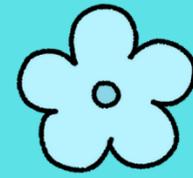
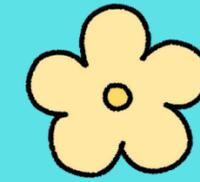


Building Your Parent Toolbox



Toolbox



Reese Abbene, M.Ed., M.A.,
School Psychologist





Progress...

Not Perfection



**18 years of education experience
10 years of Parenting**

Scholars and Psychological Experts:

Diana Baumrind

Jon Kabat Zin

Dan Siegel

Tina Payne Bryson

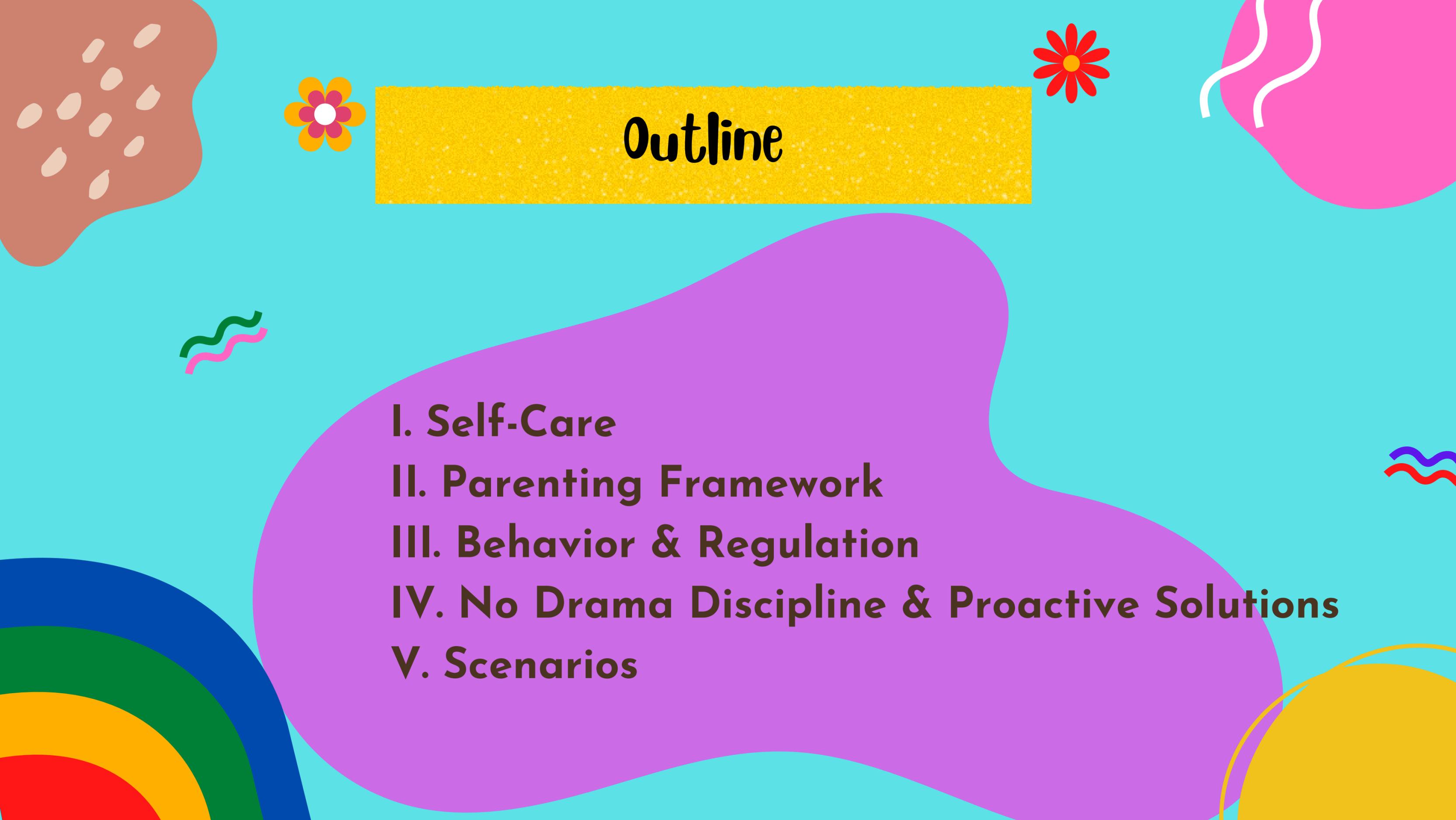
Dr. Ross Greene

Websites:

www.firstfivecalifornia.com

www.childmind.org

www.cdc.gov



Outline

I. Self-Care

II. Parenting Framework

III. Behavior & Regulation

IV. No Drama Discipline & Proactive Solutions

V. Scenarios



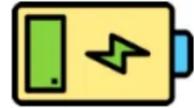
Types of Self-Care

Physical



Sleep
Stretching
Walking
Exercise
Nutrition
Yoga

Emotional



Stress Management
Coping Skills
Compassion
Therapy
Journaling

Social



Boundaries
Support System
Positive
Social Media
Communication
Friends

Spiritual



Time Alone
Meditation
Prayer
Nature
Sacred Space

Personal



Hobbies
Creativity
Goals
Identity
Authenticity

Space



Safety
Healthy Environment
Stability
Clean Space

Financial



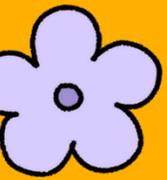
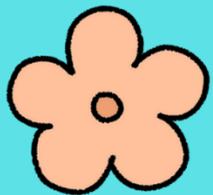
Saving
Budgeting
Money Management
Paying Bills
Boundaries

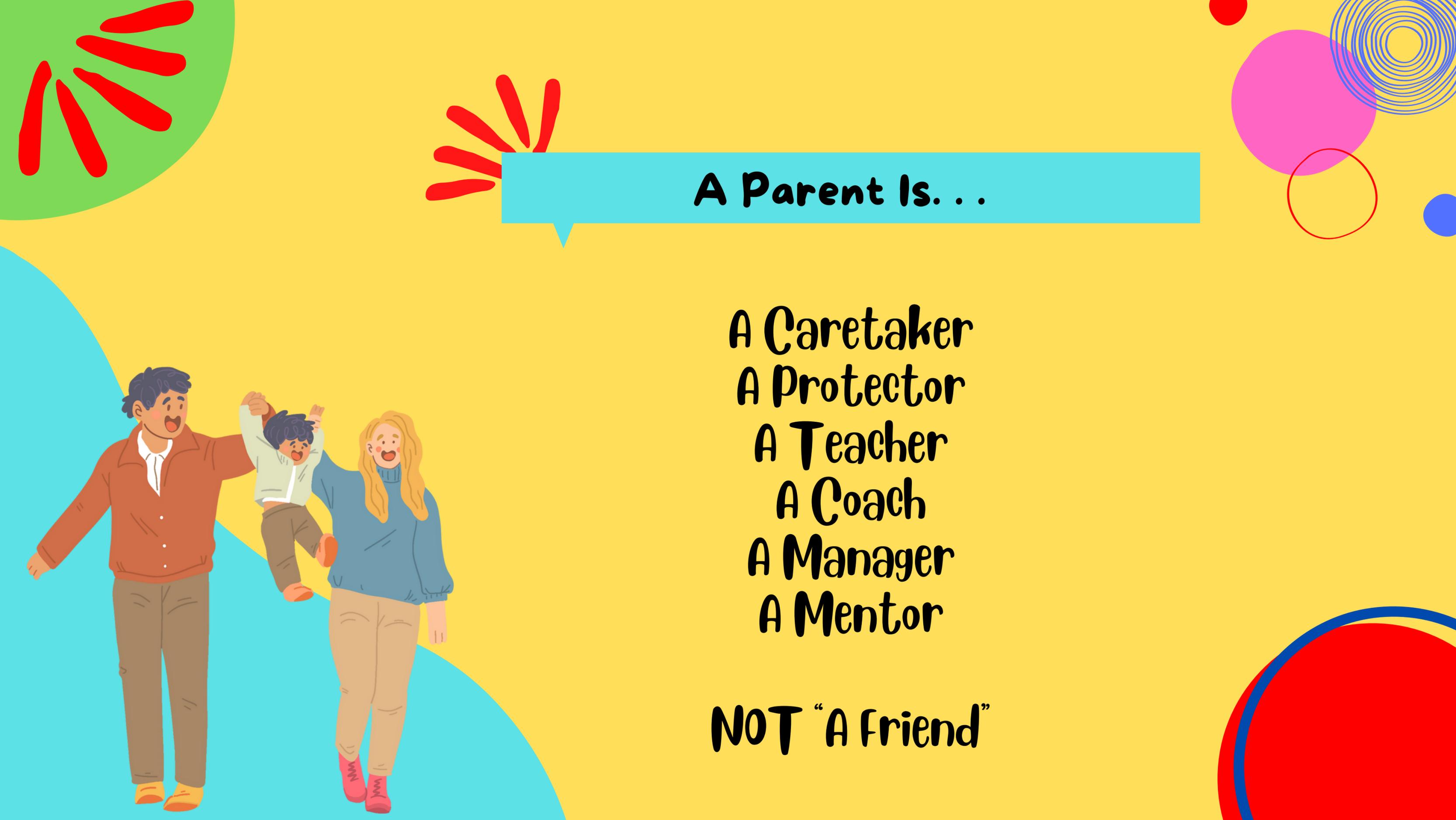
Work



Time Management
Work Boundaries
Breaks

BlessingManifesting





A Parent Is...



**A Caretaker
A Protector
A Teacher
A Coach
A Manager
A Mentor**

NOT "A Friend"

CREATING A PARENTING FRAMEWORK.

Parenting is the
practice of
developing a human being.



Who Do I Want My Child to Become?

What Do I Want My Child to...

Value?

Feel?

Think?

Show?

Be Able to Do?

How will I TEACH?

Discipline is a method of teaching. . .

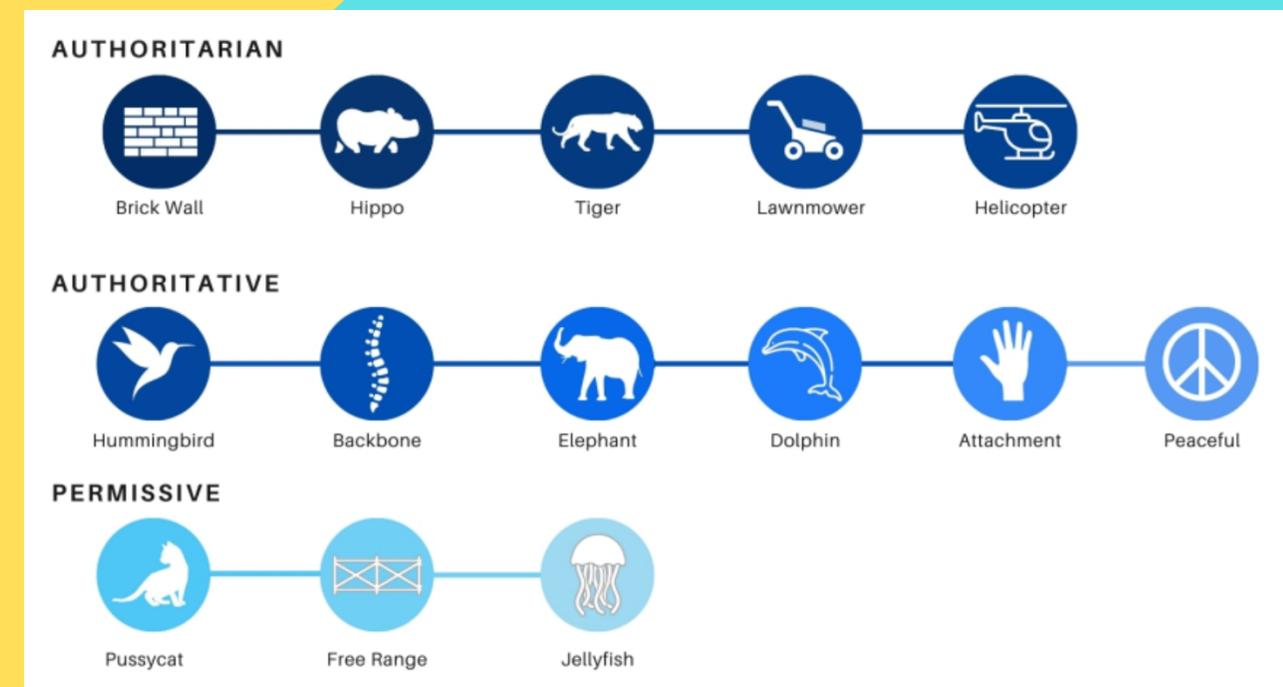
- Skills
- Values



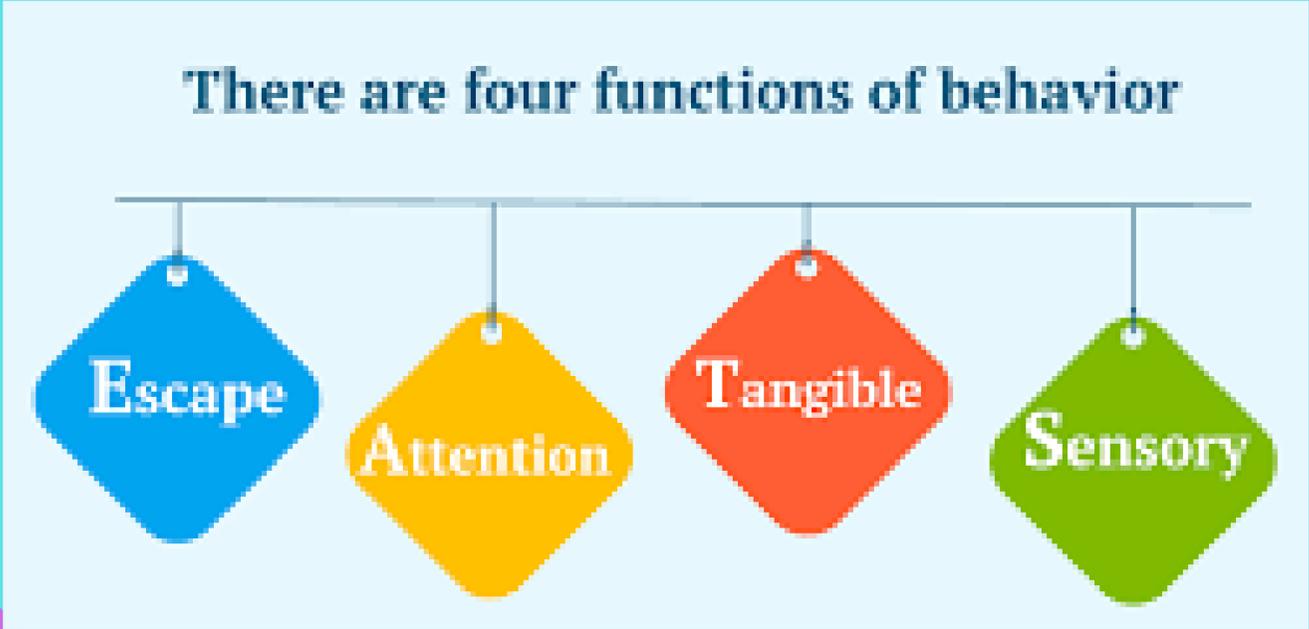
Parenting Styles



Parenting exists on a continuum



Behavior is Communication



I Can't
I Need
I Want

DEVELOPMENTAL STAGES

Piaget's Stages of Cognitive Development



Sensorimotor Stage
Birth to 2 yrs



Preoperational Stage
2 to 7 yrs



Concrete Operational Stage
7 to 11 yrs



Formal Operational Stage
12 and up

DEVELOPMENTAL STAGES

THE KEY COMPONENTS OF ERIKSON'S MODEL OF HUMAN DEVELOPMENT



Infancy:
Trust vs. Mistrust



Preschool Years:
Initiative vs. Guilt



Toddlerhood:
Autonomy vs.
Shame and
Doubt

Adolescence:
Identity vs. Role
Confusion



Early
School Years:
Industry vs.
Inferiority

Middle Adulthood:
Generativity
vs. Stagnation



Young Adulthood:
Intimacy
vs. Isolation



Late Adulthood:
Integrity vs.
Despair

Source: Financial Express

Does Your Child Possess Behavioral Skills?

- Flexibility
- Adaptability
- Frustration Tolerance
- Problem Solving



A child's behavior usually tells you more about what they're going through as opposed to what they're trying to put you through.

Kids Do Well If They CAN



FIRST - CONNECT - EMPATHIZE



Shift from REACTIVITY to RECEPTIVITY.

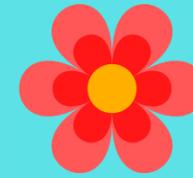
Set stage for effective Co-Regulation.

Strengthen Relationship. Strengthen Trust. Strengthen Neurocognition.

Calm Your Self - tone & body.
THINK / ASK
WHY is my child acting this way?
WHAT does s/he need from me ?
WHAT do I need to teach?



READY...SET...REGULATE



Take a Deep Breath

Smell the flower



Blow the pinwheel



BUMBLEBEE BREATHING



Upstairs RESPONSIVE

THINK before
we ACT



Self-Awareness



empathy



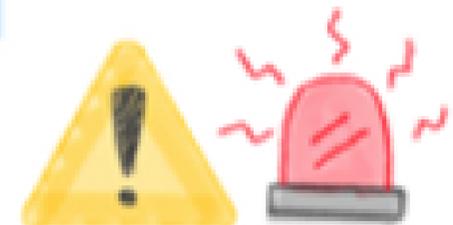
FOCUS



Decision Making

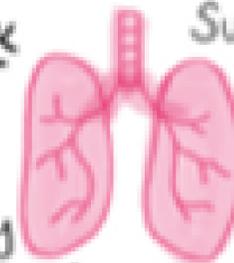
Downstairs REACTIVE

ACT before
we THINK



Survival & Safety

Bodily Functions



big emotions



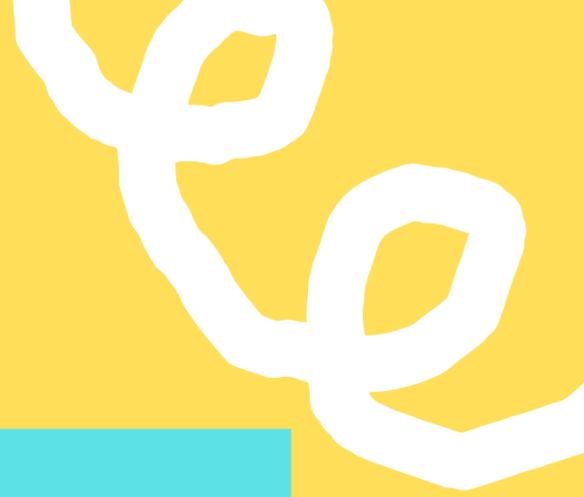
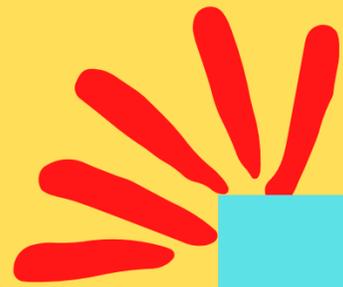
FIGHT

FLIGHT

FREEZE

*Ref: Dan Siegel and Tina Bryson; The Whole Brain Child

*Illustrated by: Jessica Angus



INSIGHT - EMPATHY - REPAIR



INSIGHT - TEACH EMOTIONAL SELF-AWARENESS

DEFINE KID CONCERNS

WONDER ALOUD - ASK QUESTIONS - 5 FINGERS

REFLECTIVE LISTENING - VALIDATE & MIRROR

CLARIFYING STATEMENTS - NONJUDGEMENTAL OBSERVATIONS

SENTENCE STEMS:

- I notice that. . .
 - Name the behavior
 - Share your observation
- I wonder if. . .
 - Identify emotions and possible reasons
 - Share your own experience in similar situation
- What do you think?
 - Ask child their viewpoint
- Thank you for sharing
 - Validate child's perspective



EMPATHY - TEACH SOCIAL AWARENESS DEFINE ADULT CONCERNS

- Offer adult perspective of situation and share concerns related to safety, child's well-being and/or well-being of community.
- Connect concerns to expectations or community contract/social norms
- Set Stage for Problem Solving



REINFORCE FAMILY VALUES - EXPECTATIONS

My concern is...

Name behavior

DePersonalize behavior

This behavior can cause...

Name possible impact of behavior on child and others

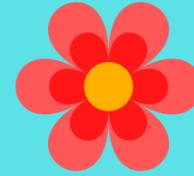
In our home/family, it's important that we all..

Explicitly state the expectation

Explicitly restate the reason behind the expectation

Do you have questions? Can you tell me in your own words?

Ensure child understands

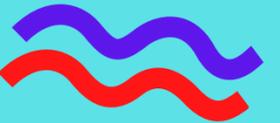


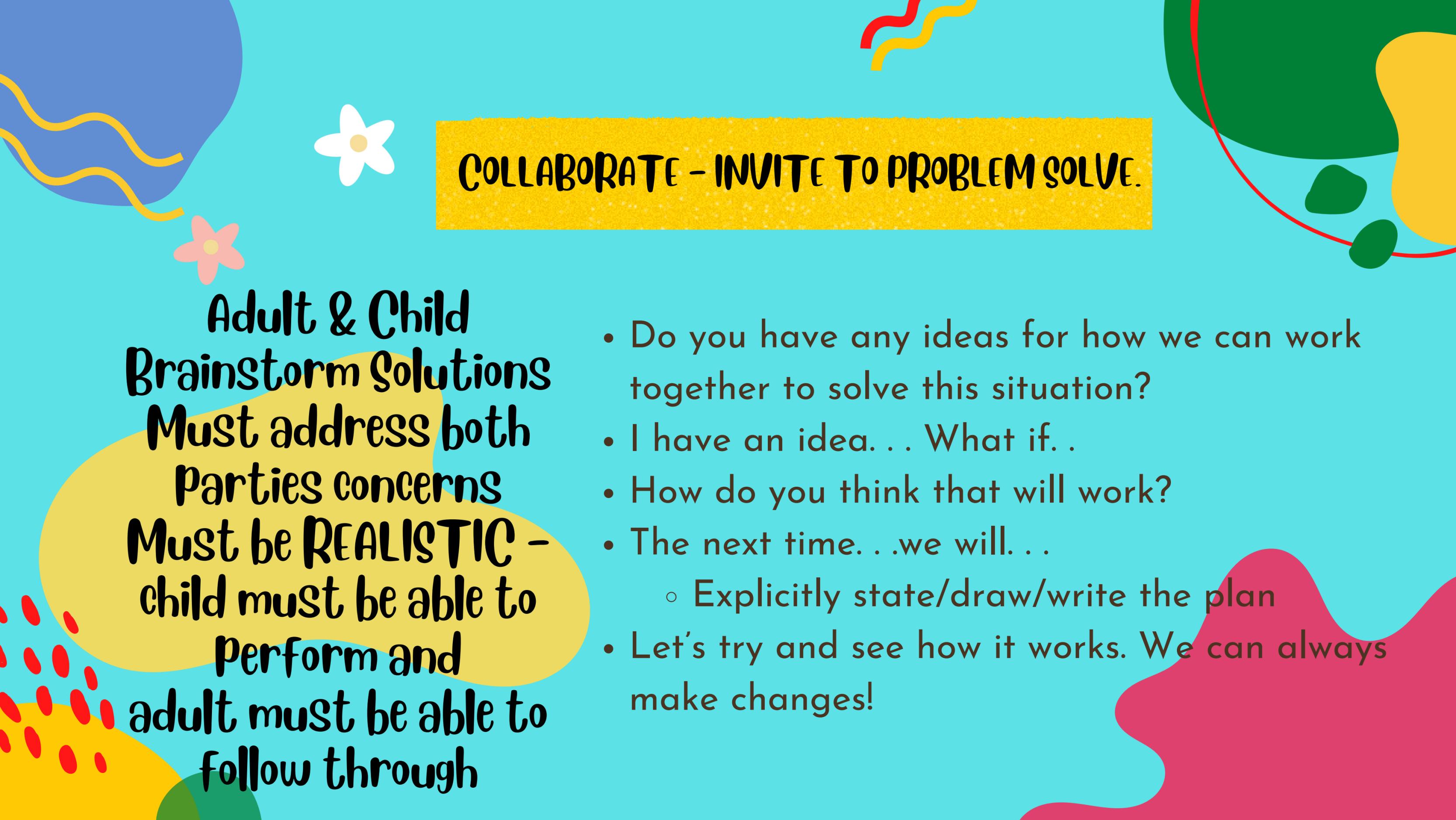
REPAIR - TEACH RESPONSIBILITY

The goal of discipline is to teach. How will our children learn to apologize, acknowledge their impact on others and take responsibility for their actions if we do not show them how?



REPAIR A RUPTURE ASAP

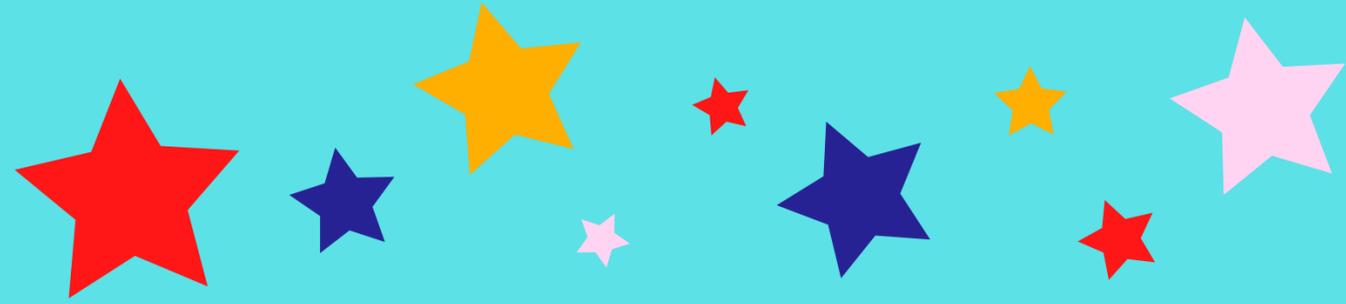
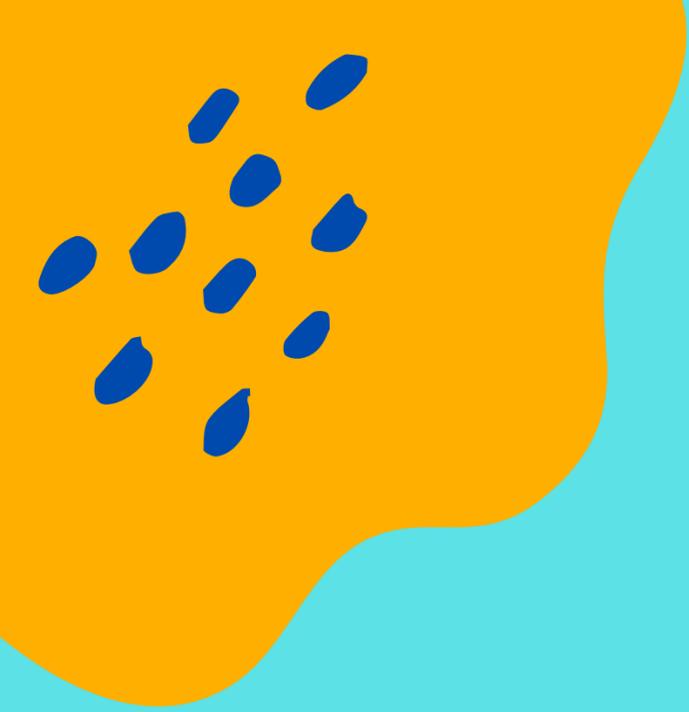




COLLABORATE - INVITE TO PROBLEM SOLVE.

Adult & Child
Brainstorm Solutions
Must address both
Parties concerns
Must be REALISTIC -
child must be able to
perform and
adult must be able to
follow through

- Do you have any ideas for how we can work together to solve this situation?
- I have an idea... What if..
- How do you think that will work?
- The next time...we will...
 - Explicitly state/draw/write the plan
- Let's try and see how it works. We can always make changes!



Let's Practice!

