

# Building Your Parent Toolbox



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# Progress. . .

## Not Perfection



18 years of education experience  
10 years of Parenting

Scholars and Psychological Experts:

Diana Baumrind

Jon Kabat Zin

Dan Siegel

Tina Payne Bryson

Dr. Ross Greene

Websites:

[www.firstfivecalifornia.com](http://www.firstfivecalifornia.com)

[www.childmind.org](http://www.childmind.org)

[www.cdc.gov](http://www.cdc.gov)





# Outline

**I. Self-Care**

**II. Parenting Framework**

**III. Behavior & Regulation**

**IV. No Drama Discipline & Proactive Solutions**

**V. Scenarios**



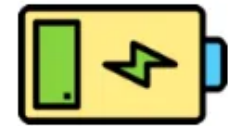
# Types of Self-Care

## Physical



Sleep  
Stretching  
Walking  
Exercise  
Nutrition  
Yoga

## Emotional



Stress Management  
Coping Skills  
Compassion  
Therapy  
Journaling

## Social



Boundaries  
Support System  
Positive  
Social Media  
Communication  
Friends

## Spiritual



Time Alone  
Meditation  
Prayer  
Nature  
Sacred Space

## Personal



Hobbies  
Creativity  
Goals  
Identity  
Authenticity

## Space



Safety  
Healthy  
Environment  
Stability  
Clean Space

## Financial



Saving  
Budgeting  
Money  
Management  
Paying Bills  
Boundaries

## Work



Time Management  
Work  
Boundaries  
Breaks

BlessingManifesting







## A Parent Is...

A Caretaker  
A Protector  
A Teacher  
A Coach  
A Manager  
A Mentor

**NOT "A Friend"**



# CREATING A PARENTING FRAMEWORK.

Parenting is the  
practice of  
developing a human being.



## Who Do I Want My Child to Become?

### What Do I Want My Child to...

Value?

Feel?

Think?

Show?

Be Able to Do?



## How will I TEACH?

Discipline is a method of teaching. . .

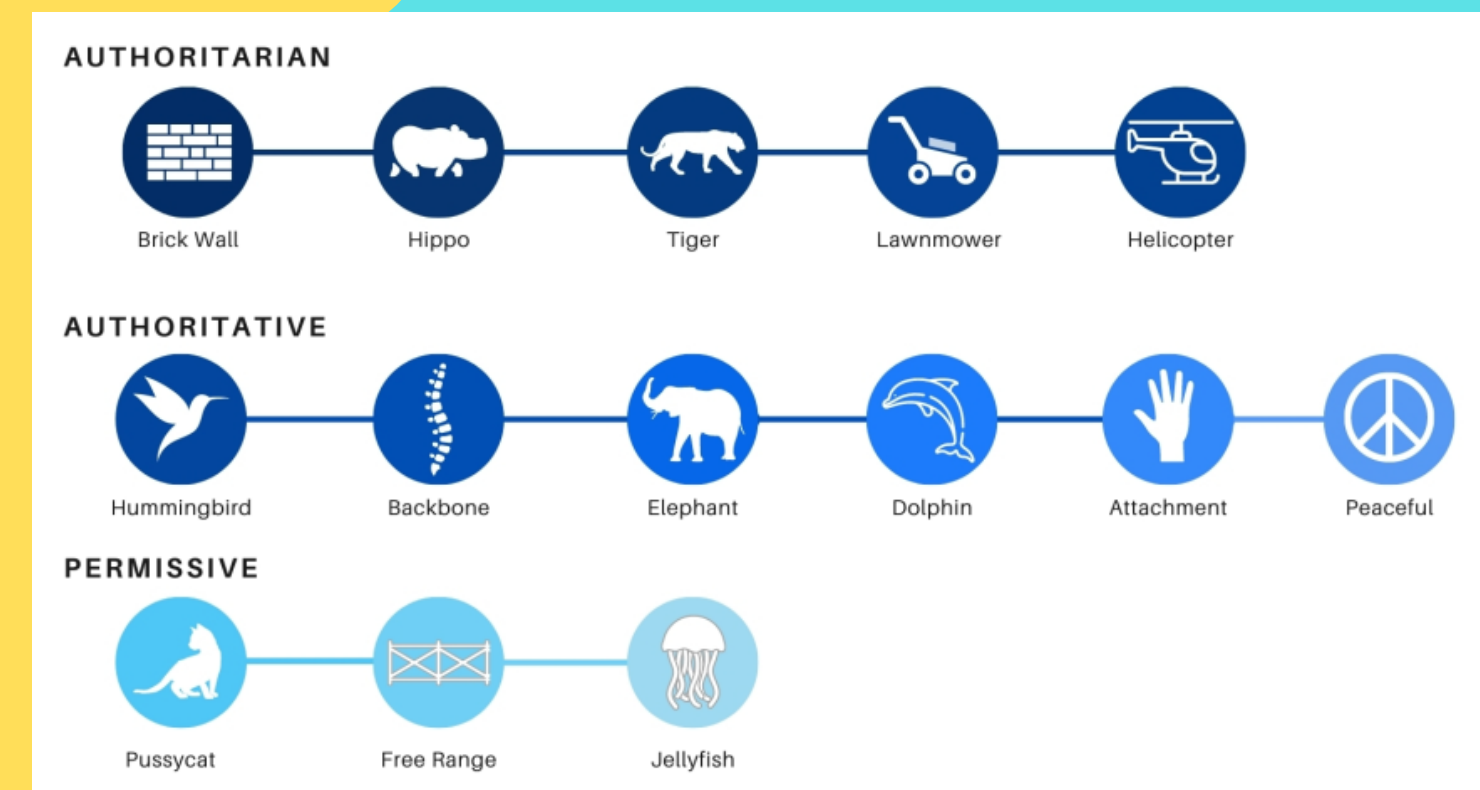
- Skills
- Values



# Parenting Styles



Parenting exists on a continuum





# Behavior is Communication

There are four functions of behavior

Escape

Attention

Tangible

Sensory

I Can't  
I Need  
I Want



# DEVELOPMENTAL STAGES

## Piaget's Stages of Cognitive Development



**Sensorimotor  
Stage**  
Birth to 2 yrs

**Preoperational  
Stage**  
2 to 7 yrs

**Concrete  
Operational  
Stage**  
7 to 11 yrs

**Formal  
Operational  
Stage**  
12 and up



# DEVELOPMENTAL STAGES

## THE KEY COMPONENTS OF ERIKSON'S MODEL OF HUMAN DEVELOPMENT



Infancy:  
Trust vs. Mistrust



Preschool Years:  
Initiative vs. Guilt



Toddlerhood:  
Autonomy vs.  
Shame and  
Doubt

Adolescence:  
Identity vs. Role  
Confusion



Early  
School Years:  
Industry vs.  
Inferiority

Adolescence:  
Identity vs. Role  
Confusion



Young Adulthood:  
Intimacy  
vs. Isolation

Middle Adulthood:  
Generativity  
vs. Stagnation



Late Adulthood:  
Integrity vs.  
Despair



Source: Financial Express

## Does Your Child Possess Behavioral Skills?

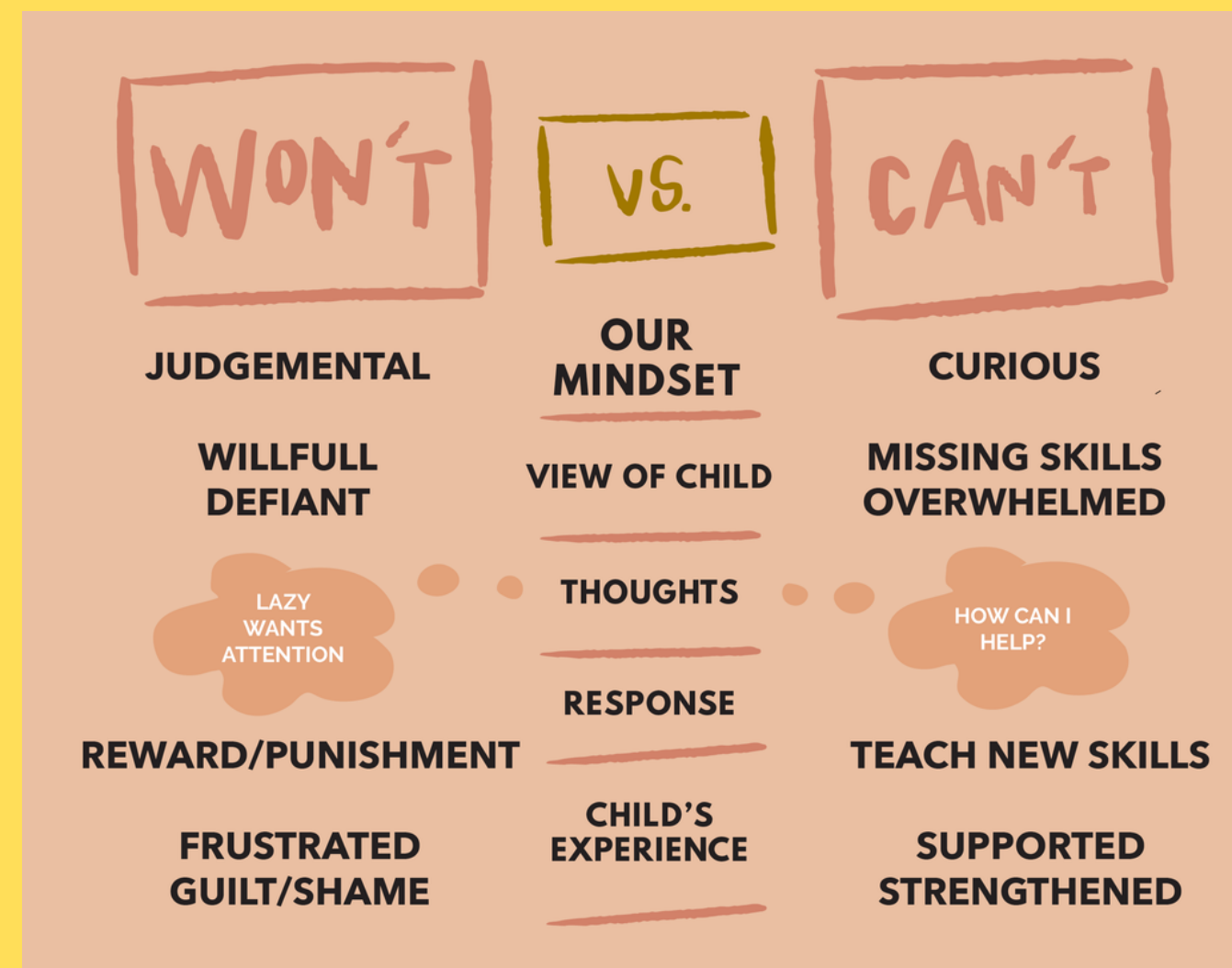
- Flexibility
- Adaptability
- Frustration Tolerance
- Problem Solving



A child's behavior usually tells you more about what they're going through as opposed to what they're trying to put you through.



# Kids Do Well If They CAN



## FIRST - CONNECT - EMPATHIZE



Shift from REACTIVITY to RECEPTIVITY.

Set stage for effective Co-Regulation.

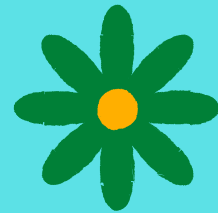
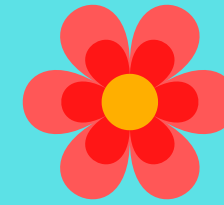
**Strengthen Relationship. Strengthen Trust. Strengthen Neurocognition.**

Calm Your Self – tone & body.  
**THINK / ASK**  
**WHY** is my child acting this way?  
**WHAT** does s/he need from me ?  
**WHAT** do I need to teach?





# READY...SET...REGULATE



## Take a Deep Breath

Smell the flower



Blow the pinwheel

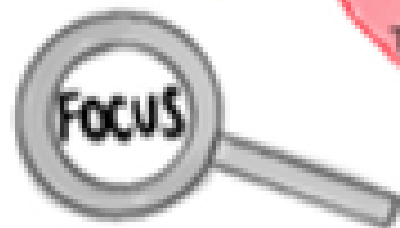


## BUMBLEBEE BREATHING



## Upstairs RESPONSIVE

THINK before  
we ACT

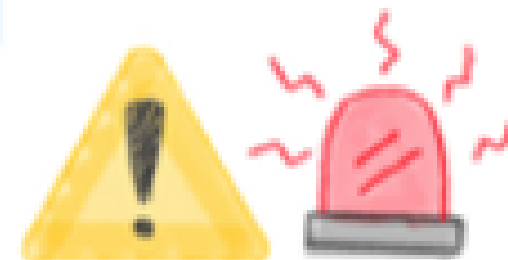


Decision  
Making

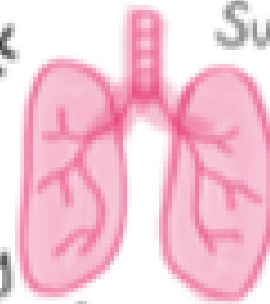


## Downstairs REACTIVE

ACT before  
we THINK



Bodily  
Functions



*\*Ref: Dan Siegel and Tina Bryson; The Whole Brain Child  
\*Illustrated by: Jessica Angus*



# INSIGHT - EMPATHY - REPAIR





# INSIGHT - TEACH EMOTIONAL SELF-AWARENESS

## DEFINE KID CONCERNS

WONDER ALOUD - ASK QUESTIONS - 5 FINGERS

REFLECTIVE LISTENING - VALIDATE & MIRROR

CLARIFYING STATEMENTS - NONJUDGEMENTAL OBSERVATIONS

SENTENCE STEMS:

- I notice that. . .
  - Name the behavior
  - Share your observation
- I wonder if. . .
  - Identify emotions and possible reasons
  - Share your own experience in similar situation
- What do you think?
  - Ask child their viewpoint
- Thank you for sharing
  - Validate child's perspective



## EMPATHY - TEACH SOCIAL AWARENESS

### DEFINE ADULT CONCERNS

- Offer adult perspective of situation and share concerns related to safety, child's well-being and/or well-being of community.
- Connect concerns to expectations or community contract/social norms
- Set Stage for Problem Solving



## REINFORCE FAMILY VALUES - EXPECTATIONS

My concern is...

Name behavior

DePersonalize behavior

This behavior can cause...

Name Possible impact of behavior on child and others

In our home/family, it's important that we all..

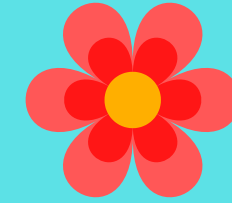
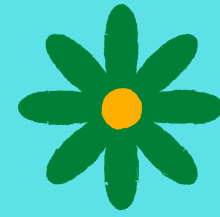
Explicitly state the expectation

Explicitly restate the reason behind the expectation

Do you have questions? Can you tell me in your own words?

Ensure child understands





## REPAIR - TEACH RESPONSIBILITY

The goal of discipline is to teach. How will our children learn to apologize, acknowledge their impact on others and take responsibility for their actions if we do not show them how?



### REPAIR A RUPTURE ASAP

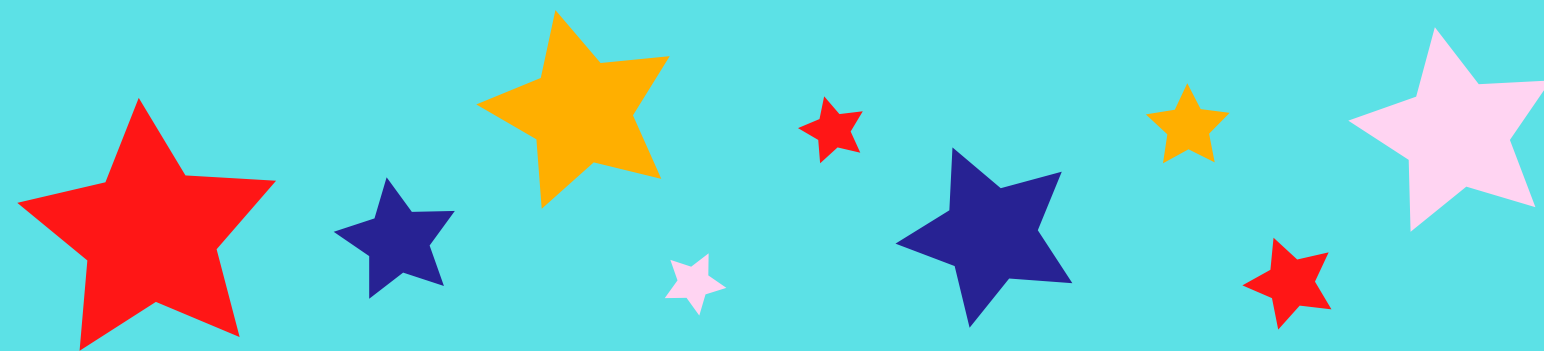




## COLLABORATE - INVITE TO PROBLEM SOLVE.

Adult & Child  
Brainstorm Solutions  
Must address both  
Parties concerns  
Must be **REALISTIC** -  
child must be able to  
perform and  
adult must be able to  
follow through

- Do you have any ideas for how we can work together to solve this situation?
- I have an idea... What if..
- How do you think that will work?
- The next time...we will...
  - Explicitly state/draw/write the plan
- Let's try and see how it works. We can always make changes!



Let's Practice!

