



Parenting Within REACH: Achieving Emotional Wellness For the Children and the Youth

**PPS-PSCAP Task Force on Mental
Health for Children and Youth**



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Positive Parenting Styles



Positive Parenting Styles

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Strategies for Young Children < 10 Years Old

Problem Behaviors

- The roots of antisocial behavior often are found in a child's temperament.
 - "difficult" temperaments early in life. :
 - these children are usually restless, intense, distractible, and moody, tend to sleep irregularly, and to have problems adjusting to changes.
- Parenting a temperamentally difficult child is not an easy process and many parents fall into unwise parenting practices, known as "traps."

Parenting Traps

- **Negative Reinforcement Trap**
 - occurs when a parent issues a direction to a noncompliant child and the latter responds by whining, protesting, or refusing to comply with the direction.
 - A parent may “give in” or “give up” by withdrawing the direction, to stop the child’s protesting or to complete the task more quickly.
 - doing so unintentionally reinforces the behavior that the parent is attempting to avoid.
 - The child learns that loud protestation and defiance nullify undesirable parental directions

Parenting Traps

- **Positive Reinforcement Trap**
 - **oppositional behavior is reinforced because a parent responds with attention most frequently when the child misbehaves**
 - **parental attention in response to undesirable behavior creates problems rather than solves them**

Parenting Preschool Children

- **parents must provide control for children because children have not yet learned how to behave appropriately in different settings**
- **parents must structure the child's environment to encourage appropriate behavior, and discourage negative behavior**
- **parents must also provide consistent positive or negative consequences for the child's appropriate and inappropriate behaviors**
- **parents are important role models for appropriate behavior and self-control**

Some Behavioral Strategies

1. Catch your child being good

- monitor and describe your child's appropriate behavior as you go about your daily routine
- parents' positive attention during play helps reduce their child's future negative behavior
- **Examples**
 - “You are making such a tall building with your blocks and playing so quietly.”
 - “Our shopping trip is really pleasant today because you were very grown up in agreeing to buy just one toy.”
 - “You were very mature in accepting that you did not win in the game during the birthday party!”

2. Be clear about what you want your child to do.

- Children often appear disobedient when actually they might not understand what is being asked.
- Parents also have a tendency to make suggestions which imply a choice, when they really expect the child to obey without question.
- State it firmly and directly

2. Be clear about what you want your child to do.

- Example,
 - Instead of saying “magpakabait ka” say:
“Shouting and hurting other people are not allowed”
 - “Please clean up your room.” versus “Please put the clothes that are lying on the floor in the hamper.”
- You must state those directions in clear, simple language that is not embedded in a lot of other information.
- To complete a complicated task, try breaking it down into smaller steps, and give the child only one step to complete at a time.

3. Ignore low-level, annoying behavior

- Best way to decrease many negative behaviors is to simply withdraw attention
- Remember: the behavior gets worse before it gets better, because children always try to determine what it takes to get a response
- Ignoring is not appropriate for many aggressive or dangerous behaviors which need an immediate response.

4. Use time-out for behaviors that can't be ignored.

- Time Out - means removing the child from the possibility of getting positive attention
 - Designated spot away from family activity
 - A special chair
 - A corner marked with masking tape
 - Or a safe, but boring room

5. Reason with your child only when the behavior is appropriate.

- **Do not try to reason with your child when he or she is engaging in negative behavior, and especially not when the child is on the way to time-out.**
- **Reasoning at a time of the misbehavior only serves to reinforce that behavior through your attention**
- **It is more effective to tell your child why you like the behavior when he or she has just engaged in the behavior**

6. Use charts and rewards for specific behaviors.

- Positive reinforcements
- To learn most quickly and effectively, preschool children must experience the consequences of their behavior immediately.
- Administer rewards and punishments quickly and often.

Important Parenting Alerts

- Extortion – demanding reward or privilege with threat if it is not given

“You better let me go to the movies or you’ll be sorry.”

- Bribery – asking for up-front payment for services

“Give me this and I’ll do what you want.”

- Trained non-compliance – to escape responsibility, a teen will make such a fuss when parents ask them to do something

Parenting Fundamentals

Giving Something	Taking Away Something	Changing the Environment	Teaching	Doing Nothing
<p><u>Rewarding</u> – giving something meaningful following a behavior to promote that behavior</p>	<p><u>Freeing</u> – Removing a painful or unwanted circumstance to promote a behavior</p>	<p><u>Environmental Control</u> – Changing a child’s environment to influence behavioral changes</p>	<p><u>Instruction</u> – Using explanations, prompts, corrections, and commands to promote a behavior</p>	<p><u>Ignoring</u> – Decreasing attention given to an unwanted behavior to eliminate it</p>
<p><u>Punishing</u> – giving something painful or unpleasant to discourage a behavior</p>	<p><u>Fining</u> – Taking away something meaningful to discourage a behavior</p>		<p><u>Modeling</u> – ‘Teaching by Example,’ or demonstrating a behavior resulting in promotion of that behavior</p>	<p><u>Natural Consequence</u> – Allowing the teen to experience ‘real-world’ effect of a behavior to discourage it</p>

Rewarding

Basic Reward

- Stuff
- Outings
- Classes
- Activities
- Privileges

Love Reward

- verbal praise
- affection
- attention
- laughter
- approval
- appreciation
- pleasant facial expression
- 1:1 time with parent

Rewarding: 4 Steps to Success

- 1. Identify the Basic Rewards**
- 2. Identify Desirable Behaviors**
- 3. Identify Undesirable Behaviors**
- 4. Deliver the Reward**

Rewarding: Common Mistakes of Parents

- 1. Rewarding undesirable behavior to get a teen off your back.**
- 2. Laughing at undesirable behaviors**
- 3. Rewarding a child for a behavior before it occurs**
- 4. Rewarding a teen when he or she demands a reward (Extortion)**
- 5. Using only Basic Rewards but no Love Rewards**
- 6. Giving attention reactively, no proactively**

Essential Ingredients for Effective Positive Reinforcement

- Contingent application of consequences
 - The reinforcer is provided when and only when the behaviour occurs.
- Immediacy of reinforcement
 - There is little or no delay between the behavior and the reinforcer.
- Continuous reinforcement
 - The behavior is followed by the reinforcer every time or almost every time it occurs during the early stages when behavior is being developed.
- Use of prompts
 - To be reinforced, the behavior must occur. To get the behavior to occur, prompts may be used in the form of modeling the behavior, providing verbal instructions, or actually helping to perform the task so the behavior can be reinforced.

Essential Ingredients for Effective Positive Reinforcement

- **Examples of when to give positive reinforcements:**
Include praising or providing tokens to children for:
 - **Saying or expressing anger verbally, rather than throwing things or hitting people when they are told “no”.**
 - **Playing cooperatively with a sibling, rather than arguing while watching television**
 - **Going to the teacher or bus driver when provoked or teased, rather than hitting the child who provokes them**
 - **Speaking calmly to a teacher when confronted or accused**

7. Spanking

- **Spanking is not effective in managing negative behavior**
- **Routine spanking rarely works to control negative behavior, for several reasons.**
 - **it provides a poor model for problem-solving and conflict resolution.**
 - **the child may come to fear or avoid the parent who spans.**
 - **it teaches the child only what you don't want, not what you do want.**

Parenting School-age Children

- Upon reaching 6 or 7 years of age, children have developed a better understanding of right and wrong.
- They begin to behave appropriately even when parents are not there to reward or punish.
- Beginning of true self-control or conscience.

1. Continue to notice and describe appropriate behavior.

- Important that the child continues to receive positive attention from you when he or she behaves appropriately.
- Remember to monitor his or her behavior and comment on the behaviors you like so those behaviors can be reinforced.

2. Continue to model appropriate coping skills.

- Many times negative behavior at this age results from the child being disappointed about an undesirable outcome, such as earning poor grades or losing a basketball game.
- Help the child expand his or her coping-skills by demonstrating positive coping strategies in response to stressful situations.

3. Reasoning is increasingly important.

- Reasoning grows increasingly effective and important in managing negative behavior as children develop during the elementary school years.
- Reason when appropriate behaviors occur, rather than around negative behaviors.
- Give a reason before your command, or immediately after the child has done what you asked

4. Let your child experience the natural consequences of his or her behavior when possible

- **The child who experiences negative consequences as a direct result of his or her behavior, is less likely to engage in that behavior in the future.**
- **This method helps children internalize control over their own behavior, and understand the consequences that occur naturally in society.**
- **It can also reduce the child's perception that you are being unnecessarily overprotective, overbearing or controlling**

5. Negotiate contracts with the child for specific negative behaviors.

- **Be sure to:**
 - **Clearly define what you mean by negative behavior.**
 - **Specify how many tokens will be removed for specific behaviors. It's best to keep this to one, or at the most, two tokens.**
 - **Be consistent in removing a token for each occurrence of misbehavior.**

5. Negotiate contracts with the child for specific negative behaviors.

- **Specific negative behaviors such as talking back, fighting with siblings, and using bad language, can be effectively controlled by simple contracts.**
- **The child should be able to exercise some control over rewards and punishments, although parents must always have the final word.**

Five Basics of Parenting Adolescents

1. Love and Connect

Teens need

- develop and maintain a relationship with them that offers support and acceptance
- accommodate and affirm the teen's increasing maturity.

Strategies for Parents:

1. Watch for moments
2. Acknowledge the good times
3. Expect increased criticism
4. Spend time just listening
5. Treat each teen as a unique individual
6. Appreciate and acknowledge
7. Provide meaningful roles
8. Spend time together

Key Message for Parents:

Most things about their world are changing. Don't let your love be one of them.

2. Monitor and Observe

- be aware of your teen's activities,
- less direct supervision
- more communication, observation, and networking with other adults.

Strategies for Parents:

1. Keep track of your teen's whereabouts
2. Keep in touch with other adults
3. Involve yourself in school events
4. Stay informed about your teen's progress
5. Learn and watch for warning signs
6. Seek guidance if you have concerns
7. Monitor your teen's experiences
8. Evaluate the level of challenge

Key Message for Parents:

Monitor your teen's activities. You still can, and it still counts

4. Model & Consult

Teens need parents to:

- Provide ongoing information and support around decision-making, values, skills, goals and interpreting and navigating the larger world.
- Teach by example and ongoing dialogue

Strategies for Parents:

1. Set a good example
2. Express personal positions
3. Model the type of adult relationships that you want your teen to have
4. Answer teen's questions
5. Maintain or establish traditions
6. Support teen's education
7. Help your teen get information
8. Give teens opportunities

Key Message for Parents:

The teen years: Parents still matter; teens still care.

As parents, set non-negotiable rules for important issues

Examples:

- 1. Safety**
- 2. Illicit Substances**
- 3. School**
- 4. Aggression & Violence**

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Happy Parenting!