

CaPa

Child Abuse Prevention Association

PARENTING SKILLS TRAINING

A CAPA EDUCATION PROGRAM

PARENT HANDBOOK THREE



Modified by Tina Woods from the Strengthening Families Program:
Karol K. Kumfer, Ph.D.

TABLE OF CONTENTS

MODULE EIGHT: SOLVING PROBLEMS AND GIVING DIRECTIONS

MODULE NINE: SETTING LIMITS FOR BEHAVIORS YOU CAN'T IGNORE

MODULE TEN: SETTING LIMITS BY PRACTICING

MODULE ELEVEN: SETTING LIMITS TO SOLVE BEHAVIOR PROBLEMS

STEPS IN PROBLEM SOLVING

1. What is the problem?

2. What do you want to happen?

3. What can you do about the problem?

4. What might happen for each idea?

5. Pick an idea, try it, and check back. If it did not work, try again!

DIRECTIONS THAT DO NOT WORK

1. **Chain Directions-** “Pick up your toys, straighten the table, brush your teeth, and go to bed”. Too much at one time.
2. **Vague Directions-** “Be careful” “Be good” “Behave yourself”. Not clear or specific.
3. **Question Directions-** “Would you like to pick up your toys?” Say instead, “I want you to...” or “Please...”.
4. **“Let’s...” Directions-** “Let’s clean up the yard” (unless you really mean the two of you). Say, “I want you to...” or “Please...”.
5. **Directions followed by a long explanation-** “Please put your clothes away. We’re having guests tonight and your room is a mess and frankly when my sister sees this house, etc....”

Giving a reason will work better if it is short and comes before the direction. Talking after the direction can be distracting to the child.

*Reward
good
behaviors!*

DIRECTIONS THAT DO WORK

1. **Get the child's attention-** Make sure the child hears you; move closer, look at the child and use his or her name.
2. **Explain exactly what you want the child to do-** Explain **what** you want done, **how** you want it done, and **when** you want it to be finished.
3. **Be brief-** Do not give long explanations of why you want it done. A short explanation is fine if it comes before your direction.
4. **Use a firm but polite voice**
5. **Tell the child, DO NOT ask-** Asking allows the child to say no.
6. **Follow through- Reward** behaviors you want to increase. **Ignore** (for now) minor misbehaviors you want to decrease.

Example: "Ramon, your room needs to be cleaned. Please make your bed and put your toys in the toy box before dinner".

"Great job, Ramon! Your bed looks terrific and there are no toys on the floor! Thanks!!!"



MY RECORD OF DIRECTIONS TO MY CHILD

**Parent's
Direction**

**Child's
Behavior**

**Parent's
Reminder**

**Child's
Behavior**

First I said...	My child did...	Then I said...	Then my child...
1.			
2.			
3.			
4.			
5.			

BEHAVIOR CUES

“How to Get Your Child to Follow Directions”

Tips for Using Cues:

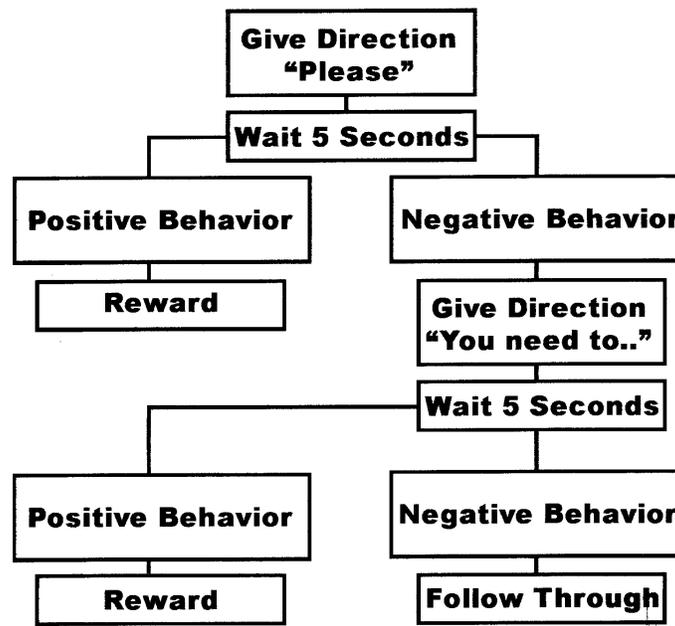
You can greatly increase the chances your child will follow your directions by giving him or her a reminder, warning or cue. A warning tells the child when to pay attention.

Example:

First Direction: “David, please shut the door”

Second Direction: “David, you need to shut the door”

Follow Through: Thanks or praise for following a direction, consequences for not doing so, positive practice or time out.



One more thing: If the child is going to follow directions, he or she will usually begin to do so promptly. Therefore, we suggest waiting a few moments or “a slow silent count to five” before giving a reminder or warning.

DO NOT use these behavior cues for something you want your child to do later or “when he or she gets around to it”. The behavior cues should signal to your child that he or she must follow your direction RIGHT AWAY!

POSITIVE PRACTICE

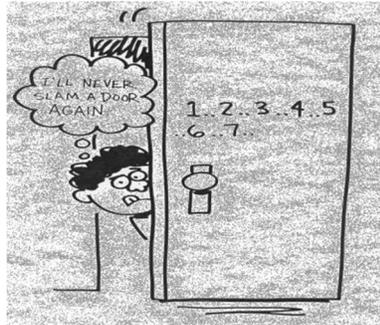
Positive practice is a way to decrease unwanted behavior. When you see a behavior you **DO NOT** want...

Tell your child to **PRACTICE** the behavior you would like and tell your child to do it at least several times (no more than 5 or 10).

Example: When Carmen forgets and slams the door, she must close the door quietly 10 times.

OR

Tell your child to take care of the damage he or she has caused by fixing, cleaning, replacing, or paying for it.



FIX IT!

Example: When Jung-Su scattered a carefully raked pile of leaves, he had to rake all the leaves in both the front and back yards.

IMPORTANT REMINDER:

Remain calm as you tell your child what to do. **DO NOT** show any emotions (be “stony faced”). Why? Getting you upset rewards some children. They will sometimes do things you do not like just to get you upset.

Note: Do not get caught in the “I’m done!” trap. Some children who are on a task will run to you every few minutes with the news that they are done. The first time this happens, inspect the area. Tell the child what more needs to be done (tell him or her to repeat what you have just said). Tell the child not to call or come for you; you will return to see if they have finished when you think the job should be done.

TIME OUT

What is Time Out? It is time away from rewards. It is also time away from people, things or places that get him or her into trouble.

There are basically two types of Time Out:

1. Removing the object or the problem from the child.
2. Removing the child from the problem.

Like other limit setters, time out can be mild or quite severe.

REMOVE THE PROBLEM FROM THE CHILD

1. First, try **IGNORING**.
2. If there are other children around, try ignoring the child who is misbehaving while praising the other children.
3. If **IGNORING** does not work, **REMOVE** what is causing the problem.

Examples:

When Brian is playing with his food, remove his plate for a minute.



When Tariq is careless with the hammer, take it away from him for five minutes.

Tanya is coloring on the table instead of on her paper. Her mother takes the crayons away for one minute. She then gives them back and reminds Tanya to color on the paper. She may have to repeat this several times, but soon Tanya will learn that the only way she can keep the crayon is by coloring on the paper.

What happens if Tanya is angry with her mother for disrupting her work and starts to cry or rip up the paper? Her mother should ignore the outburst and return the crayons to Tanya after one minute of **quiet**. When Tanya begins to color on the paper, her mom should also praise her good behavior and artwork.

REMOVE THE CHILD FROM THE PROBLEM

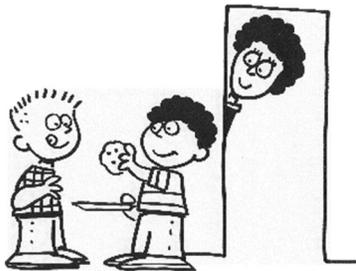
1. **Sit and watch-** Remove the child to a chair along the sidelines of the activity. He or she does not get to return until he or she shows appropriate, quiet behavior for one minute.
“Marco, you need to sit and watch how to (activity)”.
2. **Time away with the door open-** Remove the child to a “quiet room” with the door left open. He or she must stay until they are quiet for one minute.

These time out methods move from least severe to most severe. **Usually, try the least severe method first. Then, if that does not work, try the next time out method on the list.**

Remember: Always Praise Good Behavior!

This works! Especially when the behavior you want is the opposite of the behavior you do not want. For instance, Johnny cannot hit his brother and play nicely at the same time. If you are rewarding for playing nicely with his brother, hitting will naturally decrease.

“Catch them being good!”



TIME OUT: WHAT IF?

What if the child will not go?

Decide how much physical force you are willing to use to get your child to time out. Always start with least force (like gently leading your child by the hand).

DO NOT allow it to become a power struggle. Do it **quietly and quickly**. (Keep in mind that the more physical force you use, the angrier you are likely to become, and the more “attention” the child is receiving).

What if the child starts to come out of time out?

Say, “Time’s not up. There is one more minute.” You may have to lead them back.

What if the child is destroying things or making a mess?

If the child is destroying her or her own belonging(s), he or she simply lives with it. If your child destroys something that belongs to someone else or something of his or her own (which must be repaired or replaced), work out a way for him or her to pay for it. (The goal is for the child to be responsible for his or her actions).

Go into the room with the child and explain cleaning up his or her mess. (Bring in cleaning supplies if necessary). Be very specific about what needs to be done. Reward any starts toward clean up, no matter how small.

Parent’s attitude after time out.

What happens right AFTER time out is important!!

Look for the first good behavior and reward it a lot. Provide easy directions for the child to show good behavior AND REWARD IT. Consider the just finished time out over. Forget it! Respond only to PRESENT behavior.



TIME OUT GETS EASIER WITH PRACTICE and you will find you have to use it less.

LIMIT SETTING WORKSHEET

Behavior to change:

Plan: List your ideas for what you could do to change this unwanted behavior under each of the different limit setters shown below. When you start your discipline program, start with the most positive methods and move down the list until the behavior changes.

1. **Reward Good Behavior** (often the opposite behavior)

2. **Noticing and Ignoring** (notice good behavior and ignore bad behavior)

3. **Positive Practice:**
 - a. Positive Practice (have child practice the behavior you want)
 - b. Making it Right (have child fix or repay damage)

4. **Time Out:**
 - a. Remove the object or the problem
 - b. Remove the child from the problem
 - “Sit and watch”
 - Quiet corner or room
 - Time away with door closed (one minute of quiet)

GOOD LUCK!

LIMIT SETTING WORKSHEET

Behavior to change:

Plan: List your ideas for what you could do to change this unwanted behavior under each of the different limit setters shown below. When you start your discipline program, start with the most positive methods and move down the list until the behavior changes.

1. **Reward Good Behavior** (often the opposite behavior)

2. **Noticing and Ignoring** (notice good behavior and ignore bad behavior)

3. **Positive Practice:**
 - a. Positive Practice (have child practice the behavior you want)
 - b. Making it Right (have child fix or repay damage)

4. **Time Out:**
 - a. Remove the object or the problem
 - b. Remove the child from the problem
 - “Sit and watch”
 - Quiet corner or room
 - Time away with door closed (one minute of quiet)

GOOD LUCK!

DISCIPLINE RECORD WORKSHEET



NAME: _____ PROBLEM BEHAVIOR: _____

DATE: _____ WANTED BEHAVIOR: _____

GOAL: _____

CHILD DID	YOU DID	CHILD DID	YOU DID
1.			
2.			
3.			
4.			
5.			

DATE: _____

CHILD DID	YOU DID	CHILD DID	YOU DID
1.			
2.			
3.			
4.			
5.			

DATE: _____

CHILD DID	YOU DID	CHILD DID	YOU DID
1.			
2.			
3.			
4.			
5.			

DATE: _____

CHILD DID	YOU DID	CHILD DID	YOU DID
1.			
2.			
3.			
4.			
5.			

RECORD OF DIRECTIONS AND RESULTS

PARENT DIRECTION	CHILD BEHAVIOR	PARENT CUE	CHILD BEHAVIOR
(Write what you said)	(Write what child did)	(You said)	(Child did)
1.			
2.			
3.			
4.			
5.			

PUNISHMENT

Punishment intends to hurt to teach a lesson – or sometimes just to hurt to express anger. Punishment says, “If you don’t do as I say, you will be hurt- physically or by losing something you care about”. The line between “punishment” by losing a privilege, and a “consequence” of losing the same privilege is a thin line but a real one:

Punishment (especially in anger) intends to hurt. Yes, punishment can stop bad behavior however; punishment (especially physical punishment) can also go wrong in many ways.



Some of the side effects are:

1. **Dislike:** Harsh or unfair punishment may hurt getting along with your child. Your child will still love you; however, will dislike you taking your anger out on them.

For example: Annie prefers to be with her mother because her father yells and hits her when she forgets to do any small thing right (such as clear her plate from the dinner table or turn off the light in the bathroom when she leaves).

2. **Low Self-Esteem:** Children who are frequently punished often start thinking that something is wrong with them and that they cannot do anything right. They sometimes think that their parents do not love them and that others will not either. This can lead to “giving up” and feeling as if they are a failure.

For example: Mr. Smith spanked his son when he failed to get his homework 100% correct. After being spanked many times for “not thinking and checking your work” he was sure that he was “stupid” and could not do anything well.

3. **Fear:** Children often fear parents who use physical punishment. They may become anxious and fearful around the parent (especially if the parent is inconsistent in punishing), because they do not know what to expect. Children may feel anxious (get stomachaches, rashes, dizziness, lack of sleep, etc.).

For example: Juanita was always nervous and awkward when her mom was around but was happy and confident when she was away. She began to stay away from her mom. She was afraid to go to her mother when she needed help with things that her mother could help her with best.



- 4. Spotty Behavior:** Children showing “good behavior” only around the parent.

For example: Janet was hit by her mom for jumping on the sofa, however when her mother left the room, she jumped on the sofa with a big grin on her face.

For example: Jimmy was smacked by his dad if he said swear words. Now he swears at school all the time and feels he is really “getting away with something big”.
- 5. Behavior Burst:** Can occur because the effects of physical punishment do not last long. The behavior often returns and happens more than before.

For example: Mrs. Caden slaps and yells at her children when they are too noisy. They become quiet when she yells, however after five or ten minutes they are at it again, louder than before.
- 6. “Kick the Cat”:** Physical punishment can create anger and then aggression towards others.

For example: When Dad slaps Amy, she kicks her brother Johnnie, who then kicks the cat. Then Dad must deal with two angry children and one hurt cat. He becomes angry himself, which may affect how he behaves with his wife.
- 7. Imitation:** Physical punishment teaches children that physical force is a good way to get what you want. Children learn much of their behavior from their parents. As they grow physically, it will become harder and harder for the parent to use physical discipline and easier for the child to reply in kind.

For example: Mr. Jackson could not understand why his son would hit other kids at school and call them “stupid SOB’s”, until he realized that was what he said when he was angry with his son or other children.
- 8. “What goes Around, Comes Around”:** If you are angry, aggressive, hurtful, and punishing, they will be the same way with you.

For example: Mr. Jones controls his children by yelling and hitting them. Then he wonders why his children are sarcastic and back talk him. They do not give him the respect he expects from them.

The “bottom line” is that children will treat you the way you treat them. If you are polite, caring, helpful, and loving, they will be the same way with you.



Some Tips on How NOT to Discipline

1. **Humiliation:** The child begins to think he or she (not just a behavior) is bad.
2. **Lecturing or Yelling:** Children do not listen to it anyway.
3. **Empty Threats:** Empty threats teach children that you can be ignored.

KIDS! WHAT DO YOU DO?

1. It's dinner time and three-year-old Jerome is playing with his food (throwing bananas, blowing bubbles in his juice) making a mess. What could you do?
2. Five-year-old Tariq is playing blocks with his twin sister, Tanya. Tanya is building and playing the right way, but Tariq is throwing his blocks around the room. What could you do?
3. Three-year-old Mai-Lin does not want to go to bed at her regular bedtime because Mom and Dad have company over, and she has been the center of attention for most of the evening. After being told for the third time to go to bed, Mai-Lin begins a temper tantrum. What could you do?
4. Seven year old Miguel comes in from outside and slams the front door hard. He does not look angry. What could you do? What could you say?
5. After Mom finishes mopping the kitchen, eleven-year-old Gilberto tracks mud in the house (right through the kitchen). What could you do?
6. Mom asks nine-year-old Carrie to take out the trash. She complains however does it anyway. What could you say? What should you NOT say?
7. Ten-year-old Eric is playing a card game with several other family members. After being asked not to cheat and argue, he continues to do so. What could you do?
8. Danita, a six-year-old has been put in the corner for arguing with her younger brother. She keeps arguing and standing up. What could you do?
9. Without being asked, eight-year-old Maria sets the table for dinner and sweeps the floor. What could you do?
10. Twelve-year-old Hassan breaks a \$20 lamp while playing ball in the house (something he knows he should not be doing anyway). What could you say?