

# POSITIVE PARENTING: STRATEGIES FOR BUILDING PARENTING SKILLS AND EFFECTIVE DISCIPLINE

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## Challenges in Raising Children Today

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- Increasing diversity of families
  - ▣ Divorce and remarriage
  - ▣ Single parent families
  - ▣ Maternal employment
  - ▣ Gay and lesbian families
  - ▣ Multiple ethnic and cultural backgrounds
  - ▣ Children with chronic conditions & special needs

## Effects on Children's Adjustment

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- Challenges of divorce, single parenthood, etc. create additional stressors on families and can disrupt parents' caregiving practices
- As a result, children are at increased risk of adjustment difficulties
- Some children experience more lasting difficulties – emotional, academic, relationships with peers, etc
- Overriding factor in children's positive adjustment: **Authoritative parenting**

## Dimensions of Authoritative Parenting Style (Baumrind, 1971, 1991)

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- **Responsiveness**
  - Warmth and involvement
  - Sensitive to the child's needs
  - Provide positive attention for acceptable child behavior
  - Give reasons for expected behavior
- **Structure and Control**
  - Set expectations at child's level
  - Set limits on acceptable behavior
  - Provide predictable consequences for child's behavior
  - Use firm but nonviolent discipline

## Baumrind's Parenting Styles (1971; 1991)

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Child-rearing Style	Responsiveness	Structure and Control
★ <b>Authoritative</b>	<b>Hi</b>	<b>Hi</b>
<b>Permissive</b>	<b>Hi</b>	<b>Low</b>
<b>Authoritarian</b>	<b>Low</b>	<b>Hi</b>
<b>Uninvolved</b>	<b>Low</b>	<b>Low</b>

★ Associated with most positive child adjustment (e.g., self-esteem, mood, cooperativeness, school achievement)

## Growth of Parent Training Programs

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- Research showing the beneficial effects of **authoritative parenting** for normative families led to development of parent training programs to strengthen parenting for children with:
  - ▣ Oppositional, disruptive, or aggressive behavior
  - ▣ Developmental disabilities or health problems
  - ▣ Child abuse or neglect
  - ▣ Family stresses due to divorce, single-parenthood, poverty, or other risk factors

## Goals of Today's Presentation

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- Describe and illustrate key elements in authoritative parenting
- Review effective strategies for teaching parents authoritative parenting skills
- Consider similarities and differences in the use of authoritative parenting across children's ages and family contexts
- Discuss applications by parent educators



## Translating Authoritative Parenting into Effective Parenting Skills

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	Goals	Objective behavior
Responsiveness	Warmth Acceptance Sensitivity to child's needs	Positive attention skills: <ul style="list-style-type: none"> <li>- Praise &amp; hugs</li> <li>- Listening &amp; reflecting child's speech</li> <li>- Describing child's behavior</li> <li>- Following child's interests</li> <li>- Spending time playing with child</li> </ul>
Structure and Control	Set realistic expectations Set limits on acceptable behavior Provide predictable consequences Use firm but non-violent discipline	Discipline skills: <ul style="list-style-type: none"> <li>- Active ignoring of mild inappropriate behavior</li> <li>- Identifying house rules for expected behavior</li> <li>- Clear, direct instructions</li> <li>- Monitoring the child's behavior</li> <li>- Logical consequences</li> <li>- Quiet chair or time-out</li> <li>- Point charts</li> </ul>

## Research Findings on Effective Parent Training Programs (Kaminski et al., 2009)

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- Components associated with better parent or child outcomes with clinical populations
  - ▣ Teaching parents to **interact positively** with their children and provide positive attention
  - ▣ Teaching parents **relationship-building communication** skills
  - ▣ Teaching parents **consistent disciplinary** responding
  - ▣ Teaching parents to use **time-out**
  - ▣ Having parents **practice with their own child** during the parent training sessions

## Examples of Effective Parent Training Models Used in Today's Presentation

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Program Name and Developers	Age Range	Resources for Training Materials
<b>Parent-Child Interaction Therapy (PCIT)</b> Sheila Eyberg	2 – 7 years	-McNeil & Hembree-Kigin (2010). <i>Parent-Child Interaction Therapy: Second Edition.</i> (for therapists) -"Tips for children" at <a href="http://www.apa.org/divisions/div37/resources.html">http://www.apa.org/divisions/div37/resources.html</a> (for parents)
<b>Helping the Noncompliant Child (HNC)</b> Rex Forehand & Robert McMahon	3 – 8 years	-Mc Mahon & Forehand (2003). <i>Helping the Noncompliant Child: Second Edition.</i> (for therapists and paraprofessionals)
<b>Oregon Model of Parent Management Training (PMTO)</b> Gerald Patterson	Adolescents, also applied to younger children	-Patterson & Forgatch (2005). <i>Parents and Adolescents Living Together. Part 1: The Basics (Second Edition).</i> (for parents)

## Reasons for Choosing PCIT, HNC, and PMTO Models for Illustration

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- Strong research evidence on their effectiveness as parent training approaches
- Include the components found to be most effective in changing parent and child behavior for children with behavior problems
- Have also been applied successfully in preventive work with families outside the clinical setting
- Span children of differing ages and developmental levels

## Social Learning Principles as a Base

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- Social learning principles focus on the influence of the social environment on an individual's overall adjustment
- Children (and adults) learn to respond in characteristic ways to situations as a function of the immediate **antecedents** and **consequences** of their behavior
  - To **increase** a certain behavior, you **reward** it
  - To **decrease** a certain behavior, you **ignore** or **punish\*** it
  - To help develop a behavior, you provide **clear cues** before the behavior and tie them to **consistent consequences**

\* punish = a non-preferred event, such as removal of a privilege, NOT physical punishment

## Social Learning Rule #1: Parent Attention Can Have Both Intended and Unintended Effects

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### To increase desired behavior, "catch your child being good"

- Child picks up toys when asked
  - ▣ Parent: "Thank you for being so helpful!"
  - ▣ Child more likely to pick up toys.
- Child coloring
  - ▣ Parent: "You're making a tree and coloring it green."
  - ▣ Child likely to keep coloring.

### Unintentional effects of criticism and "leaving well enough alone"

- Child continues playing when asked to pick up toys
  - ▣ Parent: "Why don't you ever help me?"
  - ▣ Child likely to whine or protest.
- Child coloring
  - ▣ Parent provides no attention while child occupied.
  - ▣ Child less likely to keep coloring.

## Social Learning Rule #2: Ignoring is an Active Procedure that Takes Time and Patience

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### Decide which behaviors can be ignored, & do so consistently

- Attention-seeking behaviors
  - ▣ Whining, nagging, temper tantrums
  - ▣ NOT harmful behaviors
- How to ignore
  - ▣ No eye contact, facial expressions, or gestures
  - ▣ No talking
  - ▣ No physical contact

### How to make ignoring effective

- Start ignoring as soon as the inappropriate behavior occurs
- Stop ignoring as soon as the behavior stops
- Combine ignoring of undesired behavior with positive attention to desired behavior – essential to make ignoring effective!

## Social Learning Rule #3: Teach Desired Behavior with Clear Instructions and Consistent Follow-Through

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### Set up for success by providing clear instructions

- Be sure your child knows what you expect, for example:
  - "Put your shoes on," rather than "get ready to go."
  - "That is hitting the cat. It's not okay to hit the cat."
- Explain what will happen before starting a new procedure, for example:
  - "If you don't put your shoes on, we can't go to the park."
  - "If you hit the cat, you will have to sit in the Quiet Chair until I tell you time is up."

### Provide consistent consequences for child behavior

- Watch to see what your child does, so you can follow through
- Provide warm positive attention whenever your child complies – this strengthens the desired behavior
- Stay calm, and provide predictable consequences when you child does not comply – this weakens the undesired behavior
- Plan ahead to be sure you are prepared to follow through before giving an instruction

## Translating Authoritative Parenting into Effective Parenting Skills

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	Goals	Objective behavior
Responsiveness	Warmth Acceptance Sensitivity to child's needs	Positive attention skills: - Praise & hugs - Listening & reflecting child's speech - Describing child's behavior - Following child's interests - Spending time playing with child
Structure and Control		

First, let's look at how Positive Attention Skills are taught in Parent Training Programs...

## Positive Attention Skills for Use with Young Children (Practice in a Play Situation)

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### Parent-Child Interaction Therapy (PCIT) – ages 2-7

- **Praise**
- **Reflection**
- **Imitation**
- **Describe**
- **Enthusiasm**

### Helping the Noncompliant Child (HNC) – ages 3-8

- **Attends**
  - ▣ Describe child's behavior
- **Rewards**
  - ▣ Physical attention
  - ▣ Verbal Praise

#### Guidelines for Practicing Positive Attention:

1. Follow the child's lead during play.
2. Provide frequent positive attention for acceptable behavior.
3. Selectively ignore mild inappropriate behavior.
4. Reduce commands, questions, and criticisms.
5. Stop the play if play is dangerous or destructive.

## Teaching Parents Positive Attention Skills in PCIT

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Praise  
Reflection  
Imitation  
Description  
Enthusiasm

- **Initial Didactic Session with Parent**
  - ▣ Introduce and model PRIDE skills
  - ▣ Describe rationale for each skill
  - ▣ Role-play use of skills with the parent
  - ▣ Provide handout and assign home practice (5 minutes/day)
- **Coaching Sessions with Parent and Child**
  - ▣ Parent and child play, while therapist provides immediate feedback and support
  - ▣ Examples: "Great behavioral description!"  
"Good letting her know exactly what you like."  
"He really likes your attention."  
"Just ignore that...now he's playing nicely, so think of something to praise."
  - ▣ Continue coaching sessions until parent demonstrates skills at a high level and parent-child relationship improves

## Teaching Parents Positive Attention Skills in HNC

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Attends

Rewards

Ignoring

- Parent and child present for all sessions
- Therapist introduces the skill and demonstrates through modeling and role-playing
- Parent practices skill with therapist
- Child is taught skill
  - ▣ Therapist and parent explain and model skill
  - ▣ Child repeats skill verbally
  - ▣ Parent and child role-play skill
- Parent practices skill with child (therapist provides cues and feedback)
- Parent practices skill with child (no therapist feedback)
- Parent is given handout describing the skill
- Home practice assigned (10-15 minutes/day)
- Continue sessions until parent demonstrates skills at a high level and parent-child relationship improves

## Translating Authoritative Parenting into Effective Parenting Skills

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	Goals	Objective behavior
Responsiveness		
Structure and Control	Set realistic expectations Set limits on acceptable behavior Provide predictable consequences Use firm but non-violent discipline	Discipline skills: <ul style="list-style-type: none"> <li>- Active ignoring of mild inappropriate behavior</li> <li>- Identifying house rules for expected behavior</li> <li>- Clear, direct instructions</li> <li>- Monitoring the child's behavior</li> <li>- Logical consequences</li> <li>- Quiet chair or time-out</li> <li>- Point charts</li> </ul>

Now let's look at how Discipline Skills are taught in Parent Training Programs...

## Discipline Skills for Use with Young Children (Practice “Listening and Minding”)

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Discipline Skills modified from PCIT and HNC to be appropriate for children without serious behavior problems

(refer to handout)

- Giving effective commands
- Following through on commands
- Quiet chair

### Guidelines for Practicing Discipline Skills:

1. Parent tells child it is time to practice listening and that, if the child listens well, he can continue to play.
2. Provide frequent positive attention for acceptable behavior.
3. Approximately once per minute, give an effective command and follow through.
4. Go back to play between commands.

## Planning for Skills Transfer to the Home

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- Have parents practice skills at home 5- to 15-minutes/day while learning skills
- After parents demonstrate skills in session, help them set up “house rules” and develop a plan to handle remaining problems
- Arrange a public outing for parent to practice skills with child while therapist coaches
- Provide parents with suggestions for other discipline tools, such as:
  - Sticker or point charts
  - Removing fun time or toys briefly for inappropriate behavior
- Encourage parents to apply the skills they have already learned as they encounter new situations
- Encourage parents to contact a therapist if they have further questions or concerns



## Parent Training with Adolescents

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- What is unique about parent training with adolescents?
  - ▣ Teens spend much more time without adult supervision
  - ▣ Teens need to have input in setting rules
  - ▣ Parents can no longer enforce rules, but instead need to negotiate
  - ▣ Instead of practicing skills with the youth in parent training sessions, the parent learns the skills by role-playing with the trainer

Teens, like younger children, do best with Authoritative Parenting.  
Let's review Parent Training for parents of teenagers.

## Applying Positive Attention Skills with Adolescents (PMTO)

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### Social rewards for teens

- Praise & approval
- Smiles, head nods, hugs
- Listening
- Bragging about teen in front of others
- Spending time together
- Doing things the teen chooses

### Nonsocial rewards for teens

- Money (allowances)
- Special foods
- Extra TV or computer time
- Having friends over
- Use of the car
- Spending unsupervised time with friends

As with young children, positive attention should be given:

1. Frequently and for small steps, especially when strengthening a new behavior
2. During or after the desired behavior

## Identifying House Rules for Expected Behavior with Teens (PTMO)

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- Each family should establish its own set of 5-10 house rules. Family members are more likely to cooperate if they help negotiate the house rules. Examples:
  - If you make a mess, you clean it up.
  - Ask before borrowing things that belong to others.
  - Family members are required to speak courteously to each other.
  - Going out on school nights must be negotiated in advance. All schoolwork must be caught up.
  - Only same-sex peers are allowed in the house without an adult present.

## Setting up Point Charts to Encourage Behavior Changes (PMTO)

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- Track behaviors you want to change
  - Select 1-2 specific behaviors of concern and define what you want to stop and the positive alternative. Examples:
    - Being late/being on time
    - Teasing siblings/being nice to siblings
  - Track the behaviors for a few weeks, and let your teen know what you are doing and why.
- Set up a point chart for the teen to earn a reward for completing desired behaviors.

## Applying Discipline Skills with Teens (PMTO)

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- PMTO recommends several options of punishers for use with teens, when parent instructions are not effective. Detailed steps are provided for each procedure in *Parents and Adolescents Living Together*.
  - ▣ The 5-minute work chore (e.g., fold laundry, clean kitchen sink)
  - ▣ Longer work chores for more serious problems
  - ▣ Fines
  - ▣ The “nap” – have teen go to his room and rest for a few minutes

## Take Home Messages

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- **Authoritative Parenting** plays a crucial role in fostering positive adjustment in children and adolescents
- Parent training in clinical settings has been shown most effective when it focuses on
  - ▣ **Positive attention** and relationship-building skills
  - ▣ **Consistent disciplinary responding**, including time-out
  - ▣ **Practice** with their own child **during sessions**
- Parent Educators are in an excellent position to extend the benefits of parent training to many more families through prevention & support programs

## Questions and Discussion

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- Thank You, LAPEN!!
  
- For further information, you may contact me at [kbudd@depaul.edu](mailto:kbudd@depaul.edu)

