

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

www.childmind.org

www.cdc.gov



Outline

I. Self-Care

II. Parenting Framework

III. Behavior & Regulation

IV. No Drama Discipline & Proactive Solutions

V. Scenarios



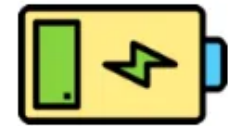
Types of Self-Care

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



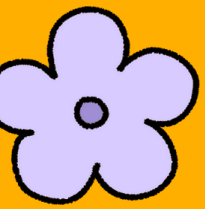
Saving
Budgeting
Money
Management
Paying Bills
Boundaries

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. . .

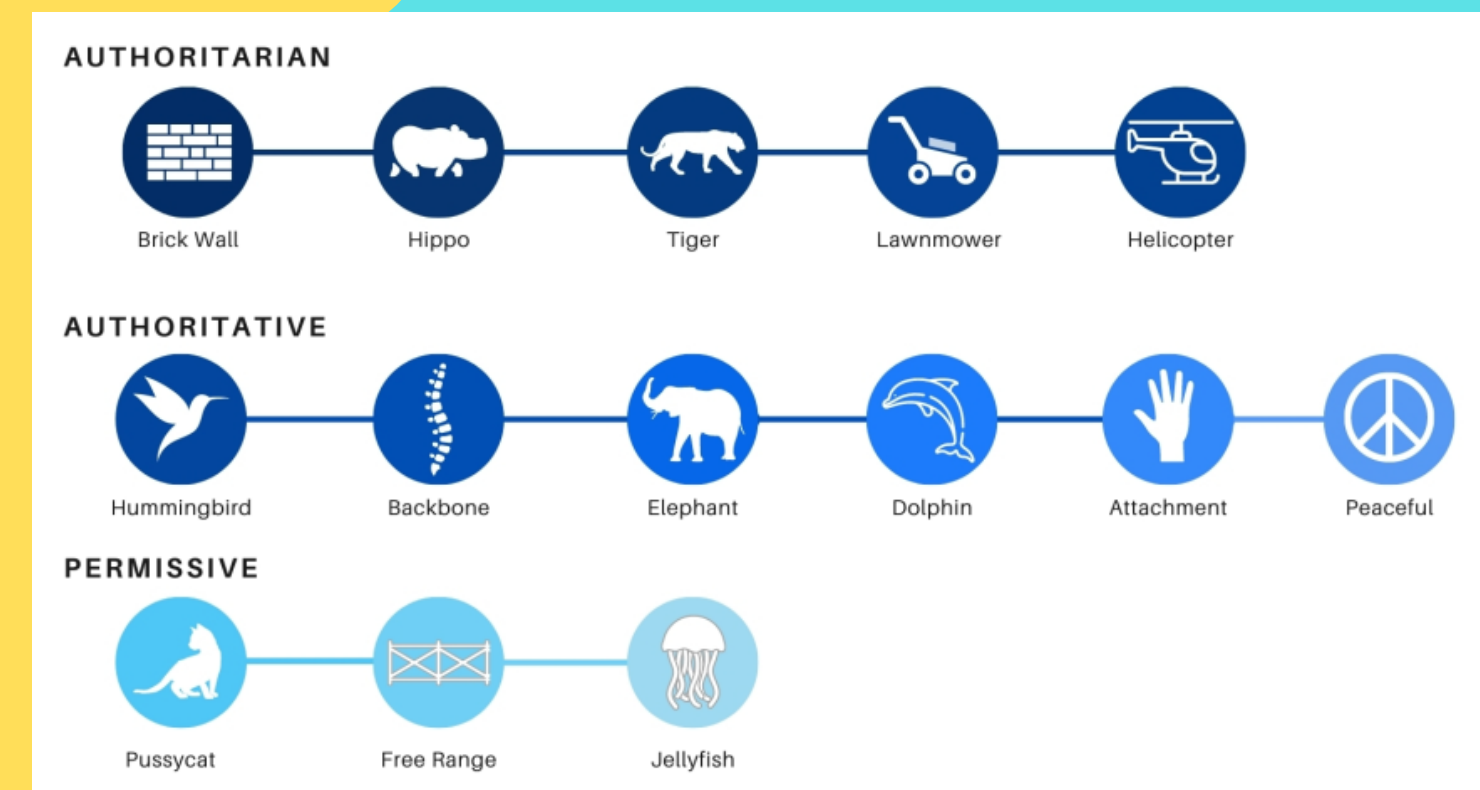
- Skills
- Values



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



STAGE 1

Preschool Years:
Initiative vs. Guilt



STAGE 2

Toddlerhood:
Autonomy vs.
Shame and
Doubt



STAGE 3

Early
School Years:
Industry vs.
Inferiority



STAGE 4

Adolescence:
Identity vs. Role
Confusion



STAGE 5

Young Adulthood:
Intimacy
vs. Isolation



STAGE 6

Middle Adulthood:
Generativity
vs. Stagnation



STAGE 7

Late Adulthood:
Integrity vs.
Despair



STAGE 8

Source: Financial Express

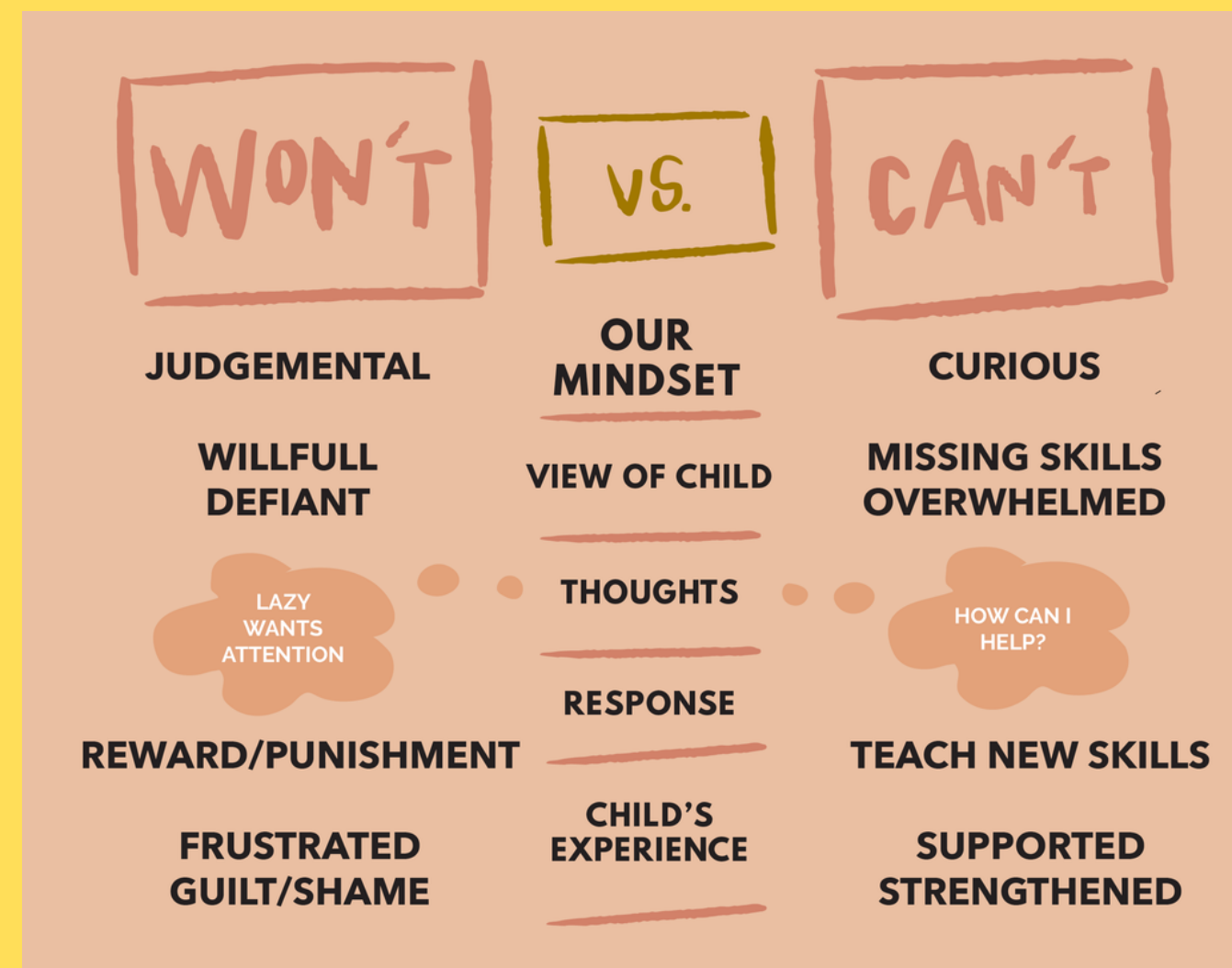
Does Your Child Possess Behavioral Skills?

- 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.

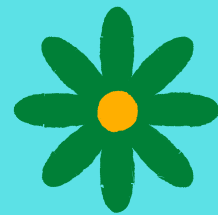
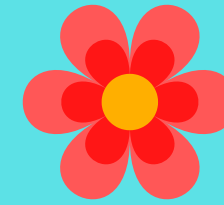
Set stage for effective Co-Regulation.

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

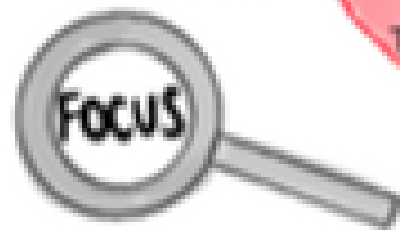


Upstairs RESPONSIVE

THINK before
we ACT



Self-Awareness



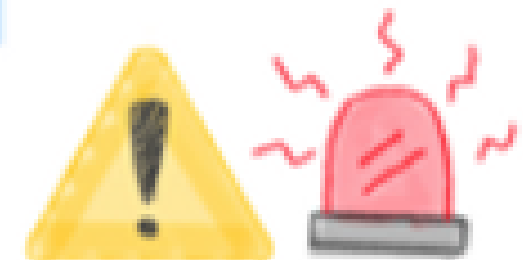
empathy

Decision
Making



Downstairs REACTIVE

ACT before
we THINK



Survival & Safety

Bodily
Functions

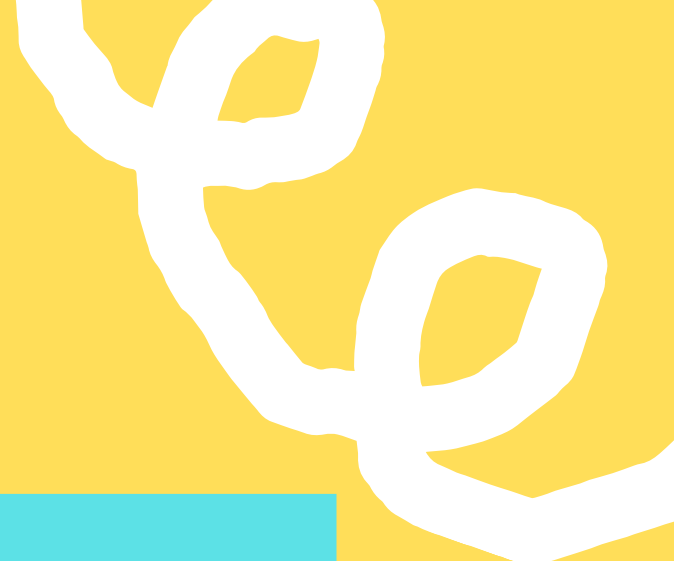


FIGHT FLIGHT FREEZE



big emotions

**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

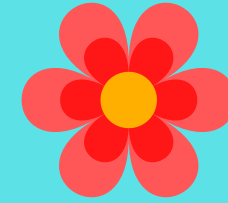
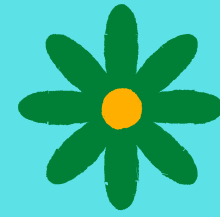
In our home/family, it's important that we all..

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

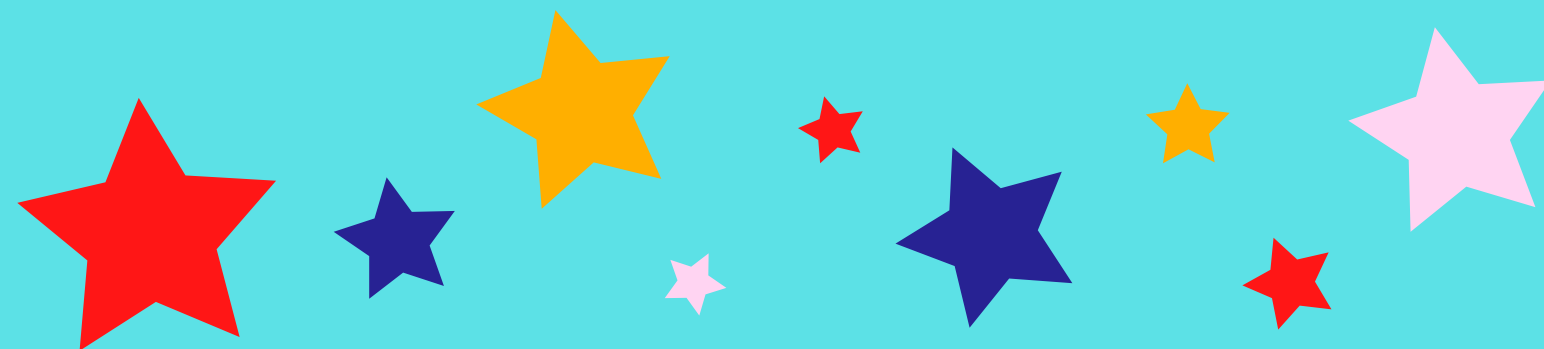




COLLABORATE - INVITE TO PROBLEM SOLVE.

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!

