


# Parenting Tips

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# Agenda


- ▶ Positive Attention & Special Time
  - ▶ Creating a Structured Environment:  
Establishing “House Rules” and Developing  
Consistent Routines
  - ▶ Time Out
  - ▶ Effective Instructions
  - ▶ Rewards Children Like
  - ▶ Parent/Caregiver Self–Care
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# Positive Attention & Special Time

- ▶ Kids thrive on spending quality time with caregivers.
  - ▶ Find a time daily to spend 20 mins. playing with your child
  - ▶ Arrange other activities or care for siblings
  - ▶ Allow child to choose activity or join their play, but the activity should be interactive.
  - ▶ Do not try to control the activity
  - ▶ Relax: watch child play and join in when appropriate
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- ▶ Describe out loud what your child is doing. It shows you are interested. Make your narration exciting and action-oriented.
  - ▶ Do not ask questions or give commands or try to teach. This is your child's time to relax.
  - ▶ Occasionally make positive statements such as "I like when you play quietly like this."
  - ▶ Ignore minor misbehavior, but stop play and leave the room if it continues. Explain that you can finish the play later when the child is well-behaved.
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# Summary: Special Time

- ▶ Set aside 20 mins. 5 times a week the first week and 3 times a weeks thereafter
  - ▶ Make good eye contact & speak enthusiastically
  - ▶ Be specific about behaviors you like
  - ▶ Praise immediately after desired behavior
  - ▶ Be genuine and notice small improvements in behavior
  - ▶ Give more positive attention than corrective feedback (3:1 ratio)
  - ▶ Give attention your child enjoys
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# Creating a Structured Environment

- ▶ Kids thrive on routine and structure.
- ▶ Having consistent rules, routines, and expectations helps children to know what to expect.
- ▶ When your behavioral expectations are clearly defined, children's compliance should improve.



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# Establishing “House Rules”


- ▶ Create a list of no more than 10 “house rules”
- ▶ Rules should be clear and specific
- ▶ Examples:
  - No physical fights between siblings
  - All homework must be complete before dinner
  - No disrespectful talk to siblings or parents
  - Must be in bed with lights out by 8:30 am
- ▶ List should be posted somewhere such as refrigerator door
- ▶ Draw pictures for children who cannot read yet
- ▶ Review list with children once it is created

# “House Rules”


- ▶ You decide the consequences when rules are broken.
  - ▶ Decide consequences in advance, to help provide consistent consequences across time and caregivers.
  - ▶ Implement consequence immediately after rule is broken.
  - ▶ You don't need to provide warnings in advance as children already know the rules that you have reviewed.
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# Developing Consistent Routines

- ▶ Routines help make life predictable for kids.
  - ▶ Routines can help during parts of the day when kids have difficulty (e.g., afterschool or prior to bed).
  - ▶ First step: identify types of routines that will be helpful.
  - ▶ Next step: List various tasks in order that need to be accomplished.
  - ▶ Identify time frame for each task
  - ▶ Keep routines simple & reasonable!
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# Consistent Routines

- ▶ Once routine is established, the steps and consequences for compliance and noncompliance should be listed and displayed for children.
  - ▶ One option is to list the routine on an index card the child can carry or display on their wall.
  - ▶ Consider how you will monitor completion of routine.
  - ▶ Decide how to enforce the routine
  - ▶ Identify consequences for not completing the routine
  - ▶ Also identify positive consequences for completing the routine
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# Sample Homework Routine

- ▶ Get home from school: 3:00
  - ▶ After school snack & break: 3:00–3:30
  - ▶ Language arts homework: 3:30–4:00
  - ▶ Break: 4:00–4:15
  - ▶ Math and science homework: 4:15–4:45
  - ▶ Break: 4:45–5:00
  - ▶ Independent reading: 5:00–5:20
  - ▶ Free time until dinner: 5:20–6:30
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# Time out (TO): What it is?

- ▶ Technique to reduce inappropriate behaviors that occur on a frequent basis (e.g., hitting, spitting, cursing, etc.)
- ▶ TO from attention
- ▶ For specific amount of time, child sits by himself and does not receive any attention
- ▶ Appropriate for ages 2–8
- ▶ Length of TO is equal to 1 min per child's age.
  - Example: Age 5 = 5 mins of TO

# How to prepare for TO


- ▶ Identify TO chair
    - Preferably one that does not swivel, move, or recline; kitchen chair is best
  - ▶ Establish consistent TO location
    - Should be a boring place where the child can be monitored
    - Hallways, staircases, laundry rooms, bathrooms are best
    - Not the child's bedroom due to many toys and enjoyable activities; if you need to use a bedroom, try a guest room
    - Put TO chair in the TO location
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# Implementing TO

- ▶ As soon as behavior occurs, stop what you are doing and say “There is no hitting, go to TO.”
  - ▶ If child does not go, take him there.
  - ▶ Ignore anything child says on way to TO or while in time out
  - ▶ Do not talk to your child during TO!
  - ▶ Child must sit in TO chair and remain there until the end of TO.
  - ▶ Set a timer for the length of the TO
  - ▶ If child leaves TO, return him to the chair and the timer is reset and the time starts over.
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# Implementing TO cont.

- ▶ After the timer rings, ask child to tell you the reason he was put in TO.
  - ▶ If he can't explain, remind him of the reason.
  - ▶ After TO is over, look for positive behaviors you can give attention to.
  - ▶ By paying attention to positive behaviors, the child learns he gets your attention for engaging in appropriate behaviors.
  - ▶ Be sure to explain TO before the first time it is used.
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# 1-2-3 Magic


- ▶ Used by teachers at BBES
- ▶ Can also be used at home
- ▶ System to help parents define and model behavior expectations, reward appropriate behavior, and respond to problem behavior.
- ▶ For additional info, talk to your child's teacher or visit the following website:

[www.123magic.com](http://www.123magic.com)

- ▶ Offers a free parenting newsletter:

<http://www.123magic.com/newsletters>

# TO in public areas


- ▶ TO can be used in public
  - ▶ TO can be used on a park bench, on the floor of a grocery store, or in a stopped car.
  - ▶ It requires creativity, but can still be effective.
  - ▶ The best plan is to be consistent across settings, so that children understand that they need to engage in appropriate behavior no matter where they are.
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# Effective Instructions


- ▶ How you give instructions is very important.
- ▶ You can give instructions in a way that will increase the likelihood that your child will comply.



# Guidelines: Before giving an instruction


- ▶ Obtain your child's attention by (1) establishing eye contact; (2) stating the child's name; (3) placing your hand on the child's shoulder; (4) placing your self close to your child's location; and (5) eliminating distractions
  - ▶ Phrase instruction as statement rather than question
  - ▶ Issue one instruction at a time; wait for your child to complete the request before giving another
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# Guidelines cont.

- ▶ Issue instructions that are clear and specific. Avoid vague requests such as “stop that,” “clean up,” and “get ready to go.”
  - ▶ Don’t say “we” unless you plan to help the child complete a task
  - ▶ Use a firm tone of voice, but you don’t need to yell
  - ▶ Ask the child to repeat the instruction to ensure their understanding
  - ▶ Praise/encourage/thank your child when he obeys. The positive attention will motivate him to continue the desired behavior.
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# When your child does not obey


- ▶ Repeat instruction with a warning of a negative consequence that will follow if the child does not comply.
  - ▶ If child complies after you repeat instruction, praise, encourage, thank child.
  - ▶ If child still has not complied, implement consequence.
  - ▶ Using this method of issuing instructions, should minimize repeating instructions and make it less likely that you issue empty threats for noncompliance.
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# Rewards Children Like


- ▶ Nonverbal Signs of Approval (gestures)
- ▶ Verbal Signs of Approval (verbal praise)
- ▶ Activity Rewards
- ▶ Material Rewards




# Nonverbal Signs of Approval (Gestures)

- ▶ Hugs
  - ▶ Pat on the back or shoulder
  - ▶ High-five
  - ▶ Affectionate rubbing of hair
  - ▶ Placing arm around child
  - ▶ Smiling
  - ▶ Kisses
  - ▶ Thumbs-up
  - ▶ Winking
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# Verbal Signs of Approval (Verbal Praise)

- ▶ I like it when you...
  - ▶ It's nice when you...
  - ▶ That was terrific the way you...
  - ▶ Wait until I tell Mom/Dad how nicely you...
  - ▶ What a nice thing to do...
  - ▶ You did that all by yourself...way to go!
  - ▶ I am very proud of you when you...
  - ▶ You sure are a big boy/girl for...
  - ▶ Great job!
  - ▶ Terrific!
  - ▶ Super!
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# Activity Rewards

- ▶ Playing cards / board games / videogames with parent
  - ▶ Going to the park
  - ▶ Reading a story
  - ▶ Baking cookies
  - ▶ Extra TV or computer time
  - ▶ Having a friend over
  - ▶ Staying up an extra half hour after bedtime
  - ▶ Family game / movie night
  - ▶ Visit to a museum, zoo, aquarium, etc.
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# Material Rewards

- ▶ Ice cream/special food
  - ▶ Coins
  - ▶ Stickers
  - ▶ Baseball cards
  - ▶ Dollar Store toys
  - ▶ Toy/treasure chest stocked with various inexpensive rewards
  - ▶ Any small toy your child really likes
  - ▶ Remember: expensive material rewards need to be earned for an extended period of appropriate behavior (e.g., a few weeks or a month)
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# Parent/Caregiver Self-Care

- ▶ Of all of the skills, this is the most important!
- ▶ You need to take care of yourself in order to be able to take care of your child/children.
- ▶ Types of Self-Care
  - Physical
  - Emotional/Social/Psychological
  - Artistic/Creative/Spiritual




# Physical Self-Care



- ▶ Eat regularly in healthy ways
- ▶ Get exercise
- ▶ Receive regular, preventative medical care
- ▶ Sleep enough
- ▶ Take time away from phone, email, TV, etc.
- ▶ Spend time outside in fresh air and natural light

# Emotional/Social/Psychological Self-Care

- ▶ Spend time with family and friends
  - ▶ Stay in touch with others
  - ▶ Express emotions, allow yourself to cry and find things that make you happy
  - ▶ Read for pleasure (not for work)
  - ▶ Work on your marriage and/or other relationships
  - ▶ Say “no” to extra responsibilities
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# Artistic/Creative Spiritual Self-Care

- ▶ Give yourself quiet time for self-reflection
- ▶ Attend a local place of worship
- ▶ Write in a journal
- ▶ Spend time in nature
- ▶ Enjoy a hobby or learn something new

