Community SOLUTIONS at the University of South Florida

All Children & Youth—Every Community

A National Resource for System Planning & Community Capacity Building

Welcome to the Community Solutions 2013 Webinar Series

Moderated by:

Claudia Aguado Loi, PhD

Department of Child and Family Studies

College of Behavioral and Community Sciences

University of South Florida

Community SOLUTIONS
at the University of South Florida
All Children & Youth—Every Community

A National Resource for System Planning & Community Capacity Building

Community Solutions

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COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

Community SOLUTIONS at the University of South Florida

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Upcoming Webinars

October 10, 2013, 2:00 PM: Kirsten Ellingsen

Part 2: Promoting Positive Behavior and Reducing Problems

November 07, 2013, 2:00 PM: Kirsten Ellingsen

Part 3: Addressing Problems and Effectively Managing Challenging Behaviors

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Parenting Practices & Discipline Strategies that Support Positive Child Development:

Part 1: Building a Strong Foundation: Positive Parent-Child Relationships as Prevention

Presented by:

Kirsten Ellingsen, Ph.D.

Department of Child and Family Studies

College of Behavioral and Community Sciences

University of South Florida

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Kirsten Ellingsen, PhD

- **Kirsten Ellingsen, PhD** is an Assistant Research Professor and Director of the HIPPY USA National Research Center at USF. In this role she is responsible for leading the design of a national research agenda and strategy for HIPPY USA, developing collaborative research partnerships, providing evaluation consultation, and securing external funding for conducting national research studies to build the national research center.

Preventing Promoting Addressing

Parenting Practices & Discipline Strategies that Support Positive Child Development

Dr. Kirsten Ellingsen, University of South Florida (USF) and National Research & Evaluation Center (NREC) HIPPY USA

Preventing Promoting Addressing

Webinar Goals

Provide information to early childhood caregivers and program staff about how to help parents address challenging behaviors of young children and identify discipline strategies that promote positive social development and emotional wellbeing.

Discuss practical, research supported strategies for preventing problems and effectively addressing challenging behaviors.

Provide participants information and resources to share with parents.

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Why is this needed?

CHILD

Health, Positive Development, & Optimal Functioning

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What are common problems and behavior challenges during early childhood?

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Discipline Strategies and Methods

Preventing | Promoting | Addressing

What are some strategies parents use to address misbehavior or challenging behaviors of children?

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Discipline Defined

"The word discipline means to impart knowledge and skill – to teach."

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2719514/

"Discipline is a positive parenting approach to teach a child self-control and confidence. As opposed to punishment, discipline techniques focus on what it is we want the child to learn, and what the child is capable of learning. Discipline is a process, not a single act."

Positive Guidance and Discipline, (November, 1998) Department of Family and Consumer Sciences North Carolina Cooperative Extension Service North Carolina State University

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What is the difference between discipline and punishment?

Discipline	Punishment
Positive Focus-teaching	Negative Focus-stopping
Long-term goal	Short term
Build self-control	Increase obedience

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The Goals of Discipline

Teach self control
Build self-esteem
Develop competence
Increase self-efficacy
Develop problem solving skills
Promote self-discipline
Support Emotion-regulation
Increase ability to handle frustration
Learn responsibility
Develop self-respect and respect for others
Take initiative and be assertive
Foster social skills

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Conceptual Framework

According to the American Academy of Pediatrics (1998) effective discipline system must contain:

1) a learning environment characterized by positive, supportive parent–child relationships

2) a strategy for systematic teaching and strengthening of desired behaviors (proactive)

3) a strategy for decreasing or eliminating undesired or ineffective behaviors (reactive)

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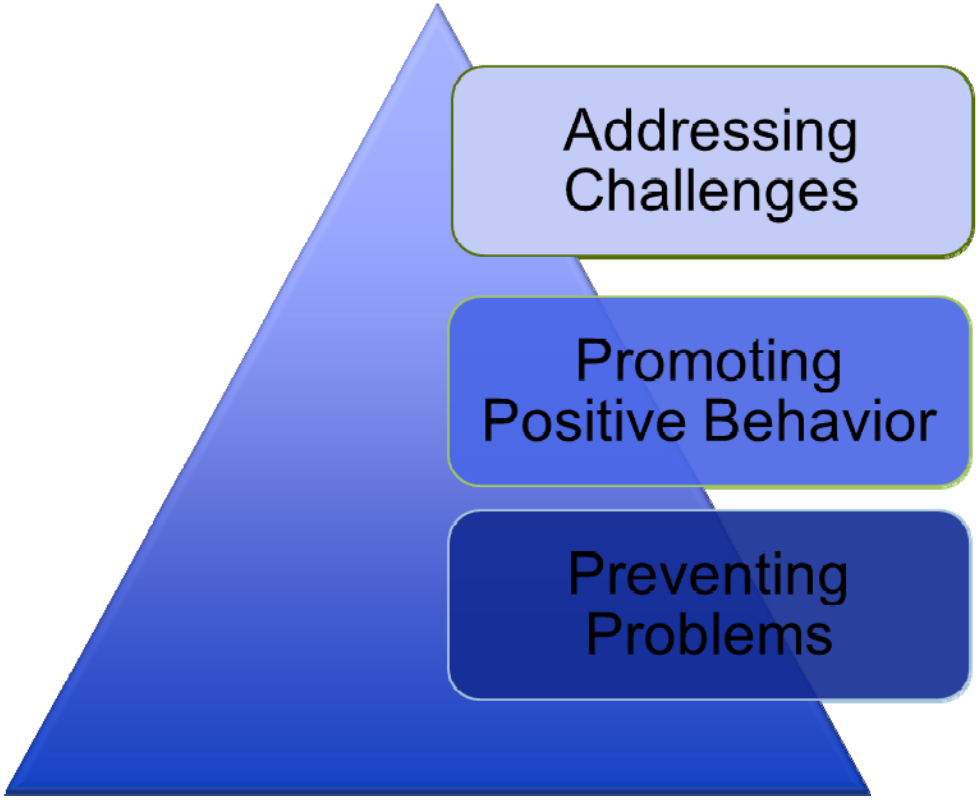
Road Map: Webinar Series



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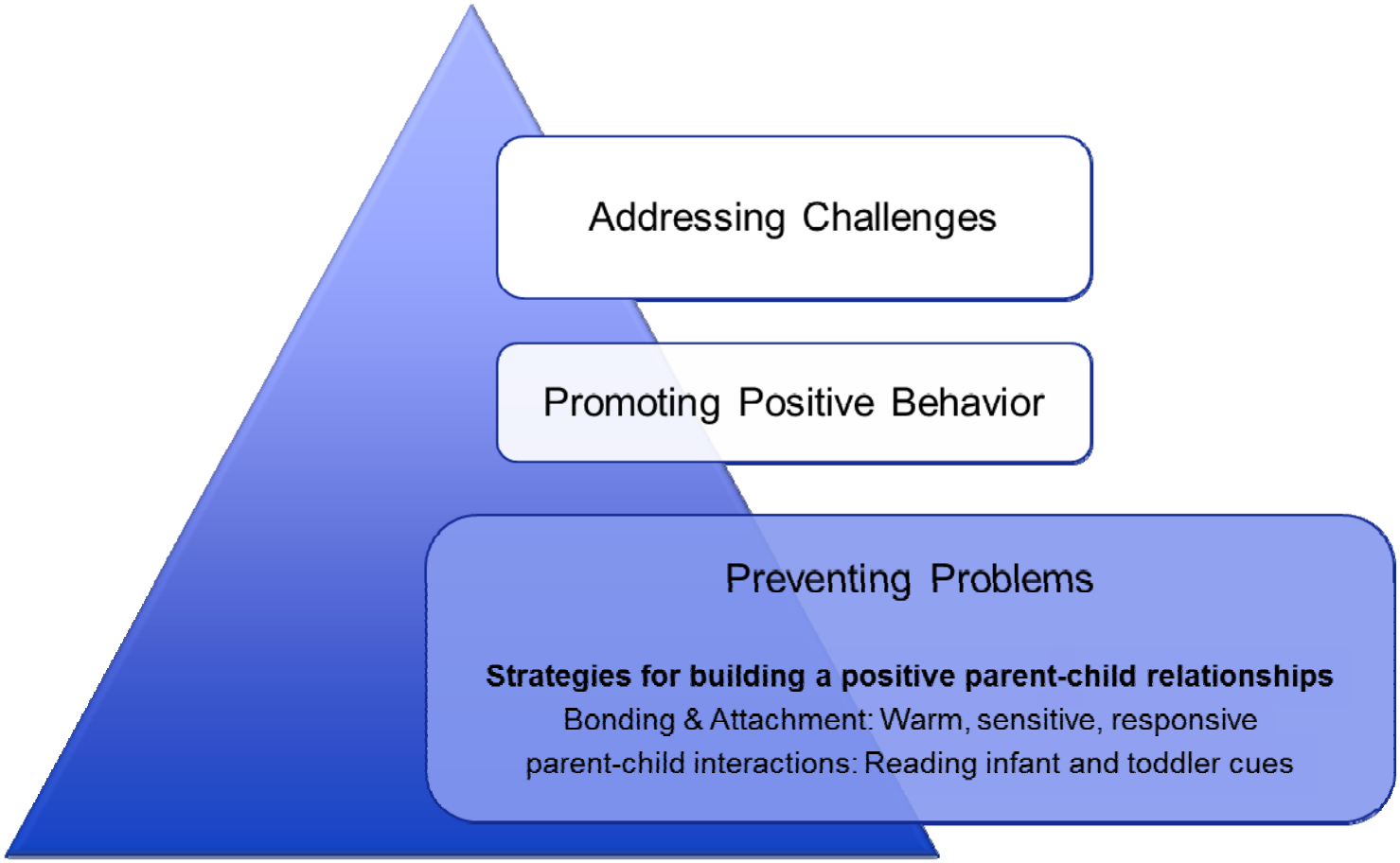
Road Map: Session 1



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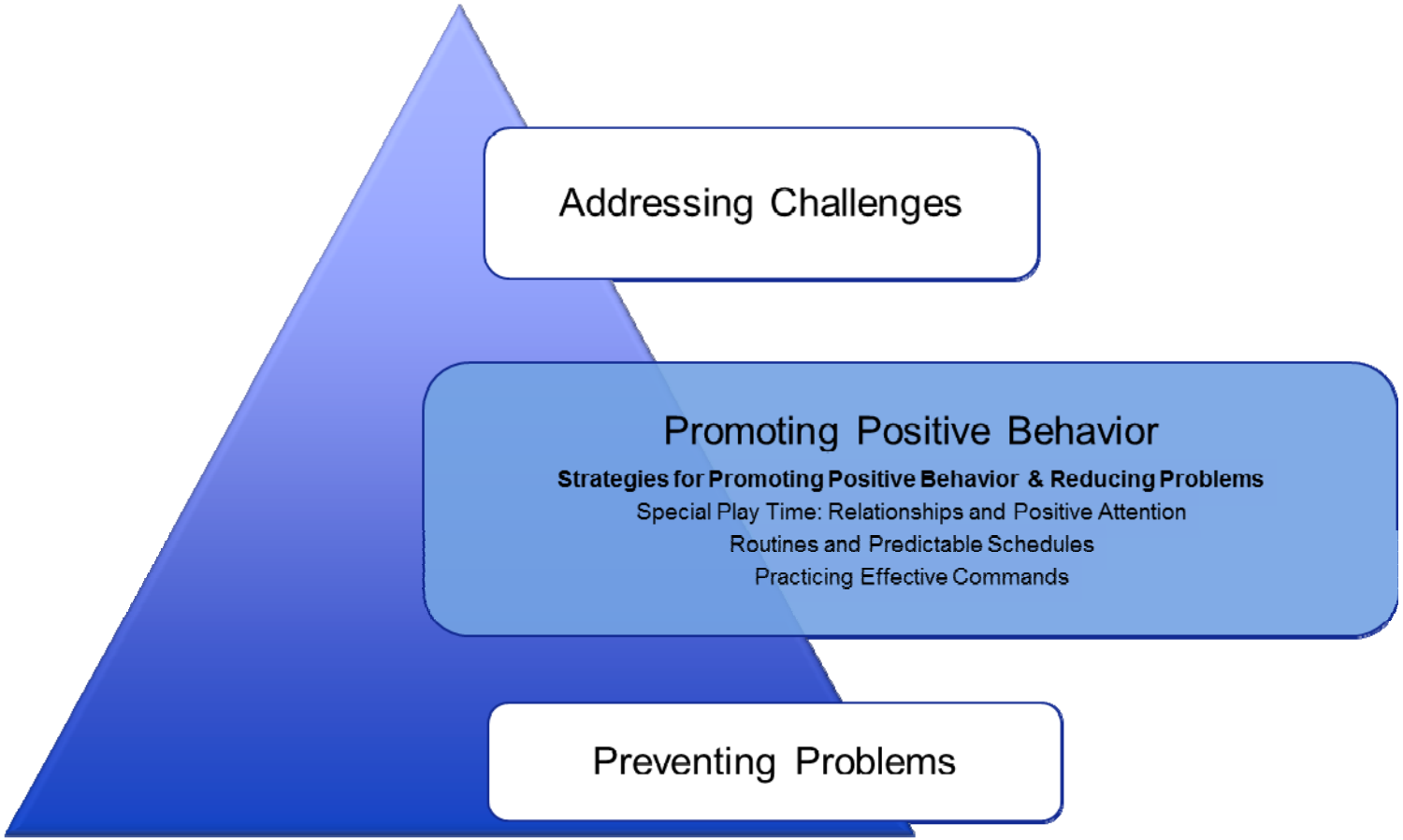
Road Map: *Session 2*



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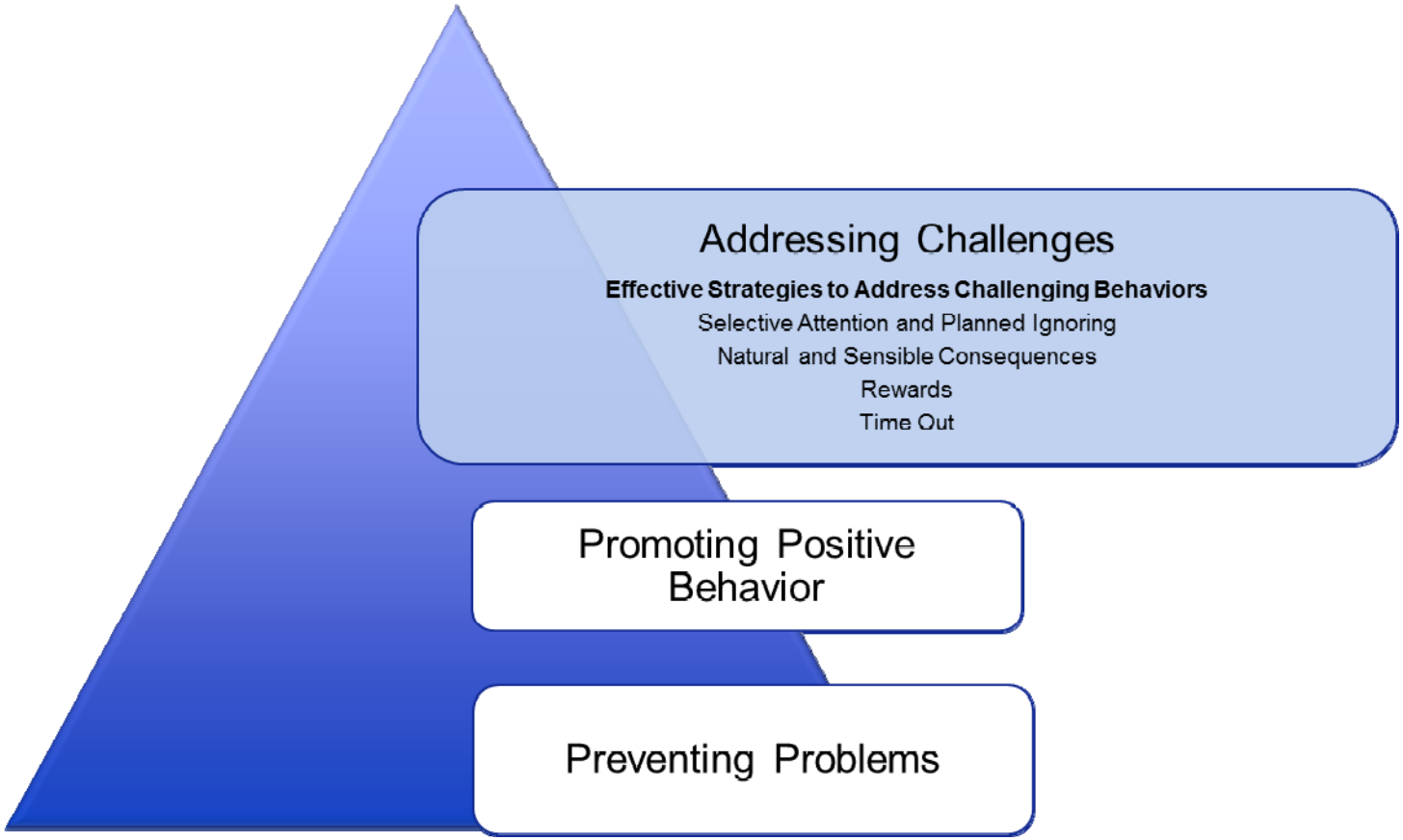
Road Map: *Session 3*



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Part 1: Building a Strong Foundation: Positive Parent-Child Relationships as Prevention

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Background

Parenting practices & child development

Parenting styles & child behavior

Parent-child interactions & attachment

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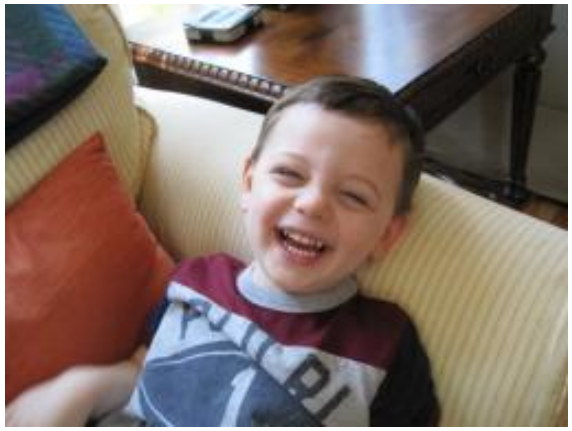
What do we know about parenting practices and child health and development?



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RELATIONSHIPS ARE THE FOUNDATION

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Research

Stable and responsive relationships with caregivers and environments with consistent, nurturing, and protective interactions with adults that enhance children's ability to learn and help develop adaptive capacities.

Safe and supportive physical environments, free from toxins (including chemicals, dirty water, and poor sanitation) and fear

Appropriate nutrition and disease prevention, including immunization and health-promoting levels of food intake

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Research

Parents use aversive and non-aversive discipline practices on a regular basis by the time a child is 3 years old

Parent frustration predicts frequent use of everyday discipline in early childhood and use of aversive practices

Lower parent well-being ---- more frequent yelling and spanking

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Research

Consider aim of discipline: Harsh punishment methods do not teach skills or support strong parent-child relationships

Parenting practices that help children grow up mentally healthy, socially responsible,& prevent problem behaviors: (NASP)

1. Developing a trusting relationship

2. Developing Appropriate expectations

3. Setting limits

4. Offering encouragement and recognition

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Early Childhood

"*There is growing evidence about how critical the early years are to a child's development. It is becoming increasingly clear that the development of the brain in the early years is a pathway that affects physical and mental health, learning, and behavior throughout the life cycle. Evidences show that children who are well nurtured during this period tend to do better in school and stand a better chance of developing the skills required to contribute productively to social and economic development*"
http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/

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Parenting Styles

Authoritarian	AUTHORATATIVE (Democratic)	Permissive
TOOLS: yell, threaten etc.	TOOLS: rules, consequences, incentives	TOOLS: plead, wish, ignore
Obey from fear, obedience & order valued	Guide, teach, help child develop self-control, responsibility	Child in control, no real rules or rule snot enforced
RESULTS: ?	RESULTS:?	RESULTS:?

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Attachment

"Nurturing and stable relationships with caring adults are essential to healthy human development beginning from birth. Early, secure attachments contribute to the growth of a broad range of competencies, including a love of learning, a comfortable sense of oneself, positive social skills, multiple successful relationships at later ages, and a sophisticated understanding of emotions, commitment, morality, and other aspects of human relationships" (National Scientific Council on the Developing Child. (2004). *Young children develop in an environment of relationships.* Working Paper No. 1. Retrieved from http://www.developingchild.net)

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Responding to Infant Cues

How to promote strong, positive parent-child relationships starting in infancy

VIDEO

BabyCues: A Child's First Language Set (www.ncast.org/)

Preventing | Promoting | Addressing

Responding to Infant Cues

Engagement cues

Preventing | Promoting | Addressing

Responding to Infant Cues

Disengagement cues

Preventing | Promoting | Addressing

Responding to Infant Cues: Consequences

Parent-Child Interactions

Video Clip: Still face experiment

Preventing | Promoting | Addressing

Responding to Infant Cues

Any comments about this video?

Preventing Promoting Addressing

Resources

Video: BabyCues: A Child's First Language Set (www.ncast.org/)

Handouts: http://www.nemours.org/service/health/parenting/tips.html

Websites: http://www.zerotothree.org/; http://flpbs.fmhi.usf.edu/ http://www.developingchild.net; http://csefel.vanderbilt.edu/

Articles: National Scientific Council on the Developing Child. (2004). *Young children develop in an environment of relationships.* Working Paper No.

Ames, L.B. (1992). *Raising Good Kids: A Developmental Approach to Discipline.* Rosemont, NJ: Modern Learning Press.http://extension.umaine.edu/publications/4140e/

Center on the Developing Child at Harvard University (2010). The Foundations of Lifelong Health Are Built in Early Childhood. http://www.developingchild.harvard.edu

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Questions and Discussion?

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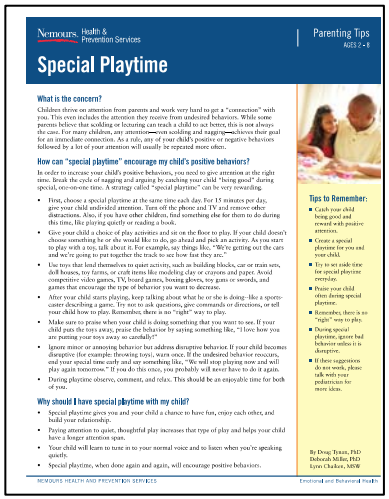
Webinar 2: Resources & Overview



Nemours Health & Prevention Services | Parenting Tips AGES 2 - 8

Special Playtime

What is the concern?

Children thrive on attention from parents and work very hard to get a "connection" with you. This even includes the attention they receive from undesired behaviors. While some parents believe that scolding or lecturing can teach a child to act better, this is not always the case. For many children, any attention—even scolding and nagging—achieves their goal for an immediate connection. As a rule, any of your child's positive or negative behaviors followed by a lot of your attention will usually be repeated more often.

How can "special playtime" encourage my child's positive behaviors?

In order to increase your child's positive behaviors, you need to give attention at the right time. Break the cycle of nagging and arguing by catching your child "being good" during special, one-on-one time. A strategy called "special playtime" can be very rewarding.

- First, choose a special playtime at the same time each day. For 15 minutes per day, give your child undivided attention. Turn off the phone and TV and remove other distractions. Also, if you have other children, find something else for them to do during this time, like playing quietly or reading a book.
- Give your child a choice of play activities and sit on the floor to play. If your child doesn't choose something he or she would like to do, go ahead and pick an activity. As you start to play with a toy, talk about it. For example, say things like, "We're getting out the cars and we're going to put together the track to see how fast they are."
- Use toys that lend themselves to quiet activity, such as building blocks, cars or train sets, doll houses, toy farms, or craft items like modeling clay or crayons and paper. Avoid competitive video games, TV, board games, boxing gloves, toy guns or swords, and games that encourage the type of behavior you want to decrease.
- After your child starts playing, keep talking about what he or she is doing—like a sports-caster describing a game. Try not to ask questions, give commands or directions, or tell your child how to play. Remember, there is no "right" way to play.
- Make sure to praise when your child is doing something that you want to see. If your child puts the toys away, praise the behavior by saying something like, "I love how you are putting your toys away so carefully!"
- Ignore minor or annoying behavior but address disruptive behavior. If your child becomes disruptive (for example: throwing toys), warn once. If the undesired behavior reoccurs, end your special time early and say something like, "We will stop playing now and will play again tomorrow." If you do this once, you probably will never have to do it again.
- During playtime observe, comment, and relax. This should be an enjoyable time for both of you.

Why should I have special playtime with my child?

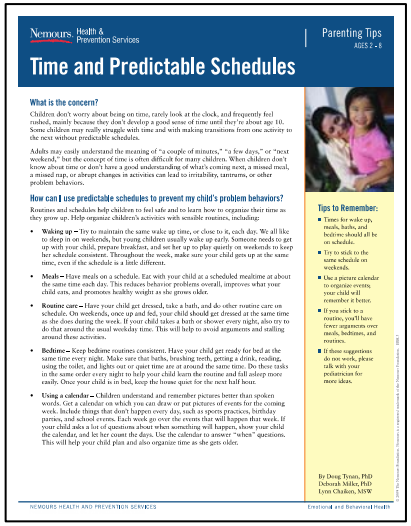
- Special playtime gives you and your child a chance to have fun, enjoy each other, and build your relationship.
- Paying attention to quiet, thoughtful play increases that type of play and helps your child have a longer attention span.
- Your child will learn to tune in to your normal voice and to listen when you're speaking quietly.
- Special playtime, when done again and again, will encourage positive behaviors.

Tips to Remember:

- Catch your child being good and reward with positive attention.
- Create a special playtime for you and your child.
- Try to set aside time for special playtime everyday.
- Praise your child often during special playtime.
- Remember, there is no "right" way to play.
- During special playtime, ignore bad behavior unless it is disruptive.
- If these suggestions do not work, please talk with your pediatrician for more ideas.

By Doug Teti, PhD, Deborah Miller, PhD, Lynn Chalker, MSW

NEMOURS HEALTH AND PREVENTION SERVICES — Emotional and Behavioral Health



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Time and Predictable Schedules

What is the concern?

Children don't worry about being on time, rarely look at the clock, and frequently feel rushed, mainly because they don't develop a good sense of time until they're about age 10. Some children may really struggle with time and with making transitions from one activity to the next without predictable schedules.

Adults may easily understand the meaning of "a couple of minutes," "a few days," or "next weekend," but the concept of time is often difficult for many children. When children don't know about time or don't have a good understanding of what's coming next, a missed meal, a missed nap, or abrupt changes in activities can lead to irritability, tantrums, or other problem behaviors.

How can I use predictable schedules to prevent my child's problem behaviors?

Routines and schedules help children to feel safe and to learn how to organize their time as they grow up. Help organize children's activities with sensible routines, including:

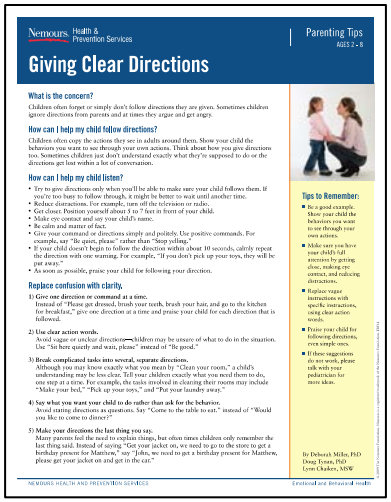
- **Waking up –** Try to maintain the same wake up time, or close to it, each day. We all like to sleep in on weekends, but young children usually wake up early. Someone needs to get up with your child, prepare breakfast, and set her up to play quietly on weekends to keep her schedule consistent. Throughout the week, make sure your child gets up at the same time, even if the schedule is a little different.
- **Meals –** Have meals on a schedule. Eat with your child at a scheduled mealtime at about the same time each day. This reduces behavior problems overall, improves what your child eats, and promotes healthy weight as she grows older.
- **Routine care –** Have your child get dressed, take a bath, and do other routine care on schedule. On weekends, once up and fed, your child should get dressed at the same time as she does during the week. If your child takes a bath or shower every night, also try to do that around the usual weekday time. This will help to avoid arguments and stalling around those activities.
- **Bedtime –** Keep bedtime routines consistent. Have your child get ready for bed at the same time every night. Make sure that baths, brushing teeth, getting a drink, reading, using the toilet, and lights out or quiet time are at around the same time. Do these tasks in the same order every night to help your child learn the routine and fall asleep more easily. Once your child is in bed, keep the house quiet for the next half hour.
- **Using a calendar –** Children understand and remember pictures better than spoken words. Get a calendar on which you can draw or put pictures of events for the coming week. Include things that don't happen every day, such as sports practices, birthday parties, and school events. Each week go over the events that will happen that week. If your child asks a lot of questions about when something will happen, show your child the calendar, and let her count the days. Use the calendar to answer "when" questions. This will help your child plan and also organize time as she gets older.

Tips to Remember:

- Times for wake-up, meals, baths, and bedtime should all be on schedule.
- Try to stick to the same schedule on weekends.
- Use a picture calendar to organize events; your child will remember it better.
- If you stick to a routine, you'll have fewer arguments over meals, bedtimes, and routines.
- If these suggestions do not work, please talk with your pediatrician for more ideas.

By Doug Teti, PhD, Deborah Miller, PhD, Lynn Chalker, MSW

NEMOURS HEALTH AND PREVENTION SERVICES — Emotional and Behavioral Health



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Giving Clear Directions

What is the concern?

Children often forget or simply don't follow directions they are given. Sometimes children ignore directions from parents and at times they argue and get angry.

How can I help my child follow directions?

Children often copy the actions they see in adults around them. Show your child the behaviors you want to see through your own actions. Think about how you give directions too. Sometimes children just don't understand exactly what they're supposed to do or the directions get lost within a lot of conversation.

How can I help my child listen?

- Try to give directions only when you'll be able to make sure your child follows them. If you're too busy to follow through, it might be better to wait until another time.
- Reduce distractions. For example, turn off the television or radio.
- Get closer. Position yourself about 3 to 7 feet in front of your child.
- Make eye contact and say your child's name.
- Be calm and matter of fact.
- Give your command or directions simply and politely. Use positive commands. For example, say "Be quiet, please" rather than "Stop yelling."
- If your child doesn't begin to follow the direction within about 10 seconds, calmly repeat the direction with one warning. For example, "If you don't pick up your toys, they will be put away."
- As soon as possible, praise your child for following your direction.

Replace confusion with clarity.

1) **Give one direction or command at a time.**
Instead of "Please get dressed, brush your teeth, brush your hair, and go to the kitchen for breakfast," give one direction at a time and praise your child for each direction that is followed.

2) **Use clear action words.**
Avoid vague or unclear directions—children may be unsure of what to do in the situation. Use "Sit here quietly and wait, please" instead of "Be good."

3) **Break complicated tasks into several, separate directions.**
Although you may know exactly what you mean by "Clean your room," a child's understanding may be less clear. Tell your children exactly what you need them to do, one step at a time. For example, the tasks involved in clearing their rooms may include "Make your bed," "Pick up your toys," and "Put your laundry away."

4) **Say what you want your child to do rather than ask for the behavior.**
Avoid stating directions as questions. Say "Come to the table to eat." instead of "Would you like to come to dinner?"

5) **Make your directions the last thing you say.**
Many parents feel the need to explain things, but often times children only remember the last thing said. Instead of saying "Get your jacket on, we need to go to the store to get a birthday present for Matthew," say "John, we need to get a birthday present for Matthew, please get your jacket on and get in the car."

Tips to Remember:

- Be a good example. Show your child the behaviors you want to see through your own actions.
- Make sure you have your child's full attention by getting close, making eye contact, and reducing distractions.
- Rephrase vague instructions with specific instructions, using clear action words.
- Praise your child for following directions, even simple ones.
- If these suggestions do not work, please talk with your pediatrician for more ideas.

By Deborah Miller, PhD, Doug Teti, PhD, Lynn Chalker, MSW

NEMOURS HEALTH AND PREVENTION SERVICES — Emotional and Behavioral Health

Make the Most of Playtime

Does This Sound Familiar?

Eight-month-old Jarnia loves the game of peek-a-boo she and her father play. Jarnia's father, Tomus, hides his face behind the couch then pops up and with a big smile says, "Here's Daddy!" Tomus and Jarnia repeat the interaction over and over. Each time Tomus pops up from behind the couch, Jarnia expresses sheer glee. After a number of repetitions, Tomus becomes tired of the game and is ready to move on to things he needs to do. Once Tomus stops playing and starts to fold laundry, Jarnia screams and shrieks, stretching and waving her arms out to her dad as if to say, "Don't stop!" or "More! More!"

Jackson (age 14 months) throws his sippy cup in the trash. His mother, Danette, gently picks it out, washes it off, and hands it back to him. Only seconds later, Jackson throws his sippy cup in the trash again, giving his mother a wide smile. Danette, a bit distracted and frustrated, takes the sippy cup out again, washes it off, and gives it back to him. This time, she scolds Jackson. She tells him the sippy cup doesn't go in the trash and to stop playing in the trash. Before Danette can distract Jackson with another game or remove the trash can to another location, he throws the sippy cup in the trash again. He looks to his mother with another wide smile, appearing proud and eager for her reaction.

The Focus

Babies and toddlers love to play. As a parent, it can feel overwhelming at times. You might feel like your young child thinks everything is a game. Often young children want to repeat their games over and over. They also want to test the boundaries to learn what is appropriate and what is not. For busy parents, this can test your patience. Sometimes it might seem as though your child wants to "play" exactly at the time when you have other things that must be done.

The Center on the Social and Emotional Foundations for Early Learning — *Vanderbilt University* — *vanderbilt.edu/csefel*

Dr. Kirsten Ellingsen, University of South Florida (USF) and National Research & Evaluation Center (NREC) HIPPY USA

Preventing Promoting Addressing

What is a question that you have about discipline or a topic that you would like more information about in future webinar sessions?

Preventing Promoting Addressing

Thank you!

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