

My Child at Home

A Champions Together Course for Parents

Parenting Practices

Session **3**



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NAME _____



Everyone needs recognition for his accomplishments. But few make it known quite as clearly as the little boy who said to his father: "Let's play darts. I'll throw and you say 'wonderful!'"



Welcome back!

My Child at Home

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Session 3
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Welcome back!

Did everyone sign the sign-in form?

Name tags on?

Everyone smiling.

Great! Let's begin.

Activities from Last Session

At the last session, you agreed to complete activities. As I read the activities, check the ones you completed.

Check if completed:

- _____ 1. I researched information on my child's diagnosis..
- _____ 2. I started a file with my child's medical information.
- _____ 3. I kept a record of my child's visits to the doctor. (See chart in back of this manual.)
- _____ 4. I kept a record of my child's medication using the chart at the end of this manual.

At the end of the last session, you made a commitment to complete the activities listed above. Please share your family's experience. Tell the group how you did with your activities. If you had a great success, share your excitement with the group. If you had problems, maybe the group can give you suggestions. Your work with your families between sessions is the most important part of this course, so let's take time to discuss your progress and be helpful to one another.



TELL THE
GROUP

Group Leader: Allow about 15 minutes to report and discuss progress with activities from last session.

Parenting Practices

In sessions one and two we talked about accepting your child's diagnosis, learning about it, and working with health care professionals. You learned that understanding the symptoms and implications of your child's disability is an important step in reaching the stage of acceptance.

Another component of the stage of acceptance is the ability of a parent to implement effective and appropriate parenting practices. This includes the ability to provide structure and routine, to discipline and to build self-esteem.

In this session we will discuss parenting practices that you can use at home with your child. We will review specific techniques that will help you become effective parents and help your children achieve their greatest potential.

One of the greatest gifts you can give your child is to provide structure and routine to each day.

Lesson 1: Providing Structure and Routine

One of the greatest gifts you can give your child is to provide structure and routine to each day. The predictability of a daily schedule provides safety and comfort for a child. Children who follow a regular routine do not have to worry about what will happen next, which helps reduce stress.

Established routines help the day go smoothly. Regular times should be established for eating, bathing, playtime, bedtime, etc. Many parents post a chart to help their child have a visual reminder of the schedule. Of course, you want to include some unstructured time in your schedule each day.

Providing children with boundaries allows them to have the freedom to function within those boundaries, similar to putting up a fence in a backyard. It teaches them an understanding of limits and helps them to feel safe.

When providing your child with choices, it is helpful to offer a limited amount of options. For example, instead of asking, “What do you want for lunch?” ask, “Would you prefer peanut butter and jelly, or macaroni and cheese?”. This further assists in teaching your child the concept of having freedom of choice, but within limits. You must be sure you can live with the choices you offer.

EXERCISE

EXERCISE

Before children learn to read, schedules should have pictures. You can draw the pictures or cut them from a magazine. Practice drawing stick figures that would illustrate for a child the following activities:

Eating	
Bathing	
Playing	
Sleeping	
Watching Television	
Reading a book	
Grocery Shopping	

Share your drawings with the group. 

TELL THE GROUP

Lesson 2: Shaping Behavior

When a child has a disability, many parents have a tendency to be softer in providing discipline for the child. This is not beneficial for the child and can, in fact, be detrimental by fostering a sense of “learned helplessness” instead of independence

By establishing rules and setting limits, you teach your children how to function appropriately in the world. Consistency is the key to helping your children learn to behave appropriately. You reinforce positive behavior and do not reward negative behavior.

Sometimes, despite the best efforts of the parents, children develop patterns of negative behavior. When this occurs, the parent needs to look at what is triggering the behavior (antecedent), and what the payoff is to the child for engaging in the behavior (consequence).

A child’s behavior can be described as A-B-C
Antecedent – Behavior – Consequence

The payoff or consequence for a behavior usually falls into four categories:

- × Attention
- × Escape
- × Sensation or Feeling
- × Tangible (food, toys)

By establishing rules and setting limits, you teach your children how to function appropriately in the world.

Each child will be motivated by one or more of these categories. Once you identify the motivation for your child's behavior, you can teach your child a way to achieve the reward by engaging in positive behavior instead of negative behavior.

There will be times when you feel more frustrated than you thought possible.

STAY CALM

By maintaining your composure and staying cool and collected, you communicate to your child that you are in charge.

Behaviors may be bad, but children are not bad.

Good children can have bad behaviors. Parents help children avoid bad behavior and display good behavior.

EXERCISE


Which of your child's behaviors would you most like to help your child change?

We will share our responses with the group.



**TELL THE
GROUP**

**TAKING IT
HOME**

 Observe your child this week. Keep track of the triggers or antecedents and the payoffs or consequences for any negative behavior. Describe the antecedent, the behavior, and the consequence, then determine the category of the consequence. There is a blank chart at the end of this manual.

Antecedent	Behavior	Consequence	Category
			<input type="checkbox"/> Attention <input type="checkbox"/> Escape <input type="checkbox"/> Sensation <input type="checkbox"/> Tangible
			<input type="checkbox"/> Attention <input type="checkbox"/> Escape <input type="checkbox"/> Sensation <input type="checkbox"/> Tangible
			<input type="checkbox"/> Attention <input type="checkbox"/> Escape <input type="checkbox"/> Sensation <input type="checkbox"/> Tangible
			<input type="checkbox"/> Attention <input type="checkbox"/> Escape <input type="checkbox"/> Sensation <input type="checkbox"/> Tangible

Lesson 3: Building Self-Confidence

It is very important for your children to feel good about themselves and know they are worthy. The way a child is treated by a parent will influence the self-image the child develops. If a child is treated with dignity and respect, the child will believe he is worthy of dignity and respect.

Children need opportunities to learn how to do things for themselves in order to believe they are capable individuals. If you solve every problem for your children, they will not learn how to solve problems!

A parent is the president of his child's fan club and his child's greatest cheerleader. Let your children know how much you love and respect them. Tell your children you are proud of each accomplishment. Your children face special challenges and need extra encouragement. Sometimes, just getting through another day with good spirits is worth your praise.

It is easy to fall into the trap of constantly pointing out the negative behavior of a child. Parents often turn into "parent police.. Imagine that you are driving your car and are pulled over by a police officer. The officer approaches your car and says, "Excuse me, I just wanted to compliment you on your driving. That was a tricky intersection back there and you maneuvered quite well.. Almost unheard of. Would your child be just as surprised to hear a compliment from you?

Catch your child doing something good and point it out.

Remember: Everyone succeeds every day.

Children need opportunities to learn how to do things for themselves in order to believe they are capable individuals.

Taking it Home

TELL THE
GROUP



Share some ideas on how you can catch your child doing something good.

TAKING IT
HOME



Catch your child doing something good every day this week. Tell your child about it. Record it on this chart. There is another blank chart at the end of this manual.

Date	What my child did that was good	What I told my child

Key Points

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Let's review the key points from this session:

- × Children function best when they are provided with structure and routine.
- × Limits and boundaries help a child feel safe and secure.
- × A schedule provides a child with a visual reminder of the daily routine.
- × Parents should reinforce positive behavior and not reward negative behavior.
- × When a child is engaging in inappropriate behavior, parents determine the Antecedent – Behavior – Consequence.
- × Behavior (positive or negative) is maintained when children receive attention, escape from an unpleasant activity, have a sensation or feeling they like, or receive a tangible reward such as food or toys.
- × Parents should stay calm, even if they are frustrated with their child.
- × Parents should catch their child doing something good every day.

Taking it Home

You have been learning about parenting practices. We have talked about the importance of structure and routine. You have learned about behavior management, and the importance of building self-esteem. Now it is time to put your learning into practice. Listed below are the activities for the week. As I read each activity, write your initials as a commitment to your family and the parent group to complete the activities. Because this is the final session of My Child at Home these activities should be continued as part of your family life.

ACTIVITIES FOR THE WEEK

Parent's Initials:

- _____ 1. I will provide structure and routine for my child by making and following a daily schedule.
- _____ 2. I will observe my child's behavior. I will keep track of the antecedents, behaviors and consequences using the chart at the end of this manual.
- _____ 3. I will catch my child doing good. I will praise my child for it. I will keep a chart of examples of my child's good behavior. (See chart at back of this manual.)

Closing the Session

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You can take home this manual to remind you of My Child at Home.

The next page in this manual is a tear-out page for the activities for the week. You can place the tear-out page in a prominent place in your home (like on the refrigerator). You can check each activity as you complete it.

IT IS NOW GRADUATION TIME. CONGRATULATIONS!

APPLAUD FOR A GREAT SESSION! 

APPLAUD

Activities for the Week

ACTIVITIES FOR WEEK #3

Check (✓) when completed

- _____ 1. I will provide structure and routine for my child by making and following a daily schedule.
- _____ 2. I will observe my child's behavior. I will keep track of the antecedents, behaviors and consequences using the chart at the end of this manual.
- _____ 3. I will catch my child doing good. I will praise my child for it. I will keep a chart of examples of my child's good behavior. (See chart at back of this manual.)



A-B-C Chart

Antecedent	Behavior	Consequence	Category
			<input type="checkbox"/> Attention <input type="checkbox"/> Escape <input type="checkbox"/> Sensation <input type="checkbox"/> Tangible
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Academic Development Institute

Founded in 1984

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.



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