

Building Your Parent Tool Box!

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Sources of Information

- Combined 25+ years of experience in teaching, coaching and counseling children
- 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

THERE IS NO SUCH
THING AS A PERFECT
PARENT. SO JUST
BE A REAL ONE.

~ Sue Atkins

Who We Are!

Mrs. Wheeler

- A wife
- A 1x mom
- A school counselor



Ms. Abbene

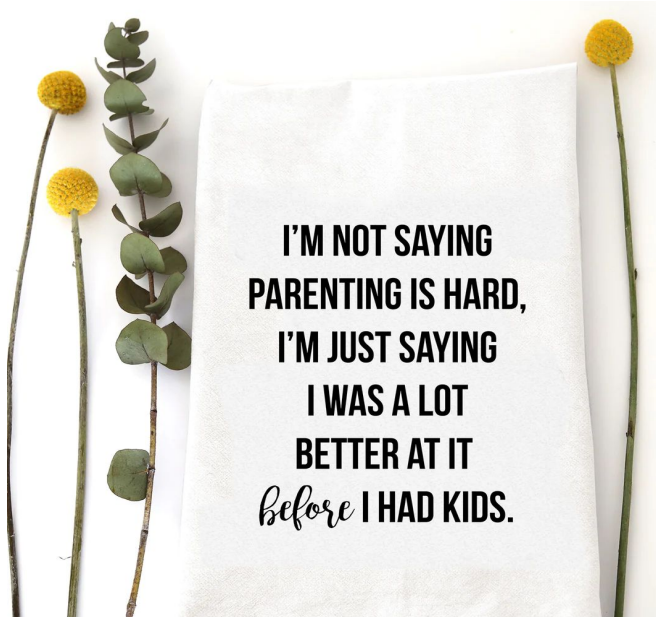
- A wife
- A 3x mom
- A school psychologist



Who Do I Want My Child to Become?

Parenting is the practice of *developing a human being*.

**What kind of human being do you want to develop?
What is your parenting framework?**



CREATING A PARENTING FRAMEWORK:

- **Who Do I Want My Child To Become?**
- **What Values Do I Want My Child to Live?**
- **How Do I Want My Child to Feel About Themselves?**
- **How Do I Want My Child to Think About the World?**
- **What Do I Want My Child to Be Able to Do?**
- **How Do I Want My Child To Treat Others?**
- **How Do I Want My Child to Engage With the World?**
- **HOW WILL I TEACH THESE VALUES / SKILLS?**

Authoritarian Parenting



Permissive Parenting



Uninvolved Parenting



Authoritative Parenting



Effective Parents Know Their Role As...

- A Caretaker
- A Protector
- A Teacher
- A Coach
- A Manager
- A Mentor
- NOT “A Friend”



Supportive



Involvement



Healthy Lifestyle



Reward



Encouragement



Praise Achievement



Listen



Explain



Trust



Inspire



Enforce Rules



Have Patience

Effective Parents. . .

DO...

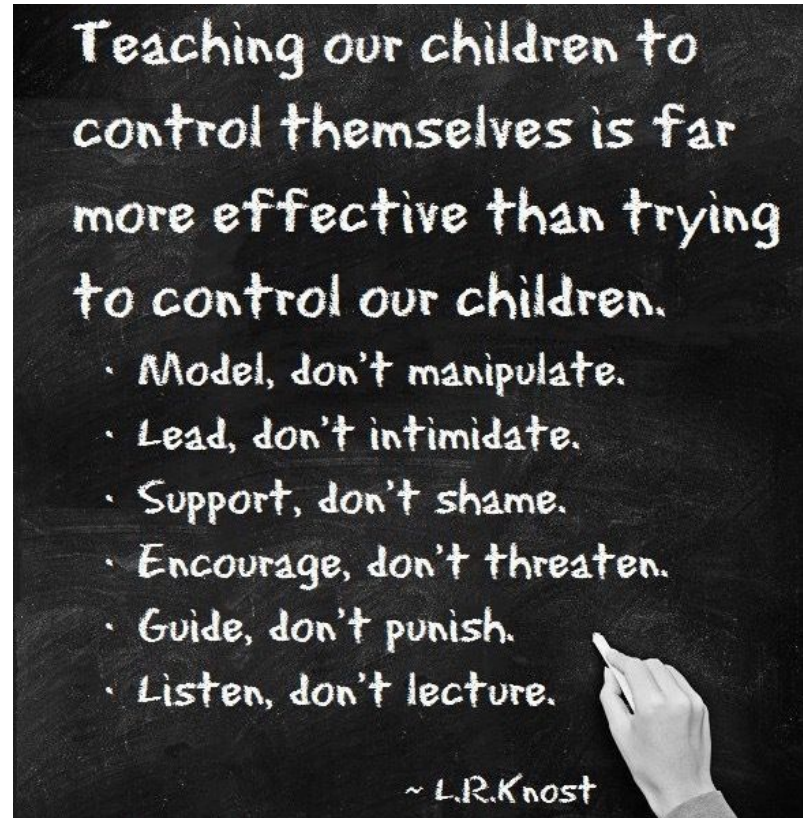
- **Encourage Independence**
- **Praise Perseverance**
- **Plan Proactively**
- **Set High, but Reasonable Standards**
- **Hold their children accountable**
- **Engage WITH Their Children**
- **ACCEPT**
- **EMPOWER**

DON'T...

- **Micromanage their children (helicopter)**
- **Prevent suffering (snowpoy)**
- **Blame their children**
- **Blame others for their children's mistakes**
- **Hold grudges or withhold affection**
- **Expect their children to be proficient in skills they haven't been taught**
- **Expect them to be who they are not**

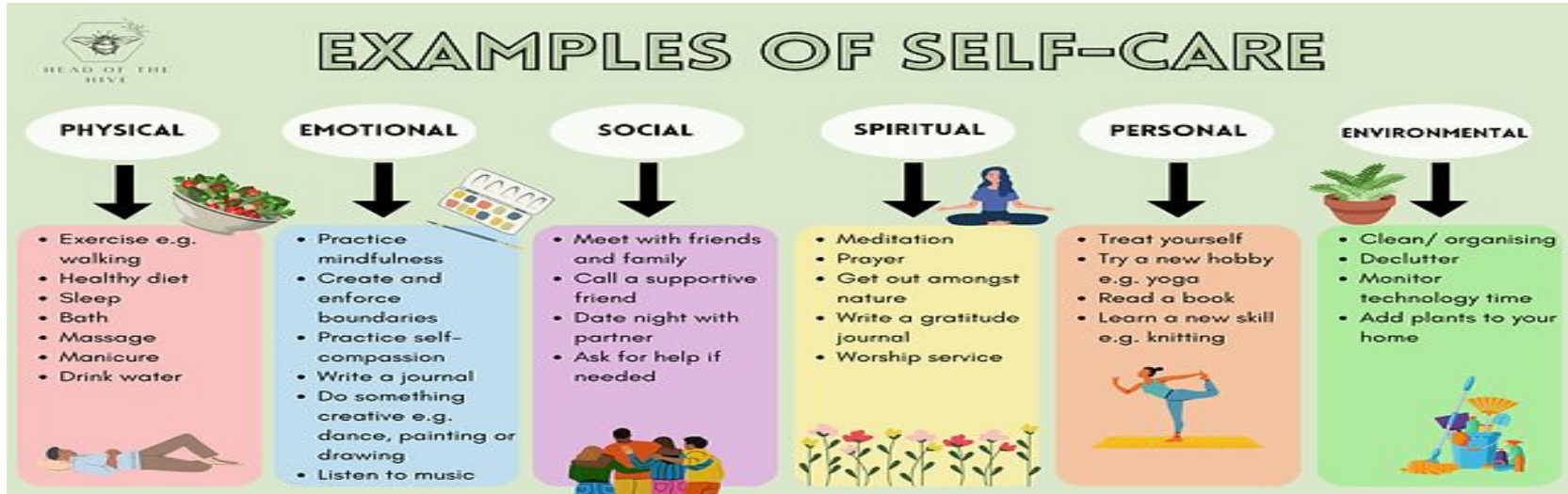
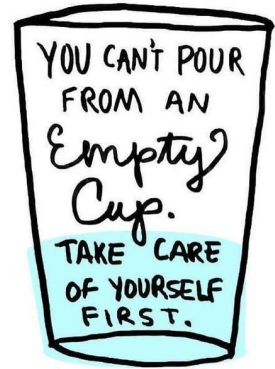
Effective Parents Model & Reinforce Expectations

- Explicitly state the rule/expectation
- Use visuals or positive narration
- Model the expected behavior
- Practice and Prime
- Reinforce
 - When child exhibits the desired behavioral expectation, give praise and/or reward
 - If child transgresses, restate and reteach
 - Encourage



Effective Parents NEED SELF-Care

- Effective Parents Practice Compassion to SELF
 - Implement a practice of Self-Care
 - Self-Care is NOT selfish. .it is ESSENTIAL
 - You cannot model calm if you are stressed
 - You are doing it for your kids - they need you to be well
 - You are teaching by modeling how your child should be



Effective Parents Teach Self-Regulation

Take a Deep Breath

Smell the flower

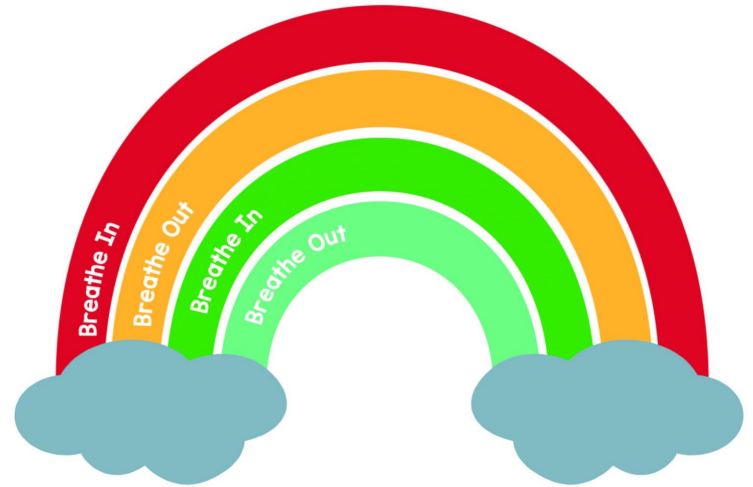


Blow the pinwheel



Trace and Breathe

Trace along the rainbow with your finger
as you breathe in and out



5-4-3-2-1 Mindfulness

List...

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

Behavior IS Communication

There are four functions of behavior



The Cognitive Model



Situation

something happens



Thought

the situation is
interpreted



Emotion

a feeling occurs as a
result of the thought



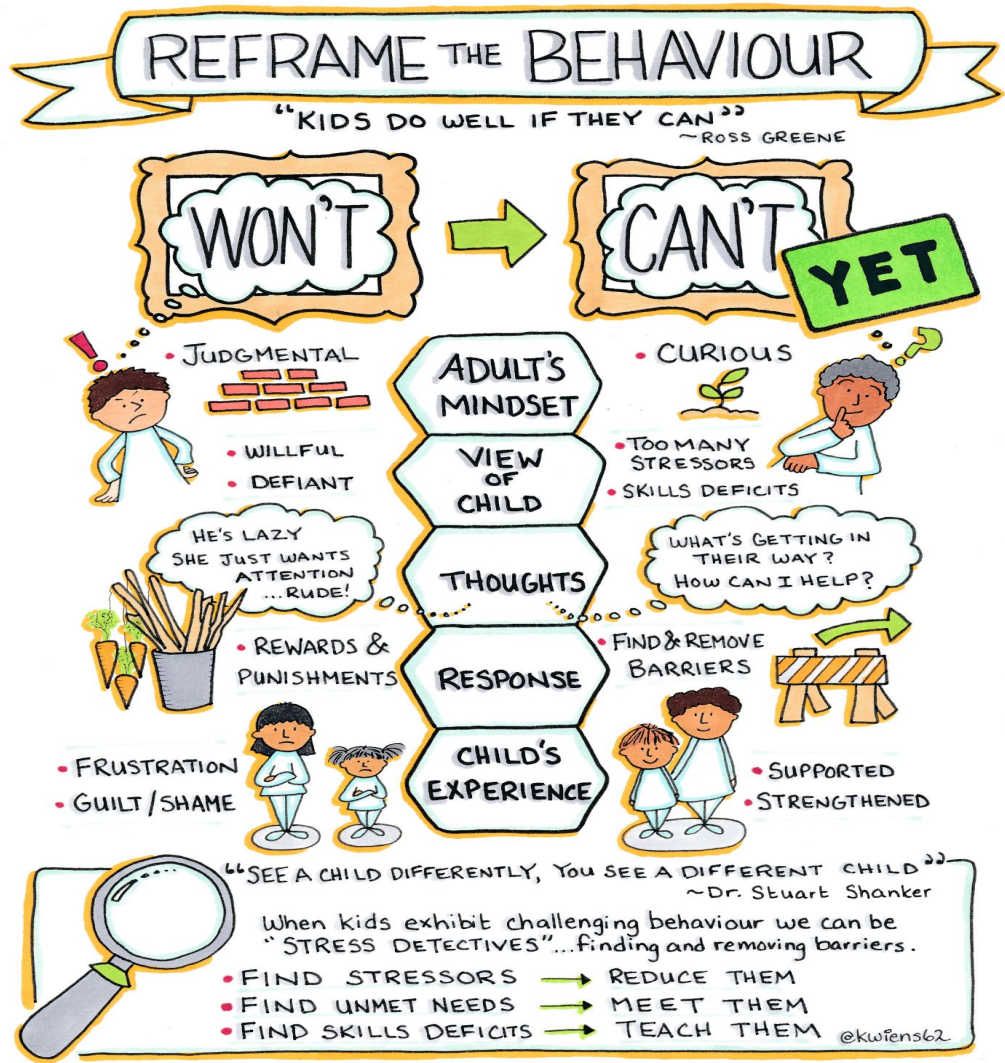
Behavior

an action in response to
the emotion



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.

You cannot
control their
behavior.
You can only
respond.



“PROBLEM”

Behavior may be due to a *Lack of Skills*

- The essential function of challenging behavior is to communicate to adults that a kid doesn't possess the skills to handle certain situations adaptively. . .yet. – Dr. Ross Greene

BEHAVIORAL SKILLS:

- **Flexibility**
 - **Adaptability**
 - **Frustration Tolerance**
 - **Problem Solving**
-

COLLABORATIVE & PROACTIVE

Kids do well if they can

When we “react” to the behavior we observe above the surface, our reactions may increase or intensify the behaviors.

When we “respond” to the child and proactively support the child by understanding what lies beneath, we humanize the child.

When we respond by teaching them skills, we empower the child to be a problem solver.



**KEEP
CALM
AND
RESPOND**

COLLABORATIVE & PROACTIVE

Kids do well if they can

COLLABORATIVE & PROACTIVE SOLUTIONS HAPPEN TO
PREVENT BEHAVIOR FROM REOCCURRING:

It is a PROBLEM SOLVING STRATEGY that works when...

- Child is calm
- You are calm
- When child is escalated or exhibiting maladaptive behaviors, they are not in the space to think or listen



COLLABORATIVE & PROACTIVE

Kids do well if they can

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

SENTENCE STEMS:

- **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 safety/well-being reason behind the expectation
- **Do you have questions? Can you tell me in your own words?**
 - Ensure child understands

COLLABORATIVE & PROACTIVE

Kids do well if they can

EMPATHIZE:

- Gather information from the child so to help you understand their perspective of the unsolved problem.
- Offer nonjudgmental observations
- Name the behavior and emotions observed
- Connect with the child
- Reflect and Mirror

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

COLLABORATIVE & PROACTIVE

Kids do well if they can

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**

SENTENCE STEMS:

- **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!**

“No Drama” Discipline

FIRST - CONNECT

Why?

- It moves child (and parent) from reactivity to receptivity.
- It develops neurocognition (brain power).
- It strengthens/deepens relationship. It sets stage for effective co-regulation.

Connection Principles

- Calm Self First (Take a Breath) - Calm tone
- WHY is my child acting this way?
- WHAT does s/he need from me now?
- WHAT lesson do I need to teach?



“No Drama” Discipline - REDIRECT & TEACH

THEN - REDIRECT

Discipline = Teaching

- What lesson / value do I want to teach?
- How can I teach them?
- How will my response help my child develop?

INSTEAD OF LECTURING...



ASK THE THREE QUESTIONS



“No Drama” Discipline - INSIGHT

HELP YOUR CHILD GROW IN SELF-AWARENESS

Discipline = Teaching

- Help your child understand their own feelings
- Help your child understand the “Why” of their actions
- Mirror, reflect and explicitly name what you observe



"No Drama" Discipline - EMPATHY

HELP YOUR CHILD GROW IN SOCIAL AWARENESS

Discipline = Teaching

- Help your child understand how their actions affect others
- Help your child understand what others may think or feel about their actions
- Invite your child to self-reflect; Model thinking to teach

"I feel _____ when
you _____"



"It bugs me when _____
I wish you would _____"



“No Drama” Discipline - REPAIR

HELP YOUR CHILD GROW IN SOCIAL RESPONSIBILITY

Discipline = Teaching

- Help your child make things right
- Help your child repair
- Model how to apologize and repair

REPAIR A RUPTURE ASAP



Practice Makes Progress

- You tell your child to “stop playing and come sit down to eat dinner.” Your child continues to play with his toy, even after you know you have his attention and you give a simple and specific direction.
-

A. You say, “If you don’t put your toy away, you will go to your room without dinner.” Your child ignores you. You say, “Your dinner is getting cold. Just get to the table!” Child brings toy to the table.

B. You pick him up and place him at the table.

C. You say, “If you don’t put your toy away, I will take it away for the rest of the evening.” Your child ignores you. You take the toy away and say, “Because you did not listen and come to the table, you are not going to have this toy for the rest of today.”

Practice Makes Progress

- Your child hits her sister. You put her in “time out.” She keeps getting out of time out and playing with toys or reading books.

A. After the third time of her getting up, you give up. You have a deadline and have to finish your work.

B. You yell at her and tell her to stop playing with her books and toys. You tell her that you will take away all of her toys and books.

C. You calmly redirect her to time out corner and remind her that toys are not allowed in time out. You tell her if she takes her toy to time out, then she will not have dessert.

Practice Makes Progress

- You told your child to put their homework folder in their backpack. They said that they would “do it in a minute.” You continued to get ready to leave for work and school. During valet drop off, your child realizes they forgot their homework folder and begins to cry.

A. Remind your child to take a breath and say, “I see how upset you are. I am sorry you are feeling bad. Just tell your teacher that you are sorry you forgot. Sometimes, people forget things. Tomorrow, we will try again.”

B. Turn the car around and take your child home to retrieve the Homework folder, all the while telling them how irresponsible they are and how it’s their fault that you’re going to be late for work.

C. Tell your child you will try to bring the folder during your lunch break and that you will write the principal and teacher an email to tell them to excuse the missing work.

Practice Makes Progress

- You told your child that they are not allowed to have their phone after 9 p.m. You keep your child's phone in a cabinet at night for safety reasons. You learn that your child snuck their phone late at night to video chat with friends and play games.

A. Throw the phone away. No more technology. No more problem.

B. Ground your child from their phone. Put a lock on the cabinet.

C. Talk to your child about responsibility and boundaries. Tell them you're disappointed and now, you cannot trust them. Tell them they will have to earn your trust to earn their phone back.