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

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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:

Presented by:
Kirsten Ellingsen, Ph.D.
Department of Child and Family Studies
College of Behavioral and Community Sciences
University of South Florida
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
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**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

Dr. Kirsten Ellingsen, University of South Florida (USF) and National Research & Evaluation Center (NREC) HIPPY USA
What are common problems and behavior challenges during early childhood?
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Discipline Strategies and Methods
What are some strategies parents use to address misbehavior or challenging behaviors of children?
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.”

What is the difference between discipline and punishment?

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Punishment</th>
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<tbody>
<tr>
<td>Positive Focus-teaching</td>
<td>Negative Focus-stopping</td>
</tr>
<tr>
<td>Long-term goal</td>
<td>Short term</td>
</tr>
<tr>
<td>Build self-control</td>
<td>Increase obedience</td>
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</table>
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
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

- Preventing Problems
- Promoting Positive Behavior
- Addressing Challenges

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Road Map: Session 1

Addressing Challenges

Promoting Positive Behavior

Preventing Problems

Strategies for building a positive parent-child relationships
Bonding & Attachment: Warm, sensitive, responsive
parent-child interactions: Reading infant and toddler cues

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**Road Map: Session 2**

- **Addressing Challenges**
- **Promoting Positive Behavior**
  - Strategies for Promoting Positive Behavior & Reducing Problems
  - Special Play Time: Relationships and Positive Attention
  - Routines and Predictable Schedules
  - Practicing Effective Commands
- **Preventing Problems**

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Road Map: Session 3

Addressing Challenges
- Effective Strategies to Address Challenging Behaviors
  - Selective Attention and Planned Ignoring
  - Natural and Sensible Consequences
    - Rewards
    - Time Out

Promoting Positive Behavior

Preventing Problems

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

Parenting styles & child behavior

Parent-child interactions & attachment
Preventing  Promoting  Addressing

What do we know about parenting practices and child health and development?
RELATIONSHIPS ARE THE FOUNDATION

Preventing Problems: Positive Relationships

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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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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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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

Research

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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.

### Parenting Styles

<table>
<thead>
<tr>
<th>Authoritarian</th>
<th>AUTHORITATIVE (Democratic)</th>
<th>Permissive</th>
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<tr>
<td>TOOLS: yell, threaten etc.</td>
<td>TOOLS: rules, consequences, incentives</td>
<td>TOOLS: plead, wish, ignore</td>
</tr>
<tr>
<td>Obey from fear, obedience &amp; order valued</td>
<td>Guide, teach, help child develop self-control, responsibility</td>
<td>Child in control, no real rules or rule snot enforced</td>
</tr>
<tr>
<td>RESULTS: ?</td>
<td>RESULTS: ?</td>
<td>RESULTS: ?</td>
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Dr. Kirsten Ellingsen, University of South Florida (USF) and National Research & Evaluation Center (NREC) HIPPY USA
“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](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/)
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

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Preventing  Promoting  Addressing

Responding to Infant Cues

Any comments about this video?
Video: BabyCues: A Child’s First Language Set (www.ncast.org/)

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


Questions and Discussion?
Preventing
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Webinar 2: Resources & Overview

Dr. Kirsten Ellingsen, University of South Florida (USF) and National Research & Evaluation Center (NREC) HIPPY USA
What is a question that you have about discipline or a topic that you would like more information about in future webinar sessions?
Thank you!

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