

CCEI4006- Positive Guidance, Part 6: Working with Parents - Handout

Welcome to CCEI4006

Upon successful completion of this course, participants will be able to identify strategies for sharing positive guidance principles and methods with parents. This course focuses on effective communication methods and practical tools intended to promote the use of positive guidance in the home as well as the child care environment. Emphasis is placed on the challenge of sharing positive guidance methods while respecting family values and goals.



Course Objectives:

- Identify the roles of parents and child care providers in providing guidance to children
 - Identify appropriate communication strategies for working with parents
 - Identify child development information to share with parents
 - Explain why it is important for children to develop trust during infancy
 - Define *self esteem*
 - Identify the goals of positive guidance
 - Define *autonomy*
 - Identify major principles of the *positive guidance* philosophy
 - Identify recommended methods for addressing common parenting challenges
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References:

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- Beaty, Janice. *Skills for Preschool Teachers, 9th Edition* (2012). Pearson.
- Herr, J. *Working with Young Children, 7th Edition*, 2012. Goodheart-Wilcox Company.
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- Barakat and Clark (2007). *Positive Discipline and Child Guidance*. Human Development and Family Extension: University of Missouri, Columbia.
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Parents: Children's First Teachers

Many parents understand that it is their responsibility (as well as their desire) to teach their children about:

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Whether they realize it or not, parents also strongly influence children's:

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As we look and marvel at what we may consider to be "successful" people, there is often a common thread:

So, What Is the Point?

Communicating with Parents

This course focuses specifically on sharing **positive guidance** methods with parents. Here are two reasons:

- 1.
- 2.

Don't Overstep Your Boundaries

It is not a child care provider's job to:

Maintain a Positive Relationship

What should do and what should you not do in order to help maintain a positive relationship with parents?

What if a parent insists that you do something with which you don't agree?

Is punishment ever appropriate? Should a caregiver punish a child if a parent requests it?

How, What, and When to Share Guidance Methods with Parents

Handouts

Workshops

Reading recommendations

Guidance Tip of the Week (or Month)

Important Points about Child Development



Try This!

Piaget Demonstrations

Many early childhood professionals are familiar with the work of developmental psychologist Jean Piaget (1896–1980) and his Stages of Cognitive Development. Among other things, Piaget's work shows that young children lack certain cognitive (mental) functions that adults often take for granted.

In her book *Positive Discipline for Childcare Providers*, Jane Nelson recommends the following simple demonstrations to help parents (and center staff) understand differences between children's and adults' brains:

1. Take two balls of clay that are the same size. Ask a three-year-old whether they are the same. Make adjustments by taking clay from one ball and adding it to the other until the child agrees that they are the same size. Then, right in front of her, smash one ball of clay. Then ask her whether they are still the same. She will say no and will tell you which one she thinks is bigger. A five-year-old will tell you they are the same and can tell you why.
2. Find four glasses: two glasses that are of the same size, one glass that is taller and thinner, and one glass that is shorter and fatter. Fill the two glasses that are the same size with water until a three-year-old agrees they are the same. Then, right in front of her, pour the water from one of these glasses into the short, fat glass and the other one into the tall, thin glass. Then ask her whether they still hold the same amount of water. Again, she will say no and will tell you which glass she thinks contains the most water. A five-year-old will tell you they contain the same amount and can tell you why.

The Mistaken Goals of Misbehavior

Slow Brains

Respect Different Priorities

Positive Guidance Basics

Goals

Trust

Why is it important for children to develop trust during infancy?

Self Esteem

Define *self esteem*:

Self Confidence

What is the difference between *self confidence* and *self esteem*?

Autonomy

Define *autonomy*:

What should a parent do if a child asserts his or her independence by sounding rude or disrespectful?

Good Decision Making



Important Fact

It is important to focus more on:

Positive Guidance Principles

Be a Model

Children learn most of their language, manners, and morals by:

Respect the Child

Offer Choices

Why is it important to offer choices?

Focus on Consequences, Not Punishment

Consequences should be:

What is the difference between consequences and punishment?

Focus on Solutions

More Action, Less Words

Get Children Involved

Try This!

Draw It and then Do It

Jane Nelson, author of the *Positive Discipline* series, recommends inviting children to make illustrations of the various steps or tasks involved in a routine. Parents can draw the steps, as well, with as much input from the child as possible.

Post the illustrations in a prominent place. When the child “steps out of line,” or gets distracted, the parent can divert the child’s attention to the illustration and say, “What’s the next step?” or “What should we be doing right now?”

Let the routine be the boss!

Positive Guidance Solutions for Common Problems

Eating

Reasonable, Wise Choices

Get them Involved

Routines

Time Limits

Listening

Active Listening

Be Respectful

Be Quiet

Separation Anxiety

Toilet Training

Peer Pressure and Role Models

Tantrums