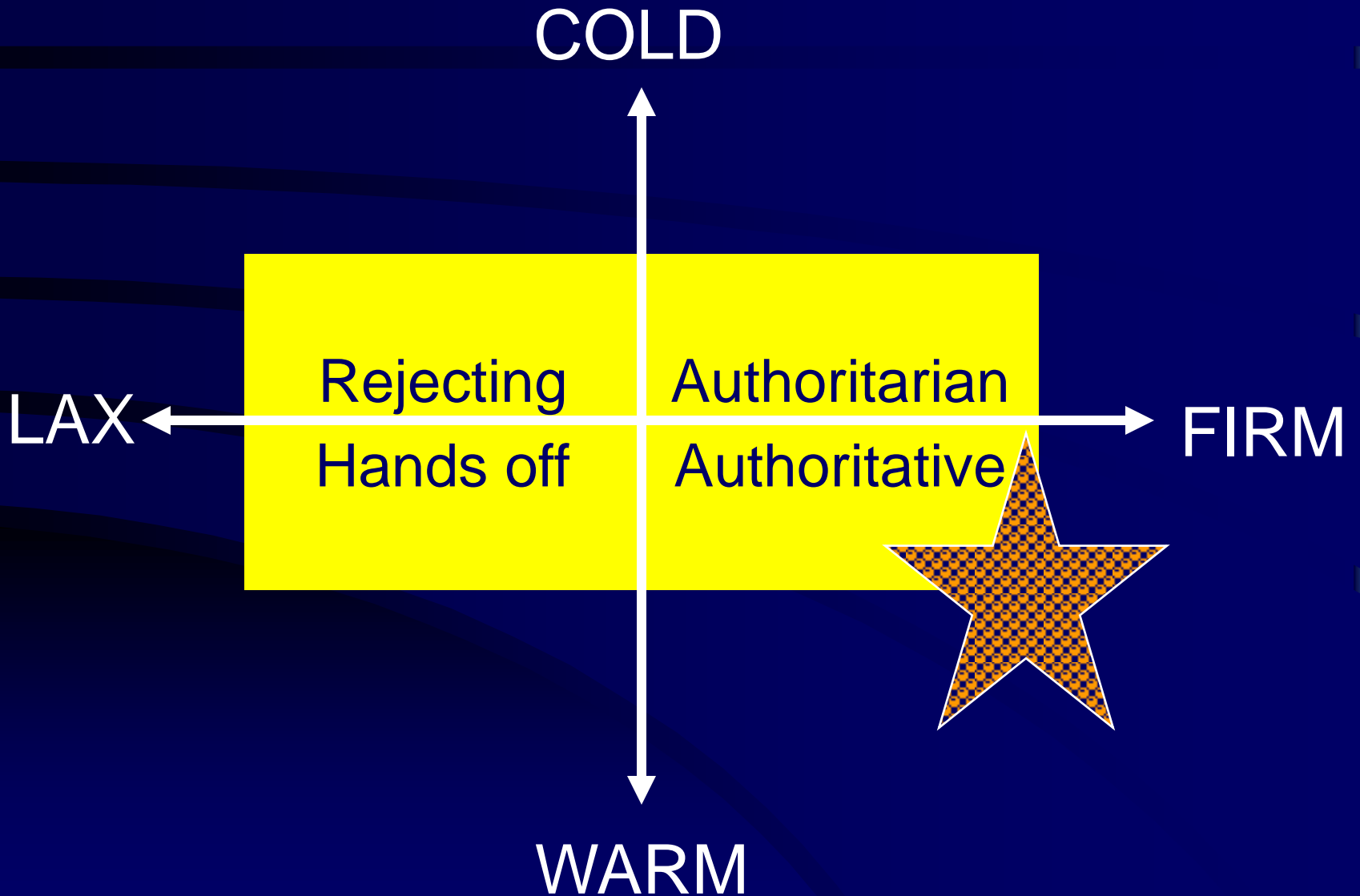


# Final thoughts on Parenting and time for questions

Southeast Psychological Services

# Parenting Styles



# Qualities of a 2-year-old

- Improved ability to use language.
- Can learn to wash up.
- Can put things where they belong.
- Often aggressive and demanding.
- Needs to manipulate and touch.
- Wants to do things himself.
- Plays beside but not with children.
- Has difficulty sharing, waiting, taking turns.
- Remembers directions for only 5 minutes.
- Can recognize danger.
- Is rigid and inflexible.
- Can grasp concepts of “pretty soon” and “in a while.”

# Qualities of a 3-year-old

- Will begin to listen to reason.
- May release frustration by whining and crying.
- Will interact with other children more.
- Is less stubborn.
- Develops a desire to please adults.
- Stretches the truth.
- Has trouble understanding “yesterday and “tomorrow.”
- Begins to develop empathy.
- Can express anger verbally rather than physically.
- Greatly affected by statements of others.
- Can learn to wait his turn.

# Qualities of a 4-year-old

- Seriously tests limits.
- Understands the reason behind rules if explained.
- May be rude, bossy, noisy.
- Can do two things at once.
- Gives illogical reasons for behavior.
- May steal items without realizing it is wrong.
- Can remember three directions at once.
- Can understand “yesterday” and “tomorrow.”
- Uses alternatives to aggression when angry.
- Quarrels fiercely, then forgets about it.
- Can grasp concept of reward for good behavior.

# Principles of Pre-School Discipline

- Have a few clear rules
- Speak simply
- Be the boss
- Be warmly involved

# Setting Limits

*A Well-Set Limit has three characteristics:*

- It gives a simple directive.
- It includes a reason for the limit.
- It states consequences that will follow if the limit is ignored.

# Principles of Setting Limits

- Make your limits appropriate and reasonable.
- Be willing to follow through with the limit you set.
- Set limits in advance.
- State a reason for the limits.
- Be consistent.
- Make the rules simple.
- Be specific about behavior.
- Make the limits impersonal.
- Present rules positively.
- Expect compliance.
- Use limits sparingly.
- Use nonverbal cues well.

# Non-Verbal Cues

<b>Distance</b>	<b>Successfully Followed</b>
• Less than three feet away from child	83
• 3-6 feet away from child	20
• More than 6 feet away	15
<b>Body Position</b>	
• When squatting	96
• When standing	12
• When stooped	5
<b>Tone of Voice</b>	
• Pleasant tone of voice	54
• Neutral tone of voice	46
• Stern tone of voice	18

# Behaviors You Can Ignore

- Clowning
- Mild tantrums
- Nagging
- Bad language
- Clinging
- Whining & Crying
- Interrupting
- Pleading
- Demanding
- Breath-holding

# Types of Penalties

- Right the wrong
- Lose a privilege or a possession
- Scolding
- Time-out
- Physical assistance

# Guidelines for Imposing Penalties

- Give penalties immediately
- Give age-appropriate penalties
- Give penalties consistently
- Disapprove of the behavior, not the child
- Make sure the penalty is unpleasant
- Impose penalties in private
- Allow for expression of feelings
- Teach acceptable alternatives

# Time-Out

- 1 minute for each year of age.
- In a fixed place every time.
- Should not be an interesting place (Example: it should face a wall).
- Can hold the child in time-out at first if he won't stay.
- No talking or playing during time-out.
- Repeat time-out as needed.

# What Should I Do When Time-out Isn't Working!

- Use time-out more frequently.
- Put him in time-out earlier.
- Put him in time-out quicker.
- Don't talk to him during time-out.
- Return him to time-out if he escapes.
- Increase the length of time-out.
- Make the time-out area more boring.
- Praise him for taking a good time-out.
- Make sure everyone is using time-out consistently.

# Final Thoughts

- Parent with a plan
- Parent in freedom, not fear
- Parent with affection, but not softness
- Parent with authority, but not coercion
- Parent by being an awesome person

# Questions and Ramblings...