
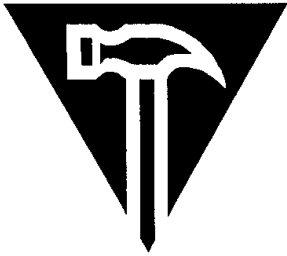
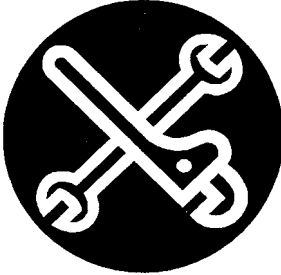
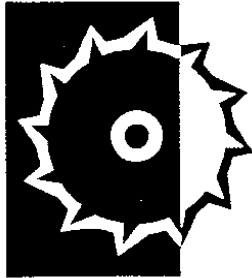

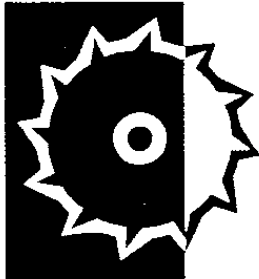
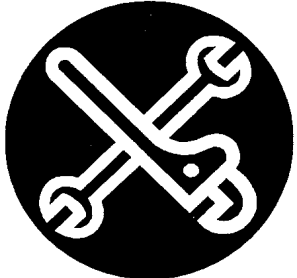
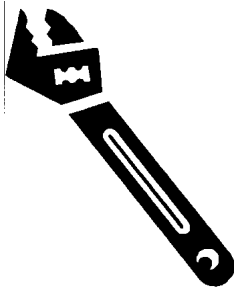
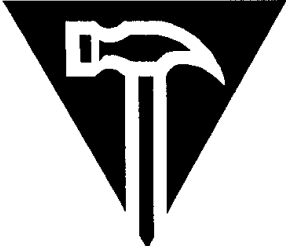

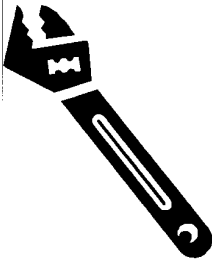



My Parenting Tools

<p>Use positive statement by saying “Do” instead of “Don’t”</p> <p>For example: Say “Hold the puppy gently.” Rather than “Don’t squeeze the puppy.” Or say, “Keep your hands in your pockets” rather than “Don’t touch that toy.”</p> 	<p>When possible, give the child two or three choices. This helps the child feel in control and capable.</p> <p>For example: “Do you want to wear the sweatshirt or blue coat to go outside?”</p> <p>Be careful. Don’t offer an open-ended choice like “What do you want for breakfast?” (They may say ice cream and potato chips. They may ask for the kind of cereal you ran out of yesterday.) Also don’t offer a choice if there is none. For instance, saying, “Would you like to go to bed?” When the child must go to bed, it is only asking for a fight. Instead say, “It’s time to go to bed.”</p>
<p>Change the surroundings or the equipment.</p> <p>For example:</p> <p>Sally always spills milk...put less milk in the glass, use a sippy cup or a cup that is easier for her to hold, give her water which is easier to clean up.</p> <p>Marcus and Deandre kick each other at the table... rearrange chairs so they can’t reach each other.</p> <p>Amanda has knocked over the lamp three times...move the lamp to a higher table.</p> <p>Ricky wants to help in the kitchen and he just picked up a sharp knife...his dad hands him a plastic table knife to use and takes away the sharp one.</p>	<p>Give Warning as Helps</p> <p>Children have a hard time switching activities. They need time to adjust. For example, say “In five minutes it will be time to put the basketball away and come inside.” Or “After this TV show ends, it will be time to put your pajamas on.”</p> 

<p>Enforce Consequences Consistently</p> <p>For children 3-years-old and older, consequences can be effective. Together with your children select consequences for misbehavior that are connected to the act. For example, if the child ignores his alarm and gets up late, he misses the bus and must walk to school. If a child gets in a fight with another person at the playground, he cannot go to the playground the next day. If a child plays with his food, the food is removed and he doesn't get any more until the next regular meal time.</p> <p>Then when a child breaks a limit, follow through with the consequence every time, using the same consequence. Try to get other adults to follow the same rules. (Daycare, Grandma, etc.)</p>	<p>Laughter</p> <p>Laughter is a great discipline technique. It can break anger or distract a younger child. Laugh together at a situation, laugh at yourself, or even gentle kidding of a child. Do not tease the child or use sarcasm. This can hurt rather than help.</p> 
<p>I-Statements</p> <p>State your feelings about a tense situation starting with "I" rather than "You." For example, "I feel frustrated when I have to ask you several times to get in the car." Rather than "You deliberately ignore me when I tell you to get in the car." I-statements attack the other person less, but still get the point across about the poor behavior.</p> 	<p>Broken Record Technique</p> <p>When a rule needs to be enforced, state the rule or expectation. If the child begins to argue or whine, simply restate the rule in the same words using a calm, firm voice until the arguing stops.</p> <p>For example: "It's time to go to bed." "But Mom, I'm not tired." "It's time to go to bed." "But the show's not over yet." "It's time to go to bed." "It's not fair, everyone else gets to stay up later than I do." "It's time to go to bed." "Can't I stay up another five minutes, I promise I'll go to sleep when I go upstairs." "It's time to go to bed.".....</p>

<p>Talk to your child eye to eye.</p> <p>Sit or bend down so you are looking your child in the eye on his/her level and talk gently but firmly.</p> 	<p>Keep it simple.</p> <p>Especially for young children, give only one order at a time. For example, say "Put all the blocks in this basket." Wait until that is completed before you say, "Pick up the stuffed animals and put them on your bed."</p> 
<p>Get your child's attention.</p> <p>Before giving a direction, call the child's name and wait for her to turn and look at you before speaking. If the child ignores the calling, walk over to her and place your hand on her shoulder and say her name again. Wait for her to look at you before speaking anymore.</p> 	<p>Make important requests firmly.</p> <p>Speak as if you mean it. Don't nag. If the child does not respond after the first request, you may choose to give them one more chance or you may walk to them and physically move them to the task. For example, "Rachel, please close the door." Could be followed by walking her to the door rather than calling again and again for her to close the door.</p> 

<p>Say "Please," "Thank you," "You're welcome."</p> <p>Children learn by imitating. Also, remember to set a good example in other areas. For example, carry your supper dishes to the sink, close the front door gently, speak respectfully about store clerks or other drivers on the highway.</p> 	<p>Be specific about what you want the child to do.</p> <p>For example, say "Pick up all the clothes that are on the floor in your bedroom. Put the dirty ones in the clothes basket. Put the clean ones in your dresser drawer." This is better than saying, "Clean up your room. It's a mess." It's also easier to enforce because a child may "clean up" the room by shoving all the clothes under the bed. Is this really what you want?</p> 
<p>Use lots of specific praise to encourage your child.</p> <p>Notice the things she does right. For example, say, "You said thank you to Sarah very nicely." "I noticed how you walked away from Rob when he started teasing you instead of saying something mean back to him. I am very proud of you."</p> 	<p>Use the When/Then Rule</p> <p>For example, say "When you have finished all your spelling homework, then you may watch one-half hour of TV," or "When you pay back the \$5.00 you borrowed from me, then you will be allowed to go with your friend to the mall."</p> 

Adapted with permission from Jane Mecum. (1999). *Skills for Taking Control of Your Future Curriculum*. The Pennsylvania State University, College of Agricultural Science, University Park, PA

Fact Sheet on Spanking: Information for Facilitators

Here are some facts about spanking based on research conducted by Murray A. Straus and others:

- Spanking is less effective than other discipline methods over time. In fact, it becomes less effective the more often it is used, often resulting in worse behavior by children. Though it may stop misbehavior quickly, it does not teach the child how to behave appropriately. Spanking by parents also teaches children that it is okay to hit others when you are bigger or older than they are, not the message you really want to send.
- The most defiant children are usually the one for whom spanking is least effective, because it tends to make them more defiant and aggressive. A researcher working with parents of strong-willed children found that children's behavior improved when parents stopped using spanking as a discipline method.
- Parents who use spanking as a last resort may do so in anger and may over react. This may result in injury to the child.
- Spanking may hurt children psychologically. Researchers found that the more spankings per week that individuals received as children, the higher their chances of depression, low self-esteem, and low achievement as adults. Research has shown that adults who remember childhood punishment as harsh, inconsistent, or unfair are more likely to suffer from depression and alcohol abuse than those who remember punishment as fair and reasonable.
- Spanking does not teach appropriate ways to express anger. Adults are not allowed to hit other adults to express anger or disapproval or to correct behavior. We would be fired from our jobs if we spanked (hit) a co-worker or customer for any of those reasons.
- Even if you were spanked and turned out okay, you might have turned out even better if you had not been spanked at all. Chances are you are doing well today, not because you were spanked, but because your parents did lots of other things well.

Source: Adler-Baeder, F. (2002). Smart Steps for Adults and Children in Stepfamilies. Watertown, NY: Cornell cooperative Extension Association of Jefferson County.