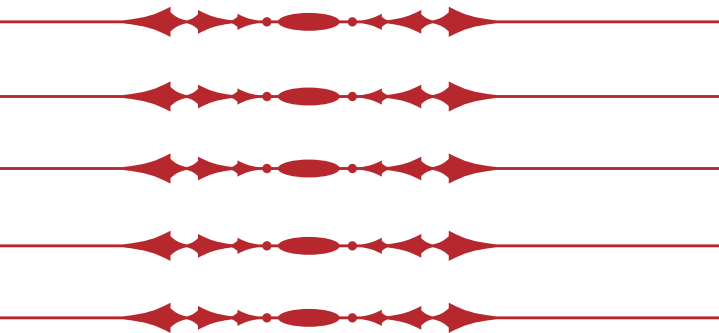


PARENTING

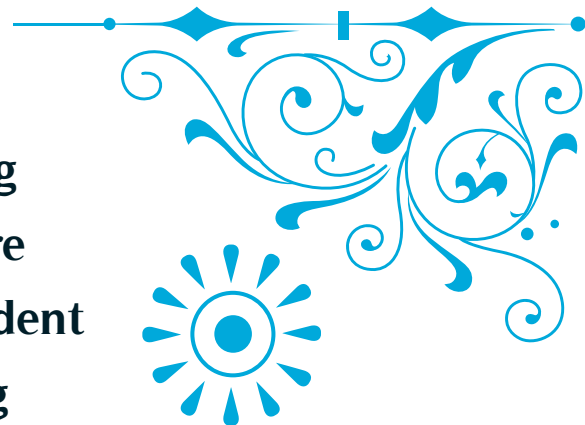
HEART, MIND AND HANDS



This is a book of ideas, guiding principles and facts about how children BECOME...



Loving
Mature
Confident
Giving
Caring



...and how YOU can be the most important “ingredient” to help them along the way. To do this, it’s important to understand that children are part heart (feelings), part mind (thinking) and part the work of their own hands. All can be nurtured by you!

The pages of this book follow the order of how children develop, but it is designed so that you can skip around and just read a page or two at a time.

It is based on the principle that **relationships** are the **foundation** of all children’s development, and no matter how complicated life can be, a parent always holds the power to make that relationship the best it can be.

DISCLAIMER.

This book provides general information about parenting, discipline and related issues. The information does not constitute medical advice and is not intended to be used for the diagnosis or treatment of a health problem or as a substitute for consulting with a licensed health professional. Consult with a qualified physician or health care practitioner to discuss specific individual issues or health needs and to professionally address personal medical concerns.

PARENTING...HEART, MIND AND HANDS

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PARENTING...HEART, MIND AND HANDS



PART ONE: HEART

BUILDING AND SUSTAINING THE RIGHT RELATIONSHIP, ONE THAT WILL LAST AND GUIDE THE CHILD'S RELATIONSHIPS THROUGH LIFE

EARLY FOUNDATIONS

CLOSENESS AND FREEDOM

A RELATIONSHIP IS A BALANCE BETWEEN THESE TWO SEEMINGLY OPPOSITE FORCES.

The Basis For Healthy Behavior In Children

The early years of a baby's life are his most vital chance to experience and value human bonds. Children count on relationships to help them handle strong feelings, set goals and manage the rough patches of life.



CLOSENESS

INTIMACY AND ATTACHMENT

EXHIBIT A: INTIMACY

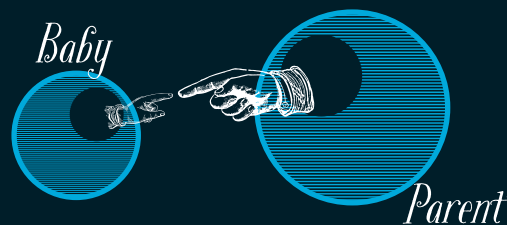
Closeness, warmth and the **sharing of feelings**. Those are the three main features of an **attachment relationship**. This special kind of relationship bonds a baby to its parent. All babies are driven to seek out and find **attachment relationships**.

EXHIBIT B: ATTACHMENT

You can't teach attachment to a baby. You can't sit your baby down and tell him the reasons why it's good to feel an emotional connection to you and expect him to learn it. But you can show him. That's how attachment works: it's felt. Respond to your baby with real feelings.

WHAT HAPPENS NEXT

When he feels attached to you, your baby develops his own **feelings, emotions** and **social behavior**. And he becomes capable of loving.



SHOW, DON'T TELL

- Love your child and she will learn that she is **lovable**.
- Value your child and she will learn that she is **valuable**.
- Treat your child as if she's **competent** and she will feel **competent**.
- Ignore your child and she will learn that she's **not important**.

THE QUALITY OF AN ATTACHMENT RELATIONSHIP GIVES BABIES THEIR FIRST AND MOST LASTING LESSON ABOUT WHO THEY ARE.

WAYS TO FOSTER CLOSENESS



Be emotionally available



Bathe a child in language



Be sensitive and responsive



Listen








WORKING MODEL



Think of an attachment relationship as a “**working model**” that children use throughout their lives in all of their relationships. Even as babies we start forming memories of the way our parents and caregivers respond when we try to interact with them on a social or emotional level. These working models in babies’ brains guide their automatic responses to people.



Social relationships are complex. In a split second you sometimes must be able to judge whether a person is:

-  **Truthful** or **deceitful**
-  **Safe** or **dangerous**
-  **Friendly** or **unfriendly**
-  **With you** or **against you**
-  **Interested** or **uninterested** in what you are saying

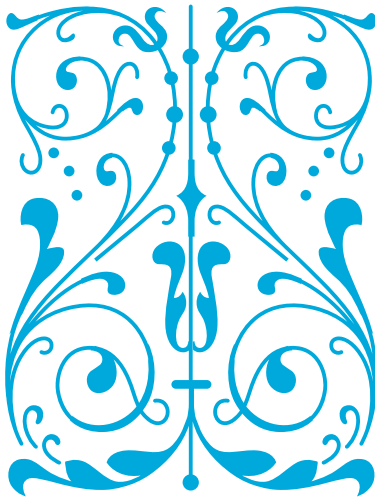
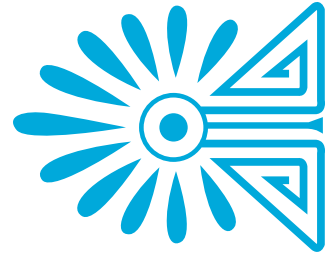
All of these decisions are based on comparing a new situation with memories of what you learned in earlier relationships.

KNOW IT

It's hard for people to love others unless they themselves have felt love with no expectations of anything in return.

ABCDEFGG...

Singing the alphabet song to your child gives him or her a **working model** to learn the order of the 26 letters. In the same way, a baby's early experience in a relationship becomes the working model that he/she uses when attempting to develop other relationships, such as friendships throughout life.



THINK OF ATTACHMENT AS A SECURE BASE

In times of stress, attachment to someone is a real source of comfort. Walk away from your baby for a moment. If she is in her first year of life, this can be a stress point for her. Watch how she reacts. With you as her safety base, she can explore the outside world.

PARENT POINTS

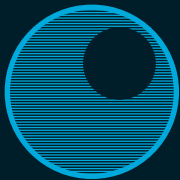
By age 3 or 4 months, babies are drooling and chewing on things they put into their mouths. This is how they learn about the world around them. Make sure to never give babies a toy so small that it fits entirely in their mouths. Don't let them have toys with parts that can break off easily and cause choking.

FREEDOM

SEPARATION: INTIMACY'S OPPOSITE

Well, this is awkward. Just when you figure out that your baby is using you as a safe haven for carefully exploring his world, he goes and starts becoming more independent. Near the end of the first year, the baby who has attached to you—and still needs you more than ever—starts looking for ways to become separate or independent from you. You are *so* last month! Your baby is learning one of the most important things he'll ever learn in life: how to **BALANCE closeness and independence**. It really is all about that balance.

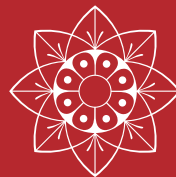
Baby



Parent

KNOW IT

All healthy relationships represent a balance between closeness (attachment) and independence (separation).



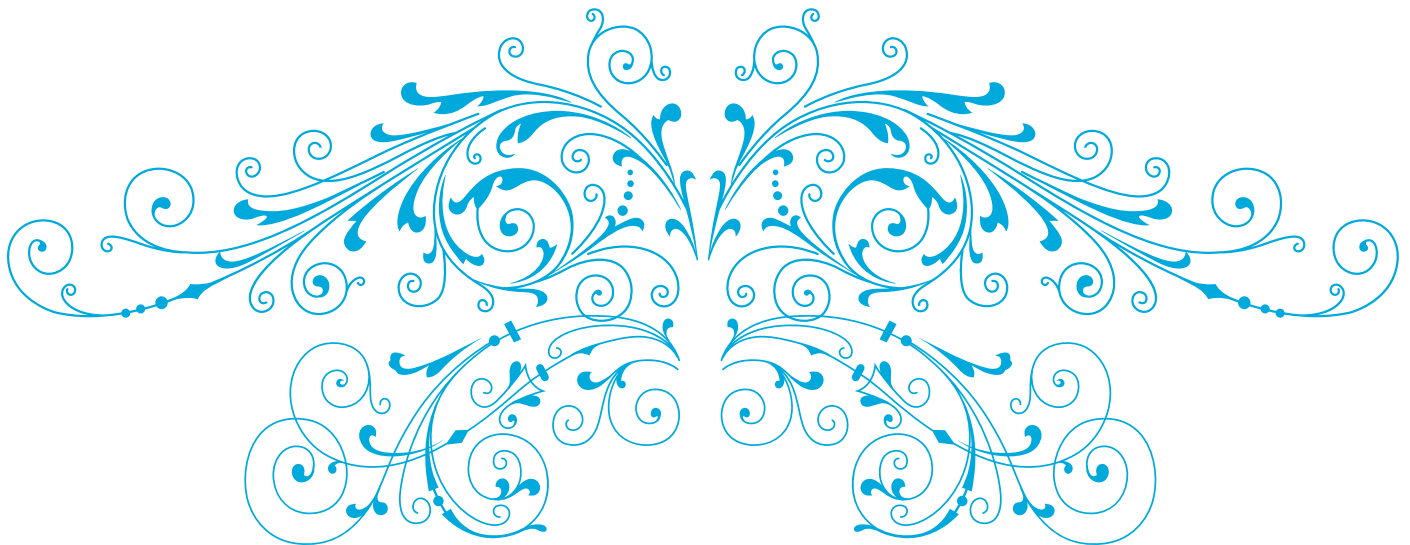
ALL ABOUT THAT BALANCE

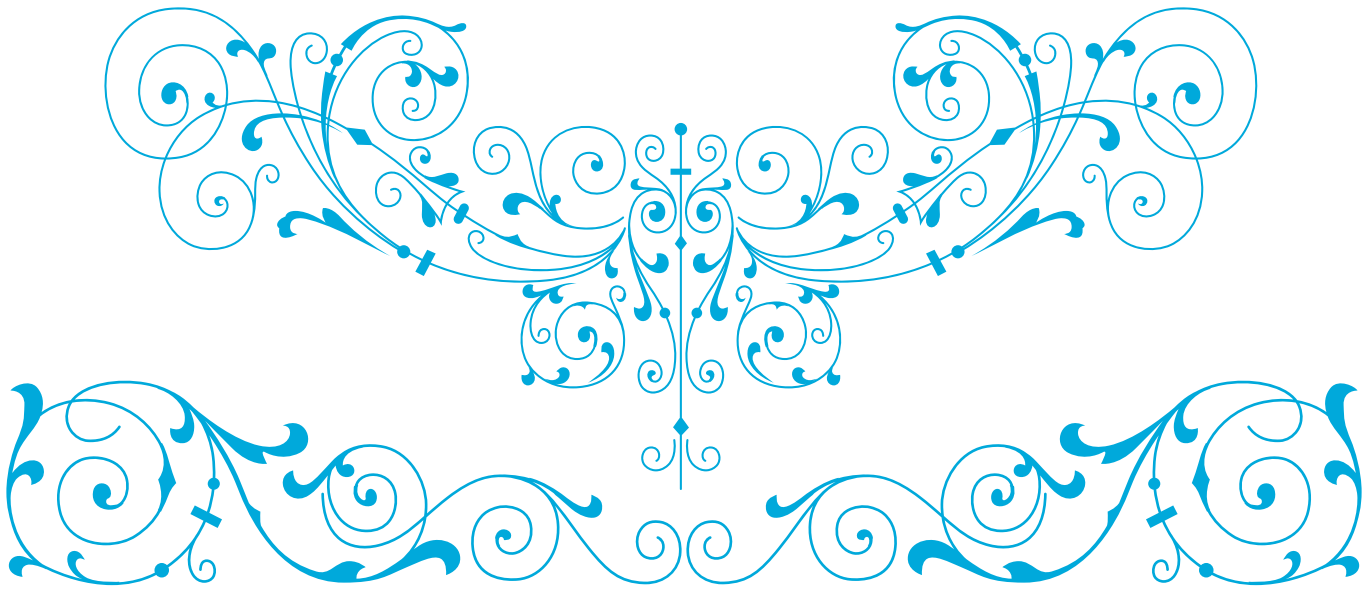
Strong relationships early in life lessen the risk for behavior problems. Young children learn good behavior and connectedness when they have both a strong bond with their caregivers and freedom within that emotional bond. Many behavior problems stem from troubles with that balance, and the first approach to any problem behavior at any age is to think about a child's connection to loved ones and his/her sense of freedom to be their own person may have gotten out of balance.

So how do you keep this balance through the daily challenges of your child's growth and development?

Through both **love** and **discipline**.

Love is the essence of human connection. Discipline keeps necessary boundaries in place so that freedom doesn't risk safety to self or others. When children are both loved AND given freedom to be themselves, they develop a strong sense of self-worth and value. Someday, they'll want to return that feeling to others.





Children who behave in ways that are too needy or demanding are often either not feeling loved, or have not yet learned to respect themselves as capable and self-sufficient. They may have lost respect for family members' needs for love and freedom which are just like their own.

The first approach to problem behavior is to think about why it is happening. This book will show you how to notice the patterns and react to problem behaviors in your children. It will also show you where to go for help when things get too hard to handle. There is expert help out there.



QUALITIES OF THE BEST PARENT/CHILD RELATIONSHIPS

The parent-child relationship is made up of a mix of behaviors, feelings and expectations. These are unique to each parent and each child. The full range of a child's development is impacted by this relationship.

The best parents are:



Active participants who accept their job with enthusiasm, compassion, a sense of humor and memory of what it was like to be a child. These parents take the time to know their child's personality and can parent based on the child's strengths and weaknesses.



Nurturers who show unconditional love by addressing the behavior and not the character of the child when correcting and disciplining.



Teachers who model the behavior they want to see in their children and instruct them on what they need to become productive and responsible adults.



Communicators who actively listen when their children speak, look directly at them and convey that what the children say is important to them. They validate a child's feelings, negotiate with clear choices and always treat the child with respect and kindness.



YOU CAN BE ALL FOUR!





EMOTIONAL AND SOCIAL DEVELOPMENTAL MILESTONES OF CHILDREN



KNOW YOUR BABY!

Many times signs of emotional and social milestones are hard to recognize, unlike the physical changes happening to a growing child. Use this chart to identify the many skills your child will be adapting at each growth stage.

BIRTH TO
3 MONTHS



Babies:

- Get to know their own bodies
- Suck on their fingers

3 MONTHS TO
6 MONTHS



- More likely to start social interaction
- Play peek-a-boo
- Pay attention to hearing their own name

6 MONTHS TO
9 MONTHS



- Show more of an emotional range and stronger preferences for people they know
- Clearly express several different emotions

9 MONTHS TO
12 MONTHS



- Feed themselves
- Learn how to walk
- Mimic simple actions

1 YEAR TO
2 YEARS



- Become more self-aware and their ability to make things happen
- Express more emotions

2 YEARS TO
3 YEARS



- Show awareness of gender
- Verbalize their bathroom needs
- Help to dress and undress themselves
- Be assertive about what they prefer and say no

3 YEARS TO
4 YEARS



- Follow simple directions
- Complete simple tasks without help
- Wash hands by themselves

4 YEARS TO
5 YEARS



- Show some understanding of moral reasoning
- Compare themselves with others
- Develop friendships



- Study their hands.
- Start to realize they are separate people from others.
- Can be comforted by a familiar adult.
- Respond positively to touch.
- Smile and show pleasure in response to social stimulation.

- Smile.
- Laugh out loud.



- Can tell friends from strangers.
- Respond to language and gestures.
- Get upset when a toy is taken away.



- Show anxiety when separated from their main caregiver.

- Recognize themselves in the mirror or in pictures; smile or make faces at themselves
- Show affection for familiar people and strong feelings for parents

- Play by themselves and initiate their own play
- Express negative feelings
- Show pride and pleasure at new accomplishments
- Imitate grown-up behaviors in play
- Start being helpful, such as by helping to put toys away
- Learn how to talk
- Join in simple group activities (singing, clapping, dancing)

- Show awareness and talk about feelings
- Watch other children and join in play
- Defend their possessions



- Share toys and take turns
- Join in play with others and make up games
- Engage in imaginative symbolic play or “dress-up,” acting out whole scenes



- Become more aware of other people’s feelings
- Explore imaginative play with other children










REALITY CHECK: YOU CAN'T SPOIL A YOUNG BABY

Your mother may tell you that you're spoiling your baby by holding and coddling her too much. "Don't pick up your baby every time she cries." Well, she's wrong. Studies have shown that those babies whose needs are met right away become more secure and confident and not as whiny when they grow up.

Child development specialists insist that it's impossible to spoil a baby during the first six months of his or her life.

Here are some tips you can work on to transition your baby away from your constant care to more of her own independence:

-  Work together to help her learn how to soothe herself with a blanket or favorite toy.
-  Rock with her in a rocking chair, then encourage her to play on her own.
-  It's OK to take a few minutes apart if you're frustrated and upset. As long as the baby is in her crib, playpen or another safe area, take some time to calm down. When you're calmer, she'll become calmer.
-  Reassure your baby that everything is OK if she's still fearful of strangers or new environments.
-  Be prepared to repeat yourself a lot. Young babies can't remember rules, but reinforcing them again and again will help her learn.






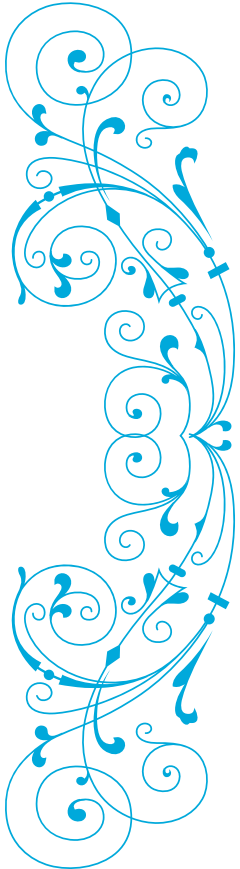
ORIGINS OF THE INFANT-SPOILING MYTH



This myth may have started back in the 1920s when experts told new mothers that it was wrong to pick up a child every time he cried. They thought the child would become too clingy and dependent on the mother if she was too responsive. But there wasn't any scientific evidence for this line of thought. Research conducted later proved it totally false. All these years later, the spoiled infant myth keeps getting handed down from generation to generation in spite of new findings. Many parents still believe the theory. Your mom and your great aunt may know a thing or two about child-rearing, but their theories of baby-spoiling are way off-base.



THE INNER WORKINGS OF THE WORKING MODEL



How do we learn about other people in the world? When we see a stranger and make eye contact, we instantly expect that person to either smile back or ignore us. Our internal working model helps shape how we learn about ourselves and other people in the world, and how we fit in with the world.

We carry the working model of relationships we experience in infancy and early childhood for life. We repeat that model over and over again in our interactions with others.

The internal working model is a thinking process built on past experiences. These experiences help people form reactions and responses, and the process starts in early infancy. When babies interact with their parents, they use those experiences to form thoughts. The more thoughts they collect and create, the more advanced their working model becomes, making them better equipped to fit in with their world as they grow into it.

PARENTING...HEART, MIND AND HANDS



PART TWO:MIND

PARENTING SMARTLY; USING MINDFUL
DISCIPLINE TO REINFORCE HEALTHY
BEHAVIORS IN CHILDREN



For a man to conquer himself is the first and noblest of all victories.

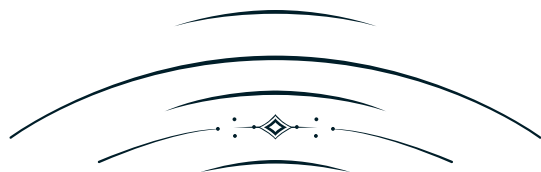
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DISCIPLINE = TEACHING AND GUIDING

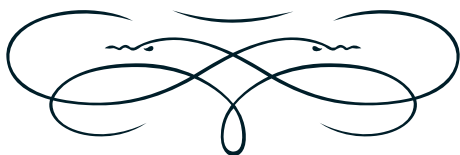


DISCIPLINE DOES NOT EQUAL PUNISHMENT

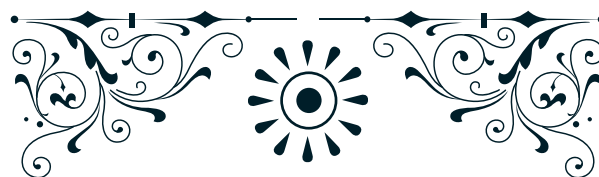


What is **discipline**? Discipline is an ongoing, steady way of teaching your child to be in control of his/her own behavior. Keep in mind that good discipline includes rewarding good behavior.

Your relationship with your child is the foundation for discipline. The best discipline comes from a trusting and loving relationship. Time spent together enhances the relationship.



TRUTH IN PARENT-IZING



Discipline that is mostly negative can seriously weaken the relationship between you and your children.

The goal is to help the child learn to control himself and have respect for others. Because children learn from the ways in which you discipline them, you should **never**:



Hit



Scream



Belittle or mock



WHAT ARE THE ELEMENTS OF GOOD DISCIPLINE?

Time, energy and thoughtfulness.

First and foremost, it must come with clear expectations.

EXPECTATIONS AND BOUNDARIES

Discipline begins with a system of maintaining reasonable expectations. Having too many expectations can make a child feel frustrated or hopeless. The most important expectations are to keep safe and respect the freedom of others. It's all about boundaries: making sure that a child does not violate the boundaries of what is safe for himself and safe for the people around him. As children grow up, the ways in which safety can be at risk changes. When they fulfill expectations by honoring those boundaries, they should be praised and rewarded with higher levels of freedom.

As children grow older, freedoms become even more important. These can be the freedom to leave the house, spend time with friends, drive the car, have phones and access social networking. These kinds of privileges can be restricted when they're being misused in a way that is destructive to oneself or others.

The foundation of good discipline comes when children understand what's expected of them.

MINIMUM EXPECTATIONS

- | | |
|----------------------|---|
| Preschool age | Complying with safety regarding self (wearing seat belt, obeying bedtime to get enough sleep, not hitting or biting others) |
| School age | Complying with safety regarding self, being a good family citizen (not abusing other family members, telling the truth) |
| Teen | Complying with safety regarding self (safe driving, no substance abuse), family citizenship (obeying curfew, communicating whereabouts), transitioning to healthy adulthood (completing high school, staying away from risky sexual activity) |



DISCIPLINE: A GENERAL GUIDE

Each child is different. Most need to be given clear communication about what is expected of them. Mixed messages are confusing and a recipe for failure.

Here are some **general guidelines** about discipline:

- Start thinking about discipline when your child begins to talk in sentences.
- Keep the discipline focused on the age of your child. It should teach behaviors that are appropriate to their age.
- Always be a good role model for your child.
- When your child is fulfilling expectations, offer praise.
- If your child struggles with fulfilling expectations, try your best to understand why and to remember that it's the behavior you're not happy about, not the child.
- Never use physical punishment. In the long run, all it teaches a child is that the strongest or most forceful person gets their way. This is a developmental dead end.
- When a child exceeds expectations, reward him or her!

PARENT POINTS

The first response to negative behavior is to ignore it. Sometimes that's all it takes for it to stop.

Save the positive reinforcement for positive behavior.

TIPS FOR DISCIPLINING IN A POSITIVE WAY

- Use love to discipline
- Listen and communicate with your child
- Focus on the behavior instead of the child
- Act right away, don't delay
- Communicate expectations in advance to make sure your child knows what you expect
- Be realistic; don't expect too much of your child based on age, etc.
- Stay calm
- Be fair
- Never harm or injure
- Set boundaries
- Make the discipline a chance for learning
- Be creative
- Be consistent
- Use time-outs
- Praise and reward good behavior
- Be a role model for desired behaviors
- Encourage your child to cooperate and understand your rules
- As children get older, make and use reward charts to encourage good behavior

PARENT POINTS

Talk to your child about your discipline plan. Your discipline should never be random. This is especially true if you're communicating new expectations.

OPERATION: CHANGING BEHAVIOR PUTTING A PLAN IN PLACE AT HOME



THE BASIS OF A BEHAVIOR PLAN



So you've gotten the basics of discipline down and know how it works. The trouble is, sometimes it doesn't. Many times a parent's first impulse is to show control and force bad behavior to stop. Bad idea. All this teaches a child is that whoever has the most power wins. When there's a behavior breakdown, the goal should be guiding the child back to finding her healthy balance between the emotional bond of those around her and everyone's freedom to be themselves.









This takes careful thinking about what will bring about change. And that's the basis of a behavior plan. Setting up a behavior plan is a way of strengthening the relationship between the child and his/her environment. When it works right, it:

- **Makes the child more self-confident**
- **Teaches the child to honor boundaries**
- **Makes the child valued by the people around him or her**

The next sections help you make a behavior plan for your child.



Keep in mind that a complete approach to changing negative behavior includes:

-  **Direct teaching:** How to communicate with respect, using a calm voice, sharing, cleaning up
-  **Clarifying expectations:** No hitting, destroying, screaming
-  **Offering choices between acceptable alternatives (rather than just saying “no”):** “You **can’t** have chocolate milk, but you **can** choose between juice, milk or water.”
-  **Praise:** Showing devotion, interest, love and esteem for your child
-  **Rewards for meeting expectations:** Social activities that reinforce (extra play time together, special trip out for ice cream together) or material rewards that motivate the child
-  **Redirection or distraction:** Diverting the child when he or she is breaking a rule or initiating a negative behavior
-  **Ignoring:** Tuning out the tantrums, screaming, whining, pouting, arguing, demanding and disrespect
-  **Taking away privileges when expectations are not met (mostly for older children):** No TV time, video games, cell phones



MAKING A PLAN FOR CHANGING BEHAVIOR AT HOME



To set up a plan for changing your child's behavior, you first have to know the parts of the plan.

- 1. A clear set of "minimum expectations" for your child**
These are the behaviors that you expect from your child each and every day. Praise her for following these expectations.
- 2. The consequences for not meeting expectations**
This could include time-out or withholding privileges.
- 3. Behavioral goals**
These are the behaviors that need to be mastered or changed one at a time. When children are struggling, a goal can be the ABSENCE of a negative behavior. Goals, after they are mastered and adopted, become expectations.
- 4. Rewards for reaching goals**

These are the anchors for all behavior management plans.



PLAN IT/LIVE IT:

Enlist your child's input in coming up with a behavior plan. What rewards are reasonable and would help him or her mature? Make a chart mapping out a week or a month at a time. On it, document their successes using stars or stickers or checkmarks for everyone in the family to see and celebrate. Changing behavior is a team effort!



GOALS

All age groups

Start with the one behavior you most want to change in your child. Keep the goal clear, simple and age-appropriate. That way she will know what's expected of her and can better have success.



CONSEQUENCES FOR NOT MEETING EXPECTATIONS

Preschool age	Time-out
School age	Time-out, taking away certain privileges
Teen	Taking away privileges

REWARDS

Preschool age	Praise, cuddle time, an extra book, extra play time together (bubbles, colors, paints)
School age	Outings for ice cream or meals, token or money for trips to the store, games or toys
Teen	Earned privileges and more independence

FIND OUT MORE

Empowering Parents: **Child Behavior Charts: How to Use Them Effectively**

empoweringparents.com/How-to-Use-Behavior-Charts-Effectively.php



MANAGING THE MELTDOWN

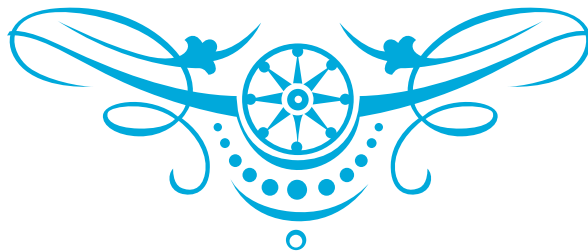


There you are, shopping at the grocery store with your 3 year old at your side. Suddenly he spies a box of his favorite cookies. He tells you he wants them. You say no.
Meltdown in 3...2...1...

There he is, lying face-down on the floor screaming at top volume and kicking the tiles loose. Seems like everyone in the store is looking at you. You're embarrassed. You're angry and upset.

WHAT YOU DO:

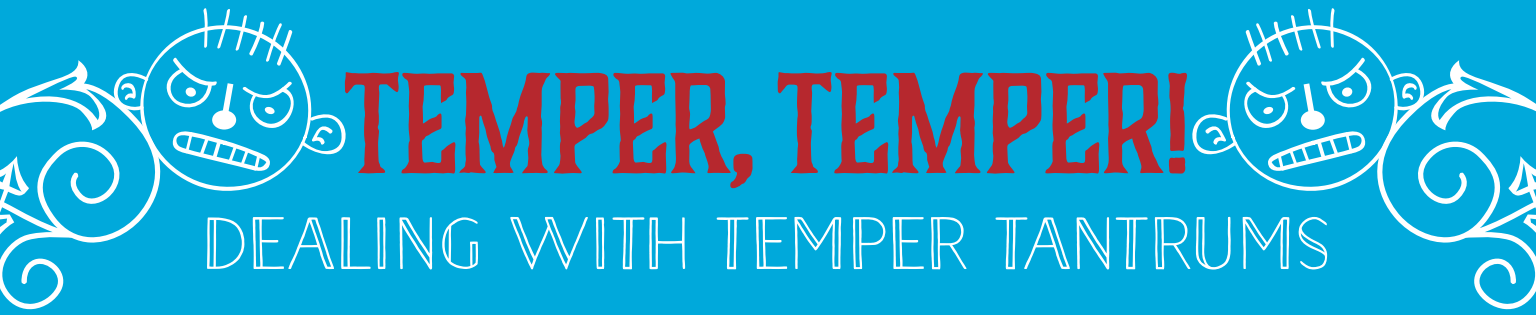
Take three deep breaths. Get rid of the stress from your body. Say to yourself: "I'm safe. It's OK. Just breathe, I can handle this." Now talk to your child. Be encouraging. Get down on eye level and say to him: "You're OK. You can handle this. You're safe. Use your words." After he calms down, say: "There you go. You're calming down now. That's good." Next, give him a choice. "Now that you're calm, you have a choice. You can either walk beside me and carry the shopping list, or you can ride in the cart and help me find the things we need." Once he's chosen, celebrate the choice. "Yay! You did it. You calmed down and made a great choice. Good work!"



FIND OUT MORE

KidsHealth: **Temper Tantrums**

kidshealth.org/parent/emotions/behavior/tantrums.html



ANGER UNLEASHED

Sometimes when a child's attempts to control a situation don't go the way he planned, he can unleash a temper tantrum. This wild outburst of anger often feels like the last resort in expressing frustration. It can happen to adults too. What a tantrum says in its unspoken language is:

 I'm frustrated.

 I have tried to get the world to go my way.

 I can barely speak.

 I feel scared, powerless and helpless.

Tantrums are most common with 15 months to 3 year olds. Because they don't yet have the skills to manage strong emotions or put them into words, meltdowns are often their go-to plan of action. Depending on how you handle your child's tantrums, they may keep on past the toddler years.

The recipe for more tantrums from your little ones is made up of:

Discipline that isn't always the same

Setting your expectations too high

Being overprotective

Lack of setting limits

Being too strict

YOUR REACTION TO A TANTRUM

Giving in

THE RESULT

More of the same demanding behaviors in the future

Lack of respect

Learned behavior of how to get what they want

Learned behavior of how to deal with other people who are upset

TRUTH IN PARENT-IZING

You can't stop a tantrum once it's in full swing. It doesn't take long to pass the point of no return with a tantrum. The goal of parents is to help our children get past the tantrums.



TAMING THE TANTRUM

The best plan for overcoming the outburst is to help a child learn that he/she has the power to regain composure and control, but this takes practice.

1

First discipline yourself, then your child. Before you say anything, take a few deep breaths. Calm yourself down. Then tell your child, "You're OK. You can handle this. You need to get yourself together."

2

Give the child the safest opportunity to regain composure on his/her own.

3

Reward the success of "getting self together" with praise and rejoining child and family.



TIME-OUT!



Keep in mind that the goal of discipline is to help your child learn how to control himself and respect others. Children learn by how you discipline. As we stressed earlier, discipline should never involve hitting, screaming or belittling the child. Good discipline doesn't always come easily. It takes time, work, energy and a lot of thought.

A time-out can be used when:

- Your child or another's safety is at risk
- Your child's behavior is out of control
- Boundaries are being crossed
- Aggressive behavior gets in the way of family time

The time-out teaches a child the art of self-control. It's a chance to give him or her the time to get it together, away from everyone else. The goal is then to regain the family or social environment having learned to better be a part of that setting.

A USER'S GUIDE TO TIME-OUT

The rules:

- Through the whole process, you should show self-control and want your child to succeed. Be respectful but firm. Don't yell, scream or be forceful.
- Pick a word or phrase to say when you're asking your child to gain self-control. Use that phrase each and every time (e.g., "Get yourself together," "Get yourself under control," "Keep calm").
- Make the place for a time-out be away from the living area of the family or group, whenever possible. Don't give your child extra attention or the chance to disrupt others during time-out. Keep the time-out area out of eye contact from the usual living areas.
- Let your child know that to come back to the living area with the others, he needs to be a good citizen of his family and not harm the freedom or well-being of other family members.

The how-to:

1

Give a clear order, such as, “Please stop screaming.” Wait a few seconds to give your child time to obey.

2

If your child obeys, praise him or her.

3

If he doesn't, give one warning using an “If..Then..” statement: “If you don't stop screaming you will be removed from the room and have a time-out.” Then slowly count to three out loud: “1..., 2..., 3...”

4

If he starts to obey by the time you get to 3, praise him.

5

If he doesn't obey by the time you get to 3, take him to time-out:

➤ Walk him to the place you have chosen for time-out without lecturing, scolding or arguing. Pick somewhere that is safe, but where he will get **NO VERBAL ATTENTION AND NO EYE CONTACT.**

➤ Tell him why he's in time-out, how long he'll be there, and that time-out won't start until he's quiet. The amount of time in minutes should be roughly the same as their age. So, a 4 year old should have four to six minutes. “You kept on screaming and interrupting the family, so you're in time-out to get yourself together. You'll be in time-out for five minutes, and the time won't start until you're quiet.”

➤ Walk away. When he's quiet, set the timer.

6

If he screams, tell him you can't start the timer until he's calm. Let him know you'll have to reset the timer if he screams once time-out begins. Start or restart the timer once he's calm. “You didn't keep yourself together so we have to start over. Time-out can't start until you're calm.”



7

If he leaves the time-out area, you may need to use a room where the door can be closed. Make sure that the room is fully safety-proofed. Let him know that if he can stay in time-out, you won't have to close the door. Children are usually motivated to do whatever's necessary to keep the door open. If your child is young and can't climb out, you can do time-outs in a crib or playpen. Your child can keep security objects he'll need to help him calm down. "Time-out" won't start until you're calm and have gotten yourself together."

8

When the time-out is over, praise him for getting himself together and welcome him back. "You did a great job getting yourself together. We're happy to have you join us again."

9

If another time-out is needed on the same day, think about doubling the time with each return to time-out that follows.

PARENT POINTS

Discipline is sometimes thought of as punishment.
But good discipline never involves punishment.

FIND OUT MORE

CDC: [Steps for Using Time-Out](https://www.cdc.gov/parents/essentials/timeout/steps.html)
[cdc.gov/parents/essentials/timeout/steps.html](https://www.cdc.gov/parents/essentials/timeout/steps.html)





THE PROBLEM PATTERN

PROBLEM BEHAVIORS: A WAKEUP CALL

Some children fall into a pattern of reacting negatively to people or events in their lives. These can be problem behaviors. They get in the way of a child's relationships and his or her skills for learning, loving and growing. Problem behaviors can come to life in different forms and at different stages of a child's development.

The first approach to problem behavior is to listen and not overreact. Learn from this book how to guide your approach to problem behaviors.

THINGS TO KEEP IN MIND WHEN DISCIPLINING

-  Is your child tired?
-  Hungry?
-  Overwhelmed?
-  Have you asked him/her to do something he/she doesn't understand or know how to do?

As a parent, you must always take responsibility for the situations in which you place your child.

PARENTING DEFINED
Consequence:
noun; the result or effect of an action or condition.

HANDLING DISRUPTIVE BEHAVIOR

If your young son is screaming and you give him a cookie to quiet him, what you're really doing is **rewarding** his negative behavior. This action has two counterproductive results: it teaches him to scream when he wants a treat (it worked the first time!) and that if he screams he will get a treat. It also does a number on your cookie budget. To effectively do away with negative behavior, try to:



Ignore the child instead of giving in to his negative behavior



Consider an appropriate consequence if he/she is not meeting expectations for safety or the freedom of others

Active consequences include:



Temporary withholding of privileges, such as decreasing his TV time



Time-out



SPANKS FOR NOTHING



THE END OF PHYSICAL DISCIPLINE

NOT HELPING



Spanking is no longer thought of as an acceptable consequence. Physical consequence does not help the situation. This type of discipline teaches children aggressive behaviors. It also gives them poor conflict managing skills.

Studies have shown that parents who used physical punishment such as spanking or hitting in response to bad behavior actually saw the method backfire. In the long run, these children showed a greater risk of aggression and other anti-social behaviors. Spanking doesn't lead to learning. It may teach a child what not to do, but it also teaches them that the fear is the basis for decision-making, instead of love and responsibility.

LET'S NOT GET PHYSICAL

Parents many times resort to spanking when they feel frustrated and without other means for dealing with problems. But spanking can lead to injury and serious abuse.

Physical discipline:

- > Leads to more fear and anxiety
- > Hampers a child from learning empathy and care for others
- > Makes children angry in response to the discipline
- > Makes children more aggressive toward others
- > Makes children less likely to comply with rules
- > Harms relationships between parents and children
- > Can cause severe physical injury and pain
- > Lessens a child's self-esteem
- > Can lead to a greater chance of unwanted social and psychological behaviors
- > Teaches that violence is the right way to deal with conflict

FIND OUT MORE

American Psychological Association: **The Case against Spanking**

apa.org/monitor/2012/04/spanking.aspx



BARRIERS TO GOOD DISCIPLINE



Six barriers to good discipline are:

1 Mistaking discipline with punishment. Discipline helps children develop self-control and self-esteem. It teaches right from wrong. Punishment can restrain a child for a short time, but it doesn't teach better behavior. Punishment can even damage the parent-child relationship by taking away a child's trust in the parent.

2 Believing that what works at one time will work all the time. Change the way you discipline your children to keep up with their natural growth. Different ages and stages, as well as different children, need different techniques.

3 Thinking that when you have a hard time disciplining a child, you're a bad parent. Don't put yourself down if you don't get the results you want. Think it through and try again.

4 Believing your children should behave a certain way at a certain time. Children are unique and special. They develop at their own speed and in their own way.

5 Believing you have to win every battle. It's important to pick your battles. Don't stage a fight over issues that aren't worth it.

6 Disagreeing on discipline with another parent in front of a child. Solve the serious disagreements in private. Compromise and create a plan you and your partner both believe in.



CHOMP!

DEALING WITH BITING

CHALLENGING BEHAVIOR

In the years from birth to three, children are starting to develop self-control. This is the period when challenging behavior is common and expected. During this time, young children are also developing the ability to calm themselves when they're upset. But this can lead to challenging moments for both adults and children. Crying, aggression and defiance are examples of challenging behavior. So is biting.

What should you do if your toddler is biting you or other children?



Separate the child from others – time-out!



Try to find out what triggers biting.



Minimize those triggers.



Watch the child prone to biting closely. Be ready to stop the biter before the bite happens. Most bites happen when time is unstructured or in change.



Firmly say, “STOP! No biting! Biting hurts!” This sudden and firm warning will get the child's attention and teach that biting is a bad behavior.

3+

Children 3 and older usually bite when they feel powerless or scared. This may happen when they're losing a fight or if they think they could be hurt by another person. Children older than 3 who bite other people often may need to be seen by a doctor. This type of biting may be a sign that a child has problems with expressing feelings or self-control.

BITING: A PLAN OF COUNTER-ATTACK

If your child is a serial biter, come up with a plan. This plan should reward your child for not biting. First reward him or her for going **hours** without biting. Give another reward for going a set number of **days** without biting. The next reward should come when your child makes it **weeks** without biting. Make the rewards bigger and more meaningful as the timeframes expand. The goal is to teach your child that good behavior earns rewards and bad behavior doesn't.

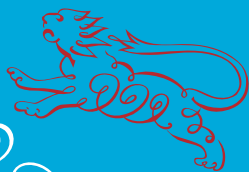
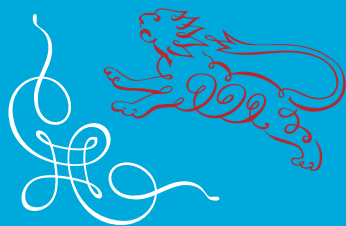
PARENT POINTS

Successful parents also find their own balance of love and limits. They stay away from the extremes of overly permissive or overly punishing discipline.

FIND OUT MORE

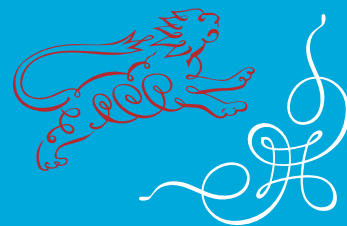
KidsHealth: **Biting**

kidshealth.org/parent/emotions/behavior/stop_biting.html



AT WIT'S END

GETTING HELP WHEN NOTHING
SEEMS TO BE WORKING



TURN TO THE PROS, PART 1

So maybe you've tried all of these tips and techniques and nothing seems to be working. Your child just isn't learning the right behavior. Sometimes it happens. Maybe you're out of ideas as to how to change from what you've been doing to something that will actually work. Don't give up hope. There's a person you can turn to for answers to your child's behavior problems and the best discipline plan: your child's doctor. Confide in the doctor about what your child is doing and how you're handling it. He or she will have knowledge of the signs and symptoms and know what steps you can take to deal with the situation.

CHECK YOURSELF

Watch for these signs in yourself that you may need professional help with discipline:

**YELLING AT YOUR CHILD · NAME CALLING · LOSING YOUR COOL EASILY
· SHOWING YOUR CHILD THAT YOU'RE AN UNHAPPY PERSON · CRYING
AND COMPLAINING TO YOUR CHILD · SHIFTING BLAME FOR YOUR
MISTAKES ON YOUR CHILD OR SPOUSE · EXPECTING YOUR CHILD TO
BE PERFECT AND NEVER MAKE MISTAKES · SPANKING · MAKING YOUR
CHILD AFRAID OF YOU**

TURN TO THE PROS, PART 2

Sometimes, a child's behavior problems can go beyond the scope of what a pediatrician knows how to address. In those cases, a mental health professional can help. Contact one if you notice any of these areas of concern out of your child:

- Ongoing aggression toward others
- Repeated destructive behavior
- Overwhelming anxiety, fear or obsessiveness
- Illogical thinking or behavior
- Failure to make a friend or sustain a relationship; self-injury or self-destructive behavior (including risk-taking and drug use)

PARENT POINTS

Changing children's behavior is easier if you identify the problem, figure out what's causing it, and make a plan to prevent it or stop it.

FIND OUT MORE

Parents: **How Experts Discipline Their Children**

parents.com/kids/discipline/tips/how-experts-discipline-their-children



GETTING SERIOUS HELP



WHERE TO TURN FOR MENTAL HEALTH SUPPORT

If all of these methods and your best efforts have failed to bring about healthy patterns of behavior in your child, he or she may be suffering from a mental health condition. These can run in families. Your child's doctor or mental health professionals can help with behavior planning, parent training and specific therapies. Doctors can give tests to gauge early mental health conditions and put treatment plans in place.

COMMON MENTAL HEALTH CONDITIONS IN CHILDREN

CONDITION	DESCRIPTION	TREATMENT
Anxiety disorders	Children respond to common situations with fear and dread, as well as with physical signs of anxiety and nervousness, such as a quick heartbeat and sweating.	<ul style="list-style-type: none"> Cognitive behavioral therapy (CBT) Medication
ADHD (Attention-deficit hyperactivity disorder)	Children with ADHD struggle with hyperactivity, difficulty concentrating and impulse control. They have a tendency to act before thinking, rather than the other way around. Often they are easily bored or frustrated.	<ul style="list-style-type: none"> Outdoor exercise Sleep Good nutrition Behavioral therapy Medication
Disruptive behavior disorders	Children tend to defy rules and are often disruptive in structured settings like school.	<ul style="list-style-type: none"> Parenting change strategies Social and emotional skills training Psychotherapy for the child and the family Medication
Autism Spectrum Disorders (ASD)	Children with ASD tend to avoid or misunderstand social interaction. Often their ability to communicate is delayed.	<ul style="list-style-type: none"> Developmental therapy Special education Behavior therapy and positive behavioral support planning Speech, physical or occupational therapy Medication

ROCKING THE RECAP

BASIC DISCIPLINE METHODS

A key to discipline is making it age-specific. The child must be able to understand what the expectations are. Follow these general guidelines for each age group.

Infants and Toddlers

- Keep safety the main concern. Give a baby a safe place where he or she can't break anything or get hurt.
- Ignore negative behavior.
- Praise and reward good behavior.



Preschoolers

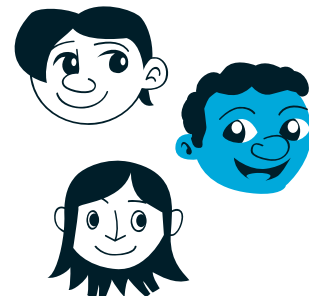
- Provide clear and constant rules.
- Warn your child that playtime is ending. Children in this age group need time to get ready for the next activity.
- Explain why you're doing something. Preschoolers need a good deal of explanation to know what's being asked of them.
- Praise good behavior.
- Use time-out for negative behavior. This is an effective consequence for the age group as they associate time-out as being separated from a fun activity or privilege.
- Offer your child choices.
- Let your child help solve problems with you. Turn them into helpers!



School Children

Add these suggestions to the above rules and guidelines for school-aged children.

- Make sure to give your child the chance to explain herself or tell her side of the story. Let her share her concerns, opinions and feelings with you.
- Offer your child choices.
- Let your child help solve problems with you.



PARENT POINTS

“Catching them being good” is an important part of proactive discipline. Parents of well-behaved children tend to notice and praise good behavior more than do parents of unruly children.

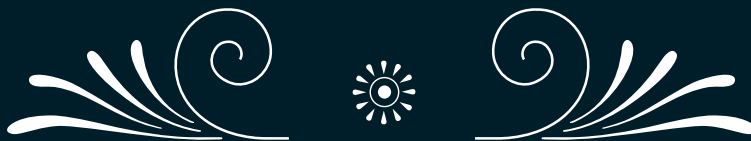
Adolescents / Teens

- Be patient and understanding. Teens have work to do. They are trying to become their own person and need encouragement to find their way.
- They are better able to understand the long-term consequences of unsafe behaviors.
- Set limits based on their maturity level. These may include curfew times, where they can go, who they can hang out with and how long they can spend on TV, video games, screens and cell phones.



INSIDE THE TEENAGE BRAIN

A teenager's frontal lobe of the brain is not fully formed and insulated. This decision-making sector controls impulses. Teens aren't able to fully access the signals in their frontal lobes. So when a situation arises that calls for snap judgment, a teen may struggle to make the right choice.



AGE-APPROPRIATE DISCIPLINE FOR CHILDREN

AGE

BEST PRACTICE

1

- Focus on prevention
- Comfort
- Distract (divert their attention away from whatever is causing the bad behavior)

2

- Lessen the power struggles
- State your expectations without yelling
- Offer simple choices
- Teach him to use words instead of hitting; explain
- Don't give in to tantrums but keep close by until it stops
- Guide child toward positive behavior
- Don't punish a 2-year-old with a time-out; briefly take him away from the situation to help him calm down

3

- Have her help with tasks
- Explain a job simply, get her started on it and recognize her effort
- Practice good behavior; play games to practice routines
- Keep consequences short; a time-out of about three minutes (one minute per year of age)

4

- Give the child advance notice
- Avoid power struggles
- Ignore whining
- Stay calm when handling lying and cheating
- Don't shame your child or dwell on whether he did or didn't do something

5

- Explain the effect of bad behavior on others and the reasons for rules
- Try a behavior-management system
- Use limits to work on self-control

6-7

- Encourage independent problem-solving skills
- Teach prevention strategies instead of only correcting him
- Think short-term; reward good behavior right away
- Use praise to reward helpfulness

8-10

- Talk it out-especially when it's a new problem or issue-and set an appropriate consequence together (but on your terms)
- Try more grown-up approaches, such as giving them options
- Teach the importance of making decisions and sticking with them
- Stress natural consequences and fixing problems

FIND OUT MORE

KidsHealth: Disciplining Your Child
kidshealth.org/parent/emotions/behavior/discipline.html



YOUR PARENTING TYPE



As a parent, it's up to you to teach your child to have self-control, to respect others and to become self-reliant. While others can help with those goals, it's your responsibility to dish out the discipline.

So how do you do that? The American Mental Health Association has identified four types of parenting. Where do you see yourself?



AUTHORITATIVE



You are the most effective type of parent. You are affectionate and loving to your child, and what you expect from him or her is clearly understood. You are flexible and work with your child to solve behavior problems together. You know that communication is the key to success. You seek a reasonable balance between your child's need for independence and your need to keep them safe.

YOU: "I'm not feeling good about you going there with your friends. Maybe you and I will go check it out and if it seems safe, I'll let you go with your friends another time."

AUTHORITARIAN

This is a less effective parenting type. You have clear expectations of your child but you don't show much love. You set the rules and what you say goes. There's no room for argument or compromise here. You're strict and controlling. Your children must obey you. Open communication and good give-and-take is not part of your style.

YOU: "You will NOT be leaving this house because I said so! Have I made myself clear?!"



PERMISSIVE



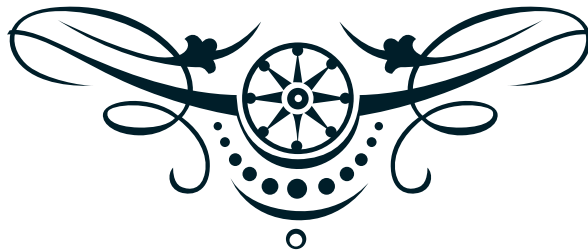
This too is a less effective parenting form. You show a lot of love for your child but don't provide much discipline. You may let your child get away with bad behavior and rule breaking without consequence. Your demands are loose and you stay away from confrontation. You may be too out of touch with the teenage world, too busy with your own life or too troubled to feel like you can control your child.

YOU: "OK. Have a good time."

UNINVOLVED

This is barely parenting at all. You expect almost nothing and give almost nothing in return. Bordering on neglect, your parenting puts a child at risk for not having the level of supervision he or she needs to keep safe.

YOU: "Whatever."



FIND OUT MORE



CDC: **Communicating with Your Child**

cdc.gov/parents/essentials/communication/index.html

19
4⁸

STEER CLEAR! TOO COMMON BUT FULLY PREVENTABLE!

CHILD ABUSE BY THE NUMBERS

73
0⁵

3
MILLION
Number of cases of child abuse reported each year in the United States

6 MILLION
Number of children involved in reported child abuse cases each year in the U.S.

4-7
Average number of children who die from abuse and neglect each day in the U.S.

1
EVERY
10 SECONDS
How often a case of child abuse is reported in the U.S.

This book describes ways to channel the love in your heart, the ideas in your mind and the work of your hands to help ensure that your children thrive. It isn't always easy, but it's important to keep in mind to never allow anything or anyone to violate what is safe and appropriate for a child. Even one instance of serious harm can be the undoing of years of love and affection, because young minds are fragile and depend upon safety and support to reach their full potential. That's why humans have the longest childhood of all the animal kingdom.

80
Percentage of child maltreatment deaths that involved at least one of the child's parents.

686,000
Estimated number of child maltreatment victims found by state agencies in 2012 alone.

Unfortunately, harm to children is alarmingly common. An important part of parenting is to prevent harm from happening, whether at home or in other settings. At home, be sure that when you're exhausted or frustrated that you take breaks and keep negative emotions or loss of control from dominating any interaction with a child. When your child is away from home, always make sure he or she is with someone you trust.

All of this can be prevented. Always take a child's well-being to heart and keep them safe.

As a sobering reminder that children need to be protected, the statistics on this page tell a sad story of what happens to many children in the community. Child abuse and neglect are almost always preventable. Make it your commitment to do everything possible to never let it happen to your children.



FIND OUT MORE
Childhelp: Resources for Parents
childhelp.org/hotline/resources-parents/





PARENTING...HEART, MIND AND HANDS



PART THREE: HANDS

GUIDING A CHILD THROUGH LIFE BY YOUR OWN
EXAMPLE AND WORK, SHOWING INSTEAD OF
TELLING, GIVING CHILDREN A MODEL BY WHICH
TO BECOME GIVERS INSTEAD OF TAKERS



Good habits formed at youth make all the difference.

Aristotle

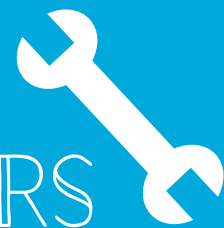
That newborn baby you gently rocked in your arms was once the sweetest thing you'd ever seen in your whole life. But things can get more challenging as they become their own persons with their own goals and ideas and longings. As a parent, it's time to reach deep into your bag of knowledge and pull out the tools that'll help you deal with your child in loving yet useful ways. This book will give you many of those learning tools.

It isn't easy, and it doesn't always come naturally. But a little love, patience and understanding go a long way in bringing up a child with good character. It takes **heart**, **mind** and **hands** to do anything successfully. Raising children with good behavior and a secure sense of self-esteem is no different.





WORKING TOGETHER THROUGH THE TEEN YEARS



You've done so much to care for your children. From the basics of new baby care to the tougher tasks of discipline, you've been there for your growing little ones.

Now they're not so little. And they're not so dependent on you. They crave their independence as they come to terms with being their own person and charting their own course. But they still need you. You're at the stage we'll call "Hands." This is where you help guide your child through life by your own example and work. You show, not tell. You present a model by which they learn to become givers instead of takers. And you bring in extra hands when needed to be a part of their "village." Individual helpers, the community and professionals work together to shape and guide your sons and daughters on their journey.



PARENT POINTS

A relationship is a balance between two forces that may seem opposite: closeness and freedom.

THINGS CAN GET TOUGHER DURING THE TEEN YEARS

While the same basic rules of discipline still apply, know that adolescence can mean a phase of more complex behavior. Teens and their parents often struggle with issues of:

- ☼ Citizenship
- ☼ Whereabouts
- ☼ Meaning
- ☼ Having a say in rules/responsibilities
- ☼ Substance use disorders
- ☼ Safe sex



INDEPENDENCE DAYS

During this time, teens look for independence and for ways to establish their own identity. They exercise their independence by questioning rules and sometimes breaking them. The job of parents and doctors is to help teens channel their striving for identity into healthy, productive pursuits that in the long run will ensure a meaningful role in the world around them.

Warning signs to watch for:

- ➔ School work getting worse
- ➔ Running away from home
- ➔ Aggression toward self or others
- ➔ Substance use
- ➔ Depression
- ➔ Social withdrawal or involvement in self-destructive peer networks



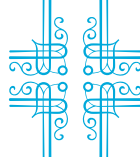
TYPICAL TEEN VS. TROUBLED TEEN

TYPICAL TEEN

TROUBLED TEEN

Behavior: Experimenting with substances

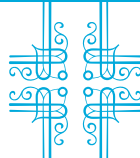
It's common for teens to try alcohol and cigarettes. Some will try marijuana. Talk to your children openly about alcohol and drugs, their short-term and long-term effects. It'll help convince them not to do it any further.



A substance abuse problem can arise when alcohol or drug use becomes a habit, especially when paired with problems at home or school.

Behavior: Changing appearance

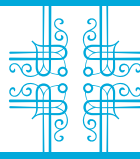
Teens crave keeping up with fashion trends as a way of fitting in and being accepted. Dyed hair and questionable outfits may be a way of seeking attention. Consider saving your protests for bigger issues.



Changing appearance can be a warning sign if it goes along with poorer performance at school or problem behavior. Extreme weight loss or gain, cutting or self-harm can be signs of bigger emotional concerns.

Behavior: Arguing and rebelling

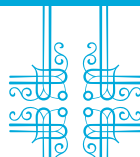
Occasional rebelling and impatience with authority figures go along with a teen's pursuit of independence.



Frequent arguments, violence at home, skipping school, fighting and getting into run-ins with the law are warning signs that a teen has gone beyond normal teenage rebellion.

Behavior: Mood swings

Hormones and body changes bring about mood swings in teens. It can be a struggle to keep emotions in check.



Quick changes in personality, deteriorating grades in school, ongoing sadness, anxiety and sleep problems can be signs of depression, bullying or other emotional health concerns. Any talk of suicide should always be taken seriously, and evaluated by a health professional right away. Suicide is the third leading cause of death in teenagers, more common than all cancers combined.

Behavior: Influence of friends over family

When teens focus on friends and peers, they often pull away from their parents. Friends influence their choices. This may be hurtful to parents but doesn't mean their teens don't still benefit from and appreciate parental love and approval.



Watch for warning signs such as sudden changes in a teen's peer group, refusing to obey rules and boundaries, lying and spending too much time alone, away from the family.



TAKING CONTROL

Many times when teens and their parents clash, the issue at hand is control. Teens want to feel like they're in control of their lives. Parents want their teens to know that they still lay down the law. Pick your battles here and focus on your teen's actions (going to school, obeying rules, completing chores), rather than on your teen's personal expression (hairstyle, clothing, entertainment choices).

GOING BEYOND

If your teen's behavior becomes dangerous in spite of all you do, you may have to call in the pros. Using illegal substances is a common outlet for behavior problems in teens. These types of disorders call for a specific treatment plan.

Behavior problems may be a sign of:

Learning disabilities



Depression



Other mental health disorders, including substance use disorders

These disorders most often call for expert mental health care. Some require treatment with medications. If you're not able to redirect your teen's dangerous behavior, you may request help from the court system. The courts will assign your teen to a probation officer who can help enforce a safe, non-destructive lifestyle.

FIND OUT MORE

KidsHealth: A Parent's Guide to Surviving the Teen Years

kidshealth.org/parent/growth/growing/adolescence.html





Q: WHAT ARE THE BEST WAYS TO BE SURE ABOUT A CHILD'S WELL-BEING AND HAPPINESS?



As a parent, you need to know that you have much more control over your relationship with your child than his or her outcome (job or income or even health status). If you care about investing in the relationship, the success of that relationship will be rewarded to you and your child for life.



Frequent communication is the key. Cultivate open channels of discussion always, no matter what your child's age.



Know the warning signs of children who need help. Get involved and head off any problems before they become too big to resolve. Ignoring these signs could mean heartache and disaster.



PRAISE + NURTURE + CONNECT =
YOUR CHILD'S HAPPINESS AND WELL-BEING.



GLOSSARY OF TERMS

ADHD (Attention-Deficit/Hyperactivity Disorder)

Attention Deficit Hyperactivity Disorder (ADHD) is a condition characterized by not being able to pay attention, feeling impulsive, being hyperactive and being easily distracted. Those diagnosed with ADHD have these symptoms to the point where it interferes with their daily lives.

Adolescent

The stage of development from puberty to maturity, from about ages 12 to 18. During this time of change and growth, people transition from childhood to adulthood.

Affective (mood) disorders

Psychological disorders characterized by the raising or lowering of a person's mood, such as depression or bipolar disorder.

Anti-social behavior

A behavior pattern in which a person shows hostility toward society or its accepted values; behaviors that violate the rules or conventions of society or the rights of other human beings.

Anxiety

A strong and unpleasant feeling of nervousness or distress in response to a feared situation. Nausea, trembling, breathlessness, sweating and rapid heartbeat are often the result of anxiety.

Anxiety disorders

Any disorder in which anxiety is the main feature or in which anxiety appears.

Attachment

Typically relating to the attachment between children and their primary caregivers, this is an emotional tie or bond between two people. This powerful bond is needed for survival, as it keeps babies close to their mothers. It is important for basic nurturance, staying away from harm and acquiring comfort.

Authoritarian parenting

A style of parenting with high expectations of children that include very strict rules, obedience and punishment over discipline.

Authoritative parenting

A parenting style that isn't as controlling as authoritarian parents, allowing children to explore more freely. Children are allowed to make their own decisions based upon their own reasoning.

Behavior

The actions that a living being uses to adjust to and live within its environment; the way in which one acts or conducts oneself, especially toward others.

Child abuse

Physical or emotional maltreatment, neglect or sexual molestation of a child.



GLOSSARY OF TERMS CONTINUED

Communication disorders

Deficiencies in the ability to receive, send, process and understand ideas. These disorders may affect hearing, language, and/or speech.

Consequence

The result or effect of an action or condition.

Depression

A condition characterized by sadness and at times hopelessness.

Discipline

Teaching in service of maturation and self-control.

Disruptive behavior disorders

A group of behavioral disorders defined by patterns of hostile, defiant, aggressive behavior.

Eating disorders

Serious and often fatal illnesses that cause severe disturbances to a person's eating behaviors.

Elimination disorders

Disorders that center around the elimination of feces or urine from the body.

Hormones

Chemical compounds secreted by the endocrine glands that are signals for the coordination of many different bodily functions.

Independence

The state of being independent; able to direct the course of one's own day-to-day life.

Internal working model

A mental framework made up of representations for understanding the world, self and others.

Intimacy

Close interpersonal connectedness, usually on an emotional level; a primary component of an attachment relationship.

Learning disability

A condition in which a person has a harder time learning than would be predicted on the basis of their general intellectual ability. This is usually due to a problem with the way the brain stores, processes or retrieves information. Problems with reading, writing, speaking, spelling, reasoning or doing math are common forms of learning disability.



GLOSSARY OF TERMS CONTINUED

Permissive parenting

A parenting style characterized by having few rules and a relaxed attitude to parenting that is more like a friend than a parent. Permissive parents show loving and nurturing behavior toward their children but may resort to bribery to get them to behave. There are not many rules or expectations. Children raised in this parenting style can show insecure behaviors and exhibit poor interpersonal boundaries.

Positive reinforcement

Offering encouraging words, praise or rewards as a result of a child's positive actions and behaviors.

Praise

To express approval of an action or behavior.

Proactive

Influencing a situation instead of reacting to it after it has happened.

Separation

A necessary developmental stage in which children come to recognize the distinction between themselves and their caregivers and understand that others (like themselves) have thoughts and feelings and objectives.

Separation anxiety

A state of discomfort when separated from a loved one. Separation anxiety is normal for infants.

Tantrum

An episode of the dysregulation of emotion, bringing about a temporary loss of control and disorganized, agitated, non-adaptive behavior. At times, tantrum behavior can be intentional, when it's done to manipulate others.

Time-out

A behavior modification technique that calls for temporarily separating a child from an environment in which unacceptable behavior occurred.

Uninvolved parenting

A style of parenting in which the parent is indifferent toward the child and shows little emotional availability toward them.



LIST OF TEXTING ACRONYMS

EVERY PARENT SHOULD KNOW

IDK	I don't know	☺☺	?^	Want to hook up?	☺☺
IDC	I don't care	☺☺	TDTM	Talk dirty to me	☺☺
J/K	Just kidding	☺☺	CU46	See you for sex	☺☺
MYT	Meet you there	☺☺	GNOC	Get naked on camera	☺☺
P&C	Private and confidential	☺☺	FWB	Friends with benefits	☺☺
WFM	Works for me	☺☺	I&I	Intercourse and inebriation	☺☺
PIR	Parent in room	☺☺	LH6	Let's have sex	☺☺
PAL	Parents are listening	☺☺	NSA	No strings attached	☺☺
AITR	Adult in the room	☺☺	4YEO	For your eyes only	☺☺
PAW	Parents are watching	☺☺	DOC	Drug of choice	☺☺
PAORPA911	Parent Alert	☺☺	TWD	Texting while driving	☺☺
CD9ORCODE9	Parent nearby	☺☺	WTPA	Where's the party at?	☺☺
99	Parent gone	☺☺	%\	Hangover	☺☺
303	Mom	☺☺	#-)	Exhausted, partied all night	☺☺
WTPP	Want to trade pictures?	☺☺	%*}	Inebriated	☺☺



Notes





PROFESSIONAL WEB-BASED PARENTING RESOURCES

**CDC: Essentials for Parenting
Toddlers and Preschoolers**
CDC.gov/parents/essentials/

“You Can Do This”
Education.BYU.edu/youcandothis

Parents as Teachers National Center
parentsasteachers.org

The National Parenting Center
the-parenting-center.com

The Center for Parenting Education
centerforparentingeducation.org

Center for Parent Information and Resources
parentcenterhub.org

ParentingTeens.com

National Child Abuse Hotline
1-800-4-A-CHILD (1-800-422-4453)

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John N. Constantino, MD is a pediatrician and child psychiatrist at the Washington University School of Medicine who co-authored and contributed the scientific background for this book. He completed his clinical training in Bronx, New York, and established his practice in the care of children and families in the St. Louis metropolitan area in 1993. He is a father of three and has published over one hundred original scientific reports in the field of child development.

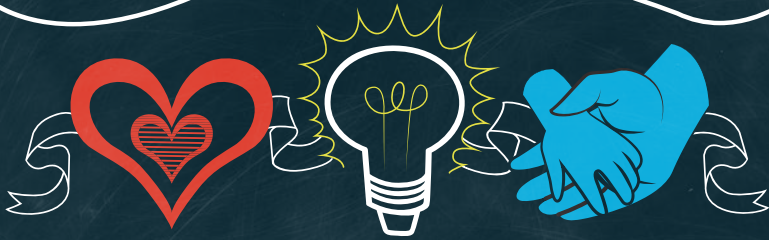
Michelle Bain is the Chief Executive Officer and Chief Creative Officer of **Hired Ink**® and **Where’s It @? Media**®. She is the author of over 75 books for kids, teens and adults.

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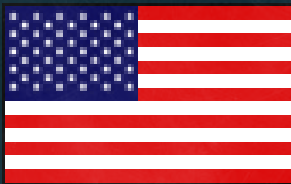


HEART, MIND AND HANDS



A child's road to a lifetime of successful behavior begins with you. This book covers all of the basics about early relationships, how they shape a child's heart, mind and behavior, and how to make your relationship with your child the strongest it can be! Sections include:

- ☼ Attachment
- ☼ Developmental Milestones
- ☼ Discipline
- ☼ Behavior Planning
- ☼ Getting Help When Necessary
- ☼ Looking Ahead to the Teen Years



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