

S. Parenting and Childcare

Advanced

Knows what toys and activities are appropriate for child's age and developmental level	PPCC-9; PPCC-19 through 20; PPCC-22 through 24; PPCC-45 through 47
Knows how to access community resources for children (Early Intervention, DCF, WIC, etc.)	PPCC-36
Knows how to discipline a child without using extreme measures (hitting, screaming, withholding food or care)	PPCC-21; PPCC-38 through 43; PPCC-88
Knows how to make arrangements for regular childcare that is safe and appropriate	PPCC-3 through 6
Knows the importance of taking their child to childcare on time, picking child up from childcare on time	PPCC-56
Knows how to spend "quality time" with child each day (reading, talking, playing, listening to child, etc.)	PPCC-45 through 48; NP-1 through 4; NP-115
Knows where to go for help with parenting if needed	PPCC-55; Several online resources
Knows how to properly feed a child with age appropriate and nutritious foods	http://www.babycenter.com/0_age-by-age-guide-to-feeding-your-baby_1400680.bc
Knows how to choose a pediatrician and knows the importance of regular well-baby visits	http://www.babycenter.com/0_choosing-a-doctor-for-your-baby_320.bc http://www.babycenter.com/0_doctor-visits-for-your-babys-first-year_66.bc http://www.parents.com/baby/care/pediatricians-medicine/well-baby-visits-for-your-baby/
Knows how to recognize age appropriate developmental milestones	http://uppua.org/pdfs/CW%20II%20Handouts/Effects%20of%20Abuse%20and%20Neglect%20on%20Child%20Development/Development_Chart_for_Booklet.pdf http://www.child-development-guide.com/child-development-milestone.html http://www.webmd.com/children/features/is-your-baby-on-track
Knows how to recognize and appropriately respond to child's needs	http://www.babycenter.com/0_12-reasons-babies-cry-and-how-to-soothe-them_9790.bc http://kidshealth.org/parent/growth/learning/learnnewborn.html http://www.babycenter.com/0_what-every-baby-needs-to-thrive_6600.bc
Knows how and when to administer medication (prescription and OTC) to child.	Refer to medically trained professional.

Your Child's Age:

All About Babies - Newborn - Playtime

Newborn **3-6 Months** **6-12 Months**

- Articles About Your Baby**
- [Bathtime](#)
 - [Mealtime](#)
 - [Playtime](#)
 - [Sleepytime](#)
 - [Growing and Changing Out in the World](#)
 - [Keep It Safe](#)
 - [Crying and Comforting On the Changing Table](#)



Playtime ~ Newborn

You are your baby's first and best "toy". Being with you is pleasurable-- looking at your face, feeling your warmth and comfort, hearing your voice, and recognizing your scent are all opportunities for your baby to get to know you. So play lots together and enjoy getting acquainted.

A few simple toys are all you need during these first months as your baby begins to focus and notice the world around her. A rattle, some plastic rings, a hanging mobile--all begin to attract her attention.

After a few months, you'll be able to play more actively with your baby. Try dancing in a circle to your favorite music. Or move her gently through the air like an airplane. Find ways of moving together that you both enjoy.



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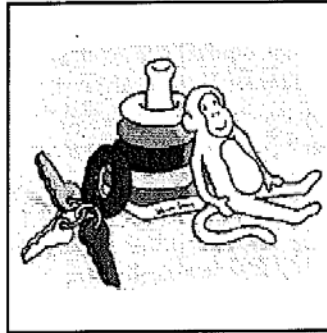
PPCC-9

Your Child's Age:

All About Babies - 6-12 Month Old - Playtime

Newborn **3-6 Months** **6-12 Months**

Articles About Your Baby
Bathtime
Mealtime
Playtime
Sleepytime
Growing and Changing Out in the World
Keep It Safe
Crying and Comforting On the Changing Table



Playtime ~ 6-12 Months

It's true that play is baby's work. Playtime is everyday, all day, everywhere, and anywhere! Your baby is ready, full of energy, and acquiring new skills all the time. Play helps him learn about the world and make sense of what's going on around him. At the same time, your baby is developing his motor and language skills.

Your baby can now play on his own with you close by. Place a few toys he enjoys within easy reach and watch him go! Your presence and encouragement will go a long way!

Your baby also needs you to play with him to show him how things work, to describe what is happening, and to deepen his involvement with the activity. When you play together with your baby, he will get more involved and play longer. So join in the fun!

Your baby's eagerness to play can be a part of your everyday care of him. Be playful with him. Your repertoire of songs, nursery rhymes, finger plays, silly faces and noises, as well as a few toys in your diaper bag come in handy when he is upset and in need of distraction.

Your baby is fascinated that objects disappear and reappear. After all, he is trying to figure out where you are when you are not with him and whether or not you will be back! This is prime time for peek-a-boo games of all sorts. Use your hands, a scarf, a stuffed toy. Cover your face. Cover your baby's face if he's comfortable. You'll have a great time playing peek-a-boo wherever you are!

Your baby needs toys that he can hold on his own, toys that demonstrate cause and effect, and toys that he can begin to stack and manipulate. Soft cuddly toys are wonderful to hold and play with as well.

A few toys at one time are all your baby needs. If he seems to lose interest in a toy, put it in the closet, and let some time go by. When you bring it out again, your baby may find it exciting to explore with his new skills.

Look around you for wonderful everyday items for your baby to play with. Pots, pans, plastic containers, wooden spoons, or an old pocketbook make great playthings. Also check for rough or sharp edges. Show him how to put things in the purse or bang on pots and he is on his way! Keep a few different-sized, colorful balls in your toy collection. Roll one to your baby and encourage him to "catch" it. At first, this might be simply touching the ball. Eventually his hands will find it. Before long he will even roll it back! Encourage your crawling baby by rolling the ball slightly beyond him. He'll be on the move to get it!



A large inflatable beach ball offers lots of fun. Roll it to your baby, and he will reach out to its bright colors and appealing shape and size. Use it as a drum to tap on. Toss it up and watch him crawl to get it! Place your baby, tummy down, on the ball and roll him gently back and forth. Be

- Most toys are labeled for ages of children. Before buying a toy, check to see if it is age appropriate.
- Do not allow your child to play with electrical toys that have frayed or loose wires. These toys should be thrown away if repairs would cost too much. Check to make sure that all electrical wiring states **UL Approved**.
- Toys with sharp points, jagged edges and rough surfaces are extremely dangerous. Don't buy them!
- If your child is on a riding toy, keep him or her away from stairs, porches, cars and pools.
- Check all toys to make certain that they do not have small detachable parts that could be swallowed or get stuck in your child's throat, nose or ears.

Check All Toys for These Hazards

- Sharp spikes or pins that have become exposed if your child has pulled the toy apart.
- Long cords or strings on toys. If the cord is longer than 12 inches, cut it shorter.
- Squeakers or other noise makers that are not attached to the toy and that could be removed and swallowed.
- Caps, guns and other toys that produce a very loud noise and could damage your child's hearing.
- Buttons, nuts, bolts and clamps that are loose.

STIMULATING YOUR CHILD'S DEVELOPMENT

As stated previously any kind of interaction that promotes the development of trust for your baby is very important. As your child grows, it's also essential to continue giving your child love and attention; this is how a happy, solid parent-child relationship builds. As your baby becomes more aware of the world around him, it is important to provide him with the opportunities to explore his world safely. For babies, this begins with his looking around. Once babies can hold up their own heads, it is important to provide them with an opportunity to see their world. Babies who were born prematurely, however often cannot lift up their head as early as full term infants. To assure that these babies will meet their developmental needs you may want to use early intervention services to learn how to help your child meet that need.

Use the chart below to keep track of activities and interactions that promote these kind of developmental milestones.

Type of interaction/activity	Frequency	Meets developmental need of:

TOYS/PLAY

Another important element of a child's development is toys and play. Too often, however, parents/relatives/friends go overboard in buying toys for infants and very young babies. Many of these toys will not contribute to a baby's development.

Young babies are stimulated by and interested in contrasts, such as black and white. Young babies also like mirrors and different textures. They like soft music. (Actually some psychologists believe that listening to classical music will positively impact a baby's intelligence and ability to learn.)

But most of all babies like you! They like to be held and study your face. They like to hear your voice when you speak to them, read to them and sing to them. These kinds of things are much more important than all the toys in the world!

Learning and Exploration

Older babies and toddlers have to learn many new skills to become more independent. They will have to be confident enough to explore new things and try to accomplish new tasks. It is important for parents to allow children to explore while always accommodating safety needs. It is equally important to provide an opportunity for your toddler to get reassurance and security in between his explorations. He will respond to smiles, praise and positive reinforcement which will give him the confidence to venture out again. If parents do not provide an opportunity for this kind of learning, their children may develop skills at a slower rate and have less self-confidence than those children who receive positive support for their learning explorations. Continued lack of this support and encouragement for children may lead to low self-esteem and learning anxiety.

Try to avoid a battle of wills or power struggles. They will only result in lots of frustration for both of you.

Use the space below to list all the things you could teach your child by using your creativity, i.e. playing a game.

Teaching goal	Game/Creative Strategy

Remember, while parenting a toddler can be challenging at times, it is also very rewarding! It is important for parents to allow themselves to enjoy their toddlers and to have fun together.

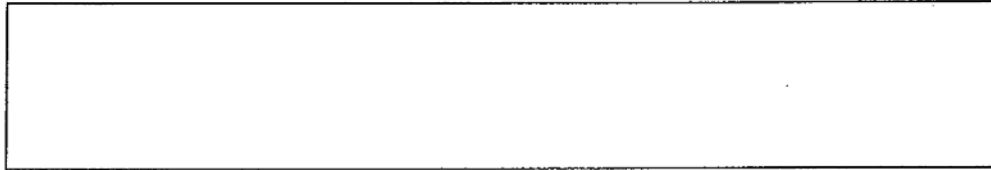
STIMULATION/TOYS

Older babies and toddlers need appropriate stimuli to continue to develop their mental capacities and skills. As children this age are very curious, they are usually very easy to engage in play and activities. They love to explore through hands on activities and using their senses of touch and smell. They are interested in the cause and effect of things; for example, they can spend long periods of time filling and emptying containers. They enjoy playing in the sand and throwing a ball. Expensive toys are not necessary. As a matter of fact, many children are more interested in the wrapping paper and box that a gift comes in rather than the gift itself. Simple household items, such as Tupperware containers and spoons can provide entertainment and learning opportunities for children. Also, inexpensive but long lasting items like building blocks are great. Blocks promote a lot of skill development, particularly in the areas of fine motor development. Children this age will learn through play. Therefore, the more options we give toddlers to play in stimulating ways, the more they will learn.

They will begin to use crayons at this age; the large, easy to grip ones are very popular with toddlers, as are finger paints. Another great educational toy is the shape sorter, which helps toddlers develop fine motor skills and learn shapes.

Always remember, however, that while toddlers occasionally can play by themselves, no toy will be as important and valuable as the time you spend playing with your child.

Reading is also a wonderful activity to engage in with your child at any time of day. Teaching your child to enjoy reading books will be an investment you and she/he will benefit from for life. Children also enjoy listening to stories, learning nursery rhymes



STIMULATION/TOYS

Children in this age group enjoy many different kinds of games, play, field trips, toys and arts and crafts. As their skills and language become more sophisticated, they can enjoy a much broader range of activities. Children in this age group continue to be very curious and need to have many different opportunities to learn how the world works. They also need plenty of options to develop their motor skills through activities such as running, playing ball games, drawing, and playing with blocks. Expensive toys are not necessary and, just as with younger children, play and interaction with parents and caregivers is essential. Also any kind of play that involves fantasy and “make believe” is great for children’s intellectual development. Many children this age use imaginary things in their play; some may even have imaginary friends. Some children may tell fantastic stories while others may pretend to be a certain character or personality that often centers on heroes and figures from television. Unless such behaviors become excessive, there is nothing to worry about; it is all part of normal child development.

Again, expensive toys are not necessary and simple items, such as cardboard boxes, blocks and construction paper and crayons will provide hours of fun. You also can make toys yourself like paper airplanes. Many household items make great toys and cereal boxes, empty paper towel rolls, etc. make great art supplies. Simple outdoor games, such as hopscotch and jump rope, can be very entertaining as well. You can make your own bubbles and buy sidewalk chalk very reasonably. You can also invent your own games for your child. Simple word games are fun and educational. You can invent scavenger hunts and convert your living room into a pirate ship. You can make puppets with your child and put on performances using those puppets. You can cook gourmet meals in the sandbox and a great big ocean in your sink. Actually, all these activities are very healthy for your child’s development and often much better than any kind of an action figure or store bought toy.

ACTIVITY

What kind of games are you going to play with your child? What kind of supplies/toys will you use? What kind of toys could you make yourself and what kind of games could you invent?

Why do you think parents let their children watch too much TV?

What can you do as a parent to limit your child's time watching TV?

Outings

Children in this age group love to go on outings and field trips, such as to the museum and playground. *Using the information from the previous chapter and information from your local park and recreation committee, establish a list of outings and field trips you would take your child age 2, 3, 4, or 5 on in the summer, fall, winter and spring.*

Also, there are many inexpensive and free programs offered through your local YMCA, library, and the playground commission. For example, your local library may offer story hours or invite popular book characters to sign autographs. Check out your neighborhood options.

Activities to Do With Your Baby



Positive Parenting - Parent-Child Communication

ACTIVITIES TO DO WITH YOUR BABY

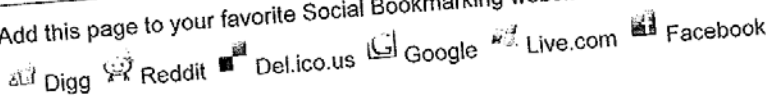
You are your baby's first teacher

Babies are usually easy to please. They like to be well rested, fed, and kept clean and dry. However, every minute your baby is awake, he is learning something new from the people and world around him. He is growing and changing every day, and there are many ways you can communicate and play with him. Remember, babies can be lots of fun!

How to spend quality time with your baby

- **Spend time cuddling.** Babies love to be touched and held. Do not be afraid of spoiling your infant by picking him up too much. Holding your baby actually makes her feel comforted. She is fragile, though, so be sure to support her head and neck and do not shake her hard.
- **Learn your baby's cues.** Sometimes babies do need their time and space because all the sights and sounds can be too much. If your baby moves his eyes away or starts to cry, she may just need some quiet time in her seat or crib. When your baby is ready to play, she will let you know by smiling, reaching out, and moving her eyes towards someone who is talking.
- **Make some tummy time.** When your baby is three months old, it's important to start giving him some time on his stomach to exercise his neck muscles and help him learn to reach for things. Put him on a soft surface on the ground, such as a blanket or carpet, put toys in front of him, and let him try to reach for them. Remember, though, never to put your baby to sleep on his tummy!
- **You baby likes to see.** Babies can't see all the colors right away, but they do like to follow things with their eyes. Your baby will like contrast and brightly colored things like mobiles, but most of all, she wants to see your face!
- **Your baby likes to hear.** Your baby will get used to your voice pretty soon after he is born, and soon after that, he will love hearing new sounds. Babies love music and singing, especially songs that have clapping and rhyme. You can even make them up as you go along! The best way to introduce your child to new words is to talk to him as you do things, even if he can't talk back. Tell him where you are going and what you are doing. Most importantly, read out loud to your baby. Reading should be part of your child's day from the time he is born. Point to and name the pictures in the book.
- **Your baby likes to touch.** Your baby will start to hold on to you early on – your finger, your hair, watch out for those earrings! But you can also use some simple toys, such as soft books or rattles.

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Activities To Do With Your Toddler



Positive Parenting - Parent-Child Communication

ACTIVITIES TO DO WITH YOUR TODDLER

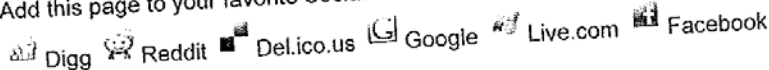
All grown up and ready to go

As your toddler begins to walk and learns new words, she will want to practice all of these things over and over again. Toddlers love repetition and this is how they learn and master new things. Toddlers have lots of energy, are very curious about everything and it can be a challenge trying to keep them busy. Below are a few activities you can try with your toddler that will support his development and maybe even help burn off some of that excess energy!

Activities for you and your toddler

- **Encourage fine motor development.** Provide your toddler with fat crayons or non-toxic, washable markers, and let him scribble on paper. This will get him interested in and give him practice drawing, coloring, and writing.
- **Spend time outside.** Your toddler will want to run and climb, and the outdoors is a great place for her to do this. Help her climb and play on an age appropriate playground structure. You can also engage your child outdoors by playing with a ball, or introducing her to a bicycle or riding toy that is safe and appropriate for her age and size.
- **Use rhythm and rhyme.** A great way to stimulate your toddler's language development is with rhythmic rhymes. Sit with him on your knees facing you and recite simple rhymes. Don't worry, if you don't know any, you can make them up as you go along! You can also listen to music and hold his hands and dance.
- **Toys and games.** At this age, there are many things your toddler can play with. She will like blocks and toys that can be stacked. She may also like push, pull, and riding toys, such as a miniature stroller or cars and trains. You can also engage her with simple puzzles. She may also like to 'help' you with what you are doing; for example, if you are cooking, give her some pots and pans to play with.
- **Read to your child.** Reading to your child is one of the best gifts you can give him. Pick simple sturdy books with bright pictures and let him help turn the pages while you read the words on each page. Wordless books are also great at this age, and you can make up your own story.

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PPCC-46

Activities to Do With Your Preschooler



Positive Parenting - Parent-Child Communication

ACTIVITIES TO DO WITH YOUR PRESCHOOLER

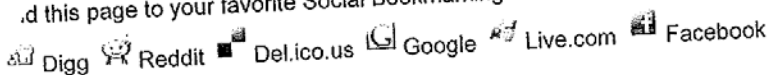
Have Fun With Your Preschooler!

If you are the parent of a preschooler, you are probably hearing a lot of, "No!" and "I can do it myself!" as your child starts to want to be independent. At this age, your child is learning new things every day, and you can support his development by letting him make some small decisions, doing fun activities, and helping him explore new things!

Tips for spending time with your preschooler

- **Give your child choices.** If you ask your child what she wants to wear that day, you are probably setting yourself up for a morning of tantrums when she picks out a sundress in the middle of winter and you have to say no. Help your child make some small decisions by giving her options, such as choosing between two outfits or between cereal and toast for breakfast.
- **Let your child try.** Be patient with your child, as it may take many tries at tying his shoes before he can finally do it himself. Buy clothes that your child can easily put on and take off by himself. If he becomes frustrated, help talk him through a difficult task, and praise him when he completes it. Most importantly, remember that a sense of humor can turn a stressful moment into a fun one. If your preschooler refuses to put on his coat, put it on the dog - the distraction and laughter may make him put it on right away without a fuss!
- **Say what you mean and mean what you say.** Preschoolers need clear directions. For example, saying "I see you put some toys away, but I'd like it if you put the rest in the toy box" tells her what you want her to do and reinforces good behavior, whereas saying "this room is still messy" is not as specific and is negative. Also, preschoolers need limits. Let your child know what to expect and what is expected of her when it comes to small chores that she can and should do, and consequences for when she doesn't listen.
- **Think outside the box.** Your preschooler is active and always needs to be busy doing something, but you don't have to go far to think of things to do. Preschoolers have good imaginations and like to use them. Play dress-up with your child, get out some paper and crayons and make a book, or just take a walk! All of these things will keep your child busy, help him learn, and be fun for both of you!
- **Help your child transition.** At this age, children still need to know what to expect from their day. Even with a regular routine, your child still needs time to adjust to different things in the day, such as being dropped to school. You can make these times easier by talking him through them. For example, tell him he has ten more minutes to play before it's time to leave for school, and reassure him that you will be there to pick him up after rest time is over at school.
- **Talk and read to your child.** The best way to support your preschooler's learning and spend quality time with her is to have a conversation with her and read to her. Take advantage of things like car or train rides to talk about your child's day and discuss your surroundings. Take your child to the library and help her pick out some books that you can read together. And of course, make reading part of your child's bedtime routine, even if she asks for the same book every night. You'll see that this might even become your favorite part of the day!

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PPCC-47

income-eligible for the WIC program. A person who documents that he/she is a member of a family that contains a TFA recipient or that contains a pregnant woman or an infant who receives Husky A/Medicaid shall also be determined adjunctively income eligible for WIC.

What does WIC offer?

Nutrition Assessment and Education :

WIC participants are offered individual nutrition counseling and nutrition classes. The nutrition contacts may involve:

- Talking with a nutritionist
- Watching and discussing a video
- Playing a game
- Learning a recipe

Breastfeeding Promotion and Support :

Encouragement, advice and instructions on nursing babies are available to all participants. Breastfeeding women get a special food package and breast pumps may also be available. WIC's role is to educate participants as to why breast milk is the best for babies, how to juggle work and nursing, how to involve fathers and to link participants with sources of breastfeeding counselors such as La Leche League.

Nutritious foods:

A nutrition professional prescribes food checks to participants. Food packages vary according to the participant. For example, tuna fish and carrots are given to exclusively breastfeeding mothers. Families on WIC take the checks to an authorized store to buy the food. WIC foods are selected because they provide certain nutrients such as iron, protein, and calcium that are critical in periods of growth and development.

Referrals to Health and other Social Services:

As a gateway to health care, WIC prides itself in giving appropriate referrals to a variety of services such as SNAP, Head Start, medical and dental services, substance abuse programs, child care and much more.

Other Nutrition Services:

WIC also educates clients on the importance of immunizations, on preventing lead poisoning and the harmful effects of tobacco and substance use on health and growth. Between July and October, WIC participants receive coupons to buy fruits and vegetables at local farmers markets; this is a joint initiative between the Connecticut Department of Agriculture, Farmers Market Nutrition Program and WIC.

DISCIPLINE

Infants and babies do not have any need for discipline. As stated earlier in this section, some people may think that it is important to put their children on a rigid schedule for eating and sleeping so that it will make life easier. Some believe that immediately responding to a baby's needs will spoil him. However, most people believe that children must develop their own schedules and that responding to your child's needs rather than spoiling them will provide them with a sense of security while creating a parent/child bond that will have positive effects for a life time.

CHILDREN LEARN WHAT THEY LIVE

They learn to feel guilty.

If children live with tolerance,
They learn to be patient.

If children live with encouragement,
They learn confidence.

If children live with praise,
They learn to appreciate.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to find love in the world.

Dorothy Law Nolte

Effective Discipline



Positive Parenting - Behavior & Discipline

EFFECTIVE DISCIPLINE

How You Say It Is Key

All parents get tired of yelling and repeating themselves trying to teach their children the same lessons and the appropriate way to behave. When it comes to disciplining your child effectively, how you communicate – what you say and how you say it – are key. Discipline your child with words that are instructive, not destructive, and that are caring, not callous. If your child feels that you respect him or her, your child is more likely to comply.

How to effectively discipline and guide your child

- **Be calm.** Your neutral tone shows your child you are standing your ground. Your calmness is contagious and will help your child calm down.
- **Be confident.** If you want your child to have a two-cookie or one-hour TV limit, then establish that those are the rules in your home by enforcing them consistently and with confidence.
- **Focus on your child.** Say his or her name when you give a directive and look directly at the child.
- **Praise good behavior.** Use specific praise that reiterates the good thing your child did and what it meant. "Thank you for sitting quietly and reading while I dressed your sister. It made us all happy and able to get things done. You are becoming a good reader."
- **Gentle reminders.** Time these appropriately. As your child leaves the bathroom, remind him or her to hang the towel up.
- **Present choices.** Instead of always telling your child not to do something, give your child choices such as, "do you want to put your socks on first or your shirt?" Just make sure you only give choices that if your child chooses, you will be comfortable with.
- **Don't ask, tell.** Asking "Are you ready for bed?" leaves the decision up to your child and the likely answer will be "no!" Try "Time for bed!" instead.
- **When...then .** Tell your child when he completes an act of good behavior (puts away a toy, finishes homework, brushes teeth), then something desirable for your child will happen (you can have a cookie, watch TV, call your friend on the phone.)
- **Tell your child you will count to ten** and explain what needs to happen during the countdown. Kids actually like the 'beat-the-clock' challenge and the countdown also allows you to keep your cool.
- **Invite input.** Work out a situation together by asking your child how he or she would solve the problem. Then listen and work together to solve the issue at hand.
- **Say please and thank you .** This helps your child use these important terms in his or her own language, but also provides an air of civility and kindness
- **Focus your message and be specific.** Direct your child specifically, saying, "Dinner's almost ready. Please turn off the TV wash your hands, and come to the table."
- **Brief is best.** One or two sentences will work better than a lecture in most cases. "Put your coat on or you'll be late for school."
- **Use "I" phrases, instead of "you" phrases.** Shift your criticism from the child to the child's behavior. Rather than, "You really make me sad when you do not put away your toys" try "I really like it when you put away your toys when you are finished playing."
- **Don't give too many orders at once.** As your child completes a task, then direct him or her to the next one to avoid overwhelming your ch

PPCC-38

Disciplining Your Preschooler



Positive Parenting - Behavior & Discipline

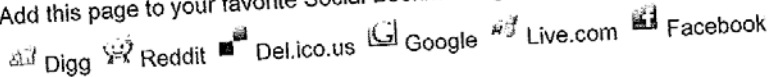
DISCIPLINING YOUR PRESCHOOLER

Preschoolers are able to learn rules and follow directions. With clear rules and consistent enforcement, your preschooler will learn *self-discipline* and *self-control*. Hitting and/or yelling at your preschooler are not effective discipline techniques. These actions teach your preschooler that violence and yelling are an appropriate response to anger or frustration.

How to effectively discipline your preschooler

- **Have a routine.** Have consistent routines for those times of day or activities that always seem to result in a battle (bedtime, mealltime, getting ready for school). Your preschooler will know what to expect and become used to the process, leaving less room for power struggles.
- **Establish rules together.** Sometimes a child may be acting out because she feels she does not have any control-- allowing your child to help set the rules and decide on the consequences for breaking those rules may help her feel more control. When a child is involved in setting the rules, she may be more likely to follow them.
- **Be sure that "NO" is not the word your child hears most often.** Praise your little one for good behavior so he does not see misbehavior as the only way to get your attention. Remember, he is constantly seeking your approval so rather than placing blame, which will only make your child feel badly, ask questions about what happened, and what he could do differently next time.
- **Avoid power struggles.** Instead of engaging in the battle, acknowledge what your child is feeling. Say something like, "I know you are upset that we have to leave the playground because you are having fun playing on the slide." Also give your child limited choices, and make sure you can be happy with the choices you offer, for instance, "You can put your coat on by yourself, or I can help you with it."
- **Take timeouts for you and your child.** Tell your child why a particular behavior is inappropriate and remove her from the situation (one minute for each year of age is appropriate). Take this time to re-group and do not talk to your child when she is in a timeout. Remember not to overuse timeouts. Use them only for aggressive behavior that requires removal from the situation (hitting, biting, etc.) and use a place free of distractions for the timeout.

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Disciplining Children Age 6-8



Positive Parenting - Behavior & Discipline

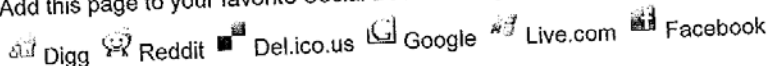
DISCIPLINING CHILDREN AGE 6-8

Your school-age child is capable of taking an active role in setting the rules for your home and family as well as the appropriate consequences for when he breaks those rules. Involving your child in this process will make him more likely to respect the rules. Hitting and/or yelling at your child are not effective discipline techniques. These actions teach him that violence and yelling are an appropriate response to anger or frustration.

Tips for effectively disciplining your school-age child

- **Be sure "no" is not the word your child hears most often.** Positive reinforcement is important. Praise your child for good behavior so he does not see misbehavior as the only way to get your attention. Your child can be sensitive to criticism, making this kind of praise a perfect way to bolster his self-esteem.
- **Remember tantrums still happen.** Try to remain calm; if you react to these tantrums your child will see them as a way to get attention. Take a deep breath and calmly tell your child that when he is ready to talk about how he feels, you are ready to listen.
- **Empty threats are dangerous.** It is easy to become angry and make unrealistic threats of punishment, like "If that fighting does not stop we are never going on another car trip!" Threats on which you cannot follow through, especially those with the word "never," will weaken the power of the realistic consequences you may use in the future.
- **Manage discipline.** Your child may feel like he has little control and believes that the way to gain power is to misbehave. Constant discipline will only fuel that belief, instead, focus on giving your child positive attention when they are doing something good. This will show him that he can gain power and your attention this way, too!
- **Involve your child with choices.** Sometimes the way to deal with a child who may feel like he does not have any control is to involve him in the process. Offer him an "either/or" choice so he feels he had some say in the matter. Remember a child should not always have choices. You need to decide when this is appropriate (e.g. battle over what to have for lunch, *not* whether or not a seatbelt needs to be worn), and make sure that you can live with either choice.

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Disciplining Teenagers



Positive Parenting - Behavior & Discipline

DISCIPLINING TEENAGERS

Setting and Keeping Rules

The use of rules and consequences becomes critical when you are negotiating your way through the late adolescent and young teenage years. Rules, rewards and consequences may change as your pre-teen's/teen's needs and desires develop. Rewards can be used to encourage your teen to follow the family rules and behave appropriately; consequence should be used for breaking the rules and misbehaving. The reward or consequence should match the misbehavior. Hitting and/or yelling at your pre-teen or teen are not effective forms of discipline or communication. These actions will teach your teen that violence and yelling are appropriate responses to anger or frustration.

Disciplining your teenager







- **Loss of Privilege:** A privilege is a right granted by a parent. Privileges for this age group can be a later curfew, use of the TV/video games, or going to events without a chaperone. If your child misuses the privilege, he should lose it for a while. The loss of privilege should correlate with the misbehavior.
- **Grounding:** This action should be similar to the action you would take when taking away a privilege. An example would be when your teenager breaks his curfew and comes home late. The "grounding" action should directly mirror the misbehavior. Therefore, an appropriate consequence would be "grounding" your teenager to a week of earlier curfews, or not going out at all.
- **Restitution:** Restitution means that there is a "pay back" or a logical consequence for a specific behavior. The goal of restitution is to make good of a wrong. It gives your teenager the opportunity to correct his mistake. For example, your child damaged the house while he was home with his friends. Restitution would be requiring your teenager to earn the money to pay for the cost of the damage. This could be through an after-school job, working around the house, babysitting siblings, or doing additional chores until the work would amount to the cost of the damage. This kind of discipline not only gives your teenager the chance to redeem himself, but it is also a direct response to his action. He will be able to see how the consequence fits his action.
- **Overdoing Discipline:** One of the mistakes that you, as a parent, can make is overdoing discipline with your pre-teen or teenager. It is important to "pick the battles" that will matter and that will create an opportunity for learning and structure. Discipline is not necessary for all misbehaving actions. Sometimes it just takes a discussion with your child, rather than an enforced consequence. Whether to punish a young teenager is left entirely to discretion, but remember that too much of one thing can be harmful. The point of a consequence should be to teach your child an important life lesson and recreate structure, but it should not be a constant mode of parenting.
- **Talk to Your Child:** It is important to maintain open communication with a young teenager. Your mode of communication should not be only when you are disciplining your teen. It is necessary to remember that your child is struggling with all kinds of peer pressure, academic stress, extracurricular requirements, and physical changes, among other possible unknowns. Make sure you are regularly checking in with your child to see how he is doing. Just making time to ask him once a day "How are you doing today?" can be an important step in parenting. Your teenager needs to feel supported and comfortable sharing his thoughts and feelings.
- **Respect Your Teenager's Privacy:** At this stage, your child is transforming from child to adult. It is essential to give him enough space to grow and discover things on his own. This will build confidence, independence, and useful skills for

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adulthood, while still under your protection and guidance. One way to keep you from crossing the line of privacy is to be aware of the common issues that teens are facing today and to look for warning signs.

- **Handling "Back Talk":** This age group is generally when parents begin to hear their children talking back to them or challenging their rules and ideas. This is a tricky issue to handle because you don't want to squelch your child's first steps towards autonomy, nor do you want him to think it is alright to be rude. In a serious tone say, "I don't want you to talk that way to me. If you disagree with me that's okay, but you'll have to do it in a polite way." This sends the message to your child that you've heard what he has to say, that he has a right to his opinion, but that he needs to communicate it in a respectful way. This may allow for better communication in the future.

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Temper Tantrums and Your Young Child



Positive Parenting - Behavior & Discipline

TEMPER TANTRUMS AND YOUR YOUNG CHILD

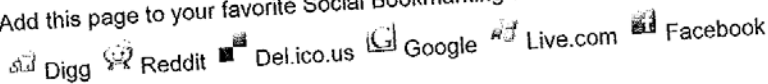
How to cope with your young child's tantrums

It is normal for toddlers and preschoolers to throw temper tantrums. This is their way to cope with frustration and overwhelming emotions. Be prepared for temper tantrums. You can help your child manage tantrums by showing love and talking through his frustration.

How to cope with temper tantrums

- **Nip tantrums in the bud.** Address the behavior as soon as it starts without getting angry or giving in to your child. Say to your child, "When you stop crying we'll talk about it and see what can be done." Then walk into the next room.
- **Show love.** It's okay to hold your child if she comes to you during a tantrum and she's too young to be left alone, but don't respond to what she wants until she calms down.
- **Engage in other activities.** Begin going about your normal routine such as leafing through a magazine or opening the mail, to let your child know she won't get your attention until she has calmed down. Tantrums stop much more quickly in the absence of an interested audience in most cases.
- **Get some privacy.** When in public ignore any glares you get, take your child to a private corner to wait for her to calm down. Tell her, "I'll sit down with you until you stop screaming." If she doesn't stop crying or screaming after three or four minutes, take her home.
- **Model emotional coping techniques.** Show your child how adults can find other ways of coping with stress and anger besides yelling and screaming. Use phrases like "I'm upset now, but I'm going to figure out how to fix this."

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Babies Cry, Have a Plan to Prevent Shaken Baby Syndrome



Parenting Tips Sorted by Age - Babies

BABIES CRY, HAVE A PLAN TO PREVENT SHAKEN BABY SYNDROME

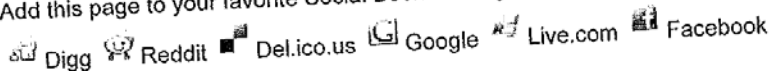
About Shaken Baby Syndrome

Shaken Baby Syndrome (SBS) is the name of injury to an infant's brain caused by vigorous shaking by another person, whether a child or adult. An infant's neck muscles are not strong enough to be very supportive of the head. During vigorous shaking, the brain hits the inside of the head, causing swelling, bleeding, and pressure in the brain. These injuries can lead to brain damage, hearing loss, blindness, seizures, speech and learning disabilities, paralysis, or death. A baby who has been shaken hard may experience lethargy, irritability, vomiting, inability to suck or swallow, loss of appetite, seizures, difficulty breathing, unconsciousness, inability to focus, or inability to move.

Tips for Preventing Shaken Baby Syndrome

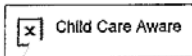
- **Be prepared for crying.** It is normal for infants to cry, and they may do so for three hours a day or more. Sometimes your baby will not stop crying, even if you have met all of his needs. You can try different ways of comforting your baby, including walking with him, singing or talking to him, or taking him for a ride in the stroller or car. If nothing seems to work to calm your baby, check for signs of illness or call his doctor.
- **Discuss SBS with your infant's other caregivers.** Talk to all of the adults who care for your baby, including spouses, grandparents, siblings, and child care providers, even if you leave your baby in their care only for a few minutes. Share with them ways that you have found to soothe your baby, including how your baby likes to be held, under what conditions he sleeps best, and how you comfort him. Ask your child care provider how she copes with infants crying. For more tips, see OneToughJob's fact sheet *The Childcare Transition - Preparing Yourself and Your Child*.
- **Know yourself.** Recognize when you are becoming frustrated, tired, angry, or overwhelmed with the baby's crying. If your baby just won't stop crying and you feel yourself becoming very frustrated, leave him safely in the crib on his back for several minutes while you leave the room to cool down.
- **Call for help.** Sometimes you will need more than just a few minutes away from your crying baby. Make this part of your plan; let family and friends know you may call when you need their help. Call them to come over and watch the baby so that you can get a longer break. Joining a parent support group can help you normalize your feelings of frustration and learn coping techniques from other parents. If you have had thoughts of shaking your baby, contact a counselor or social worker, or call the **free, 24-hour Massachusetts Parental Stress Line at (800) 632-8188**. If you think your baby might have been shaken, call emergency medical services or your doctor immediately.

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[Home](#) > 5 Steps To Choosing Care

5 Steps To Choosing Care

Start Early

Start looking as far in advance as you can. No matter what type of care you are considering - a child care center or care in someone else's home - finding the right child care option can take some time.

Make a Call

Begin your search by calling your local experts - your Child Care Resource and Referral (CCR&R) agency. CCR&Rs can give you the facts about child care, and a list of child care options in your area that may meet your needs. In addition to what is in this brochure, make sure to ask your CCR&R:

- What are the licensing requirements in my area?
- How can I get information about complaints and licensing violations?
- Does my family qualify for any child care financial assistance programs?

Visit and Ask Questions

Visit the child care options you are considering. Find out about these key indicators of quality:

- **Adult to Child Ratio.** Ask how many children there are for each adult. The fewer the children for each adult, the better for your child. You want your child to get plenty of attention. The younger your child, the more important this is. Babies need an adult to child ratio of no more than 1:4 (one adult for four infants), while four-year-olds can do well with a ratio of 1:10 (one adult for 10 children).
- **Group Size.** Find out how many children are in the group. The smaller the group, the better. Imagine a group of 25 two-year olds with five adults, compared to a group of 10 with two adults. Both groups have the same adult to child ratio. Which would be calmer and safer? Which would be more like a family?
- **Caregiver Qualifications.** Ask about the caregivers' training and education. Caregivers with degrees and/or special training in working with children will be better able to help your child learn. Are the caregivers involved in activities to improve their skills? Do they attend classes and workshops?
- **Turnover.** Check how long caregivers have been at the center or providing care in their homes. It's best if children stay with the same caregiver at least a year. Caregivers who come and go make it hard on your child. Getting used to new caregivers takes time and energy that could be spent learning new things.
- **Accreditation.** Find out if the child care provider has been accredited by a national organization. Providers that are accredited have met voluntary standards for child care that are higher than most state licensing requirements. The National Association for the Education of Young Children (NAEYC) and The National Association for Family Child Care (NAFCC) are the two largest organizations that accredit child care programs.

Make a Choice

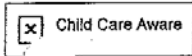
Think about what you saw at each visit, and make the best choice for your child and family.

Stay Involved

The work isn't over when you find good care for your child. You and your child's caregiver are partners now.

Here are some ways to be involved:

- Have parent-caregiver meetings regularly, and ask questions. Offer to volunteer time when needed, like participating in clean up days, fixing broken toys. Be there for your child's birthday party.
- Visit your child at child care and read a book aloud.



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Home > Choosing Child Care

Choosing Child Care

More and more, research tells us that our children's healthy development depends on safe and positive experiences during the first few years of life. If you are a parent who works during these early years, choosing good child care is one of the most important decisions you will ever make for your child.

To help you make the right choice for your child, researchers have identified 13 research-based guidelines to think about when choosing a child care program.

You might want to visit several different child care programs, either centers or family child care homes, before you decide which one is best for your family. Call each child care program and schedule an appointment for your visit. Once you are there, stay for at least an hour to watch activities, check the surroundings, and ask questions. The checklist below provides a place for you to note which guidelines are met. Research shows that if a program follows guidelines, it is more likely to be a safe and healthy place for your child. Your state or county may have other guidelines to help ensure health and safety in child care programs.

Considering these guidelines can help you find a place where you feel comfortable leaving your child.

Supervision

- Are children supervised at all times, even when they are sleeping?
- How do the caregivers discipline children? (Hint: Discipline should be positive, clear, consistent, and fair.)

Handwashing and Diapering

- Do all caregivers and children wash their hands often, especially before eating and after using the bathroom or changing diapers?
- Is the place where diapers are changed clean?
- Do caregivers always keep a hand on the child while diapering?
- Do caregivers remove the soiled diaper without dirtying any surface not already in contact with stool or urine?
- Do caregivers clean and sanitize the surface after finishing the changing process? (Hands should be scrubbed with soap and warm running water for at least 20 seconds and then rinsed and dried. The water faucet should be turned off with a paper towel.)

Director Qualifications

- Does the director of a child care center have a bachelor's degree in a child-related field?
- Has the director worked in child care for at least two years?
- Does the director understand what children need to grow and learn?

Lead Teacher Qualifications

- Does the lead teacher in a child care center have a bachelor's degree in a child-related field?
- Has the teacher worked in child care for at least one year?
- Does the teacher give children lessons and toys that are right for their ages?

- Is the playground regularly inspected for safety?
Is the playground surrounded by a fence?
If there is a sandbox, is it clean?
- Are the soil and playground surfaces checked often for dangerous substances and hazards?
- Is equipment the right size and type for the age of children who use it?

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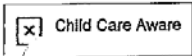
National Resource Center for Health and Safety in Child Care (1-800-598-5437)
University Of Colorado Health Sciences Center at Fitzsimons
Campus Mail Stop F541, PO Box 6508, Aurora, CO 80045 - 0508

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U.S. Department of Health and Human Services
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[Home](#) > Evaluating Providers

Evaluating Providers

The following points are good ways to measure the quality of a child care home or center.

Caregivers/Teachers

- Do the caregivers/teachers seem to really like children?
- Do the caregivers/teachers get down on each child's level to speak with the child?
- Are children greeted when they arrive?
- Are children's needs quickly met even when things get busy?
- Are the caregivers/teachers trained in CPR, first aid, and early childhood education?
- Are the caregivers/teachers involved in continuing education programs?
- Does the program keep up with children's changing interests?
- Will the caregivers/teachers always be ready to answer your questions?
- Will the caregivers/teachers tell you what your child is doing every day?
- Are parents' ideas welcomed? Are there ways for you to get involved?
- Do the caregivers/teachers and children enjoy being together?
- Is there enough staff to serve the children? (Ask local experts about the best staff/child ratios for different age groups.)
- Are caregivers/teachers trained and experienced?
Have they participated in early childhood development classes?

Setting

- Is the atmosphere bright and pleasant?
- Is there a fenced-in outdoor play area with a variety of safe equipment? Can the caregivers/teachers see the entire playground at all times?
- Are there different areas for resting, quiet play and active play? Is there enough space for the children in all of these areas?

Activities

- Is there a daily balance of play time, story time, activity time and nap time?
- Are the activities right for each age group?
- Are there enough toys and learning materials for the number of children?
- Are toys clean, safe and within reach of the children?

In General

- Do you agree with the discipline practices?
- Do you hear the sounds of happy children?
- Are children comforted when needed?
- Is the program licensed or regulated?
- Are surprise visits by parents encouraged?
- Will your child be happy there?

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Child Care Centers

Child Care Centers care for children in groups. All states require centers to be licensed. The definition of licensed child care varies by state or territory.

Licensing does not insure quality but it does set minimum health, safety and caregiver training standards which centers must maintain. All states inspect centers at least once a year.

Parents choose centers because they believe that larger groups, multiple caregivers and state inspections make programs safer for their children and make the arrangement more dependable. They respect the reputation of the child care program or the institution sponsoring the program.

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In-home Caregivers

In-home caregivers provide care for children in the child's home. They include live-in and live-out nannies and housekeepers. Most states do not regulate in-home caregivers, but some states regulate nanny-placement agencies. Many states do, however, require in-home caregivers receiving child care subsidy payments to be screened through a criminal history check and/or child abuse and neglect clearance. A few require minimal training in health and safety.

Why Do Parents Choose In-home Caregivers?

Parents choose in-home care because they believe their children will be safer and more secure in their own home. They believe that if they employ the caregiver to work in their home, they have more control over the care their children will receive.

Some parents find in-home care is a more convenient arrangement for the family and it may provide more flexibility. If there are several children involved, they may find that in-home care is not significantly more expensive than other forms of care.

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**Fill in the calendar on the following page monthly.
(Develop a weekly calendar if more appropriate for
client.)**

**Use the calendar as a way to keep track of drop off and
pick up times for the child. Write in as much information
as possible**

- **Location**
- **Time**
- **Phone number**
- **Address**
- **Etc.**

**Appointment times can also be written into the
schedule!**



Positive Parenting - Parent-Child Communication



HOW TO TALK AND LISTEN TO YOUR CHILD

Get your child to open up

Nothing is more important in your relationship with your child than effective, open communication. To be able to talk to your child, listen to your child, and have your child know that you are there for her is really the most important aspect of parenting. By communicating effectively with your child, you will alleviate much of the stress that comes with being a parent. A big part of being a strong communicator is being a good listener. When your child knows that you will listen to her when she talks, she will be more likely to listen to what you have to say.

Verbal and nonverbal ways to be a good listener

- **Respond to nonverbal communication.** This will encourage your child to express his emotions verbally. For example, if your child rolls her eyes, you might say, "The way you are rolling your eyes suggests you don't agree. Am I right?"
- **Find a time and place to talk.** When your child approaches you to talk but you cannot right at that moment, let your child know "now is not the right time, but it's important that we talk". Set a time and place to talk later, when you can give your child the full attention she deserves. Set the time and place then, and then make sure you follow through.
- **Give your child your full attention.** When you sit down to talk, make sure there are not any interruptions and give your child your full attention. Don't answer the phone, check your cell phone, or be watching the game or anything on TV.
- **Avoid interrupting.** Letting your child finish what he wants to say shows that you care about what he has to say.
- **Give nonverbal encouragement.** Lean forward and make eye contact, nod occasionally, say "uh-huh" or "mmm", and smile when appropriate to let your child know that you are interested in what she is saying.

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Chapter 2

Nurturing as a Lifestyle



Goal: *To increase parents' ability to nurture themselves.*

Nurturing is the ability to care. It is a critical skill for all life forms on the planet - especially for humans because they are such complex forms of life. To nurture is to promote the growth and development of all positive traits, qualities and characteristics. To nurture oneself is to treat oneself with caring, kindness, and respect. It is to keep ourselves physically and emotionally healthy, and to make good choices, and to be our own best friend. After all, a best friend can be counted on to be supportive in the bad times and share the good times. Nurturing oneself is a necessary prerequisite to being nurturing parents. How can you care for someone else when you ignore your own needs? It doesn't make sense on paper; it doesn't work in practice.

Parenting and Childcare NP-1 through 5

The nurturing philosophy of life and of parenting accepts no degree or frequency of abuse and victimization. The inability of adults to take the time and to make the commitment to nurture themselves is housed in the belief that maybe, just maybe, we don't deserve to be treated with respect all of the time, or maybe we can't expect to live a good life all of the time – that a little victimization now and again helps us appreciate the good times even more.

Notes and Comments:

Home Practice Assignment

1. Take time to review your Perpetrator (the person inside you that can and does purposefully hurt yourself or others).
 - What do you notice? How do you feel looking at this trait?
 - List times your Perpetrator comes out. Any patterns?
2. Now do the same with your Nurturer (the person inside you who can and does purposefully care for others and for yourself.)
 - Review your drawing. Anything come to your attention?
 - Compare your Nurturer and your Perpetrator. What do you notice?
 - Make a list of when you're apt to be the Nurturer. Compare it with the list you made of the times you can act as a Perpetrator.
3. Review the Victim and Nurtured traits of your personality in the same way you did your Perpetrator and Nurturer.
4. Keep the drawings and lists handy. When necessary, add or subtract from the lists. Change your drawings as time goes on and notice how you're changing.
5. If appropriate, ask your children or partner to draw their traits. Share your pictures.
6. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

What Every Child Needs

1. **Interaction**
Consistent, long-term attention from caring adults actually increases your child's capacity to learn.
2. **Touch**
Holding and cuddling do more than just comfort your baby - they help his/her brain grow.
3. **Stable Relationships**
Relationships with parents and other care givers buffer stress that can harm your child.
4. **Safe, Healthy Environments**
Environments should be free of lead, loud noises, sharp objects, and other hazards.
5. **Self-Esteem**
Self-esteem grows with respect, encouragement and positive role models from the beginning.
6. **Quality Care**
Quality care from trained professionals can make the difference when you can't be with your child.
7. **Play**
Play helps your child explore his/her senses and discover how the world works.
8. **Communication**
Talking with your baby builds verbal skills.
9. **Music**
Music expands your child's world, teaches new skills, and offers a fun way to interact with your child.
10. **Reading**
Reading to your child from the earliest days of life shows its importance and creates a lifelong love of books - and helps grow a healthy brain.

Source: The McCormick Tribune Foundation

Chapter 4

Rating My Nurturing Parenting Skills



Please complete the scale on the following page by rating your nurturing parenting skill in each of the areas presented. Use the following ratings to reflect your skills.

- 1 I need a lot of improvement.
- 2 I need some improvement.
- 3 I seem to have adequate skills.
- 4 I seem to have good skills in this area.
- 5 I seem to have really good skills in this area.

Goal: *To increase awareness of your nurturing parenting skills.*

Mark your responses in the columns "Start" when you begin the program. When you complete the program, you will again record your responses in each area in the column marked "End."

RATING YOUR NURTURING PARENTING SKILLS		
Nurturing Parenting Areas	Program Start	Program End
1. Attachment: having unconditional love for your child(ren).		
2. Empathy: helping children meet their basic needs.		
3. Nurturing Oneself: finding time for yourself and taking care of yourself.		
4. Gentle Touch: holding, rocking, touching and massaging your child(ren).		
5. Discipline: using techniques other than spanking to teach and guide children.		
6. Express Feelings: recognizing and expressing feelings in positive ways.		
7. Expectations: having appropriate expectations for yourself and your children.		

Rating Scale

Please use this scale to indicate your responses on the chart above.

1. I need a lot of improvement.
2. I need some improvement.
3. I seem to have adequate skills.
4. I seem to have good skills in this area.
5. I seem to have really good skills in this area.

Family Home Practice Assignment

1. Review your ratings with your partner. Where are your strengths? Where are your partner's strengths?
2. List three ways you can work on improving your nurturing skills.
 - a. _____
 - b. _____
 - c. _____
3. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

Chapter 21

Using Rewards and Punishments to Guide and Teach Children



The discipline concepts we have learned so far state the importance of first setting up a list of family rules so parents can begin to guide and teach their young children appropriate behaviors. Also, identifying your family morals and teaching your children right from wrong by modeling those behaviors so children can see the "value" to the behaviors will help establish good strong family values. *Morals, values and rules have to be established before using any of the following techniques.*

"If-Then" Philosophy

Discipline is based on an "If-Then" philosophy. This means: If your child performs an appropriate behavior, then a reward follows. If your child purposefully performs an inappropriate behavior, then a punishment follows.

Goal: *To increase parents' knowledge and use of nurturing behavior management techniques.*

What are Consequences?

A consequence is an action that follows behavior. There are two kinds of consequences: logical and natural. Logical consequences you plan, like sending a child to time-out or praising a child's appropriate behavior. Natural consequences happen all by themselves, like walking in the rain without an umbrella and getting wet.



Consequences allow children who are capable of knowing right from wrong the ability to take responsibility for their behavior.

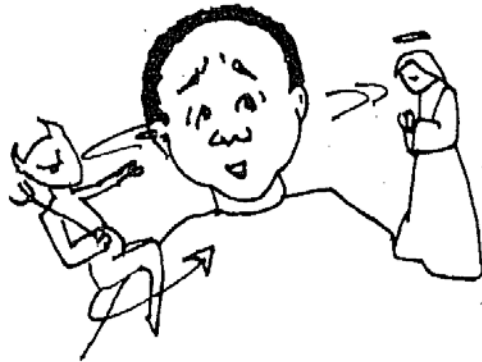
Children will often choose to act a certain way based on the expected consequences. The type of consequence and the way it is administered will strongly influence whether the behavior will return. Positive consequences, like rewards, work to reinforce appropriate behavior. Negative consequences, like punishments, work to eliminate inappropriate behavior.

What are Rewards?

A reward is a pleasant consequence for behaving in an appropriate or desirable way. The purpose of rewards is to reinforce good behavior. Rewards let children know how pleased parents are with their behavior. Rewards are necessary and important in helping children learn right from wrong. Rewards such as praise, nurturing touch and privileges tell children you appreciate their efforts.

What is Punishment?

A punishment is an unpleasant consequence for behaving in an inappropriate way. Punishment is a penalty for purposefully doing something inappropriate. The purpose of punishment is to decrease the likelihood that inappropriate behavior will occur again. It is not the purpose of punishment to hurt children.



Corporal punishment, like spanking, slapping, punching, etc., is an unpleasant consequence that physically hurts children, not their behavior. Punishment is a necessary part of discipline; helping children learn right from wrong, but hitting children's bodies with your hand or an object is never okay, and should never be practiced.

Other techniques such as time-out, loss of privilege, and being grounded are far more effective in helping children learn right from wrong.

When Should Discipline Begin?

Discipline, which means guiding and teaching, should begin right from birth.

How Do Parents Discipline Babies?

Parents teach and guide their babies through the following:

- Playing with your baby
- Reading to your baby
- Singing to your baby
- Talking to your baby
- Modeling a healthy lifestyle
- Massaging and touching your baby
- Establishing nurturing parenting routines described in this handbook
- Having appropriate expectations for your child
- Praising baby for all the wonderful things she did.



However, it is appropriate for parents to use words like "gentle" when baby is touching brother or "owee" when baby pulls daddy's beard. By gently holding the hand and saying, "gentle, little one," parents are teaching baby the value of gentle touch.

When Should Rewards Begin?

Rewards form the basis of positive discipline. Two of the most powerful rewards a parent can use are praise and gentle touch. These rewards can begin at birth. Touching a baby in a gentle way is important for the baby's brain to develop and for the parent-child bond to grow strong. Children love being touched in a gentle way.

Praising a baby for all the wonderful things baby does and for the beautiful person baby is also can begin at birth or before when mom is pregnant and is carrying baby.



As babies grow into toddlers and preschoolers, praise and touch can continue as rewards along with special privileges and objects such as toys or stars and stickers.

Children love to be recognized and receive recognition. It molds their feelings of self-worth.

Should Babies be Punished?

Punishments are administered by parents to help children learn the difference between appropriate and inappropriate behaviors. ***Babies should never be punished because their brains are not capable of understanding right from wrong,*** and the purpose of punishment is to teach children right from wrong. Never punish babies.

Around 7 months of age, most children begin to make associations between two activities. For example, running water means tubby time is near; sitting in the high chair means yummy mashed peas or carrots are coming.

If parents punish babies, they will become frightened and anxious. They will associate this fear with their parent - not with what they did or didn't do.



Also, the stress and fear the babies feel when punished cause their brains to release stress hormones. These stress hormones affect the baby's brain in negative ways which can lead to sleep problems, hyperactivity, impulsivity and excessive crying.

Research has also found that babies who are punished excessively have 20% to 30% smaller areas of their brains that are responsible for controlling emotions.

Never Punish Babies!
Never Hit Babies!
Never Yell at Babies!
Never Shake Babies!

When Should Punishments Begin?

The goal of punishment is to help children replace inappropriate behavior with appropriate behavior. Punishments will only work under the following conditions:

1. If children can understand that what they did was inappropriate;
2. That this inappropriate behavior was a choice and not exploratory;
3. That the great majority of the time parents spend with their children is positive;



4. That the primary purpose is to teach what TO do rather than teach what NOT to do;
5. And that children are always treated with respect.

If these conditions are present, punishments in the form of time-out, or loss of privilege or being grounded can begin around 2 ½ years of age.

Techniques for Rewarding Children's Behavior

Rewards are very powerful in motivating children. Use the following types of rewards to help children feel good about themselves and learn appropriate behaviors.

1. **Praise.** Praise is the single most powerful reward a child, or anyone can receive. Praise will be discussed in greater detail in Chapter 22.

2. **Nurturing Touch.** There are three types of touch: hurting, scary and nurturing. Each of us has a personal touch history which includes all three types of touch. *Gentle hugs, back rubs, soft strokes of a child's back with gentle rocking, are all nice, positive types of nurturing touch.* Everyone wants recognition. Nurturing touch is a nice way to let children know you value them. Use nurturing touch with praise. Together they make a powerful combination.



3. **Privileges.** Privileges serve as excellent rewards for children. A privilege can be extra TV time, getting to stay up past curfew, getting a few extra stories read at night, or other behaviors your children enjoy. Privileges should never include basic needs the child has such as fun times as a family, security, love or trust.

4. **Objects.** Some parents like to reward their children with various objects in addition to praise and touch. Objects can include almost anything that ranges from stickers to assorted toys. Find out what your child likes and occasionally reward him or her with an object.

Techniques for Punishing Children's Behavior

There are five types of punishment that are appropriate for children ages 2 ½ and older.

1. **Loss of Privilege.** A privilege is a right granted by the parent. Privileges can be watching TV, playing with a certain toy in the house, etc. If a child misuses an object or misuses the privilege, they lose it for awhile. Take away a toy or a privilege only when the child misuses it (thrown, broken, etc.)
2. **Being Grounded.** When a child repeatedly leaves the yard without permission, an appropriate punishment is being grounded to the yard or house. The child must know it wasn't appropriate to leave the yard. If the child does not understand the behavior was inappropriate, grounding will not work as a punishment. Again, it's important for children to know what is expected of them.
3. **Parental Disappointment.** *Parental disappointment is a simple statement which expresses the disappointment a parent has in a behavior the child has chosen to perform.* The intent is to build some caring and an awareness in the child of the parent's disappointment. An example of the use of parental disappointment is: "Son, I want you to know how disappointed I am that you chose to hit your brother (or whatever the

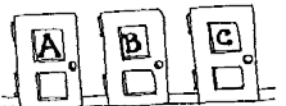
misdeed). I'm sure the next time you're upset, you won't hit your brother and you will tell him not to take away your toys." If the behavior is recurring, a parent may then also tell the child he either loses a privilege or has to take a time-out.

4. **Restitution.** Restitution means that there is a "payback" or logical consequence for a specific misbehavior. The goal of restitution is to make good of a wrong. If children choose to color on the walls, the payback is to clean the wall. If stealing is the problem, the restitution is to pay back the stolen money.
5. **Time-Out.** Time-out is a temporary isolation of the child from others because they chose to act inappropriately. It is a technique that lets children know that when they choose to behave inappropriately, they have to be by themselves for a while sitting quietly. Time out will be discussed in greater detail in Chapter 23.

The Dozen Rules of Discipline:

Rule #1: Help children learn appropriate behavior by involving them in direct experiences which will teach them the desired behaviors, and have them observe you behaving in the manner you want them to behave.

Rule #2: Behaviors need consequences following them to help children learn right from wrong. Consequences following desirable behavior are called Rewards. Consequences following undesirable behaviors are called Penalties or Punishments.



Rule #3: What you pay attention to is what you get more of. One of the important goals of parenting is to catch your children behaving.

Rule #4: Punishments are used to help children change inappropriate behavior, and only work effectively when used in conjunction with rewards to reinforce appropriate behavior.

Rule #5: Punishments are never used to abuse, injure or cause harm, or the threat of harm to children.

Rule #6: Time-out will only work when time-in is quality time. If time-in is not quality time, the child is already emotionally in time-out.

Rule #7: Time-out should be used sparingly and for teaching young children. Other forms of punishment are more appropriate for older pre-teens and adolescents.

Rule #8: The punishment must fit the crime. It must also be reasonable, respectful, and related.

Rule #9: The goal of punishment is to be meaningful and quick. Punishments of duration provide little motivation to do better.

Rule #10: If you misuse it or abuse it, you lose it for a while, then get another chance to use it. One of the goals of discipline is to teach appropriate behavior. If children never get another chance, how are they going to learn?

Rule #11: If you break it, you pay for it. If you mess it up, you clean it up. Restitution is an excellent way to teach children there are consequences for their inappropriate behavior.

Rule #12: Babies should NEVER be punished. They are too young to understand the "If-Then" rule of consequences.

Family Home Practice Assignment

1. Discuss rewards and punishments as a family.
2. Practice using the techniques for rewarding behavior. Describe the outcome.
 - a. Praise: _____

 - b. Nurturing Touch: _____

 - c. Privileges: _____

 - d. Objects: _____

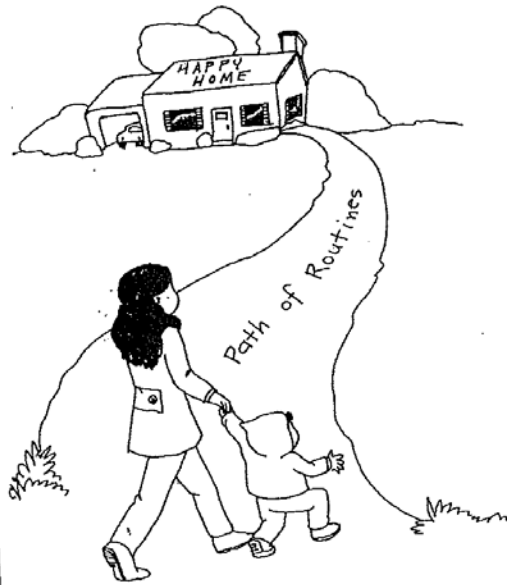
3. If appropriate, practice using one of the techniques for punishing behavior.
 - a. Which one did you use and why: _____

 2. What was the outcome: _____

4. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

Chapter 26

Establishing Nurturing Parenting Routines



Nurturing parenting routines are very important in creating a warm and caring home. A routine is a certain way of doing something. Everyone incorporates routines into their daily lives from getting dressed to going to bed. Routines put order into our lives and, in turn, make our lives easier and more predictable. Nurturing parenting routines help children by providing them with a consistent, predictable and caring way of life.

Our goal as parents of young children is to establish nurturing parenting routines to make our job as a parent a little easier, and to make their job of being a child more fun and reassuring.

Goal: *To increase parents' awareness of the importance of establishing nurturing parenting routines.*

In all the research conducted over the years on child development, four important factors stand out related to the health of young children:

1. Feelings of trust and security;
2. Demonstrating caring for oneself and for others;
3. A strong sense of personal power; and
4. Feelings of positive self worth.

Feelings of Trust and Security

Nurturing parenting routines help establish feelings of security and trust in children. Children love to know what is going to happen to them. Questions like, "Are we almost there yet?" and "How much longer?" and "Is it going to hurt?" and the ever present "Why?" are all requests for information to help children organize their world. Adults like to know what's going on - why shouldn't children?



Children feel secure when they know what to expect and are treated in a respectful manner. Feelings of security help children learn to trust their parents and other caring family members. When children learn to trust others, they learn to trust themselves. As they continue to mature into adolescents and adults, they become secure and trustworthy people in their own right, then pass these traits on to their children. The circle is now complete and the world becomes a little more caring and secure place to live.

Empathy - The Ability to Care

Empathy is the ability to be aware of the needs and feelings of another person and respond in a caring, respectful manner. Empathy is truly one of the greatest gifts a parent can give their children. To demonstrate empathy is to demonstrate caring. Research clearly shows that empathic children are more popular in school, are more outgoing, more sensitive and better adjusted emotionally than children with low levels of empathy. Nurturing parenting routines used in a consistent manner will clearly help children experience and value the qualities of empathy.



Personal Power

Nurturing parenting routines encourage children to be active participants in their daily care. Giving children choices, honoring their opinions and feelings, and encouraging their growth and independence all contribute to the ongoing development of a child who feels respected and empowered.

While many parents shudder at the thought of fostering a sense of personal power in young children, it's a well accepted conclusion that children who feel they have a sense of personal power don't engage in ongoing power struggles and tend to be more cooperative, contributing members of their family.

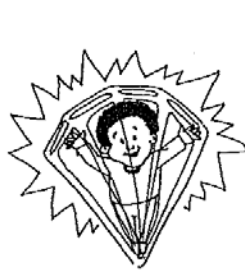
Children with a strong, positive sense of personal power are also less likely to engage in unhealthy and destructive behaviors such as violence towards self and others, drug and alcohol use, and sexual promiscuity.

In a child's world of repeated pressures by their peer group, having personal power is the best protection a child can have.



Feelings of Positive Self Worth

Children who have a positive self worth generally display a positive, healthy outlook on life, treat themselves and others with respect and make good choices.



When any element of life has worth, it has value. When something has value, it is treasured.

A positive self-worth is an emotional insurance program for children which acts as a safety net for the rough times that life has to offer. Positive self-worth promotes a healthy quality of life.

Establishing Nurturing Parenting Routines

There are several important ingredients that go into establishing nurturing parenting routines.



- **Gentle Touch.** Gentle positive touch such as hugs of comfort and hugs of joy, kisses, tickles and massages communicate love and caring to your child. Gentle touch is such an important part of parenting. Did you know that if a baby is not touched in a positive consistent way their body and brain will stop growing?

After years of studying how babies grow, we now know that physically stroking a baby will help them digest their food better and will also help the premature child gain weight more quickly. Regularly massaging your baby also significantly lowers their stress hormones, not to mention the feelings of closeness both parent and child experience.

It's easy to see why touch is an important ingredient in all your nurturing parenting routines.

- **Praising your Child.** As you are learning in the Nurturing Program, praising your children and the good things they do build their sense of power, their self-worth, and the desire to cooperate. Statements like, "What a sweet boy you are!" tells your son his very being is appreciated by you and "Good job eating your food!" tells him you're pleased with his efforts.
- **Happy Pleasant Facial Expressions.** Young children love to look at a happy, playful face. Actually, given the option, most adults would rather look at a happy, playful face than a grumpy, mean-looking face. Mean faces scare kids and hardly make the experience a "Kodak moment."
- **Having a Sense of Caring.** Caring is the cornerstone to nurturing parenting routines. From extensive studies, we know an infant's brain is a work in progress. Just like talking to and reading

to a child helps develop the part of the brain responsible for language and thinking, caring helps develop the part of the child's brain that is responsible for the emotions children express.

A nurturing, caring environment can strengthen a young child's emotional stability and have a long-lasting effect on them for the rest of their lives.

- **Having Fun and a Sense of Humor.** There is nothing like a sense of humor to help a parent and a child through a day. Humor doesn't mean poking fun at children or saying something embarrassing. A sense of humor is a feeling that happiness and playfulness are important aspects of life.



Parents who are under a lot of stress and who have neglected their own needs will find very little to be happy about. Make a commitment to bring laughter and fun into your relationship with your children.

Nurturing routines can be established for many of the daily tasks you and your young child experience such as:

- Diapering and Dressing Times;
- Feeding times;
- Bath Times; and
- Bedtime

Parents should begin to establish nurturing routines the moment they bring their baby home. Starting early is the best way to establish consistent, caring and loving parent-child interactions. The Nurturing Program helps parents learn to establish nurturing routines with their children, ages birth to five years. The next four chapters provide information on how to establish nurturing parenting routines.

Family Home Practice Assignment

1. Meet with your partner and others who are a critical part of raising your child to review the practice of nurturing routines.
2. Praise yourself once a day.
3. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

Notes and Comments:

ONLINE RESOURCES

1. General Medical Information: **Q & A's ?**

- www.emedicine.com
[eMedicine]
- www.webmd.com
[WebMD]
- www.medscape.com
[Medscape from WebMD]

2. Disability/Medical Specialty Societies:



- www.favorct.org
[Family Advocacy Organization for Children's Mental Health]
- www.tracheostomy.com
[Aaron's Tracheostomy Page]
- www.apria.com
[America's leading provider of integrated home healthcare products and services.]
- www.autism-aspergerinfo4u.com

[reference to a new resource and support for families living with Autism Spectrum Disorder].

3. Medical Library:



- www.medlineplus.gov
[Medline Plus]
- health.nih.gov [National Institute of Health]

4. Medical Centers & Cool Sites for Kids:



- www.ynhh.org
[Yale-New Haven Hospital]
- www.specialkids.yale.edu
[Yale Center for Children With Special Needs]

Parenting and Childcare PPCC-55

- www.ccmckids.org
[CT Children's Medical Center]
- www.childrenshospital.org
[Children's Hospital Boston]
- www.norwalkhosp.org
[Norwalk Hospital]
- www.cnmcc.org
[Children's National Medical Center]
- www.chop.edu/consumer/index.jsp
[The Children's Hospital of Philadelphia]
- www.cincinnatichildrens.org
[Cincinnati Children's Hospital Medical Center]
- www.texaschildrenshospital.org
[Texas Children's Hospital]



5. State Sponsored Organizations:

- www.uconnuicedd.org
[A.J. Papanikou Center for Excellence in Developmental Disabilities]
- www.birth23.org
[CT's Early Intervention Program]
- www.ctserc.org
[Special Education Resource Center]
- www.ct-asrc.org
[CT Autism Spectrum Resource Center]
- www.autismsocietyofct.org
[Autism Society of CT]
- www.caclid.org
[CT Association for Children with Learning Disabilities]
- www.ct.gov/ctcd/site/
[CT Council on Developmental Disabilities]
- www.dmr.state.ct.us
[CT Department of Mental Retardation]
- www.speta-ct.org
[SEPTA - Special Education Parent Teacher Association]
- www.ct.gov/opapd/site/
[CT Office of Protection and Advocacy for Persons With Disabilities (P&A)]
- www.state.ct.us/sde/deps/special/
[CT State Dept of Education. Bureau of Special Education and Pupil Services]
- www.tsact.org
[CT Tourette Syndrome Association]
- www.epilepsyfoundation.org/connecticut/
[Epilepsy Foundation of CT]
- www.ctdownsyndrome.com
[CT Down Syndrome Congress]
- www.agbellct.org
[Alexander Graham Bell Association for the Deaf and Hard of Hearing, CT Chapter]