

# ANNOUNCEMENTS

- Term paper due today on Front Table
- Exam #2 March 22
- Today's Topic—The Challenge of  
Parenthood

No matter how calmly you try to referee, parenting will eventually produce bizarre behavior, and I'm not talking about the kids.

# WANTED

One couple to procreate and raise a child. No experience necessary. No Salary. No training. Persons to be available 7 days a week, 24 hours per day for an indefinite period of time. Persons to pay out an average of \$200,000, excluding college. Single people may apply, but should be prepared for twice the work.

# Children by Choice

- Are we physically and psychologically healthy enough to give a child the care, attention and love she or he needs?
- Can we afford to provide our child with the food, clothing, and education needed for at least the next eighteen years and perhaps beyond?
- How much time do we want for just each other and establishing a home?
- How much more education do we want or need for the jobs and income we want?
- Can a child successfully fit into the lifestyle we feel is best for ourselves?
- What if we don't get the girl (boy) we want?
- What if the child is disabled in some way?

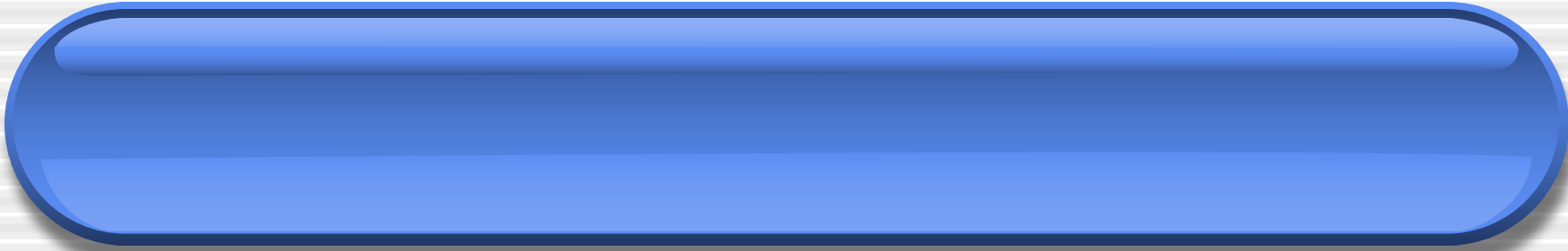
# The Parenting Paradox

- Feelings
  - Feelings of Great Joy
  - Feelings of Great Frustration
- Time
  - Parenting time is desired and wonderful
  - Couple time is desired and reduced
  - Self time is desired and reduced
- Money
  - We want the best for our children and family
  - Since having children we can't afford the best

# First and Foremost

Clear Consistent Communications of

**LOVE**

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- The overall emotional tone of the home and parenting style affects development more than particular skills
  - Overall emotional tone of warmth, calmness, nurturing, yields much more positive outcome than the opposite (emotional tone of harshness & chaos)

# Discipline is not the same as punishment

- There's a lot more to discipline than stepping in when a child misbehaves. When you discipline with love, you keep guiding your child's actions as he or she grows up. You:
  - Help your child stay safe
  - Teach your child right from wrong
  - Think about the cause of a behavior
  - Avoid Shaming your child
  - Help your child feel loved and secure
  - Give your child a role model
  - Help your child develop important values and qualities

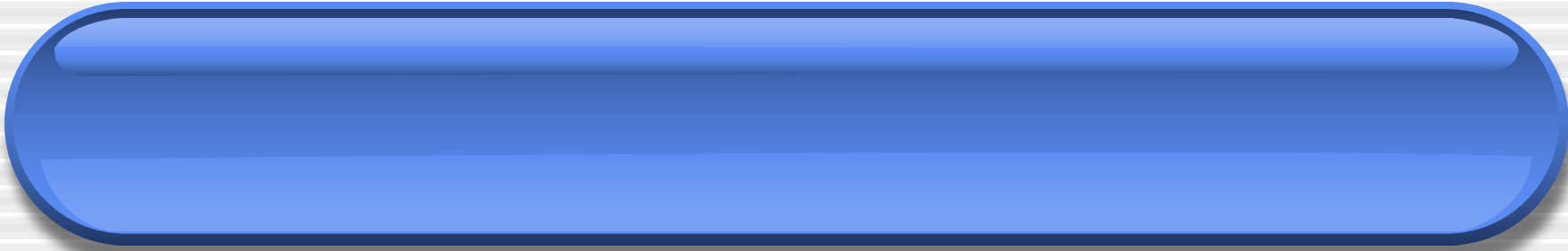
# Parenting Styles

- Traditional/Authoritarian (Drill Sergeant)
- Permissive (Helicopter)
- Effective/Authoritative (Consultant)
  - “I don’t need a coat.”



# Some Basics of Loving Discipline

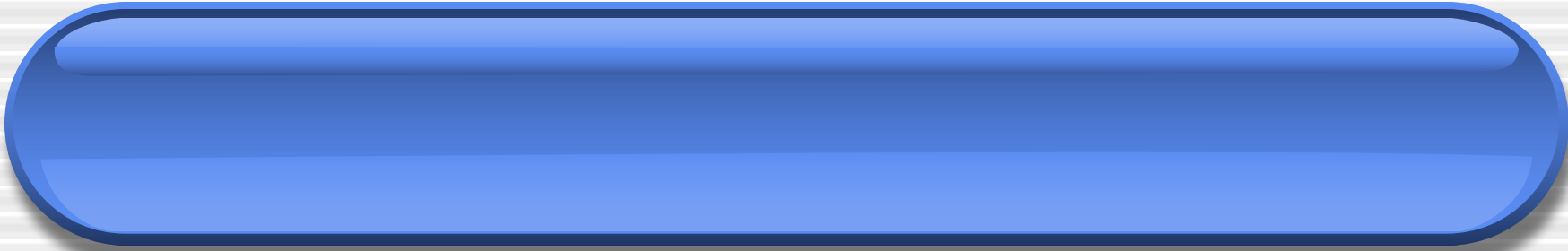
- Keep Loving Relationships
  - Give your time and attention
  - Give your child chances to express thoughts and feelings. Talk about your own thoughts and feelings
  - Let your child see that you are listening
    - Stop what you are doing
    - Get at eye level
    - Use Non-Verbal Communication
    - Paraphrase and Reflect

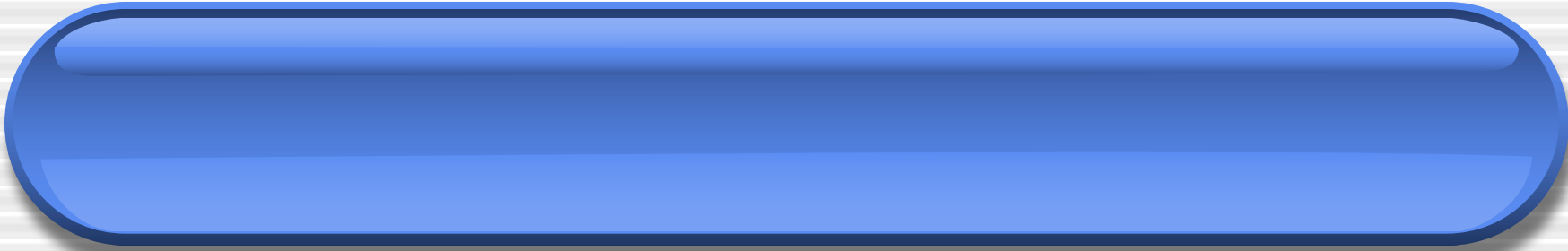
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- Use Praise to Encourage good Behavior
    - Your child wants to please you
    - Praise specific behaviors
    - Give praise when your child stops or admits to inappropriate behavior (be sure not to limit your praises to these times)
    - Catch your child being good.



- **Set Fair Expectations and Limits**

- Children need these to grow more independent and feel secure
- Make sure expectations and limits are clear and right for your child's age and ability
- Slowly give more choices, freedom, and responsibility
- Pick your battles--stick to important matters
- Expect not to be liked at times
- Be sure other caregivers know and follow the expectations and limits you set for your children

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- Teach your child better ways to act
    - Never assume a child, “knows better.”
    - Young children can be distracted from unsafe activities
    - Teach your child what to do, not simply what not to do.
    - Help your child resolve conflict

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- Use Fair Consequences for Inappropriate Behavior
    - Talk to your child about the consequences in terms they can understand.
    - Respond right away (especially for younger children). But always remember to think before your act
    - Fit the consequence to the action
    - Avoid consequences that are too harsh
    - Be consistent
    - Encourage good behavior as much as possible to keep from using consequences too often



- Use Methods that Fit Your Child

- If you have more than one child, discipline may look different for each one
- Keep your child's age in mind. Discipline needs to change as children age
- Consider your child's personality--are they active and outgoing or quiet and shy.

# Keep Anger out of Discipline

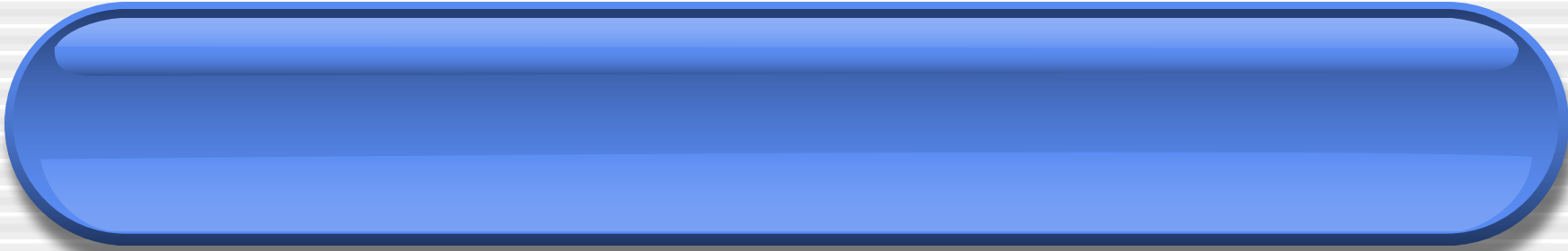
- As a parent, you can expect to feel angry at times.
- It is okay to admit you are angry--in healthy ways
- Never Discipline in anger
- Take time away to cool off and think first
- Letting anger control your actions can lead to actions you could regret

# Other Stuff

- Role Modeling—on 24/7
- Myth of Control—to V or not to V
- Rules
- Routines
- How to ask/direct
- PEC
  - Process
  - Empathy
  - Consequence



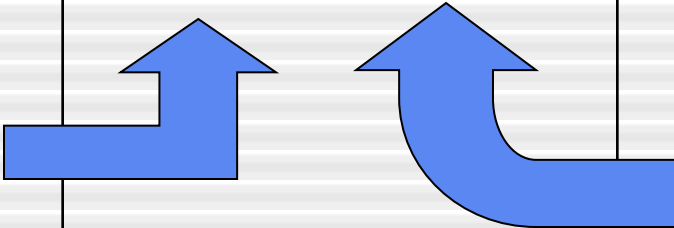
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- Positive Reinforcement
    - Social Reinforcement
    - Material Reinforcement
    - Activity Reinforcement
  - Consequences
    - Natural
    - Logical
    - Gauge effectiveness by behavioral changes rather than emotional responses.
  - Contracts
  - Attention & Ignoring
  - Extinction Bursts

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- Spanking—yes, no or maybe?
  - Understanding Child Development
  - Self-Esteem

# ABC's

- Antecedents
  - Before the behavior
- Behaviors
  - During the behavior
- Consequences
  - After the behavior
- Helps us to see the “big picture.”

# ABC's

Antecedents	Behavior	Consequences
<p>Dad reading Child playing Phone rings Dad on phone Child wants help with Toy</p>	<p>Child Interrupts while Dad is on the telephone.</p> 	<p>Child told to stop Dad yells Threats room, spank, throw away toy, time out Dad off phone and helps</p>

# ABC's

Antecedents	Behavior	Consequences
Expectations Teach Practice Dad reading Child playing	Wait Quietly & Play Nicely	Praise & Possible reinforcer
Phone rings Reminder Dad on phone Child wants help with Toy	Child Interrupts while Dad is on the telephone.	Strategic Ignoring