

# POSITIVE PARENTING!

## WHAT CAN YOU DO WHEN YOU DON'T LIKE WHAT YOUR CHILD IS DOING?

### THINGS YOU CAN DO

### EXAMPLES OF WHEN THIS MAY WORK

IGNORE

Your child has a temper tantrum. You calmly leave the room.

CHANGE THE SITUATION

Jimmy and his cousins are fighting. You separate them until they can get along.

CHANGE THE ENVIRONMENT

Your toddler touches your best vase. Put it away until he learns what is for touching and what is for looking at.

DISTRACT

Two toddlers want the same toy. Distract one with a different toy.

TAKE AWAY A PRIVILEGE

Your older son picks on his little brother. He does not get to stay up and watch TV.

REWARD

Any positive word or action that lets the child know you appreciate his behavior.

"IF - THEN" RULE

"If you get the dishes done quickly then we can play one game of cards before you start homework."

PREVENT

You know that your child is going to start grabbing things in the store. Tell him ahead of time that if he wants to go to the store with you then he can't grab: reward him for good behavior.

ACCEPT - TOLERATE

Your child loves his ugly sweater. You hate it, but just ignore it and let him wear it without criticizing him.

CATCH THEM BEING GOOD

"It makes me so happy to see you studying without even being told."

## POSITIVE PARENTING! GETTING YOUR CHILD TO SCHOOL ON-TIME & SEPARATION ANXIETY

1. **Set a routine** and follow it every school morning. Routine is very important for young children and they can have difficulty adjusting if there is any change. When mornings are consistent, there can be a smoother transition from home to school.
2. **Drop-off your child as far from the school as possible.** If you walk your child to school and he is showing resistance to leaving you, find a school staff member or safety patrol to take your child to class. The closer you get to school, the more difficult it becomes to say good-bye. Do not walk your child into school or into his/her classroom. This can be disruptive to other students and upset your child.
3. **Have a signal in place for saying good-bye.** For example, a high five followed by a hug or a thumbs-up maybe the signal to your child that it's time to leave the car or get into line. This can also be part of the daily routine that helps establish consistency. You and your child can decide together what the signal will be. Practice it before the next morning.
4. **Spend about 15 minutes one-on-one with your child after school.** Work on an activity that your child chooses. This small amount of time can make a big difference in your child's world.
5. **Acknowledge your child's concerns and worries,** but focus on what your child still needs to do. For example, *"I understand that this is hard for you, but we need to find a way for you to get to school in the mornings. Maybe a secret signal will help!"*

When children have difficulty coming to school it is hard on everyone. Remember: many children have some trouble with this. Try to remain as calm as possible when dealing with your child. This helps, and your child will see that it's really not so upsetting to come to school. If your child is having difficulty getting to school, please contact Randolph's counselor, Ms. Cappello at 703-228-5830. She will be happy to help.

# POSITIVE PARENTING! BEDTIME!

Education Starts with a Good Night's SLEEP.

Your child will do better in school if he/she is well rested.

Keep distractions such as TV and computers out of the bedroom.

<u>CHILD'S AGE</u>	<u>SLEEP NEEDED</u>	<u>BEDTIME</u>
1 year	13.75 total hours; with 2 naps	
2 years	13 total hours; with 2 naps	
3 years	12 total hours; with 1 nap	
4 years	11.5 total hours; no naps	8pm
5-9 years	10-11 total hours; no naps	8:30pm
10-15 yrs	9-10 total hours; no naps	9pm
15-18 yrs	8-9 total hours; no naps	10pm

- **BE CONSISTENT.** Once you have decided on your child's bedtime, be consistent about it. It will make it easier for him to accept a bedtime if it is at the same time every day.
- **SET A ROUTINE.** Establishing a regular bedtime helps set your child's internal clock. Children who have a regular sleep and wake time feel more rested. It is alright to make occasional exceptions, but too much inconsistency can create problems.
- **MAKE IT SIMPLE AND SPECIAL.** Bedtime should be a time for you to interact with your child in a way that is secure and loving, yet firm. An evening bath, bedtime story and dimmed lights are good ways to help your child calm down after a busy day.
- **KEEP IT CALM.** Avoid exciting, high-energy activities within 1 hour of bedtime, this includes playing outside, running around, rough play, exciting TV shows or videos. For most children, bedtime routines should take about 20 minutes. Children who have more difficulty falling asleep may need a longer or more soothing bedtime routine.

Adapted from the University of Michigan Health Studies Website.  
[www.med.umich.edu/1libr/yourchild/sleep.htm](http://www.med.umich.edu/1libr/yourchild/sleep.htm)

For Questions about this information contact Randolph's counselor,  
Gina Cappello at 702-228-5830

# Five Things to Try Instead of Spanking

*Research confirms that many parents instinctively feel they don't like to spank their children, but they don't know what else to do. Here are some ways to win cooperation and solve problems without force or violence.*

**1. GET CALM.** If you feel angry and out of control and you want to spank or slap your child, leave the situation if you can. As you calm down, you may find an alternative or solution to the problem. If you find yourself losing it because of stress and you can't leave the situation, mentally step back and count to 10.

**2. BE KIND, but FIRM.** A frustrating situation where parents tend to spank is when the child hasn't listened to repeated request to behave. A solution in these situation is to get down on your child's level, make eye contact, touch the child gently and tell him a short, kind, and firm phrase what it is you want him to do. For example, "I want you to play quietly." When dealing with a small child, you can kindly but firmly pick her up and take her away from the source of trouble. Offering a toy or other item may help to distract her from the unwanted behavior.

**3. GIVE CHOICES.** Giving your child a choice can be an effective alternative to spanking. If she is playing with her food at the table ask, "Would you like to stop playing with your food or would you like to leave the table?" If the child continues to play with her food, you kindly but firmly help her down from the table. Then tell her that she can return to the table when she is ready to eat her food without playing in it.

**4. USE LOGICAL CONSEQUENCES.** Consequences that are logically related to the behavior help teach children responsibility. For example, your child breaks a neighbor's window and you punish him by spanking him. What does he learn about the situation? He may learn to hide his mistakes, blame them on somebody else, lie or not get caught. Compare that situation to a child who breaks a neighbor's window and his parents says, "I see you've broken the window, what will you do to repair it?" using a kind but firm tone of voice. The child decides to repay the cost of fixing the window, perhaps by doing chores for the parent or for the neighbor to earn the money. The focus is taken off the mistake itself and put on taking responsibility for making things right.

**5. WITHDRAW FROM CONFLICT.** Children who talk back at parents may provoke a parent to slap. In this situation, try withdrawing from the situation immediately. Do not leave the room in anger or defeat. Calmly say, "I'll be in the next room when you want to talk more respectfully."

VA Coalition for Child Abuse Prevention: 1-800-CHILDREN

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