

Positive Parenting

We are more successful disciplining our children when we have good relationships with them. To develop good relationships, parents need to know how to praise their children and to play with them. This is true from birth. The following tips will help you with a child of any age. Make an X by any that you want to discuss with your provider.

When playing with children...

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| <input type="checkbox"/> | 1. Follow the child's lead. |
| <input type="checkbox"/> | 2. Pace at the child's level. |
| <input type="checkbox"/> | 3. Engage in role-play and make-believe with the child. |
| <input type="checkbox"/> | 4. Praise and encourage the child's ideas and creativity. |
| <input type="checkbox"/> | 5. Use descriptive comments instead of asking questions. |
| <input type="checkbox"/> | 6. Be an attentive and appreciative audience. |
| <input type="checkbox"/> | 7. Curb the desire to give too much help; encourage the child's problem solving. |
| <input type="checkbox"/> | 8. Don't expect too much—give the child time to think and explore. |
| <input type="checkbox"/> | 9. Avoid too much competition with children. |
| <input type="checkbox"/> | 10. Don't criticize. |
| <input type="checkbox"/> | 11. Reward quiet play times by giving your positive attention. |
| <input type="checkbox"/> | 12. Laugh and have fun. |

Important information about praising children

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| <input type="checkbox"/> | 1. Don't worry about spoiling children with praise. |
| <input type="checkbox"/> | 2. Catch the child when he or she is being good—don't save praise for perfect behavior. |
| <input type="checkbox"/> | 3. Make praise contingent on positive behavior. |
| <input type="checkbox"/> | 4. Praise immediately. |
| <input type="checkbox"/> | 5. Give labeled and specific praise. |
| <input type="checkbox"/> | 6. Praise with smiles, eye contact, and enthusiasm. |
| <input type="checkbox"/> | 7. Give pats, hugs, and kisses along with verbal praise. |
| <input type="checkbox"/> | 8. Praise in front of other people. |
| <input type="checkbox"/> | 9. Praise wholeheartedly, without qualifiers or sarcasm. |
| <input type="checkbox"/> | 10. Increase praise for difficult children. |
| <input type="checkbox"/> | 11. Model self-praise. |

Plan:

Results:

Setting Limits and Using Incentives and Consequences

We are more likely to succeed as parents if we have skills. Setting limits and using incentive programs and consequences are important tools for shaping a child's behavior.

About setting limits

1. Be realistic in your expectations and use age-appropriate commands.
2. Give one command at a time.
3. Use commands that clearly specify the desired behavior.
4. Make commands short and to the point.
5. Use do commands and when-then commands.
6. Make commands positive and polite.
7. Give children options when possible.
8. Give children ample opportunity to comply.
9. Praise compliance or provide consequences for noncompliance.
10. Give warnings and helpful reminders.
11. Don't use stop or don't commands.
12. Don't give unnecessary commands.
13. Don't threaten children.
14. Support your partner's commands.
15. Strike a balance between parent and child control.

Important information about incentive programs

16. Define the desired behavior clearly.
17. Choose effective rewards (i.e., rewards the child will find sufficiently reinforcing).
18. Set consistent limits concerning which behaviors will receive rewards.
19. Make the program simple and fun.
20. Make the steps small.
21. Monitor the charts carefully.
22. Follow through with the rewards immediately.
23. Avoid mixing rewards with punishment.
24. Gradually replace rewards with social approval.
25. Revise the program as the behaviors and rewards change.

Points to remember about consequences

26. Make consequence age-appropriate
27. Be sure you can live with the consequences you have set up.
28. Give the child a choice; specify consequences ahead of time.
29. Involve the child whenever possible.
30. Use consequences that are short and to the point.
31. Make consequences immediate.
32. Make consequences safe and nonpunitive.

Plan:

Results:

Ignoring and Time Out / A United Front

Ignoring and Time out are important skills, and they work very well with certain behavior problems. While it is sometimes difficult, parents need to support each other in front of children and present a united front.

Guidelines for ignoring

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| | 1. Limit the number of behaviors to ignore. |
| | 2. Choose specific behaviors to ignore and make sure you can ignore them. |
| | 3. Be consistent. |
| | 4. Physically move away from the child, but stay in the room if possible. |
| | 5. Avoid eye contact and discussion while ignoring. |
| | 6. Return attention to the child as soon as misbehavior stops. |
| | 7. Be prepared for testing. |

When using time-out

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| | 1. Carefully limit the number of behaviors for which time-out is used. |
| | 2. Use time-out consistently for chosen misbehaviors. |
| | 3. Be as polite and calm as possible in sending child to time-out. |
| | 4. Give time-outs for one minute per year of child up to 10 minutes. |
| | 5. Be prepared for testing. |
| | 6. Use non-violent approaches, such as loss of privileges, as backup for not going to time out. |
| | 7. Hold children responsible for messes in time-out. |
| | 8. Support a partner's use of time out. |
| | 9. Don't rely exclusively on time-out; combine with other techniques such as ignoring, logical consequence, and problem solving. |
| | 10. Build up a "bank account" |

Presenting a united front

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| | 1. Present a united front to reassure a child. |
| | 2. Model conflict resolution at a level appropriate for the child. |
| | 3. Make a plan about what to do when one parent is not at home and a discipline problem occurs. |
| | 4. Use problem solving in a private meeting to solve differences in parenting style. Problem solving involves the following steps: (a) agree on an agenda, time and place, (b) come prepared, (c) define the problem, (d) brain-storm solutions and look at the pros and cons of each, (e) make a decision, (f) implement, (g) meet again and evaluate the results. |
| | 5. Stepparents may have special ways of presenting a united front. |

Plan:

Results: