Thursday 4/10 from 5:30 - 7:15ish;

5:30 - 6:00     Dinner – Please come for dinner!

6:00 - 6:15     Family Play Activity – elephant and peanuts!

6:15 - 6:20     Book reading –Larissa Peppinsmith

6:20 - 7:15     Children in Transition - How they react to stress - Heather's talk

7:15 - 8:00    Nursing Students

Outline

Ask these questions:

* What do **kids** needs to be healthy academically, mentally, physically?
* What do parents need to do to **help** their kids be healthy?

Talk about parenting styles

* Support and control – child need both!
* Authoritative, Authoritarian, Permissive, Neglectful
* Don’t take an on-line quiz, think about what your usually do, and how you react to your child’s requests or behaviors
	+ Firm control , Recognize individuality rules for future behave, Rational discipline good communication, Not overly restricting Don’t expect unquestioned obedience, Don’t expect child to read parents mind
* Parenting styles, coping skills and strategies for socialization (try to get kids to do what we want, so they want to do it!)
	+ Difficult to focus on parenting when your coping skills are taxed, have student role-play actions!
	+ Four pluses and a wish: motivate compliance How might this work for…
		- Night time? Clean up? Homework?
		- Plus 1: Smile
		- Plus 2: Relaxed body language
		- Plus 3: Say the child’s name
		- Plus 4: Pay a compliment
		- Wish: Make request
	+ Understanding Misbehaviors
		- Goal 1: Behavior designed to Gain Attention – does the child feel sense of belonging? Give attention when they are doing something positive!
		- Goal 2: Behavior designed to Gain Power – are you giving the child choices? Do you want to wear the red shirt or yellow shirt today?
		- Goal 3: Behavior related to Goal of Revenge – how do you respond to hurt, children are watching you! Did you do that to your brother’s block tower to get my attention?
		- Goal 4: Behavior that reflects Display of inadequacy – despair, and what’s the use, their behaviors have gone unnoticed for so long, they keep doing what they do! Do all of the above!
* Use active listening!
	+ - Mirroring back what the child has said, especially when child gets the “gimmes” “It sounds like you really want another piece of candy”
		- BEWARE Communication road-blocks (Name calling, judging, ordering, warning)
		- I-messages “I feel \_\_\_\_ when you \_\_\_\_”
			* When I realized that you had used my cell phone without asking me first I felt worried because I didn’t know where it was and I thought I would have to get another one.
			* Feeling of sender, behavior, effect of behavior to sender
* Induction: consequences to self and others *Should do* rather than *should not do* “you should walk by me so you don’t fall”
	+ What are some other examples?
* Natural/Logical consequences
	+ - Natural: only used when safety is not an issue
		- Logical: “you can do A, but if B happens you must stop A” “you can play with these toys but if you and your brother start fighting over them, I’m going to take them away”
* What’s the problem with punishment?
* How to praise!
	+ How do we praise children? Good job, you’re so smart! What are we telling children when we say good job?
		- **Praise Junkies**: rely more on adult evaluations than their onw
		- **Pleasure**: Saying good job judges them
		- Interest: people loose interest in activities they have been praised. Instead of motivating a child to engage in an activity, praise motivates a child to get more praise.
		- **Achievement**: children who are praised for creative tasks tend to stumble at the next task. This may be because of the pressure created to continue to keep up the good work, and because the child has lost interest. In addition, children who are praised are less likely to take risks, as they may fear they won't receive positive feedback
	+ Praise should be
		- **Specific** – not global, you worked so hard on your homework project tonight, I’m so glad you took the time.
		- **Sincere** – tell them the truth! – I bet that took a long time to create that bracelet, I love the colors you used.
		- **Real** – avoid use empty praise – thank you for putting your shoes away!
		- Scaled back – Danger of overpraise – Parents are the praise junkies, not the kids!
		- **Focused on process** – It’s all about the journey “tell me about this picture you painted, I see you used a lot of green and blue circles”
		- **Tied to present** NOT future achievement
		- **Deserved** – give praise when they deserve it! “I’m so proud of your report card, you really worked hard in Art class this semester and it shows”
		- **Combined with criticism/feedback** – “So proud of your grades, but I see that we need to work harder to bring up your grades in English, how are you doing in that class?”
		- **Let child shine, and praise when they have succeeded**! Allow mastery and praise children for successes

When CURA analyzed what practices contributed to the success of these children, they noted:

* Parental closeness with their children and involvement in children’s education
* High-quality relationships with teachers in special intervention support programs
* One-to-one relationships between tutors and children
* Relationships with competent and caring adults