

Which of the above are you good at? How do you do these skills? Which ones do you need to work on? How will you get better at those skills?

GUIDING YOUR CHILD

1. Know your child's temperament (activity level, persistence, distractibility, adaptability, regularity, etc.)
2. Know how children tend to act at your child's age.
3. Make clear rules that your child can understand. Limit the rules to those you feel are most important.
4. Avoid over-controlling or under-controlling your child's behavior. The tricky part is in recognizing what you are doing.
5. Decide what consequences you'll use. Try to relate the consequence to the misbehavior. Make sure your child knows what the consequences are, what they will be, and what they are for. Work at finding consequences that fit your child so that they will make an impact.
6. Carry through on applying the consequence. Don't just threaten.
7. Take action before the child's behavior escalates or you explode. The worst thing you can do is discipline when you are angry-the discipline may become out of proportion to the misdeed.
8. Tell or show your child **what to do**, not just **what not to do**.
9. Be as consistent and predictable as you can be. Your child will survive the times you fail, but consistency helps children figure out the limits and rhythm in their worlds.
10. Be careful not to reward undesirable behavior.
11. Use praise and recognition for desirable behavior. Be sure praise is sincere and not excessively over-used.
12. Give simple reasons for your expectations.
13. Help your child understand that misbehaving is making a choice. The goal is to develop self-direction.

14. Let your child learn to make choices by having experience in choosing among alternatives that are all acceptable to you and appropriate for your child's age.
15. If something must be done and your child balks- as if he/she wants to do it alone or with your help-be sure the job gets done. For example, take your child's hand and help him/her do it, or allow them to attempt to do it alone. Follow their lead as much as possible-this is helping them learn about needs and getting those needs met in appropriate ways.
16. A child might feel more cooperative if he/she knows something good is coming next after the required activity is completed. For example, "We can go for our walk when you put your shoes on."
17. Use a calm, firm tone of voice when you direct your child.
18. Allow your child time to make transitions. Give advance notice when there will be a change of activity.
19. Use guidance, not punishment, to help your child learn. Teach your child that we can learn from our mistakes and we can try to do something to put things right, such as wiping up spilled milk. Share and acknowledge with your child when you make a mistake.
20. Enjoy your child's company in many non-demanding situations, such as looking at books together, playing, and exploring. Build a warm loving relationship that can survive the strain of difficult behavior situations.
21. Enjoy your child as much as possible. They really do grow up fast.

San Diego Community College-Child Development Department

"Children who suffer neglect and abuse carry the scars into adulthood and, too often, re-create their pain in themselves and in others. Boys who are victims are far more apt to become violent in their homes, in school, and on the streets. Female victims, along with their children, may become further exploited and victimized. It is immensely important that we break this cycle of violence, and every one of us must be involved in the effort"

Dan Morales-Attorney General of Texas

Child abuse is most likely to occur when a parent is angry, overwhelmed, or upset. When one is angry, overwhelmed, or upset, there is a strong tendency to take those feelings out on whoever or whatever is handy, close and not well equipped to protect themselves. All too often, this means children. In order to be a good parent, one needs to learn about themselves, how to take care of getting their needs met, how to deal with uncomfortable feelings and situations, and how to get help if need be.

Things that parents can do to become better parents

- **Work at not being defensive**-if a child criticizes you, look for the truth and acknowledge that truth. Share and acknowledge your mistakes. These can be great time for strengthening the parent-child relationship
- **Share memories of your own childhood with your children.** Let them know the good parts and the mischievous parts. Let them know of your struggles, your accomplishments and how you handled those things. Share some of the frustrations you had with your parents-you might be surprised at how much your children will be able to relate!
- **Give lots of praise and feedback.** Children need to know and hear about the "good stuff" they do. This reinforces the behavior and shows the children that you do pay attention when they are good-not just when they are misbehaving.
- **Potential problem areas that parents may have:** Be aware of the following areas that could cause problems in your ability to parent effectively.
- **Immaturity.** Young or inexperience parents may not understand the child's behavior or needs. They may not be able to respond effectively.
- **Lack of healthy parenting knowledge:** Not knowing the stages of development, not having good models of parenting to copy from.
- **Unrealistic expectations:** This goes along with the lack of parenting knowledge. Too often, parents expect children to behave in ways that are beyond their level of development.
- **Social isolation:** Not having family or friends to help with the demands of small children. Small children can be exhausting and parents need to be able to have time away from them on a regular basis.
- **Emotional needs not met:** If a parent is not getting what they need emotionally from others in their life, they may expect their children to fulfill those needs. This is not fair to the child or to the parent.
- **Learned behavior:** We learn how to parent from being parented. If we were mistreated or abused as a child, we may consider that as the "normal" way of raising a child. In addition, adults who were abused as children tend to have a poor self-image and when their child misbehaves, they feel it is a reflection of their parenting, instead of simply a normal part of being a child.
- **Frequent crises:** In families where there are a lot of emergencies or problems, it is sometimes easy to take the frustration out on the children. Children are not aware when the parents are overwhelmed and it is not their job to be aware. Their demands go on and this can often be overwhelming to the parent.
- **Drug or alcohol problems:** Substance abuse severely limits parental ability to care properly for children.

PARENTING STYLES THAT HANDICAP CHILDREN

Parenting Style	Parent's Behavior	Probable Reaction in Child
Overindulgence	The parent constantly showers the child with gifts, privileges, services, and attention. This parent places the child on a golden throne where s/he wants for nothing, and has to work for nothing	Outcome is indifference and boredom. Often grows up blaming others or life when things don't go their way. Tends to lose initiative and spontaneity.
Oversubmission	Meekly submits to child's whims, demands, temper tantrums, and impulses. Parent often disregards their own interests and rights and allows the child to be the boss.	Child (and as an adult) may become more demanding, more selfish. Tantrums and impulsive behaviors are common. Little consideration for others.
Perfectionism	Parent accepts child only when their performance is outstanding and better than other children's. Unless the child demonstrates behavior that meets the ultra high standards of the parent, s/he is looked down upon and possibly shunned.	Child may become abnormally preoccupied with physical, intellectual, or social accomplishments. Feels s/he can never meet the expectations of parents. Spends a great deal of their time feelings inadequate and unworthy
Overcoercion	Constant parent supervision, demands, and directions. Little or no trust in the child to pursue his/her own interests in their own way. Much scolding, criticizing and threatening	Child and adult may be submissive and rely on ideas and directions of others. Or s/he may resist directly or passively. May be a daydreamer, procrastinator or dawdler for most of their life
Punitiveness	Parents vent their own frustration, hostility, and aggression on child. Punishes, at slightest infraction of rules. Physical punishment often used. Rules by fear.	The excessively punished child develops a low self-opinion and may behave in ways that invite more punishment. May have a high need for revenge or put self in punishing situations

Neglect	Parent(s) frequently absent or preoccupied with personal activities-so little time or attention given to child at each stage of development.	Neglected children often lack the ability to form close, meaningful relationships. Problems with setting self-limits. Often anxious, lonely, and impulsive
Rejection	Parent does not want or like child. Child treated like nuisance or a burden. Comments such as "I never wanted you", "Why don't you just disappear" are frequently heard. Child's needs often ignored	May develop bitter, hostile, and anxious feelings. Very often, is self-depreciatory, and have difficulty relating to and getting close to others

DESIRABLE PARENTING TRAITS AND QUALITIES OF A GOOD PARENT:

- A good parent avoids making a child feel not "OK"
- A good parent has and enforces a reasonable number of rules
- A good parent makes time to play, pay attention, and listen to their child
- A good parent includes their child in everyday activities
- A good parent speaks to their child without anger and irritation much of the time

- Is nurturing
- Is flexible
- Is understanding
- Is consistent
- Allows growth
- Acknowledges the child as a unique individual
- Provides the basics and a positive emotional atmosphere-protection, safety, security, food, shelter
- Listens without judgment
- Is accepting
- Provides direction and age appropriate guidance
- Knows how to let go-is not possessive
- Establishes and maintains rituals
- Is an ally
- Is a role model who models harmony, balance, and self-wholeness

KEY WORDS FOR A GOOD PARENT:

- Attention
- Involvement
- Guidance
- Communication
- Comfort
- Validation
- Flexibility
- Understanding
- Education
- Cooperation
- Touch
- Consistency
- Structure
- Trust
- Positive reinforcement
- Confidence-building
- Age-appropriate expectations
- Love
- Coping skills
- Hopefulness

GROUND RULES FOR FIGHTING AROUND THE KIDS

- Don't enmesh your child in the quarrel. Don't make them a part of it, don't ask them for opinions, and don't make them take sides. Always make sure to not use them as go-betweens for the parents or whoever is quarreling.
- Make sure that your child does not feel that s/he is the cause of the fight. This is a common conception for children and must be addressed by the parents. They don't need to know the details, simply something such as "This is a difference between Mom/Dad and me. You really have nothing to do with it"
- Don't hide your quarrels altogether. This means don't act as if nothing is wrong if something is wrong. Acknowledge that there is a problem and tell the children that the adults will handle it. Kids know when there are problems. They often need to talk about it and not live in a "fake" setting.
- When the problem is over and resolved, let them know it. This can go a long way toward helping them not be fearful of what is going to happen.
- Don't let quarrels cause problems in your relationships with your children. Don't lash out at them for things they have done or not done, and don't become overly attentive to them. Keep things as much the same as possible so they know that this is not about them.
- Let them observe the conflict process-this may help you do it in a healthier manner, and it may help them learn how to handle conflicts in a healthy way.

Good parents vs Responsible parents

"Good Parent" Beliefs and behavior:	"Good Parent" Possible Results for child	"Responsible Parent: Beliefs and Behaviors	'Responsible Parent: Possible Results for child
I must control: Demands child to be obedient. Uses rewards and punishes. Insists parent is right and child is wrong	Rebels-must win or be right. Hides true feelings. Lies, steals. Feels anxious, seeks revenge, feels life is unfair, gives up.	I believe the child can make mistakes: Permits choices and encourages the child to do new and different things	Feels self-confident, takes chances. Contributes and cooperates with family and others. Becomes resourceful.
I am superior: Pities child, overprotects, acts self-righteous. May spoil and shame child	Learns to pity self and to blame others. Criticizes others. Feels life is unfair, inadequate or superior.	I am equal, not more and not less than others: Believes in and respects child. Gives choices and responsibilities. Expects child to contribute	Develops self-reliance and responsibility. Learns to make decisions. Respects self and others. Believes in equality.
I am entitled-you owe me: Is overconcerned with fairness. Gives with strings attached.	Doesn't trust others. Feels life is unfair, feels exploited and learns to exploit others	I believe in mutual respect: Promotes equality. Encourages mutual respect. Avoids guilt trips	Respects self and others. Has increased social feelings. Has the ability to trust others.
I must be perfect: Demands perfection from all. Finds fault frequently. Overconcerned with what others think. Pushes child to make parent look good	Believes s/he is never good enough. Becomes perfectionistic. Feels discouraged and worries about the opinions of others	I am human-I can be imperfect: Sets realistic standards. Focuses on strengths. Encourages and is not concerned with their own image. Is patient	Focuses on the task at hand, not on self-evaluation. Sees mistakes as challenges and learning. Will try something new. Is tolerant of others
I don't count. Others are more important than I am: Overindulges child. Becomes slave to child. Gives in to child's demands and feels guilty when says no	Expects to receive. Has poor social relationships. Does not respect the rights of others. Is selfish	I believe all people are important: Encourages mutual respect and contribution. Knows when and how to say "no"	Has good social relationships. Respects the rights of others. Is generous of self.

BUILDING YOUR CHILD'S SELF-ESTEEM

Our self-image is the core of how our life will be. When we see ourselves as good, worthy, healthy, and able to meet and face challenges, we have a far better time in life than when we don't have this view of ourselves. Self-images are formed early in life. For those of us who developed poor self-images, much of our adult life may be spent working to change that image, or living out that image.

As parents, we have the responsibility and the privilege of helping form our child's self image. Helping them developing a strong sense of themselves and what they are capable of achieving. Here are some suggestions for helping your child develop a strong and enduring self-image.

Spend time with your child and show them new things. This can be done on a walk, a trip to the mountains or beach. Don't rush, stop and explore, let them tell you what they think something is. Work at meeting their level of excitement. Remember, you may be seeing something for the umpteenth time-they are seeing it with new and untired eyes.

Listen to your child. Get down to their level and really listen to what they are saying. Pay attention; don't let your mind wander when they are telling you something. This makes them feel important and you might be surprised at what you can learn.

Let them attempt new challenges. Be there to provide support and help if needed. Encourage them to go beyond what they have already accomplished, to add to what they can do. Protect them from too much failure, but allow them to make mistakes and then help them learn from those mistakes.

Be patient with them. They are not as good as you are in explaining themselves. Help them with details and take the time to let them tell their story.

Make them feel important. Set aside special time for them, have family rituals, stop what you are doing and go down to their level to listen to them. Ask them for input on family decisions-like choosing a pet, or where to go, what to have for dinner.

Don't make promises you can't keep. Children remember that and often blame themselves when things don't go as they were promised. If you have to break a promise, tell them, give them a reason and make an attempt to re-do the promise.

Praise them a lot. Children love to hear praise and the most wonderful voice it can come from is their parent's-at least in their early years. Let them know how good of a job they did, how proud you are of them, and how well they are doing. Share the praise in public with others.

Let limits and boundaries for them. Set up successes for them. Let them win at games, and let them lose. They need to learn that losing happens and it isn't the end of the world. Allow them to experience the consequences of their actions-both positive and negative. Give them credit when they accomplish something, and make the credit public so that others know that your child has accomplished something. Positive credit is a great incentive to work hard and do even better. In addition, don't spoil them and have them learn that they will always get whatever they want. Life isn't that way, and it is much better for children to learn this from parents, instead of from the world.

Never, ever, ever, make fun of them as a person or attack them personally. If and when you are angry, let them know what you are angry about-the behaviors-what you want done differently, and what they need to do to change their behaviors. Children respond to intervention and change readily. Children also take to heart attacks on them as persons and these attacks can become the foundation of their self-image.

Prepare your children for any changes that are going to happen in their lives, like having a sibling, moving, etc. The more information a child has about what to expect, the more capable they will be in handling the changes. Expect some regression to earlier behaviors when big changes happen and don't berate the child for the regressions. In any change, the more empowered the child feels-as though they are a part of the process and have some say so in the matter-the easier the transition.

Whenever you tell your child what you don't want them to do, be sure that you include in that what you want them to do. Always give them some options for changing their behavior-it has a strong impact on taking them away from the negative behaviors. Make sure that you know the difference between being firm and being mean. Being firm is being very clear about what is being discussed, what is expected, and what the outcomes will be if those expectations are not met.

Lastly, let your child see how you handle mistakes and obstacles in life. This helps them see you as a person, helps them understand that all of us have good and not so good times, and that obstacles can be overcome. Don't overly protect them from and don't overly expose them to real life. That is the tightrope of parenting!!

SKILLS FOR WORKING ON MY CHILD'S SELF-ESTEEM

(If you have more than one child, do a separate sheet for each of them)

- My child is good at _____.
- My child needs support and encouragement in the following areas:
 - 1.
 - 2.
 - 3.
 - 4.
- My child responds best to the following kinds of behaviors:
 - 1.
 - 2.
 - 3.
 - 4.
- My child is most vulnerable when...

- My child is proudest when:

- I cherish (make them feel special) my child by:

- I celebrate my child's accomplishments by:

- I encourage my child's independence by:

➤ I give my child "special" time by:

➤ I pay attention to my child's feelings by:

➤ I help my child learn about and deal with losses, failures, mistakes by:

➤ I help my child learn the meaning of success and achieving by:

SELF-ESTEEM HINTS AND GUIDELINES

From: Your Child's Self-Esteem

By Dorothy Corkille Briggs

- Strong self-respect is based on two convictions-"I am loveable" and "I am worthwhile".
- How a child feels about being loved or unloved is what affects how s/he will develop.
- Everything you do with your child impacts their self-esteem. Children value themselves as they have been valued by their parents-we are teaching them how to love themselves by the ways in which we love them.
- Body language always speaks louder than words. How we say what we say is more important than what we say.
- It is the job of the parent to create positive life experiences for their child-these are the building blocks of a positive identity.
- Defenses are put up around weaknesses, not around strengths. Parents need to build the strengths of their children, and help them overcome their weaknesses.
- Rigid rules foster poor self-esteem.
- Match your expectations to the development of the child, the skills of the child, and the interests of the child.
- Children need times of focused attention on an on-going basis-when they are the center of the stage.

- A child's psychological safety depends on feeling safe, on having consistency in their life, on having an honest relationship with their parent, and on being accepted for who they are.
 - Children survive on acceptance, but they don't blossom on it-they need to feel cherished.
 - Allow your child to have different perspectives and feelings from you.
 - Provide opportunities for your child to be and to feel independent.
 - Don't take things too personally when your child "hates" you, or is mad at you.
 - Support and encourage your child to have and keep friends. Honor the importance of the friendships they have.
 - Allow the expression of negative feelings. Don't keep your child from expressing them. When negative feelings are expressed, they can be let go of. In addition, the expression of negative feelings may give you some important information about what is going on with your child. Remember, negative feelings exist before negative acts.
 - Let your child talk-and really listen to them.
 - A child who has high self-esteem tends not to be jealous.
 - Don't compare your child to anyone or anything. Comparison's can help create feelings of inadequacy.
 - Make rules that consider the needs of all members of the family.
 - Give your child reasons for your rules and your actions.
 - Work at understanding and meeting the emotional needs of your child.
- Intellectual growth and emotional growth are closely linked. A child who has unmet emotional needs will not flourish intellectually.

EMOTIONAL HEALTH

- How a child feels about him/herself affects how s/he lives life.
- High self-esteem is based on a child's belief that s/he is loveable and worthwhile.
- A child must know that s/he matters just because s/he exists.
- A child needs to feel competent to handle themselves and their environment. A child needs to feel that s/he has something to offer others.
- High self-esteem is not conceit-it is a child's comfort about being who they are.

COMMUNICATION HINTS

- Use words that your child can understand. In addition expose them to new words and explain what those words mean.
- Keep your voice low-don't yell. Yelling turns off most people and it turns children off even quicker.
- Get on their level to listen to them. Get on your knees; put them on your lap. Sit on a chair together. Let them feel more equal to you instead of having to look up.
- Answer the questions they ask, not the ones you think they are going to ask. Give them the information they need and follow their lead in how much information to give them.
- Allow them lots of time to ask or explain what they want-they are not as fast as you, they don't have the same words that you do, and they have different frames of reference than you do.
- Ask them for information-feedback. Watch their expressions, bodies, actions for the non-verbal feedback. The non-verbal feedback may be more reliable than the verbal-sometimes kids tell us what they think we want to hear. Make sure that your non-verbals match your verbal statements. Remember: 93% of all communication is non-verbal.
- Children like to touch. Let them touch you when you are communicating. Many children feel more comfortable when they are leaning against you. Don't push them away.
- Details may be difficult for small children. They remember in more global terms and forms than do adults. Listen to what they are saying and put in the details later.
- Remember that their truth is not always the same as your truth.
- Work really hard at not getting bugged by all the questions they ask. This is one of the ways that children learn. When you are tired and overwhelmed of their questions, tell them you are tired and tell them when you will listen to more questions.
- Set the limits for the conversations. Children don't have all of the social amenities we adults do (and sometimes they have more) and they may not know how to end a conversation.
- Be consistent. Do and say the same thing. Live what you say. Don't protect yourself by calling them a liar. Children may often reveal "secrets" that you don't want them to-if they do, live with it, but don't make them the scapegoat. Don't ever hide behind them. Not only is this not fair, but it teaches them to lie.

- Children learn best from modeling and experience. Let them experience communicating and being understood, of understanding. The more it happens, the more comfortable the child is in attempting to express him/herself, and in learning how to express themselves.
- Listen more for the content of the message, than in the quality of the delivery. The quality will improve with time and practice-if and only if the content is appreciated.
- Be willing to apologize when you are wrong or when you have done something that has hurt your child. An apology to a child is an acknowledgement that they are important, they have feelings, and that grown-ups can make mistakes too.
- Don't tell their secrets in public. Respect their confidentiality.
- If you aren't sure about what they are saying, ask for explanations.

GOOD PARENT EXERCISE

What, if you were a child, would be a good parent?

A good parent:

is... has... does... needs...

What three qualities do you believe are most important in being a good parent?

- 1.
- 2.
- 3.

What three qualities do you believe are most destructive to being a good parent?

- 1.
- 2.
- 3.

What advice would you give to someone who is going to be a parent for the first time?

When I became a parent, I expected,

Those expectations were met/not met in the following ways:

I never considered the following:

My biggest blind spot was:

What I really like about being a parent is:

My strengths as a parent are:

Areas that I need to work on are:

My plan for working on these areas is:

DISCIPLINE

What is discipline? Use the following space to define this word.

I discipline my children for the following reasons:

A well disciplined child is a child who:

Discipline gives me _____ with my children.
When I was a child, I was disciplined by:

I learned _____ from the way I was disciplined.

I am like my parents in the way I discipline in the following ways:

What I don't do that my parents did is:

My reasons for making these changes are:

The purpose of discipline is to teach a child how to survive in the world. To take care of themselves, to understand rules, the meanings for the rules, and to be able to set limits and boundaries in their lives.

When we think about discipline, we need to think about what effects we are striving for when we discipline. Are we just wanting to get our children to mind us, to stop bothering us, to quiet down, to do what we want, or are we hoping to teach our children how to live healthy lives by how we discipline them?

The job of a child is to play. To learn and to grow. Children are supposed to challenge us, to ask for more than they have—more freedom, more time, more energy. Our jobs as parents are to protect them, to keep them safe, and to provide them with opportunities to grow and develop. Our job is to help our children be and become the best they can be.

Children learn by watching, by imitating, and by doing. They learn much more from what we do around them than by what we say to them. If we want to raise "good" children, then we have to be "good" parents.

The most important step in being a good disciplinarian is working at knowing and understanding your child. Children come into the world with some characteristics already in place. Some children are quiet, some are loud, some like a lot of attention, others don't want as much attention, the point being that there are definite individual needs of each child. The better you know your child, the more effectively you can provide opportunities for them to flourish, and the more effectively you can design discipline strategies that will work for them. Answer the following questions about your child.

1. The best way for me to get my child's attention is:

2. My child gets my positive attention by:

3. My child gets my negative attention by:

4. The worst times of the day for my child and I are...

5. The kind of discipline that works best with my child is...

6. The kind of discipline that works the least best with my child is...

7. The reinforcement which works best with my child is...

8. The reinforcement which works worst with my child is...

9. My biggest mistake in disciplining my child is...

10. My strengths in disciplining my child are...

11. The behaviors that I cannot stand in my child are:

12. When my child does these behaviors, my reaction is:

COMMON DISCIPLINE PROBLEMS AND SUGGESTED STRATEGIES FOR DEALING WITH THEM

The child...	It may mean to the child...	So, do not...	You might try...
Becomes angry	<ul style="list-style-type: none"> Is not achieving something that is important to them Has been told "no" and "don't" too many times Is having to do something he/she doesn't want to do, or feels frustrated by too many demands from adults 	<ul style="list-style-type: none"> Become angry Allow a tantrum to become extreme 	<ul style="list-style-type: none"> Remembering that anger is normal and may be expected Watch for who and what the child becomes angry at and about, Provide a safe outlet for the child's feelings Help the child learn to express anger in appropriate ways
Steals	<ul style="list-style-type: none"> Wants something Does not understand about property rights Is imitating someone Has hostile or unsatisfied feelings 	<ul style="list-style-type: none"> Scold or shame the child Punish or reject the child Humiliate the child 	<ul style="list-style-type: none"> Work at understanding what is going on with the child Watch for frequency of stealing, from who, and reaction when caught. Show respect for child's possessions Talk to the child about stealing Help the child learn about "mine" and "yours"
Lies or fibs	<ul style="list-style-type: none"> Has a vivid imagination Is imitating someone Wants to please Fears punishment Likes to exaggerate Is seeking attention 	<ul style="list-style-type: none"> Show anger Punish, reject the child Preach about how "bad" the child is Make the child apologize 	<ul style="list-style-type: none"> See if you can find the reason for the lie. Make sure you tell the truth Pay attention to child to see if this can be imagination and, if so, find opportunities to let them use their imagination. Help child learn difference between fact and fantasy

Refuses to eat	<ul style="list-style-type: none"> • The child may be having a normal decrease in appetite. • Is not hungry. • Does not feel well. • Dislikes flavor or texture-children's tastes are stronger than adults. • Is imitation someone • Is worried about being "fat". • Wants independence or attention. 	<ul style="list-style-type: none"> • Make a scene. • Reward or bribe the child to eat. • Threaten the child • Punish the child for not eating. • Force the child to eat. 	<ul style="list-style-type: none"> • Stay calm. • Make food interesting and fun. • Eat with the child. • Introduce new foods a bit at a time and with favorite foods. • Allow child to feed and serve self. • Serve small portions. • Include child in making the food. • Serve in different ways.
Won't share	<ul style="list-style-type: none"> • Is too young to share. • Needs experience in sharing and owning. 	<ul style="list-style-type: none"> • Snatch from the child. • Scold the child. • Make fun or ignore or withhold affection from child 	<ul style="list-style-type: none"> • Be fair in deciding squabbles. • Watch situations in which child has difficulty in sharing. • Being sure child has things that are just his or hers-like a blanket or special toy-don't expect them to share this. • Have enough "things" for all present.
Can't fall asleep	<ul style="list-style-type: none"> • Is learning a new routine. • Is not sleepy. • Feels afraid. • Does not feel comfortable. • Wants attention. • Is interested in other things. 	<ul style="list-style-type: none"> • Completely darken the room. • Reward or bribe the child. • Threaten the child. • Scold or punish the child. • Use bed as punishment. • Tie or restrain child. • Disrupt the bed routine. 	<ul style="list-style-type: none"> • Plan a napping chart. • Avoid over-stimulation before bedtime. • Reading, singing, or playing with the child before putting the child to bed. • Play soft background music. • Have a bedtime ritual. • Allow "quiet time" activities. • Put child in bed and do not give in. • Offer reassurance.

Is jealous	<ul style="list-style-type: none"> • Feels replaced by a new person in the family-new baby, live-in adult, or stepparent. • Has been compared to others. • Has been given unfair treatment or favoritism. • Is or feels like an "outsider" 	<ul style="list-style-type: none"> • Shame the child. • Ignore the child. 	<ul style="list-style-type: none"> • Giving warmth, love and understanding. • Discuss feelings with child. • Observe how child copes. • Observe patterns of jealousy. • Build child up using their strengths and skills.
Has fears	<ul style="list-style-type: none"> • May be dealing with something for the first time. • Needs feeling of closeness and protection from someone they trust. • Had painful previous experience. • Is feeling guilty. 	<ul style="list-style-type: none"> • Shame or threaten. • Force child to encounter the source of fear. 	<ul style="list-style-type: none"> • Reassurance and comfort. • Being there for child. • Watch for patterns of fear. • Prepare child for new situations in advance. • Give extra time and attention. • Teach caution.
Hurts other children or you	<ul style="list-style-type: none"> • Is too young to understand. • Is inexperienced or rambunctious. • Is angry or troubled. 	<ul style="list-style-type: none"> • Get angry. • Punish or hurt child back. • Force an apology. • Shame the child. • Ignore or withdraw love. 	<ul style="list-style-type: none"> • Attend to hurt child first, involving child who did the hurt in the comforting. • Observe what and how happened before making judgments. • Talk to the child about what happened. • Divert attention. • Take "weapons" away and explain how they can hurt. • Teach that hurting others is not OK.
Destroys things	<ul style="list-style-type: none"> • Is curious • Is bored. • Does not understand how things work. • Has had an accident. 	<ul style="list-style-type: none"> • Scold, yell, or shout. • Tell child that they are bad. • Punish child 	<ul style="list-style-type: none"> • Provide guidance in how to use things. • Remove fragile items. • Put back together with the child. • Divert attention to different activity.

	<ul style="list-style-type: none"> Is frustrated, excited, jealous, angry. 		<ul style="list-style-type: none"> Listen to child. Find place and things for child to be rough with.
Sucks thumb or fingers	<ul style="list-style-type: none"> Enjoys the physical sensation. Is relaxing. Is troubled. 	<ul style="list-style-type: none"> Force or restrain with mitts, bad tasting lotions. Threaten or make fun of child. Coax or bribe. 	<ul style="list-style-type: none"> Relax, allow child to outgrow. Give extra attention and love. Look for patterns of sucking. Attempt to fill needs of child so s/he doesn't need to suck thumb. With older child, develop a cue that will alert them so they can stop.
Demands attention	<ul style="list-style-type: none"> Is not good at independent creative play. Is interested in you. Is tired, hungry, scared, ill, insecure. 	<ul style="list-style-type: none"> Ignore or isolate child. Shame the child. Scold or punish 	<ul style="list-style-type: none"> See what they need and take care of it. Show interest in them. Watch for patterns of demanding attention. Praise child for efforts. Give more time and attention.
Runs away	<ul style="list-style-type: none"> Wants to explore. Feels bored. Is afraid. Needs privacy. Is rebelling. Feels unloved. 	<ul style="list-style-type: none"> Make a scene. Cry or make a fuss over the child. Punish out of anger. Take away privileges. 	<ul style="list-style-type: none"> Let child know how this scared you. Let child know you love them. Take safety precautions. Reassure child. Provide privacy if child wants it.
Uses foul language	<ul style="list-style-type: none"> Doesn't know any better and is imitating someone else. Is trying something new. Wants attention. Is letting off steam. 	<ul style="list-style-type: none"> Show shock or embarrassment. Get excited. Scold or punish. Over-emphasize 	<ul style="list-style-type: none"> Watch for patterns. Offer substitutes Check your language out and that of others who are around child. Teach child new words.

Bites	<ul style="list-style-type: none"> • Still putting everything in mouth. • Is teething. • Using biting instead of words to communicate. • Doesn't understand that biting hurts. • Is angry or frustrated. 	<ul style="list-style-type: none"> • Bite child back. • Encourage another child to bite child. • Make child bite or eat soap. • Force an apology. 	<ul style="list-style-type: none"> • Provide supervision and watch for patterns. • Comfort victim first, let biter know that biting hurts. • Give another object to bite-in case of teething baby. • Help child learn to deal with frustration. • Watch for stress level of child.
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SUGGESTIONS FOR GIVIING INSTRUCTIONS TO CHILDREN

Give instructions in positive forms. Tell them what to do, not what not to do.

Only give a child a choice when you really mean to let them make a decision. Be sure that the choices the child can make are appropriate to their age and maturity.

Choose words and tone of voice that make a child feel confident and strong, not guilty and shamed. Don't label them "bad" or "naughty"-instead focus on the behavior that you are dealing with.

If possible, give reasons for what you want or are saying.

Focus attention on what emotions the child might be feeling and how those emotions influence the child's behavior.

Avoid comparisons between children.

Recognize and praise signs of growth and achievement.

Keep speech slow, simple, and direct.

Give only a few directions or instructions at one time.

Keep good eye contact with child.

WAYS TO SAY "GOOD FOR YOU!!!"

That's really nice

Thank you so much

That's great

That's clever

I'm proud of you

Keep it up

Good job

Wow!!!

Terrific

Fantastic

Beautiful

Excellent work

Marvelous

You are so good at that

I like the way you are working

That's right-good for you

You figured it out

You are waiting so patiently

It is hard to wait-you are doing a good job

You are really listening

That's a good point

Keep up the good work

I appreciate your help

You are really growing up

I am so proud of you

for _____

(Add others that work for you)

HELPING CHILDREN LEARN

Children want to learn, they want to achieve independence. They learn by experiencing the world and testing things out. Part of healthy discipline is helping children learn how to handle themselves and safe ways to learn new skills. The job of being a child is to keep adding new dimensions to what they already know. The job of being a parent is to provide both safety and opportunity for children to keep adding those new dimensions.

Children are motivated by the three "C's". These are:

- **Curiosity**-how things work, are put together, and what happens when...
- **Challenge**-finding answers to problems and questions.
- **Competence**-the art of mastering a new skill.

The three "C's" can be very demanding on parents. Children are often like magnets to trouble. This is where discipline becomes an art. If you do it effectively, you can help create a competent, comfortable, and happy individual. If you do it wrong, you can help create an individual who is afraid of doing something new, is stuck in certain ways, and who may not be very happy. Use the following hints to help your child discover and develop to the best of their ability.

- ❖ Pay attention to your child's developmental stage. Provide challenges that are appropriate to the stage. Don't push them to accomplish something beyond their developmental stage. Give lots of praise for efforts. Watch and provide safety.
- ❖ Follow the cues your child gives you. Don't force your will on them. Let them work at figuring things out by themselves-don't always teach them the "right" way to do things. Keep a watch for safety.
- ❖ Don't pressure and don't compare. Every child develops differently and at their own pace. There will be spurts of accelerated growth and times of limited growth. Don't worry and don't push.
- ❖ Encourage your child's interests. Provide new challenges, show approval and pleasure. Understand that what you like may not turn out to be what your child likes.
- ❖ Make everyday activities into games. Let the child take over and participate in household activities. Make them into games. Give them love and praise for what they achieve.
- ❖ Listen to them-actively. Work at understanding what they are saying and respond to them. They want to be listened to and they want to be heard.

RULES FOR BEING AN EFFECTIVE PARENT (FROM MENTAL HEALTH ASSOCIATION OF DALLAS COUNTY)

- Provide adequate supervision. Appropriate for age and situation.
- Encourage the "Buddy" system. Teach children to follow rules and to encourage others to also follow the rules.
- Teach your children to recognize and stay away from behavior that doesn't make sense. For example someone forcing them to do something or asking inappropriate questions.
- Make sure your children understand the language you are using. Ask them to tell you what the rules are and what they mean.
- Provide a good example for them to follow.
- Play "what if" games as a way of reinforcing the rules and of helping them figure out situations that could happen to them.
- Don't teach them to keep secrets.
- Start early and talk as openly as possible about sex. Answer the questions that they ask. Define the parts of the body in clear terms. Teach your child that their body belongs to them.
- Allow your children to say "no".
- Allow your child to express their feelings. Let them cry if they need to.
- Be aware of your own stress level and do something to take care of yourself if the stress is too high.

SIBLINGS

One of the nicest things a parent can do for a child is to provide them with a sibling. This is not always what children think. Siblings are often at odds with each other-for time, attention, and things. Helping siblings adjust to each other is very important.

Parents need to be aware of the needs of all of their children and to be able to respond to each child in ways that acknowledge their individuality and uniqueness. Parents must also be an important part of the development of the sibling relationship. Helping the siblings become friends, be loyal to one another, and valuing the relationships that exist between them is one of the nicest and longest lasting gifts a parent can give to a child. After all, the sibling relationship is most likely the longest relationship a person will have in their life.

The sibling relationship, the relationship that exists between brothers and sisters, is a very important part of our lives. Generally, this is a lifelong process and may cover periods of up to 80 years, we develop a "sibling underworld" that is secret and separate from our parents. Siblings spend twice as much time together as they do with their parents and they often share feelings and secrets that often cannot be shared or understood by any others.

The relationships between siblings are most intense from 0-20 years; there is usually a "down time" in the sibling relationship between the ages of 20-45 as we form our own lives and families and then a return to the intensity at ages 45-80+ years.

Many things influence the sibling relationship, such as the number of siblings, the sex and age differences among siblings, and birth order. The number of siblings may bring up loyalty issues, socialization skills, amount of time each child has individually with the parents, and each child having to deal with the "family reputation" that has been developed by the siblings before him or her.

Sex differences may influence how the siblings learn to deal with the same or opposite sex. Birth order may influence personality development, mate selection, and future happiness in relationships.

The amount of years between siblings (age difference) apart can influence an individual's ability to share, to co-exist, and to be cooperative.

SIBLING FUNCTIONS

Socialization

Siblings teach each other to listen and to talk, how to win and to lose, and how to give and take.

Direct Services

Siblings teach other skills, such as bike-riding, sports, etc, they introduce one another to peers and help each other with relationships. In addition, they act as a buffer with "outsiders" and help discipline each other.

Dealing with Parents

Siblings may often act as a protector against a parent's "abuse of power"; they may join forces against their parents in a united way. In addition, they may be the bearer of secrets, tattle on, or translate for each other to their parents. Siblings "pioneer" for each other in that the older one blazes the way for the younger in things like curfew, activities etc, the younger one may be used to ask for things or privileges. Lastly, siblings can be a source of validation for parents in that they can reinforce what the parent says or wants.

The sibling relationship is a very rich and potentially very rewarding and positive relationship in life. It is very important that parents both understand and not be threatened by this relationship. As much as possible, we parents should encourage and support this relationship, even if it sometimes feels like we get "ganged up" on unfairly. We should not try to destroy or interrupt this process by any means and we should look for ways to strengthen the sibling relationship bonds.

Siblings teach each other how to listen, to talk, how to win and lose, and how to give and take. Use the following guides to help you help your children develop and maintain good relationships with one another.

- Recognize the differences between your children. Allow for these differences.
- Give each child individual time.
- Understand that the siblings have different perceptions of what is going on in the family. This is because of birth order, how perceptive they are, intellectual and emotional stages of development, and how much the "want to know". Some children are more curious than others; some are more withdrawn into themselves. These factors have an impact on how much they will take in, and how they will respond to what is going on in the family. In addition, older siblings may protect younger siblings and, as a result, they may have totally different perceptions of what goes on in the family.
- Realize that rules and expectations may change with the number of children you have. The first child is the "trail- maker". There may be more expectations of the first child, and there may be more attention paid to the milestones that the first child accomplishes. In addition, there may be less worry and constant attention to every action the child is doing.
- Remember that the children will constantly be making comparisons about how they are being treated. No matter how hard you try, you will never be "FAIR" in their eyes. Don't worry a lot about it, it is just part of the territory. Just monitor yourself for fairness instead of letting the children decide how "fair" you are being.
- Make sure that what is being asked of and allowed to each child is age and developmental appropriate. Don't push the younger ones too hard to "keep up" with the older ones, and don't hold the older ones back to match the pace of the younger ones.

- Be aware that the children may have different views of their relationships with one another. An older child may "tolerate" the younger one, while the younger one may "adore" the older one. Or vice versa.
- Expect fights between the siblings. It will always happen-no matter how hard you work to prevent it.
- Don't make the elder ones constantly have to "take care of" or be responsible for the younger ones.
- Always prepare older siblings for the arrival of a new child. Let them know far in advance, give them extra time and attention-before and after the arrival- and allow them to vent all of their emotions about the big change in their life.