

## An Outline of Parenting

**Parent Factors:** Rate yourself 1 (low) to 5 (high)

1. Are you flexible with your child/children
2. Are you honest/trustworthy with your child/children
3. Do you show patience with your child/children
4. Do you use cheerfulness/humor with your child/children
5. Do you strive to cooperate with your child/children

**Love Factors:** Rate yourself 1 (low) to 5 (high)

1. Do you show unconditional love towards your child/children
2. Do you express outward affection toward your child/children
3. Do you comfort your child/children
4. Do you have enough time for your child/children
5. Do you do things with your child/children alone
6. Do you do things with your child/children as a family
7. Harmful Love (**sacrifice**) **Do you make sacrifices and then expect something from your kids in return:**

Harmful Love (**smother**) **Do you smother your child with love as if they are the center of the universe, or expect them to treat you that way.**

Harmful Love (**misdirected**) **Do your personal pursuits or spousal relation suffer as a result of what you do with/for your child.**

\_\_\_\_\_ (Yes)

\_\_\_\_\_ (No)

**Communication Factors:** Rate yourself 1 (low) to 5 (high)

1. Are you sufficiently available for your child/children
2. Do you provide undivided attention to your child/children
3. Do you use helpful questions with your child/children  
**(What, When, Where or How)**
4. Do you use unhelpful questions with your child/children  
**(Are, Is, Do, or Why)**
5. Do you set roadblocks with your child/children (See below)

**( Orders, Insensitivity, Belittling, Evaluating, Name Calling, Denying, Lecturing, Giving Solutions)**

**Discipline Factors:** Rate yourself **Ok** or **NI (Needs improvement)**

1. Passive or Too Tired
2. Nagging/Begging
3. Sarcasm/Shaming/Belittling
4. Exaggerating
5. Screaming
6. Withholding
7. Appeasing
8. Aggressive/Intimidating
9. Passing the Buck
10. Perfectionism
11. Guilt- Tripping
12. Making Threats
13. Ignoring/Exploding
14. Contradicting

## **Methods of Enforcement:**

### **1. Rewards (Concrete and Social)**

Rewards aim to increase desirable behaviors. Rewards are dependent upon the completion of appropriate behavior, as opposed to bribes which are payments to stop misbehavior. Bribes reverse the order of payment; Rewards focus on compensating meritorious behavior whereas bribes focus on avoiding (or compensating) inappropriate behavior.

Concrete rewards are things such as toys, privileges, food, money, activities, etc.

Social rewards are motivating behaviors such as praise, recognition, approval, attention, etc.

### **2. Ignoring (Do Nothing)**

Ignoring aims to decrease undesirable behavior by removing attention and/or rewarding emotional reactions (Of course children are rewarded by parent melt-down). Ignoring can be used for most behaviors that are not physically harmful, destructive or self-rewarding, such as stealing.

### **3. Learning the Hard Way (Do Nothing)**

Learning the hard way aims to teach children how the world really works by letting them experience the natural consequence of inappropriate behavior. This approach works best with children over 3 years old. It is important for parents using this approach not to chide their child or dare them into inappropriate behavior; it is also essential to avoid an "I told you so" attitude when your child learns the hard way. In order for this approach to be effective, parents must be willing to let their child suffer temporary frustration, unhappiness and loss.

### **4. Stating a Warning**

Warnings aim to correct behavior by matter-of-factly reminding children of the consequences that will occur if they continue to misbehave.

### **5. Imposing a Penalty**

Penalties aim to decrease inappropriate behaviors. Penalties are unpleasant consequences that occur if/when a rule has been broken.

## **Five Helpful Penalties:**

### **1. Right The Wrong:**

This penalty aims to make child aware of what he/she did wrong and restore things by taking restorative and/or altruistic action.

### **2. Loss of Privilege:**

This penalty aims to inform child that if they break a rule then they will lose something that they like.

### **3. Scolding:**

This penalty aims to get across a message of disapproval. Keys to appropriate scolding include: Being Brief (15-45 seconds); Being focused on specific misbehavior rather than the child (e.g. it I've told you it is against the rules to run in the house rather than all you ever do is run); Being private rather than public when you scold.

### **4. Time – Out:**

This penalty aims to remove child from problem behavior area and place them in an isolated area where they are not to receive attention or rewards.

### **5. Physical Assistance:**

This penalty aims to make the child aware that you mean what you say when he/she remains openly defiant and/or passively resistance to family rules. Remember, when physical assistance is used, use as little force as possible and be matter of fact rather than angry or overly emotional.

## **Guidelines for Penalties:**

Remember your child's level of development

Be consistent

Disapprove of behavior -- not child

Be sure punishment is unpleasant

Be reasonable -- punishments fit crime; avoid thinking that severe punishment teaches better

Be specific/explicit - identify misbehavior; broken rule; alternative behavior; and specific penalty

Act immediately and matter-of-factly -- avoid being "the show"

Impose penalties in private

Allow mild negative emotional reactions to penalties

Don't hold a grudge -- Remember over and done!

Evaluate the effectiveness of your rewards/penalties