all by yourself when you...and I didn't have to remind you
I am really impressed by the way you...
I know I don't say this as often as I should, but I really
like it when you...
Won't ... be happy when he/she hears how well you...
Just for behaving so well, you and I will...
I am very proud of you when you...
It makes me very happy to see you...
I always enjoy it when you...

Remember:

- Always be immediate with your praise of a child -- Don't wait!!!
- Always be SPECIFIC with your praise. Tell the child what he/she did that you liked.
- Never use "back-handed compliments" such as, "It's about time you did such a nice job cleaning your room," or "This is nice - why can't you do this more often?"

Adapted with permission by Edward R. Christopher and by Barkley's Manual on Hyperactivity.

Time-Out Techniques

Time out is a way to enforce expected behavior. Time-out involves placing your child on a chair for a short period of time following the occurrence of an unacceptable behavior. This procedure has been effective in reducing problem behaviors such as tantrums, hitting, biting, failure to follow directions, leaving the chair without permission and other behaviors. It is most appropriate for children from 18 months through 10 years of age. (See time-out worksheet and parental handout in Appendix)

Phase I: Preparation

1. You should purchase a small, portable kitchen timer.
2. Select a time-out chair.
3. Place the chair in a quiet, non-stimulating spot.

4. Pre-plan actions that require the use of the chair.

Phase II: Practice by Role Playing

1. Before using time-out for discipline, you should practice using it with your child at a pleasant time. Role-play with your child what is expected. Tell your child what is expected when the child is sitting in the time-out chair.
2. Tell your child there are two rules when in time-out:
Rule #1: The timer will start when he/she is quiet.
Rule #2: The timer starts when the child sits in the chair.
3. Have the child tell you what you have said after you have explained the rules.
4. After explaining the rules and checking out your child's understanding of the rules, go through the steps of time-out. Tell the child you are "pretending" this time.
5. State that this will be done, instead of spanking, yelling, or threatening. Most kids are pleased to hear this.

Phase III: Procedure

1. Describe what was done then tell the child, "Go to time-out, please." Say this calmly and only once.
2. When your child is on the chair and quiet, set the timer for one minute per year of age of the child up to five minutes.
3. Reset the timer if the child gets off the chair or if the child is not quiet.
4. Once the timer rings, go to the child and ask if he/she would like to get up. Anger or refusal to talk means a reset timer.
5. Ask the child if he/she would like to repeat the inappropriate behavior so that he/she can be put in time-out again. Reinforce a "No!" with "I am happy you do not want to"
6. Within five minutes from the end of the time-out, look for and praise good behavior.

Phase IV: Review

For the parent:

1. Discuss, with your child, which behaviors will require time-out.
2. Don't leave your child in time-out more than five minutes.
3. Don't nag, scold or talk to your child when he/she is in time-out.
4. If two or more children are put in time-out at the same time, be sure that one is not in sight of the other.

For the children:

1. Go immediately to time-out when you are asked to go.
2. Don't argue.
3. Remain quiet and stay on the time-out chair until you're asked to get down.
4. If you touch or talk to another child in time-out, then you and that child will also be placed in time-out.
5. If you both fight, pick on one another or don't do what you are asked to do, both of you will go into time-out.

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TIME – OUT

Time-out is a mild but effective way to deal with noncompliance, defiance, and fights between brothers and sisters. It involves immediately sending the child to a relatively isolated place for a few minutes after each misbehavior. Time-out serves several purposes. It takes away the attention that may be encouraging your child's misbehavior; it stops the conflict; it reduces the likelihood that your child's behavior will get worse; and it gives your child a chance to settle down.

Directions:

1. Describe the types of behavior that will be handled by using time-out:

2. Enter here where your child should go for time-out. A bathroom or laundry room works best. Avoid using either your child's room (too many distractions) or a chair in the corner (still in sight of other people).

3. For children time-out should last one minute for each year of age. Time out may be doubled for overly aggressive behaviors. Early on Time Out must be 'shaped' or obtained in successive approximations, for example starting for a brief period and working up to the desired length.
4. You will need to remove from the time-out location "fun" items (bath toys) or things that your child might get into or damage (pills, makeup). Enter the items you need to remove here:

5. Keys to the effective use of time-out are :

- ☞ Telling your child that what he/she did is unacceptable
- ☞ Telling the child in a firm, calm manner to go to time-out. Example:
Parent: "Michael, I asked you to hang up your coat and you didn't. That's disobeying. Go to time-out now."

6. Once your youngster is in time-out, set a timer or check the clock and leave the child alone.
7. Your child needn't be absolutely quiet while in time-out. However, if your child yells or fusses loudly while in time-out extend it until he/she has been quiet for the required time (3 or 5 minutes).

8. Expect your youngster to test you and the time-out procedure. If the child is under 6 years old and refuses to go to time-out, gently but firmly take the youngster to the time-out place. A child of six or older should be given one calm warning to go to time-out or lose a privilege for 24 hours. Later, if the child repeats the misbehavior and again refuses to go, remove another privilege. Enter here a list of privileges you can remove:

9. Should your child make a mess while in time-out, insist that it be cleaned up before the youngster comes out.
10. If your child is sent to time-out for not doing something he/she was told to do, tell your child to do what you wanted after coming out of time-out. Be prepared to back up this second command with another time-out.
11. Once the time-out is over, do not scold or lecture your child.
12. Don't be concerned if your child tells you time-out doesn't bother him/her; the child is bluffing. If you continue to use it, you'll find that the misbehavior happens less and less often.

Handout

TIME-OUT PROCEDURE WORKSHEET

Directions: Fill out this form with the child and display it in a prominent place.



NAME: _____

WHAT IS TIME-OUT?

WHERE IS THE PLACE FOR TIME-OUT?

HOW LONG MUST I STAY IN TIME-OUT?

WHAT MUST I DO IN IT?

WHAT WILL HAPPEN IF I DON'T DO IT?

HOW CAN I GET OUT OF TIME-OUT?

GUIDELINE TECHNIQUES FOR ADOLESCENTS

Grounding

Grounding is a method of discipline that may be used to teach your child the consequence of inappropriate behavior (breaking rules). Grounding also provides your child with an opportunity to learn how to do various jobs around your home and receive your instructive feedback.

The following instructions describe how to use grounding:

1. Sit down with your child at a pleasant time and develop a list of at least 10 jobs that need to be done regularly around the house. Examples of jobs are: washing the kitchen floor, cleaning the bathroom, sweeping out the garage, raking the front yard, vacuuming the living room and the dining room.
2. The individual jobs should be approximately equal in difficulty and amount of time required to complete.
3. Your child should be physically capable of doing each job.
4. Each job should be written on a separate index card with a detailed description of what is required to complete the job correctly. (for example: Wash the kitchen floor: The floor should be swept clean first; Remove all pieces of furniture; Fill a bucket with warm, soapy water, wash the floor with a clean rag, squeezed dry; Dry the floor with a clean, dry rag; Replace the furniture that was moved.)
5. Explain to your child that when he/she has broken a rule one or more of the job cards will be assigned.
6. Until the job described on the cards is completed correctly, the child will be grounded (similar to Time Out).
7. Being Grounded means:
 - Attending school
 - Performing required chores
 - Following house rules
 - Staying in own room unless eating meals, chores or attending school
 - No television
 - No telephone calls
 - No record player, radio, etc.
 - No video games or other games/toys
 - No bike riding
 - No friends over or going to friend's houses
 - No snacks
 - No outside social activities (for example: movies, going out to dinner, etc.)
8. Grounding does not mean:
 - Nagging
 - Reminding about jobs to be done
 - Discussing the grounding
 - Explaining the rules
9. You will need to have a babysitter available on short notice in case your child is grounded and unable to accompany you on a planned family outing.
10. When the jobs are completed, you should check to be sure that they have been done correctly.
11. If a job is not completed correctly, instruct your child to re-do the incorrect tasks in order to end the grounding.
12. The grounding only lasts as long as it takes to complete the assigned jobs.

13. If the grounding seems to be lasting an excessively long period of time, check to be sure that you are not providing a lot of attention in the form of nagging, etc.
14. Grounding is effective when your child is aware of the consequences of breaking the rules.
15. Grounding is more effective when your child follows the rules more often than breaking them.

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Making Rules for Adolescents and Sticking to Them

Important, don't make rules, unless you plan to follow through.

Rules About Rules:

1. *Definable, understandable:* child knows instantly if rule broken
parent can live with the definition of the rule
2. *Reasonable:* child can do what is asked
child has the time to do it
3. *Enforceable:* Parent knows first hand if rule broken

Sticking to the Rule:

1. State/Tell the rule
2. Tell why the rule
3. Tell what will happen **if** the rule is broken
4. When and if the rule is broken:
 - a. Enforce the rule with a consequence --
 - ✓ May at first make the punishment light and with each breaking increase the punishment told in advance
 - ✓ Expect the rule to be tested
 - ✓ Expect "kicking up dust" -- bargaining, I won't do it again, I don't care, door slamming, screaming at you; ignore these and enforce the rule
 - b. Parent tries to stay calm
5. In about 1 week - expect the rule to be tested again. Be sure to follow through once again.

A Pattern:

1. We state the rule
2. They test to see if we mean business
3. We follow through
4. They test again
5. We follow through
6. After a while, they stop testing
7. Then suddenly they test again – *If we do not follow through we have encouraged them to ignore us from here on out.*
8. If we follow through we have encouraged our child to pay attention to us and know we mean business and they can depend on us.

Establishing Rules and Limits with Young Adolescents

1. Clarify which rules and limits are negotiable and which are non-negotiable.
2. Have as few non-negotiable rules as possible
3. Involve adolescents in making decisions about rules and limits that you, your adolescent, and the rest of your family can live with.
4. Have logical, sound reasons for all rules and limits, and be willing to explain these reasons to your adolescent in a non-defensive manner. Expect to be challenged and questioned.
5. Rules, limits, and consequences should hold adolescents responsible for their own behavior.
6. When rules and limits are broken, do not convey the message that the adolescent is a failure. Use the occasion as an opportunity for learning. But do not excuse or ignore unacceptable behavior.
7. All rules and limits should be realistic and attainable. Consider the needs, abilities, and concerns of both your adolescent and yourself when establishing rules. Also consider your unique family situation.
9. Rules and limits should be open for discussion and change as your adolescent accepts more responsibility and requests more independence, or as your family situation changes.

From: Living with 10 to 15 Year Olds: A Parent Education Curriculum by Gayle Dorman et al. Copyright 1982 by the Center for Early Adolescence, University of North Carolina-Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510

Avoiding Manipulation

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. Children will do more manipulating either when they are strong-willed or find you, the parent, teacher or guardian, an easy target. These manipulations are also called “hooks,” because your child is trying to ‘hook’ you into an emotional discussion where, eventually, they hope to wear you down. By avoiding the hook, you encourage children to think for themselves and then learn from the situation. Remember to respond with sadness or indifference, but never respond with anger or sarcasm since that will only encourage your child to struggle with you.

Please note: The same phrase can be extremely useful in many different situations. Here are some common ways that children hook parents:

1. Child disputes the facts.
Child: “I was in only 30 minutes late!” (Child was actually in 2 hours late from curfew)
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 adamantly claims he/she was not responsible for his/her behavior.
Child: (After you child hits you in a fit of rage) “It was *your* fault that I hit you because *you* made me mad.”
Parent: (With sadness, not sarcasm) “Sorry you feel that way.” (Then administers the consequences anyway)
4. Arguing about the fairness of the rule or consequences.
Child: “That’s not fair, I shouldn’t be grounded for a week, I just missed one assignment.”
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 and you're just doing this because it makes you feel good."
Parent: "Thanks for letting me know how you are thinking about this." "Thanks for sharing."
 - b. Love/devotion:
Child: "You wouldn't do this to Michael, you love him more than you do me."
Parent: "Sorry you feel that... hope you get over it real soon."
 - c. Values:
Child: "You're cheap, that's why you won't but me that video game."
Parent: (With a smile) "Nice try." "I know."
6. Your child tries to bargain or negotiates about the consequences.
Child: "O.K., I'll take the grounding, but not this weekend because I have tickets already for the Bon Jovi concert. I'll stay in next weekend."
Parent: "Nice try."
7. 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, M.D.

GOAL SHEET FOR PARENTING TECHNIQUES

1. What are your goals for behavior?

2. What are you doing now?

3. What could you do differently?

4. Did it work?

COMMENTS:

WITHHOLDING ATTENTION GUIDELINES

This technique works particularly well with young children. Many annoying behaviors, such as whining, mock crying, and pouting, can be dealt with by withholding attention. By not attending to these behaviors, parents encourage their children to develop more appropriate methods of getting attention. On the other hand, there are other situations where this technique doesn't work. For example, some behaviors are too extreme or dangerous to ignore, such as hitting, defiance, verbal abuse, setting fires, running away, and damaging property. Other behaviors give the child immediate benefits while inconveniencing, or harming others, for example, not doing chores, bullying, and stealing. Without a stronger consequence (time-out, loss of privilege, work chore), there would be little motivation to change. Finally, if you and your child do little together now, withholding your attention is not likely to affect your child's behavior.

Directions

1. List the types of behavior that will be handled by withholding your attention:

2. You can ignore your child by turning or walking away, talking to or looking at another person, or involving yourself in another activity. List things you can do when your child engages in the behaviors you listed in 1: _____

3. Pay attention to your child shortly after the misbehavior stops by smiling, praising, looking at, or talking to the youngster.

4. Be prepared: when you first start withholding attention, the child's annoying behavior will increase for a while. Usually, things get worse for several days before they improve.

5. If your child tries to get your attention by shouting, threatening to break something, or becoming defiant or verbally abusive, give one warning to stop. If the warning is ignored, send your child to time-out.

USING “GRANDMA’S LAW”

Grandma’s Law is named for the white-haired lady of folk wisdom who told her grandchildren, “You can have some pie *after* you eat your vegetables.” Essentially, it involves requiring children to do something they would rather avoid as a condition for doing something they like. For example, you can insist that your child put on a jacket before going outside or that homework be completed before turning on the TV. The key to Grandma’s Law is that the privilege held back is something the child wants and was planning to do.

Directions

1. Think about the common problems you have with your youngster where Grandma’s Law might work. List them in the column labeled “Do this first.” Next, think of activities that your child looks forward to that can be withheld until the required chore or activity is done. List those in the column labeled “Before you get to do this.”

<i>DO THIS FIRST</i>	<i>BEFORE YOU GET TO DO THIS</i>

2. Grandma’s Law works best when you speak to your child in a friendly, positive, and enthusiastic way.
Examples:

Right approach: “Let’s get those blocks picked up so we can read this story.”

“Billy, your friends are outside. You can go out just as soon as you straighten up your room.”

Wrong approach: “If you don’t pick up those blocks, I won’t read you this story.”

“Billy, you can’t go out until you straighten up your room.”

3. If your child tries to go ahead with the desired activity without doing what you asked, call the youngster back and repeat what you said. If the child continues to ignore you, either use time-out or take away a privilege. List privileges you might take away here.

TAKING AWAY PRIVILEGES FOR ADOLESCENTS

Removing privileges can be used if your child tests your use of time-out, Grandma's Law, or withholding attention. Loss of privileges is also an appropriate consequence by itself if your child fails to carry out an agreement made between you. Used in this way, it is probably the most appropriate method of discipline for older children and adolescents.

Directions

1. Decide which behaviors will be dealt with by removing a privilege. List them here.

2. The privilege must be something you can actually deny your child. For example, if you work and don't get home until after 5:00 p.m., you probably can't deny your youngster the privilege of watching TV in the afternoon. Ideally, the privilege taken away should not affect others. For example, if the child is to be denied TV, what effect will this have on other family members who wish to watch it? With these points in mind, list here those privileges your child would miss if they were taken away.

<i>BEHAVIOR</i>	<i>TIME</i>
A.	
B.	
C.	
D.	
E.	

3. The number of privileges lost and the length of time for which they are removed should be matched to the age of the child and the seriousness of the particular behavior. Most parents make the mistake of taking away too many privileges for too long a time. This action turns what might have been a good learning experience into one of lingering hostility and resentment. We recommend that a privilege be removed for only 24 hours. In fact, parents often get better results if they use even briefer periods such as taking away a toy for a few hours or preventing the child from watching a favorite TV show for each episode of swearing or talking back. Next to each of the privileges you listed in 2, indicate the length of time that it will be removed.

4. When taking away a privilege, be calm, but firm. If your child tries to ignore the restriction, remove an additional privilege. Finally, once the privilege has been lost, the punishment accepted, and the time spent, the privilege should be restored and the incident dropped. Avoid any further lectures or reminders.

V

Techniques for Specific Cases

SPECIFIC GUIDELINES FOR YOUNG CHILDREN

Mealtime Guidelines

General Behavior

Mealtimes should not only be pleasant family times, but also a time when you teach your child the kind of manners and behavior that you want him/her to exhibit when eating.

1. Establish reasonable rules which depend on the age of your child.
For example:
 - a. you must remain seated
 - b. food is chewed with closed mouth & swallowed
2. Praise all good behaviors.
3. Teach the child the behaviors you want.
4. Include your child in the mealtime conversation.
5. A child who breaks a rule is removed from the table (See time-out for meals).
6. Practice the correct behavior.
7. The third time a rule is broken at one meal, the meal is over. This should be done matter-of-factly.
8. If your child continues to misbehave, remove him/her from the table and take away the plate regardless of how much the child has eaten.
9. There is no need to nag the child about what he/she has done.
10. Give nothing to your child to eat or drink except water until the next meal or snack.
11. Discipline whining or constantly asking for snacks by placing your child in time-out.
12. Very nicely remind your child of the rules before the next meal.
13. Don't forget to praise all appropriate behaviors very frequently.
14. Set a limit during which food can be eaten and after which the plate will be removed.
15. If the child is taking insulin injections, talk with your doctor as to how much to decrease the insulin dosage until the child is eating correctly.

Not Eating/Stalling

1. End the meal quietly at 30 minutes or less.
2. Praise appropriate eating skills very frequently. Eating skills are:
 - a. Using a fork, spoon and knife correctly
 - b. Sitting quietly
 - c. Not playing with food
 - d. Drinking quietly

3. Offer deserts only if your child finished his meal. If you allow the child to fill up on snacks between meals, he will not be hungry at mealtimes. Limit snacks. Those that have nutritional value, such as carrot sticks, raisins, and fruits, are much better than junk foods and will help teach your child good eating habits.
4. Pre-plan snack times to include good food.
5. Do not "give in" and allow your child to eat more than one snack if the meal was not finished.
6. Unless otherwise indicated (such as extra play or exercise), allow only one snack between meals and one at bedtime.
7. If the child is taking insulin injections, talk with your doctor as to how much to decrease the insulin dosage until the child is eating correctly.

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Eating Behavior Guidelines For Toddlers With Special Needs

The goal is to teach your child how to enjoy meals with his/her family while maintaining adequate weight gains. In order to do this, you will have to follow very specific procedures. You have to understand that your child will not eat if she/he is not hungry or if you offer him/her too much food at any one meal. The three basic parts of this program are:

1. Management of Your Child's Eating Behavior
2. Offering of Specific Foods
3. Follow the Program for One Month

It is extremely important that you follow these procedures for every bite of food that your child takes for at least the next month.

Between Meals

1. Encourage and praise good behavior.
2. See that your child participates in active play. In order to give your child a good appetite, he/she must get an adequate amount of exercise. If he/she is not hungry, then he/she will not eat. Exercise is one of the main ways to help to give your child a good appetite
3. Offer only nutritious snacks (such as fruit).
4. **Do not** give any food or liquids during the hour prior to a meal.

Mealtimes

1. Mealtimes should be as pleasant as possible family times.
2. The meal should not start until the child is quiet. Begin the meal by praising your child for sitting quietly.
3. Offer only nutritious food. Follow the meal plans prescribed by your nutritionist. Do not offer foods that are not on the plan without discussing it with the nutritionist.
4. Separate each food item on a plate or use a sectioned dish.
5. Do not allow any play or games during the meal or snack.
6. Fasten the high chair strap to keep your child in place.
7. Do not allow your child to feed himself/herself until the feeding problem is under control.
8. Choose a preferred food for the first bite offered.
9. The length of the meal should be no longer than 30 minutes.
10. Do not place food on the tray on the high chair until your child is consistently accepting all of the food offered. Instead, place a chair or table beside you and put the food on it.
11. Until the feeding problem is under control, place the food on a table beside the high chair.

12. Praise your child's good behavior throughout the meal.
13. Touch your child after each bite that has been eaten correctly.
14. If your child turns his/her head away, closes his/her mouth or pushes the spoon away, say, "No!" and turn away until your child has been quiet for one minute.
15. If your child throws up, wait for a full minute of quiet before cleaning it up.
16. End the meal (within 30 minutes) with a bite of the item that she/he likes.
17. If the child is taking insulin injections, talk with your doctor as to how much to decrease the insulin dosage until the child is eating correctly.

Summary

- ✓ Mealtimes should be as pleasant as possible.
- ✓ Discuss things that you know will interest the child.
- ✓ Start by giving your child very small portions.
- ✓ Praise your child for eating correctly.

Adapted from: Shirley O'Brien and Edward R. Christophersen, 1983
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Dressing Behavior Guidelines

Poking And Stalling

Poking and stalling are not completing a task within a reasonable time.

1. Determine that the child has learned the skill to dress himself/herself.
2. Teach your child a morning routine. Suggested routine:
 - a. get up
 - b. go to the bathroom
 - c. wash face, hands and teeth
 - d. get dressed
 - e. make the bed
 - f. eat breakfast
3. Start a timer at the beginning of the routine (30 minutes) or at the start of getting dressed (20 minutes).
4. Frequently praise the child for dressing.
5. Ignore stalling - don't nag.
6. Use the time-out chair for each tantrum.
7. The child is not to eat or have the TV on until being completely dressed.
8. Check on your child every 2 to 5 minutes.
9. Breakfast should be ready after the 20 minute dressing time.
10. Remember to praise any good dressing behavior often. If your child is completely dressed by the time the timer rings, praise the behavior and have the child go eat breakfast. Reward her/him with 10 - 15 minutes of your time doing whatever he/she would like to do (play a game, read a story, etc. after he/she gets home from school or immediately if your child is a pre-schooler.
11. Reward your child with "special time" after school or, for a pre-schooler, immediately.
12. If your child is not finished dressing when the timer goes off or is not finished by 5 to 10 minutes before time to leave, dress the child.
13. Do not talk except to give instructions.

14. If the child goes over the time set on the timer, only a liquid food should be given. (For the child on insulin, pre-preparation includes decreasing insulin on the days this process is in progress).
15. Call the school and explain the situation. It is better for the teacher to get first-hand information about what you are doing.
16. Continue to praise all appropriate dressing behaviors.

Guidelines For Problems In Public Places

1. Start your child's education into stores and restaurants by "training trips".
2. Trips should be no longer than 15 minutes.
3. Choose a time when the store or restaurant is not very busy.
4. Trips should be made for teaching, not shopping or eating.
5. Rules should be stated before leaving the house or apartment.
6. Rules should be restated immediately before entering the "training area". Some suggested rules include:
 - a. Stay with Mom or Dad.
 - b. Do not walk away alone.
 - c. Do not pick up or touch things without permission from Mom or Dad
 - d. Nothing will be purchased on the trip
7. Praise your child's behavior often (at least once every minute or two). Example: "You're staying right next to Mommy."
8. Maintain frequent physical contact with your child (every minute or two). Example: Touch him/her gently on the back, rough up his/her hair or give him/her a hug.
9. Involve your child in the store as much as possible. Example: Have him/her get groceries for you or place groceries in the cart for you saying "please" and "thank you" when it is appropriate.
10. Tell/Teach your child what you are doing. Example: "Mommy is going to make sloppy joes with this meat. You really like sloppy joes, don't you?"
11. If your child breaks one of your rules, immediately make him/her sit in "time-out". As soon as your child is quiet for about one-half to one minute, tell him/her that it is okay to get up.
12. Praise and attention are the tools you have with which to teach your child.
13. Discipline alone will not work.
14. Praise of behavior and firm discipline will work to make your trips to stores and restaurants more enjoyable for the total family.

Guidelines For Bedtime Problems

Crying At Bedtime

1. Decide the time the child is to go to bed.
2. Put your child to bed at that time every time.
3. About 30 minutes prior to bedtime, start "quiet time" during which your child should engage in quiet activities rather than roughhousing, etc.
4. Have regular bedtime routines (bedtime story, drinks, kisses, bathroom, etc.)
5. Tell your child goodnight and that you will see them in the morning.
6. Turn off the light and leave the room.
7. **DO NOT GO BACK INTO THE ROOM!** (Until the child is asleep)
8. If the child is taking insulin, the dosage may need to be lowered until this problem is under control.

9. Don't get discouraged...it only takes a few nights.
10. To keep bedtime problems from recurring:
 - a. Do not talk to your child after he/she is down for the night.
 - b. Check diapers, etc, as quickly as possible.
11. If everything is okay, leave the room without saying a word.

Adapted from: Susan K. Rainey, Edward R. Christophersen and Hunter C. Leake, 1976. Used with permission by Edward R. Christophersen (1987)

Bedwetting

The usual time children stay dry at night is around three years of age. If bedwetting does occur, after a period of time, more often it represents just a symptom and rarely a problem. The time when there is a greater chance of bedwetting occurring is when the child is ill. Bedwetting is not something a child does on purpose. If persistent, you should check with your physician.

Just to put bedwetting in perspective, recognize that more boys than girls wet their beds. It has been found that bedwetting may run in families but usually stops by puberty. Surprisingly, approximately 15% of children wet the bed after 3 years of age.

Some things to consider:

1. Bedwetting could signal a urinary tract infection or the presence of pin worms.
2. If the development of the child's nervous system is slower than normal, bedwetting could occur.
3. If the child is tense and upset, bedwetting could occur (changes such as a move or a new child entering the family might cause the child to feel less secure and may unconsciously result in the child wanting to get more attention through bedwetting).
4. Sleep disorders can be associated with bedwetting.
5. Too severe original toilet training might result in bedwetting later on in life.
6. Problems in school may be reflected in the occurrence of bedwetting at home.
7. Support the child by a positive statement (i.e. Accidents do happen. I will try to help you to keep from having further accidents.) when an accident does occur.

Things not to do:

1. Do not shame the child.
2. Do not punish the child.
3. Do not scold the child.

Managing and overcoming bedwetting is a team effort.

PARENTS' QUESTIONNAIRE for Specific Technique Guidelines

Bedtime:

What time do you usually begin getting your child ready for bed? _____

What time is s/he usually in bed? _____

What time is s/he usually asleep? _____

How many times does s/he usually wake up? _____

Where does s/he fall asleep? _____

Where does s/he wake up? _____

Meals:

What are your child's favorite foods? _____

What are some foods that s/he doesn't like? _____

How long does a meal typically last? _____

How many times does s/he typically disrupt the meal? _____

What kinds of snacks does s/he prefer? _____

How often does s/he get snacks? _____

Temper tantrums:

Has your child ever had a tantrum? _____ How often? _____

What do his/her tantrums usually involve? Kicking _____; Crying/screaming _____

_____ ; Throwing self on floor _____

What usually starts a tantrum? _____

Dressing:

Who picks out your child's clothes? _____

Are there any articles of clothing that s/he cannot put on alone? _____

What? _____

How long does dressing usually take? _____

Used with permission by Edward R.Christophersen of Pediatrics, UKMC (1987)

Toilet Training Guidelines

1. Long before training is begun, parents can teach readiness skills in a graduated fashion such as dressing. Children can also be taught to follow one-and two-stage directions and appropriate language about toileting. The understanding and expression of language greatly facilitates the training process.
2. Training should probably not begin before a child is 24 months of age. Children over 24 months of age are more easily and quickly trained than children under 24 months. The efforts necessary to train a younger child cancel out any potential benefit and may create unnecessary conflict.
3. Children learn much by observing and imitating their parents. Children can occasionally accompany their parents to the bathroom. Parents can use their own preferred toileting vocabulary to describe the elimination process. The child will begin to associate his own elimination process with the appropriate location for that process to occur.
4. Children should not be required to sit on the potty for extended periods of time. Five to ten minutes is sufficient. Adults do not eliminate on command and this should not be expected of children.
5. Children can be placed on the potty at times when elimination is likely to occur, such as after a meal.
6. As much as possible the training process needs to be pleasant for both children and parents. Physical punishment definitely has no place in the training process. Punishment does not teach and the resulting negative side effects can create unnecessary parent-child conflicts. Praise for appropriate toileting can help to motivate the child.

Source: Michael A. Rapoff, Ph.D., and Edward R. Christophersen, Ph.D., Department of Pediatrics, University of Kansas Medical Center, 1980. Used with permission by Edward R. Christophersen, (1987)

Guidelines For Using An Infant Safety Seat

Automobile travel can and should be a safe and pleasant time. This is an excellent time to talk to the baby and to teach the baby how enjoyable automobile travel can be.

1. If both parents are traveling in the car, one adult and the baby should ride in the back seat. The baby should be in an infant safety seat, which is connected to the car with the seat belt, so that the baby rides facing backwards.
2. If one parent is traveling alone with the baby, then the baby should be placed in the front seat, next to the parent, in an infant safety seat which is connected to the car with the seat belt so that the baby rides facing backwards.
3. Any time that the baby is asleep, don't disturb him or her; leave the baby alone. An infant safety seat is the most comfortable place for the baby to sleep and the parents don't have to worry about his safety.
4. Any time that the baby is awake and behaving nicely (quiet or jabbering, looking around, etc.), tell the parents to interact with the baby. In this way, the baby will learn to enjoy automobile travel because the parents are fun to ride with. Parents can try singing or humming songs, talking about what is being done or where the parents are going (e.g., "We're going to go see Nana and Papa.") If the baby has a favorite blanket, place it next to or in the safety seat within his reach.
5. Carry one or two soft, stuffed toys that the baby will learn to associate with quiet travel. It may help to have special quiet riding toys that are played with only in the car. This helps decrease boredom. Remember that the baby's attention span is very short. Don't expect the baby to keep occupied for more than a couple of minutes or less, particularly early in life.

6. Ignore yelling, screaming, and begging. The instant the baby is quiet, begin talking or singing to him or her again. Parents should not yell, scream, or nag. Parents should not take the baby out of his safety seat because he or she is crying. To do so will only teach him or her to cry more so that the parents will take the child out.
7. Older brothers and sisters should also be expected to behave in the car and to ride with the seat belts fastened correctly. If the baby grows up always riding with a seat belt on, he or she will not mind having it on at all.
8. By your frequent praise and pleasant conversation, the child will remain interested and busy and will not spend his or her time crying. He or she will already have your attention.
9. Many parents like to rest their elbows near the front of the infant safety seat so that they can hold their baby's hand, rearrange clothing, or generally play with the baby. Babies like this kind of attention and will ride better in the car if you do this some of the time.
10. If you are on a long trip, periodic rest stops will be necessary in order to feed the baby, change his diapers, etc. Do not start the habit of taking the baby out of his or her infant safety seat when he or she is crying. Instead, when the parent knows the baby needs attention (feeding or diaper change), try to stop before the fussing starts.
11. If the baby is going to travel in an automobile with other people (grandparent, aunt, uncle, or babysitter) insist that they use the infant safety seat correctly fastened with the auto seat belt.
12. REMEMBER: If parents are pleasant and talk and interact with the baby during car rides, he or she will learn to enjoy both the safety seat and the rides in the car. If parents allow the baby to get accustomed to riding in the car without a safety seat, it will probably make it harder to get the baby to use one correctly when he or she gets older.
13. In Kansas, it is illegal for a child to ride in the front seat of a car without being securely buckled into his safety seat. The reason it is illegal is because it is very, very dangerous. Encourage parents to do what's best for your baby--use a safety seat during every car ride.
14. The baby should continue to use a safety seat until he or she is about 8 to 10 years old, when he or she can comfortably see out of the car with just a seat belt on. Sometime around 9 to 12 months of age, parents will need to switch either to a toddler safety seat or change the riding position of the infant safety seat if it is the convertible type. A pediatrician or the nurse can tell the parents when to switch to a toddler safety seat.

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SPECIFIC GUIDELINES FOR OLDER CHILDREN/ADOLESCENTS

Guidelines For Helping With Homework

By Fred Huntington

Are you one of those parents who would do almost anything to help their child succeed in school? There is a way, but it's not easy.

The secret is monitoring your child's homework. How well a student does her homework is one of the truest indicators of school success I have found in my 29 years as a teacher and principal.

The child who has homework regularly checked by parents and firmly sticks to a routine is more likely to have outstanding grades.

Here are proven ways for parents to encourage high student achievement. It's a long list and it is not necessary to do all these things to achieve good results. Adapt it to your family's situation and your student's learning style.

What parents can do

- ✓ In the earlier grades, go through the child's backpack as soon as the student comes home (or the parent comes home from work) to check for notices and homework. Check with older kids (upper elementary and middle school) to make sure it's OK with them. If it's not, set up a system to make sure you see all school communications.
Take advantage of fall open house or teacher conferences to find out which nights you can expect homework. If the homework is forgotten, take the child back to school to get it or have him call a classmate for the assignment.
- ✓ Require your youngster to bring assignments home, even if the work was completed in class. If there's no formal assignment, use homework time to research an area of interest, read for learning or pleasure, or work at skill-reinforcement games.
- ✓ Set aside a regular time for homework, usually soon after the child arrives home, takes a reasonable time to unwind and eats a small, nutritious snack. If you agree on a later starting time, make sure it's well before bedtime and it allows time to work out unforeseen problems.
- ✓ Homework is done before television, not after. Some parents set up a deal so that for every minute spent doing homework, there's a comparable time watching television.
- ✓ There's a special place to do homework. This may be the dining room table or possibly a desk in the child's room.
- ✓ Sit down with the child and review in detail what is to be accomplished in the day's assignment. Identify possible trouble spots and offer help if it's needed.
- ✓ Stay nearby, so you can answer questions as they come up. Some parents sit at the same table and work on home finances or other projects while the child does homework.
- ✓ After the homework is completed, check the work as often as possible, especially if your student is having difficulties. Never write on the child's paper and/or give the answers. (It's a long-standing source of teacher frustration that many parents actually do the homework.)
- ✓ After the homework is completed, checked, corrected and put into the backpack or book bag, let your student know you are pleased and proud.
- ✓ If it's a report that's due, help your student set up a time line to do the work over several days or weeks.
- ✓ Written assignments are more effective when done on a computer and printed on a laser or color inkjet printer. If you don't have the equipment at home, arrange computer time in advance at the local library or the school computer lab.
- ✓ Teach your child to be organized. Notebooks should have tabs with sections for each subject. There should be a daily homework record so the student and parent can see the day's task at a glance. If this is a weak area for your youngster, ask her teacher to help. You also could ask the school psychologist or principal about classes for improving organizational and study skills.

Attitude's the key

What's described above is a family attitude about education. School is a very high priority. Little League, pottery classes, night meetings, social life, talent shows and just about everything else, while important and enjoyable, is secondary. If the family is called out of town, stop by the school to pick up homework for the days to be missed. It's not the homework itself that makes the child successful, but rather the importance placed on school by the family.

It is best to start checking your children's homework when they are very young—as soon as homework starts being assigned. This whole routine then will be second nature by the time the child gets to middle grades. Follow-through and consistency are essential at all levels.

Another important aspect of homework (and of school in general) is to give kids plenty of chances to share what they have learned. Ask questions, and be interested in their replies.

By the later elementary grades some homework may actually be too difficult for parents. Some communities set up a network of parents who feel confident giving help in certain subjects.

How much is right?

Parents often ask, “How much homework should my child be bringing home each night?” Although there is no set standard, students should generally expect no more than 30 minutes of homework a night through third grade. Through the sixth grade, a maximum is generally 60 minutes. These are general guidelines and will vary depending on the teacher, how fast your child works, and whether the homework is fun or tedious. Past the sixth grade you can expect greatly increased amounts of nightly work.

Warning

This structured approach to homework produces positive results as long as parents are careful not to do the work and thinking for their child. How will Sally do in college when Mom and Dad aren’t around? We parents need to facilitate and enforce, but the child has to “own” the homework and be responsible for it.

However, the earlier you start insisting that homework is done and checked most every night, the easier it will be to keep the routine going. Think of homework as a giant boulder. Once it starts rolling, it’s very hard to stop. However, once you do stop it, it is extremely difficult to get it moving again. Once you start making too many exceptions, your momentum is greatly diminished.

Charting success

Some parents find it helpful to have a chart to track nightly homework progress. Whatever you do, be positive and encouraging. The ideas presented here time consuming, but they do work.

The question that you as a parent have to answer is: Are you willing to pay the price? Your child will be competing in college and in the job market with children whose parents were willing to sacrifice time to check homework.

What To Do When A Child Balks At Doing Homework

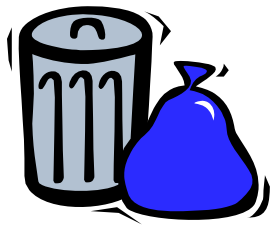
You require your child to do 30 minutes a night on homework. Yet, Johnny seems to do nothing but daydream and there is very little on the paper at the end of the half-hour. What’s wrong?

1. Monitor the homework much more closely at first until he knows for sure that you are going to look at it every night. You may have to spend the entire 30 minutes with him, going over each problem. Later you may want to reward him for working on his own. (Nothing extravagant, maybe something as simple as staying up a little later.)
2. If it’s too tedious or boring, break it up into shorter segments, such as 10 minutes right after school, 10 minutes right after dinner, and 10 minutes just before bedtime. Or give five-minute breaks every 10 minutes.
3. Praise and encourage him.
4. Make a homework contract with rewards for completion and consequences for non-completion. Put everything in writing.
5. If your child is bogged down in the work, talk him through each step. Sometimes adults get tired of housework and have to be talked through that. Your child is no different. It is very important not to get too impatient.
6. Some children respond to a race against themselves. At the other extreme are those who need to slow down and work more carefully.
7. Some children need to understand just why they have to do a homework assignment. Talk often about the importance of school and why certain skills they are learning will be essential in later life.
8. If none of these strategies work and homework is becoming a nightly battle, talk to your child’s teacher. You may also want to consult the school psychologist/counselor or a mental health professional specializing in educational and child development issues. They can help you rule out – or deal with – learning disabilities (some kids understand well but have trouble putting their knowledge on paper), Attention Deficit Disorder, poor organization and study skills, or parent-child conflicts being played out over homework.

Getting Chores Done

These suggestions can help kids learn timely and efficient chore doing:

- ★ Put the job you expect to be done in writing.
- ★ Rotate unpopular chores.
- ★ Set a time limit.
- ★ Be specific.
- ★ Be consistent.
- ★ Make a place for everything.
- ★ Get the right equipment.
- ★ Emphasize that chores are a family responsibility.
- ★ Establish and enforce consequences for missed chores or tasks done late or poorly. Loss of privileges is an effective system.
- ★ Inspect immediately the first few times a child tackles a chore. Offer constructive and detailed suggestions, if needed.
- ★ Put on music. Let kids take turns choosing what to hear.
- ★ Provide an occasional surprise reward for extra effort, helping someone else, or having a cheerful attitude.
- ★ Break big jobs into manageable steps.
- ★ Use positive reinforcement, not bribery.
- ★ Show your appreciation for a job well done. Praise and affection work wonders.
- ★ Stay calm.
- ★ Choose a favorite video to watch only while sorting laundry together.



Young People's Job List

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Clean Room							
*Make My Bed							
*Hang Up My Clothes							
*Put Away My toys							
*							
*							
*							
*							
Self Care							
*Brush My Teeth (AM/PM) (Put away toothpaste)							
*Take My Bath (Hang towel & washcloth)							
*Put All Dirty Clothes in the Laundry							
*Lay Out My School Clothes							
*Dress myself every morning							
*Get up in the morning and dress without whining							
*							
*							
School							
*Complete Homework							
*Did I Take Pride in My Lessons Today?							
*Remember: Back pack, teacher notes, & library books.							
*							
*							
*							
*							
Family							
*Pick Up All Personal Items From Around the House							
*Clean Up After Meals & Snacks (Take out the trash)							
*Did I Treat My Family With Love & Respect?							
*							
*							
*							
*							
	Allowance Earned				\$		

FAMILY CHORES CHART

At a family meeting, designate the week's chores for each family member (including adults). Enter the name of each person and each chore in the appropriate space. Enter the time and day that the chore is to be performed if appropriate. Enter a "+" if the chore is performed appropriately and a "-" if it is missed or not performed correctly. Problems should be discussed at the next family meeting.

[illegible]

VI

Dealing With Your Feelings

FEELINGS

Feelings are primary emotions, meaning they develop first. In fact, the emotional brain develops before the thinking brain. As infants, we experience the world through our feelings.

Feelings are our reaction to what we believe is going on around us. We experience feelings through our senses of smell, taste, touch, sight, and sound. Our feelings are our reaction to what we believe our senses are telling us. Feelings determine how we will react in the future. For example, if you smelled smoke and saw fire, and then, as a result of getting too close to the fire, you got burned, you might react to the smell of smoke or the sight of fire with fear and not get close to a fire again.

Feelings are different from reactions. Below are four common feelings and the reaction, which follows:

FEELING

anger
fear
sadness
joy

REACTION

fight
flight
tears
celebrate

Feelings are not good or bad, they just are. Unexpressed feelings become acted out in the form of behaviors. These behaviors can be actions against others or us and are often destructive.

It is important to express how we feel and not ignore or suppress our feelings. Children who are helped to learn words for feelings are less likely to act them out. We help children express their feelings by listening to them without judging them and by reflecting their feelings. Say to your child, "You are (use a feeling word) about____(describe the situation)." This way you are not solving a problem for your child but helping your child learn to deal with a problem.

WHEN WE KNOW HOW WE FEEL, WE CAN CHOOSE HOW WE WILL ACT. HAVING CHOICES IN OUR LIFE "FEELS" GOOD!!!!

How Are You Feeling Today?



EXHAUSTED



CONFUSED



ECSTATIC



GIDDY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONTENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SHRUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY

FEELINGS LIST

The basic feelings we all have are fear, anger, sadness, and happiness

FEAR

Afraid
Scare
Anxious
Apprehensive
Terrified
Frightened
Out of Control
Trapped
Lost
Overwhelmed
Worried
Tense
Uncomfortable
Restless
Jumpy
Envious
Greedy
Nervous
Exasperated
Tired
Empty

ANGER

Furious
Hostile
Antagonistic
Resentful
Revengeful
Spiteful
Bitter
Hate
Deceived
Betrayed
Pissed-Off
Insulted
Angry
Frustrated
Uptight
Tense
Disgusted
Irritable
Wrung-Out
Bored
Guilty

SADNESS

Insecure
Inadequate
Useless
Humiliated
Foolish
Dumb
Unimportant
Foolish
Sad
Down
Depressed
Lonely
Ugly
Picked-On
Shy
Rejected
Unwanted
Unimportant
Tearful
Ashamed
Pitied

HAPPINESS

Happy
Joyful
Excited
Grateful
Accepted
Worthwhile
Compassionate
Desirable
Free
Attractive
Relieved
Forgiven
Loved
Humble
Hopeful
Lighthearted
Peaceful
In Control
Confident
Safe
Fulfilled



The responsibility of our anger is within us. No one can make us angry. True, there are stresses that push our buttons, but we can choose to find alternatives to our anger. Learning to manage your anger is your responsibility. Not only for the sake of your children, but also for your own sake!!!

WAYS TO DEAL WITH ANGRY FEELINGS

- ☐ Find a place where you can cry if you need to.
- ☐ Count to 20 or say the alphabet out loud.
- ☐ Pick up a pencil and write down your thoughts.
- ☐ Take five deep breaths, inhale and exhale slowly.
- ☐ Hit a pillow.
- ☐ Punch a bed.
- ☐ Pound nails into a thick wood block.
- ☐ Crunch an apple.
- ☐ Scour some dirty pots and pans.
- ☐ Scrub your kitchen/bathroom floor.
- ☐ Sand a piece of wood.
- ☐ Hit a tree trunk with a plastic bat.
- ☐ Go bowling. Go jogging or take a brisk walk.
- ☐ Wax a car.
- ☐ Vacuum a room or several rooms.
- ☐ Jump on a mini-trampoline.
- ☐ Throw darts at a dartboard in a safe place.
- ☐ Listen to music. Use a headset if you have one.
- ☐ Take a hot bath and relax with soft music in the background
- ☐ Imagine a calm place you remember being before. Close your eyes and pretend you are there now. Breathe deeply, relax and think about what feelings are behind your anger. Usually hurt or fear of being hurt, disappointed, left out will surface as the reason for an angry outburst.

Every time you behave more skillfully with your children and choose to deal with your angry feelings you score a "victory" as a parent!!!!

ANGER EXERCISE

This is a written exercise that can be used with a group or with individuals. Begin by explaining that we all learned about anger from the time we were children. The exercise is designed to help us verbalize both early and more recent experiences of anger.

Part I

Think about your first experience of anger:

1. What were you angry about?
2. How did you express it?
3. How did grown-ups respond?
4. What did you learn about the possibilities of your own anger?

Part II

Complete the following sentences:

1. An angry woman is _____.
2. I get angry when _____.
3. An angry man is _____.
4. When someone important to me is angry at me, I feel _____.

Part III

Think about your family when you were growing up:

1. Who was allowed to be angry in your family?
2. How was that person allowed to get angry?
3. Were you allowed to get angry?
4. Were members of your family allowed to get angry in different ways?

Part IV

Think about your family now:

1. Who is allowed to be angry in your family?
2. How is that person allowed to get angry?
3. Are you allowed to get angry?
4. Are members of family allowed to get angry in different ways?

TEN ALTERNATIVES TO LASHING OUT AT YOUR KID

The next time everyday pressures build up to the point where you feel like lashing out - **STOP!** and try any of these simple alternatives. You'll feel better. . . and so will your child.

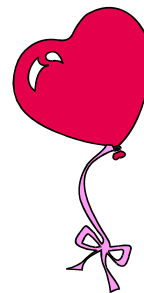
1. Take a deep breath. And another. Then remember you are the adult.
2. Close your eyes and imagine you're hearing what your child is about to hear.
3. Press your lips together and count to 10. Or better yet, to 20.
4. Put your child in a time-out chair. (Remember the rule: One time-out minute for each year of age.)
5. Put yourself in a time-out chair. Think about why you are angry: Is it your child, or is your child simply a convenient target for your anger?
6. Phone a friend.
7. If someone can watch the children, go outside and take a walk.
8. Take a hot bath or splash cold water on your face.
9. Turn on some music. Maybe even sing along.
10. Call the Parent Helpline: 263-KIDS
Stop using words that hurt, start using words that help.

TIPS FOR TOUGH TIMES

Both research and experience show that when people with anger problems change their self-talk, their anger de-escalates and they regain control. When you feel yourself starting to get angry, take a TIME OUT and read these statements to yourself. Transfer them to 3 x 5 note cards and read them several times a day as well as during your time-outs.

1. I don't need to prove myself in this situation. I can stay calm.
2. As long as I keep my cool, I'm in control of myself.
3. No need to doubt myself, what other people say doesn't matter. I am the only person who can make me mad or keep me calm.
4. Time to relax and slow things down. Take a time-out if you get tight.
5. My anger is a signal. Time to talk to myself and to relax.

6. I don't need to feel threatened here. I can relax and stay cool.
7. Nothing says I have to be competent and strong all the time. It's OK to feel unsure or confused.
8. It's impossible to control other people and situations. The only thing I can control is myself and how I express my feelings.
9. It's OK to be uncertain or insecure sometimes. I don't need to be in control of everything everybody.
10. If people criticize me, I can survive that. Nothing says I have to be perfect.
11. If this person wants to go off the wall, that's their thing. I don't need to respond to their anger or feel threatened.
12. When I get into an argument, I can stay to my plan and know what to do. I can take a time-out.
13. Most things we argue about are stupid and insignificant. I can recognize that my anger is just my having old primary feelings being restimulated. It's OK to walk away from this fight.
14. It's nice to have other people's love and approval, but even without it, I can still accept and like MYSELF.
15. People put erasers on the ends of pencils for a reason. It's OK to make mistakes.
16. People are going to act the way they want to, not the way I want.
17. I feel angry; that must mean I have been hurt or scared.



SAMPLE THOUGHT MENU

The two columns below provide examples of thoughts that can lead to a loss of self-control and alternative thoughts that can help people remain calm and in control.

Upsetting thoughts

“I can’t stand it when he acts like that. It drives me crazy!”

“This child is a monster. It’s ridiculous what he gets away with.”

“What if he never changes?”

Calming thoughts

“I don’t like it when he acts like that, but I can handle it.”

“This is a child who’s trying to get his own way. My job is to stay calm and help him learn better ways to ask for what he wants.”

“He’s learned to act this way. I just have to stay calm and help him learn better ways to behave.”

Now think of times during the past week when your child performed the targeted misbehavior. Write down the upsetting thoughts you had in the column below titled *Upsetting thoughts*. Then list some alternative, calming thoughts that you could use instead in the column titled, *Calming thoughts*.

*Upsetting thoughts**Calming thoughts*

SELF-CONTROL AND COMMUNICATION

When we are calm and relaxed, we are likely to communicate effectively; when we are upset, our communication is likely to become distorted by our emotions, and we often fail to say what we really mean.

Here is an example of how our emotions and thoughts can have either a positive or negative effect on how we communicate.

<p><i>Upsetting thoughts</i> “I’m sick of being his private maid. Things are gonna change around here or else!”</p>	<p><i>Emotion</i> Anger</p>	<p><i>Communication</i> “Michael, get in here and pick up this junk right now! You’ve been a real slob lately and I’m sick and tired of looking at your stuff strung out all over this house!”</p>
<p><i>Calming thoughts</i> “I need to talk to Michael about leaving his clothes lying around. If we sit and discuss this calmly we should reach a good solution.”</p>	<p><i>Emotion</i> Determination Composure</p>	<p><i>Communication</i> “Michael, we have a problem. I get upset when I find your clothes all over the house. We need to talk about this and work out a sol</p>

Now, think about situations in your family in which your goal was to make things better but, in fact, they got worse. List here some upsetting thoughts that contributed to your communication breakdown. Then list some thoughts that would be calming and lead to more effective communication.

Upsetting thoughts

Calming thoughts

HOW TO RELAX



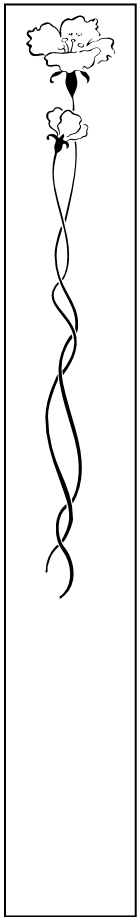
1. Get comfortable in your chair. Close your eyes.
2. Become aware of your breathing.
3. As you breathe in and out, slow your breathing down.
4. As you slow down your breathing, with your next deep breath, slowly count from 1 to 10 as far as you are able to in that single breath.
5. Now exhale slowly, counting from 1 to 10 again until you are out of breath. (The stomach should expand and deflate with each breath.)
6. Repeat this deep, slow inhaling and exhaling while counting, until you are feeling relaxed.
7. Now gradually let your breathing return to normal and open your eyes.

Alternative:

- ☞ As you breathe in slowly, say the words, “I am” quietly to yourself.
- ☞ As you breathe out (again slowly), say the word “calm” quietly to yourself.
- ☞ Repeat the above for 4 to 10 minutes.

PARENT APPROACH TO STRESS MANAGEMENT

When we are children, we have parents or other adults to help us to learn or to tell us what to do. As we grow older, we learn to parent ourselves. Supposedly, the better we parent ourselves the better or healthier we become. In any case, the PARENT approach to stress management is to remind us to become better “parents” of ourselves. This acronym, PARENT, is also useful in reminding us what needs to be included in managing stress.



P = *Positive Thinking*: To say positive things about yourselves e.g. (“I can accomplish that”), to reframe the negative into the positive, to stop negative self-talk, quit self-defeating behaviors, and continue to have humor in your lives.

A = *Assertiveness*: Say what you need to say without stepping on someone else’s toes (use “I” messages); caringly confront (I’m concerned that you keep offering me a piece of pie when you know I have diabetes), and negotiate your wants or needs.

R = *Relaxation*: Determine what helps best to allow some relaxation time each day. You could deep breath (abdominal breathing) do some progressive relaxation; participate in autogenic therapy, meditate, image, listen to music, develop a hobby, or just go fishing.

E = *Exercise*: Exercise not only helps the body; it also helps the mind. In developing an individualized exercise plan for yourself each day or every other day, you can feel better and work better.

N = *Nutrition*: Choose the foods for the best health. Good choices help clearer thinking, clearer skin, and the general feeling of well-being. There is the old saying, “You are what you eat.” In the case of having diabetes, this is even truer. As you use the healthiest foods and distribute them to meet the energy demands of the day, blood glucose levels tend to be more stable.

T = *Touch*: Get that minimum of four (4) hugs a day. Physical touch is a positive thing. Reaching out to others and sharing what you have learned is an assertive (not aggressive) way to also touch the lives of others. Give and receive support from others.

VII

Family Meetings

FAMILY MEETINGS

By Lynn Lott, Sunrise Associate

I was introduced to the idea of family meetings in 1973 when my oldest child was four years old and my youngest was two. I remember the first time we tried out this novel idea. My husband, kids and I were finishing dinner and we asked our four year old if there was anything he'd like to bring up at our first family meeting. He left the table and came back with a stack of library books for us to read to him. Even though I knew we could do more than read library books at a family meeting, his ideas and mine were about at the same level of sophistication at that time.

Although we held family meetings off and on for the next 12 years, and although we accomplished a lot at our meetings, I really didn't understand just how important and how wonderful a family meeting really could be until this year. Last summer my family took on a new look. My two kids from my first marriage were off at college. I was in a new marriage that was two years old and still in its honeymoon stage when my 16-year-old stepson came to live with us. There were so many things to work out together that, even though there were only the three of us, we felt a strong need to set up once-a-week formal family meetings.

My stepson came to the meetings with a picture of a family meeting being a place where parents sit kids down and tell them what to do. I had mixed baggage. On the one hand, I could remember the series of meetings where our kids wanted a raise in their allowance and spent four weeks collecting data, lobbying and doing budgets until their dad and I felt comfortable increasing their allowance. I remembered our first job chart, taking turns planning a special dessert for the meeting. All of these pictures conjured up warm, happy feelings. On the other hand, I could remember the times when one of us would leave the meetings in tears or anger, or the frustration we probably all felt at not being listened to and really heard. And I had pictures of the meetings being used as a place to act out all of our control issues. The feelings accompanying these pictures were apprehension, discomfort, sadness and disappointment. My husband came to the meetings just glad to be a family, for it was the first time he had one of his kids living with him since they were in preschool.

At first glance, our family meetings probably looked very similar to the ones I had attended before. We kept an agenda on the refrigerator and added items to it during the week. We held our meetings at the same time each week and started each meeting with "appreciations," or compliments and thank yous. We spent time covering items on the agenda, our calendar, money matters and chores. But there was a major difference at these meetings, and I believe it is the ingredient that elevated the meetings from

helpful to essential, from a learning experience to a growing experience. That ingredient is called "emotional honesty."

Emotional honesty is a skill. It can be learned. I wish I had known what it was and how to use it years ago, but I'm grateful that I have it now. The first part of emotional honesty is the emotional part. That means feelings. Feelings are those things that happen inside of us. There are words for feelings-- usually one word long. Feeling words sound like "happy," "comfortable," "hungry," "sleepy," "angry," "sad," "hopeless," "irritated," "joyful," etc. They are not words such as "like," "as if," "you," "that," etc. Feelings describe something that is going on inside of us and is information about us. Feelings aren't judgments about others are different from thoughts.

Feelings aren't good or bad, right or wrong, proper or improper. Feelings aren't logical. Feelings aren't actions or behaviors. The feeling of anger or hunger or tired or happy is very different from a display of anger, hunger, tired or happy. We cannot tell how a person is feeling just from observing their behavior. People can smile when they feel angry, eat when they're not hungry, sleep when they're depressed and cry from happiness. To really know someone's feelings, we must ask them or have them tell us. Or we can make guesses out loud about how a person is feeling and they can confirm or deny it.

The second part of emotional honesty is the word honesty. Once we know there are feelings, that they are inside of us and that there is a word for the feeling, we need to communicate the feeling to those around us. This can be very frightening to do. When we communicate feelings we are vulnerable, and people around us are not always well trained and sensitive to listen to feelings without taking them personally or explaining them away or correcting them. It's still worth the risk, for without emotional honesty there is very little self-acceptance, acceptance of others or growth.

Emotional honesty works two ways. We are emotionally honest when we communicate our feelings and we are emotionally honest when we hear another's feelings without judging, criticizing, fixing, or defending. A family meeting without emotional honesty can be like a grenade ready to go off if someone accidentally steps on it.

When I'm emotionally honest, I'm always worried about hurting someone else's feelings, but what I notice is that it usually has the opposite effect. It opens communication and invites closeness. My emotional honesty takes the stress and tension out of a situation instead of putting them into one. For instance, at one of our family meetings I shared how torn I felt about parenting. On the one hand, enjoyed not having kids living with us and felt relaxed and comfortable with my physical setting when I could count on it to be neat and clean. I liked coming home from an out-of-town trip and not having to deal with anyone's needs other than my own. I was angry about missing tapes and CD's, spots on the carpet, broken items and dirty dishes. I liked being a "Disneyland" parent who could be with the kids on vacations and special occasions and come home to a childless house most of the time. I was done raising kids on a day-to-day basis. On the other hand, I loved my stepson. I had invited him to live with us and wanted him to be part of our family. It felt good being together much of the time and I took great pleasure in watching his relationship with his dad blossom. I appreciated all his help and his good-natured attitude. I wasn't thinking of asking him to leave, but I was feeling stuck in my own mixed feelings.

I was worried that after sharing all this my stepson would feel unwanted, my husband would feel torn and think he had to choose between us, and they both would think I was petty and selfish. What happened is what almost always happens. They both were grinning and thanking me for telling them how I really felt. My stepson said, "I had no idea you felt that way and I really care about how you feel about things." There was a great release of tension in the house for weeks after this meeting.

There are many things that get worked out at our meetings, but mostly we see the meetings as a process and a reflection of how we want to relate to each other. What gets worked out one week and seems like a great idea may not look as good when we try to put it into action. It's the working that's important to us, that working things out takes place in an atmosphere of mutual respect where we are honest with what we think and feel and we listen openly to what others think and feel. The meetings aren't a place to coerce anyone into doing anything they don't really like or agree to.

What is exciting to me is how our stepson is beginning to use the meetings as a place where his dad and I can be consultants. He really knows now that no one is going to tell him what to do or how to think. He knows we'll be honest with our thoughts and feelings, but that what we say is for him to ponder over and to help him come to his own conclusions. When he puts an item on the agenda so we can help him think through his decisions, I know we've made real progress. He doesn't have to figure everything out alone or rebel or comply out of fear. He sees the value in team work and different ideas and knows he still holds the power to his own life.

With teens, if parents can master the art of emotional honesty and listen without fixing, criticizing, judging or defending, the family meeting is an invaluable tool for communication, conflict resolution, joint planning and overall good feelings in a family.

FAMILY TIME SUGGESTIONS

- ♥ *Organize family time*
 - ⇒ Time for the meeting
 - ⇒ Place for the meeting
 - ⇒ Who will be in charge
 - ⇒ Minimal rules: such as speaking in "I" statements
 - ⇒ Example: Rather than "you make me so mad" to "I feel concerned when..."
- ♥ *Set general family rules*
 - ⇒ Bed times
 - ⇒ Times for homework
 - ⇒ Consequences for not following a rule
 - ⇒ etc. (4-5 should be sufficient)
- ♥ *Have a rap session*
- ♥ *Play a game; watch TV together*



- ♥ *Plan for a family outing.*
- ♥ *Make decorations for a holiday.*
- ♥ *Cook something together:* e.g. a Taco dinner.
- ♥ *Obtain Cheers for Kids:* ages 12 and younger
Call Julie Reid: Project Coordinator (913-354-7738)

- ♥ “*You Can Take Care of Yourself:*” a program for Children to Manage Stress and Chronic Health Conditions University of Washington Press, Seattle (Elementary and Middle School children)
- ♥ *The Superteen Guidebook* by Janai Jowenstief (for growth - focused on teenagers but the whole family can get involved)
- ♥ *Discuss books; articles; news.*
Resources for you:
Cassette tapes: (1) “Active Parenting” (Brite); (2) Stephen Gleen's book or cassette tapes on “Raising Capable Children;” (3) “The Neuro-Psychology of Parenting” (Nightingale Conant).
- ♥ *Make something together:* a quilt; a family collage; a family crest (each one add their own "self" to the picture)
- ♥ *Tell about* their concerns about each family member and end up with "the nicest things about each family member."
- ♥ *Out Reach* - go visit shut-ins or a nursing home as a group



VIII

OTHER RESOURCES

STATE AND LOCAL RESOURCES

Alcoholism Family Counseling Center
714 S. Hillside
Wichita, KS 67211
688-5131

Maude Carpenter's Children Center
1501 N. Meridian
Wichita, KS 67203
942-3221

Colvin-Planeview
2820 S. Roosevelt
Wichita, KS 67210
682-9208

Evergreen Center
2700 Woodland
Wichita, KS 67204
828-7738

Family Consultation Service
560 N. Exposition
Wichita, KS 67213

First Step
126 N. Emporia
Wichita, KS 67202
262-HOME

Health Dept. (Main Office)
1900 E. 9
Wichita, KS 67214

Al-Anon and Alateen
PO Box 2308
Wichita, KS 67201
266-8499

Kansas Action for Children
715 SW Tenth
Topeka, KS 66612
(913) 232-0550

Kansas Children's Service League
1365 N. Custer
Wichita, KS 67203
(316) 942-4261

Kansas PTA
715 Southwest Tenth
Topeka, KS 66612

Parents Helping Parents
See: Kansas Children's Service League

Roots and Wings (FACT)
1015 S. Minnesota
Wichita, KS 67211
264-2272

Sedgwick County Coalition for
Prevention of Child Abuse

(Nurturing Program; Cheers for Kids;
Parenting Workshops)

See: Kansas Children's Service League

CATALOG RESOURCES FOR PARENTS AND CHILDREN

ADD Warehouse
300 NW 70th Ave., Ste. 102
Plantation, FL 33312-2360
1-800-233-9273

Childswork/Childsplay
The Center For Applied Psychology
P.O. Box 61586
King of Prussia, PA 19406
1-800-962-1141

Courage To Change
P.O. Box 1268
Newburgh, NY 12551
1-800-440-4003

Impact Publishing
P.O. Box 1094
San Luis Obispo, CA 93406
1-800-246-7228

Living Arts
P.O. Box 2939
Venice, CA 90291-2939

New Harbinger Publications
5674 Shattuck Avenue
Oakland, CA 94609
1-800-748-6273

Stress Less
P.O. Box 699
Holmes, PA 19043-0699

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IX

APPENDIX



The following pages are additional handouts for parents

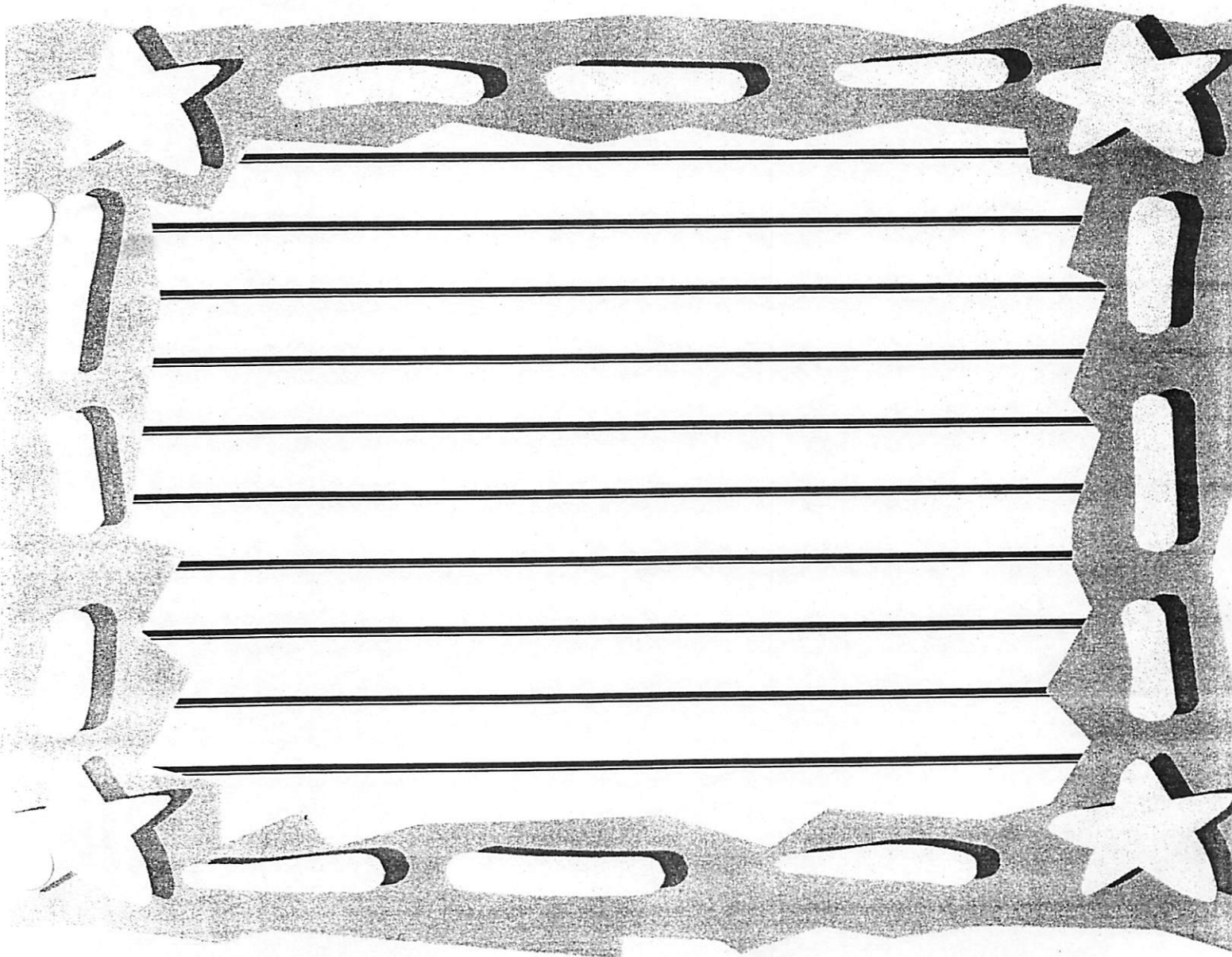
CONTRACTS

A contract is an agreement to do something pleasant for someone when that person does something pleasing to you. Contracts should specify exactly what each person would do.

Example contracts:

- 1. I'll wash your clothes if you put them in the clothes hamper.*
- 2. If you get up and are dressed by 7:30 a.m., I'll cook your breakfast.*
- 3. If you put your toys away when you're through playing with them, I'll read you a story before bed.*
- 4. If you do what I ask with less than three reminders a day, I'll let you stay up a half-hour later than usual.*

Write your contract(s) here:



A large rectangular area with horizontal lines for writing, framed by a decorative border. The border features a torn paper effect with stars at the corners and along the edges.

NATURAL AND LOGICAL CONSEQUENCES

Natural consequences help correct irresponsible or immature behaviors. Your child must deal with the effects or consequences of an action. Another form of consequences is logical consequences, where we "let the punishment fit the crime."

Examples of natural and logical consequences:

<i>Problem</i>	<i>Natural or logical consequence</i>
Overslept and missed school bus	Walk to school
Child breaks toy	No replacement of toy
Damages neighbor's property	Make restitution by doing chores for neighbor
Wets bed	Must strip bed sheets and put in wash

Directions:

1. Identify the specific situations or behaviors that can best be handled with natural or logical consequences. List those here:

2. Decide what the consequences for these behaviors might be and how they should be applied. List those here.

3. You may be concerned about letting your child face natural or logical consequences. What are the advantages and disadvantages of letting your child face those consequences?

<i>Disadvantages</i>	<i>Advantages</i>

Having weighed the advantages and disadvantages, make a list of appropriate thoughts you can say to yourself that will enable you to carry through with the use of natural or logical consequences:

“ ”

“ ”

“ ”

“ ”

4. Be prepared to deal with your child's testing. Often this takes the form of pleading helplessness. Such pleading should be ignored if the task is appropriate for the child's age. If your child refuses to accept the consequences, use time-out, loss of a privilege, or Grandma's Law – whichever best fits the situation. Describe here how you will handle these situations:

5. You should not lecture your child nor offer sympathy after the consequence occurs. Treat the issue as closed.

Rewards Checklist

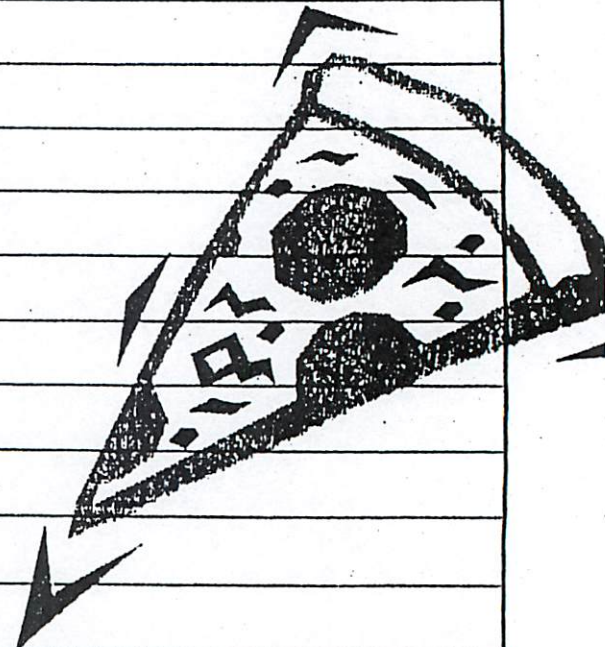
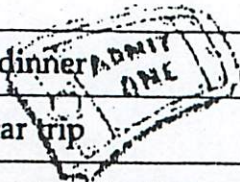
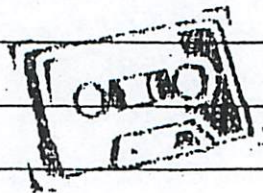
Directions: Assign a point value to each reward listed. You may add, delete, or modify any of the rewards.

Date: _____

Child's Name: _____ **Child's Age:** _____

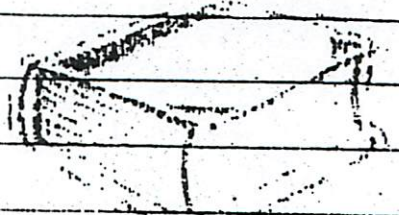
Parent's Name: _____

Reward	# Points
1. Stay up 15 minutes later	
2. Pizza for dinner	
3. Doesn't have to make bed	
4. Play a game with parent	
5. Have a sleepover	
6. Doesn't have to eat vegetables	
7. Go to video arcade	
8. Watch 30 minutes more television/play video games	
9. Go to the park	
10. Go to the movies	
11. Decide what is for dinner	
12. Choose music for car trip	
13. Play outside for an extra 30 minutes	
14. Be given a ride to and from place of choice	
15. Be given extra allowance money	
16. Get a new shirt, pants, etc.	
17. Have a special snack at lunch	



Rewards Checklist (continued)

Reward	# Points
18. Buy a new book	
19. Go to the mall	
20. Choose a Saturday activity with parent	
OTHERS:	
21.	
22.	
23.	
24.	
25.	



YOUR HOME-ECONOMY CHART: REWARDS

NAME: _____ DATES: _____

POINTS SPENT

NICE THINGS I CAN EARN:		POINTS	M	T	W	T	F	S	S
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
POINTS SAVED ►									

YOUR HOME-ECONOMY CHART

NAME: _____

DATES: _____

		POINTS EARNED						
WHAT I NEED TO DO:	POINTS	M	T	W	T	F	S	S
1.								
2.								
3.								
4.								
5.								
6.								
7.								
TOTAL LOST ►								
TOTAL POINTS GIVEN ►								

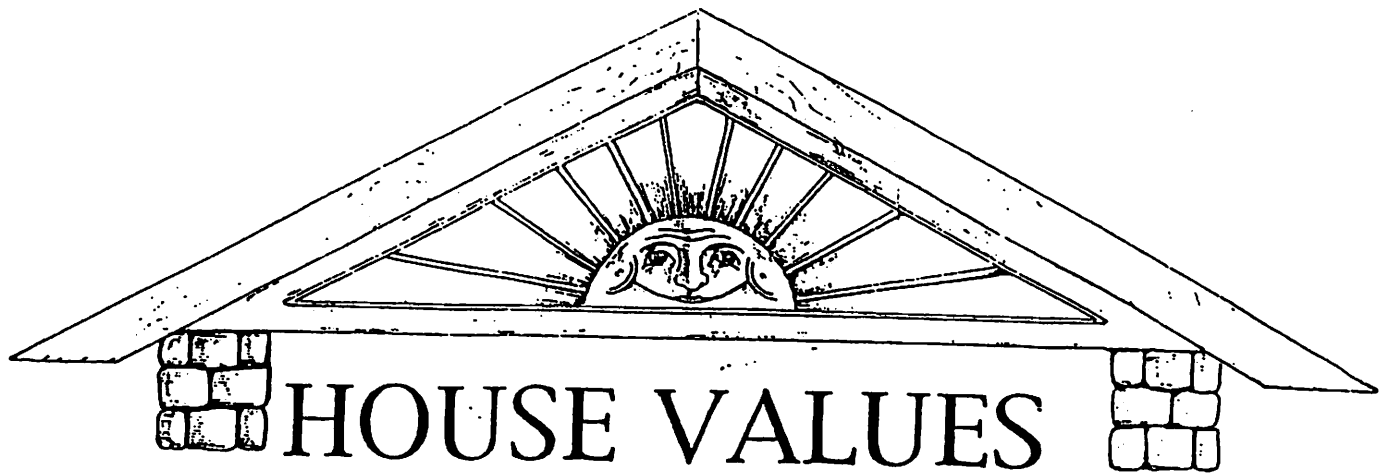
WHAT NOT TO DO:	POINTS	M	T	W	T	F	S	S
1.								
2.								
3.								
4.								
5.								
6.								
7.								
TOTAL LOST ►								
TOTAL POINTS GIVEN ►								

TOKEN ECONOMY CHART

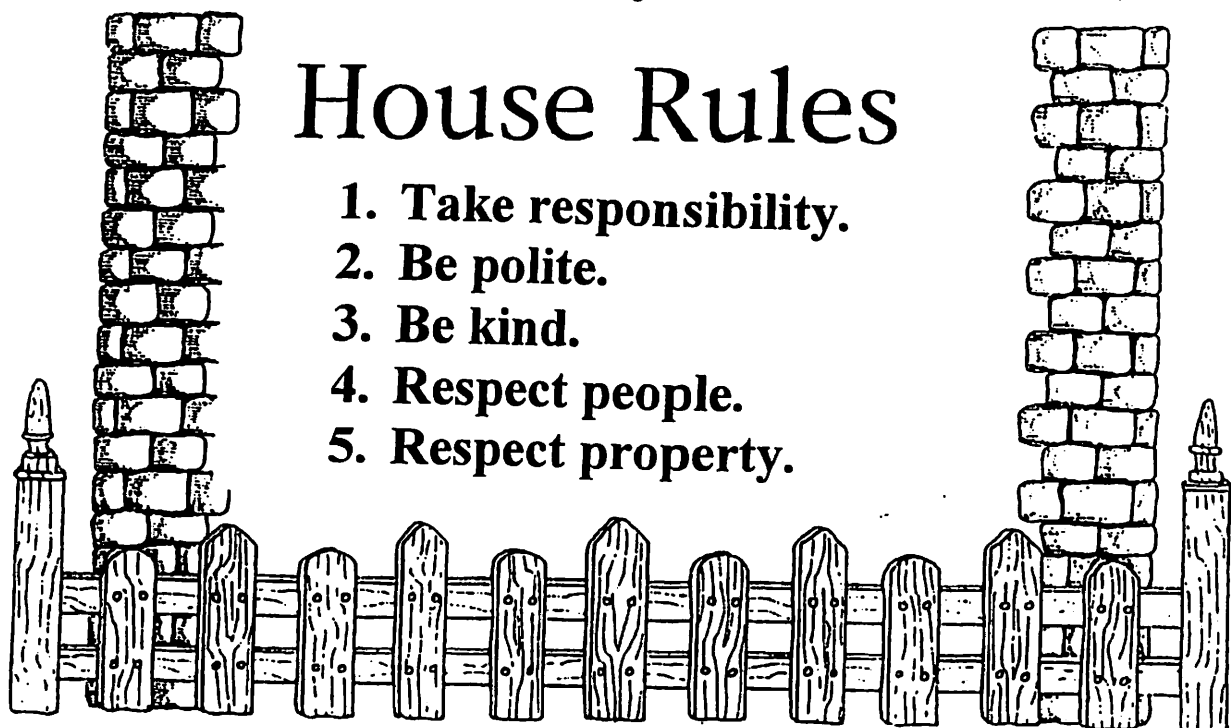
NAME OF CHILD: _____

DATE: _____

BEHAVIORIAL GOALS	MON	TUES	WED	THU	FRI	SAT	SUN	TOAL
TOTALS:								
PERCENTAGE OF POINTS EARNED:								



- 1. People like to be nice to people who are nice to them and kids have to be nice first!**
- 2. All families have jobs and responsibilities and all family members have jobs and responsibilities.**
- 3. Grandma's law: First we work, then we play!!**
- 4. Throwing fits (having temper tantrums) gets you nowhere.**
- 5. Don't do the crime if you can't do the time.**



Sample Home-Economy Chart

Name: Stacy Dates: September 6-12

		Points Earned						
What I Need to Do:	Points	M	T	W	T	F	S	S
1. Finish daily homework	+20							
2. Feed and water the cat	+10							
3. Be ready for school by 7:00 AM	+10							
4. Be in bed by 10:00 PM	+10							
Bonus Points →								
TOTAL EARNED →								

		Points Lost						
What Not to Do:	Points	M	T	W	T	F	S	S
1. Yell at Mom and Dad	-20							
2. Refuse to follow directions at home	-20							
Total Lost →								
TOTAL POINTS GIVEN →								

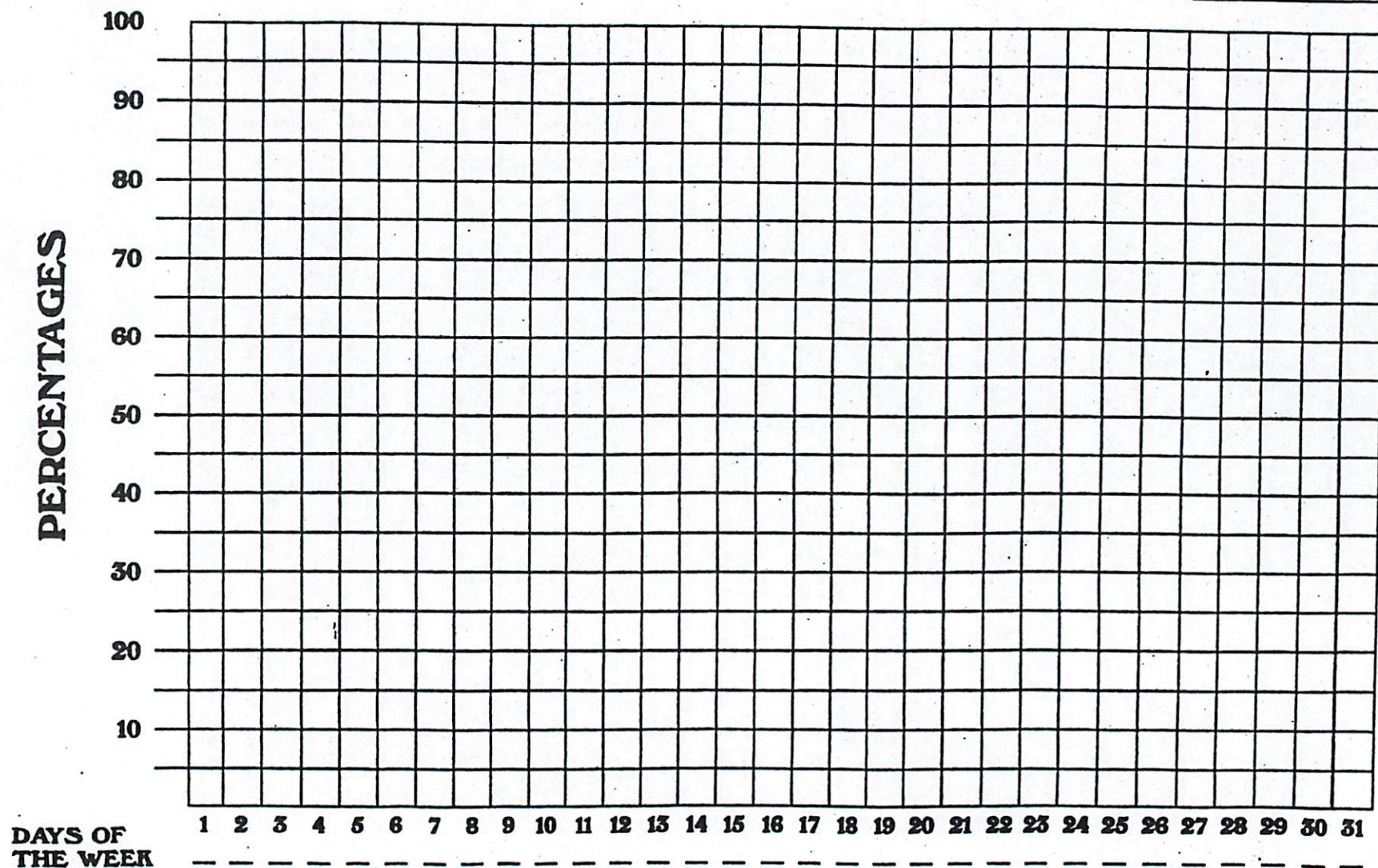
		Points Spent						
Nice Things I Can Earn:	Points	M	T	W	T	F	S	S
1. Eating in the den	5							
2. Ice cream sandwich	5							
3. An hour of video games	10							
4. Staying up until 10:30	10							
5. An hour of TV	10							
6. An hour of riding bike	10							
7. Renting a video (limit 2/week)	30							
8. Friend sleeps over (limit 1/week)	30							
9. \$10 (limit 2/month)	100							
10. Playing miniature golf	100							
POINTS SAVED →								

NAME _____

WEEK OF _____

Monthly Graph

TARGETED BEHAVIOR



Behavioral Contract

I, _____, agree to

_____ every day.

I will earn _____ points each time I _____.

I will lose _____ points when I do not _____.

When I earn at least _____ points, I can choose a reward
from my rewards list.

Child's Signature _____

Date _____

Parent's Signature _____

Date _____

Witness _____

Date _____

NAME _____

DATE _____

Rewards Menu

FILL IN THE NUMBER OF POINTS NEEDED TO RECEIVE
ONE OF THE FOLLOWING REWARDS:



POINTS

- ___ GETTING A HUG
- ___ FOOD TREAT
- ___ SMALL TOY/PRIZE
- ___ PLAYING A GAME _____
- ___ ACTIVITY _____
(WHAT KIND?) _____ (WITH WHOM?) _____
- ___ TV TIME
- ___ SPECIAL DINNER
- ___ MONEY \$ _____
- ___ GOING TO A RESTAURANT _____
- ___ MOVIE _____
- ___ VIDEO _____

OTHERS:

- ___ _____
- ___ _____
- ___ _____
- ___ _____
- ___ _____



ALLOWANCES

Allowances are particularly effective with children aged 9 or older. Children at this age begin to value money and are usually eager to earn it. An allowance will give your child a good way to earn money and learn how to manage an income. Behaviors rewarded with an allowance usually involve chores or work tasks (doing homework, babysitting, doing dishes).

How to set up an allowance system:

1. **Determine how much money your child can earn on a daily basis.** List the amount here: _____
2. **Select the chores/tasks your child will be responsible for completing.** Determine exactly what must be done for a task or chore to be considered satisfactorily completed (lawn mowed and trimmed around sidewalks). Describe the chores/tasks here:

3. **Assign a dollar or cents value to each task.** If your child is expected to complete more than one task or chore daily, assign each one a monetary value (5 cents for taking out garbage, 10 cents for doing dishes). If any one task is particularly difficult, something your child really dislikes doing, or very important to you, you may want to assign it a higher monetary value.
Money earned for each chore/task:

4. **Develop a system for tracking daily chores/tasks.** List each chore/task on a blank monitoring form. Every day, mark off each item on the form as it's completed.
5. **Determine how often your child will be paid.** It's usually best to pay each day, although some children, aged 12 or older, can be paid on a weekly basis. In either case, you should review your child's performance daily. During the review you should tally the allowance earned. If any or all tasks are not completed, you should refrain from scolding or lecturing. Write down how often you will pay the allowance earned:
