



## Parenting Resources

### Books:

#### *The Tough Kid Parent Book*

William R. Jenson, Ginger Rhode, Melanie Hepworth Neville  
Sopris West, 2003

#### *The Power of Positive Parenting*

Glenn I. Latham  
Northwest Publishing, Inc., 1994

#### *Parenting With Love*

Glenn I. Latham  
Bookcraft, 1999

### Web Sites:

[www.parentrx.com](http://www.parentrx.com)

[www.parentsuccess.com](http://www.parentsuccess.com)

[www.adda-sr.org/BehaviorManagementIndex.htm](http://www.adda-sr.org/BehaviorManagementIndex.htm)

[www.familydoctor.org](http://www.familydoctor.org)

[www.interventioncentral.org](http://www.interventioncentral.org)

## Supernanny's Top Ten Rules

If I could sum up my approach to caring for children, these would be my top ten rules. They're based on observation, not on theory. They apply to most situations you're going to face, and you'll find them summarized at the end of each chapter in the section on troubleshooting, where I'll be more specific about how they apply in different cases.

- 1. Praise and Rewards**

The best rewards are attention, praise and love. Sweets, treats and toys are not necessary as rewards. A star chart or a special outing can back up a pattern of good behavior.
- 2. Consistency**

Once you have made a rule, don't change it for the sake of a quiet life or because you're embarrassed. Make sure that everyone--which includes caregivers and your partner--keeps to the same rules as well. A rule is a rule is a rule.
- 3. Routine**

Keep your home in basic order and maintain a routine. Set times for waking, meals, bath and bed are the cornerstones of family life. Once a routine is in place, you can be a little flexible, if you're on vacation, for example. It's a framework, but it doesn't have to be rigid.
- 4. Boundaries**

Children need to know there are limits to their behavior--which means what is acceptable and what is not. You need to set rules and tell them what you expect.
- 5. Discipline**

You can only keep the boundaries in place by discipline. This means firm and fair control. It may just take an authoritative voice and a warning to get the message across. Otherwise, there are other techniques you can use, none of which involve punishment.
- 6. Warnings**

There are two kinds of warning. One tells a child what's coming next-- you're the Speaking Clock telling her that bathtime is coming up soon, or that you're getting near to putting her lunch on the table. The other is a warning for bad behavior. That gives her the chance to correct her behavior without any further discipline.
- 7. Explanations**

A small child can't understand how you want him to behave unless you tell him. Show and tell to get the message across. Don't reason or make it too complicated--just state the obvious. When you are disciplining a child, explain why in a way that is appropriate for his age. Ask him if he understands the reason why he has been disciplined so that the message hits home.
- 8. Restraint**

Keep cool. You're the parent and you're in charge. Don't answer a tantrum by a display of anger or respond to shouting by shouting back. You're the adult here. Don't let them wind you up.
- 9. Responsibility**

Childhood is all about growing up. Let them. Allow them to do small, achievable things to boost their self-confidence and learn the necessary life and social skills. Get them involved in family life. But make sure your expectations are reasonable. Don't set them up for failure.
- 10. Relaxation**

Quality time is important for everyone, including yourself. Let your child unwind at bedtime with a story and cuddles. Make sure you, your partner and your other kids have quality time for individual attention.



## FEELINGS DIARY

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Write down positive and negative events that happened to you. Then write down how you felt in response to those events. Use the Feelings Vocabulary Chart to help you label your feelings. You can fill the diary out when an event occurs or afterward. You can share this Feelings Diary with others or keep it private.

### Positive Events

- 1.
- 2.
- 3.
- 4.

### My Feelings

- 1.
- 2.
- 3.
- 4.

### Negative Events

- 1.
- 2.
- 3.
- 4.

### My Feelings

- 1.
- 2.
- 3.
- 4.

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## FEELINGS VOCABULARY CHART



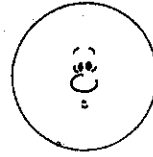
Aggressive



Angry



Arrogant



Bashful



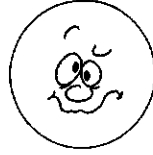
Bored



Cautious



Confident



Confused



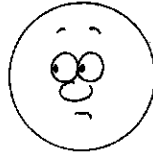
Curious



Disappointed



Disapproving



Disbelieving



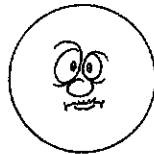
Disgusted



Ecstatic



Enraged



Envious



Exasperated



Frustrated



Grieving



Guilty



Happy



Horrified



Hurt



Jealous



Joyful



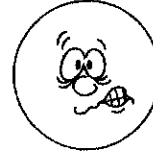
Lonely



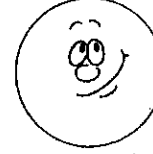
Miserable



Negative



Nervous



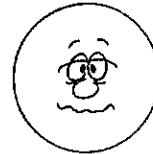
Optimistic



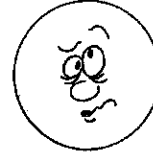
Regretful



Sad



Sympathetic

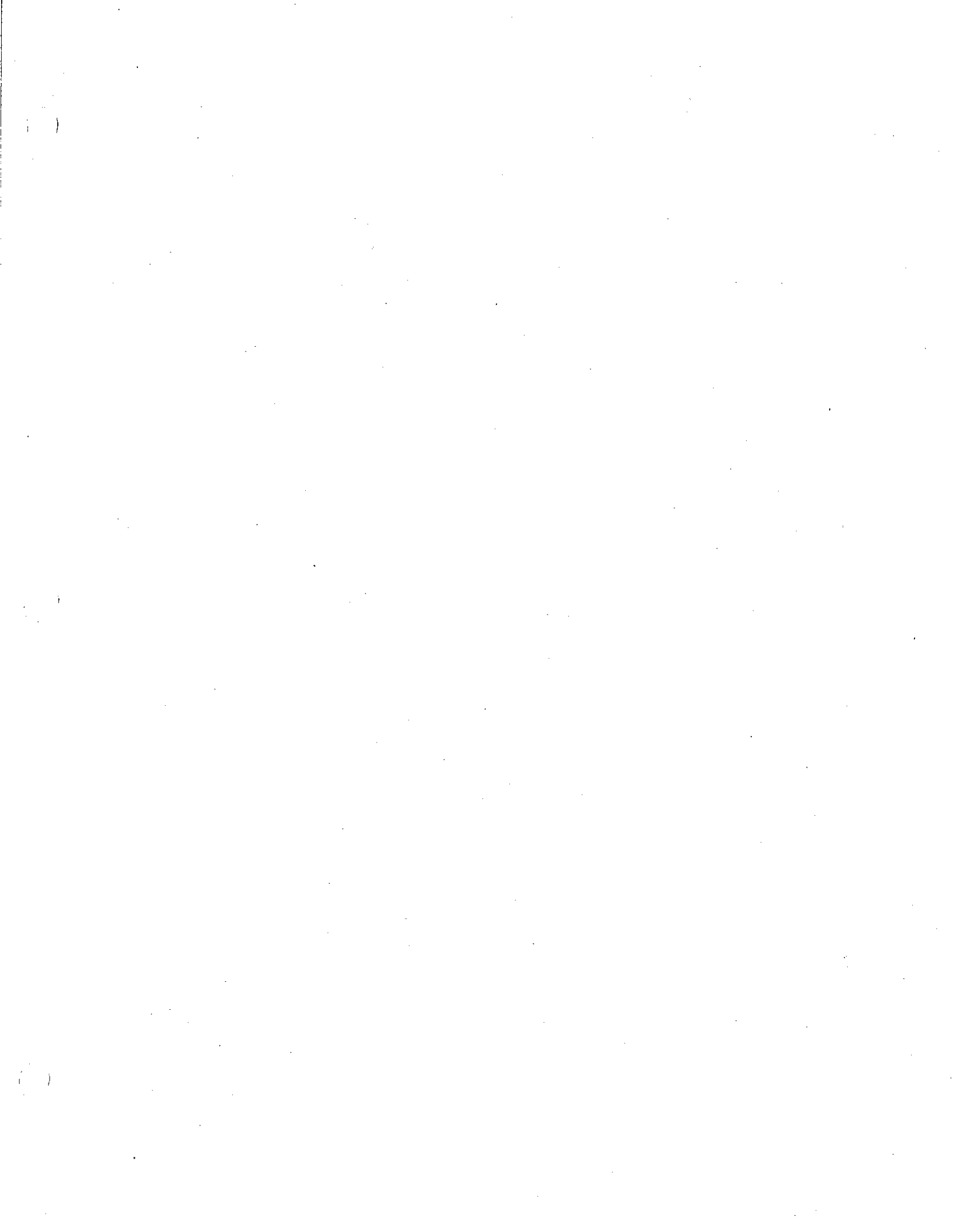


Undecided



Withdrawn

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## EXAMPLE: ORGANIZATIONAL CHECKLISTS

### For Getting Ready for School in the Morning

- Get up at 6:30 A.M.
- Take a shower
- Get dressed
- Eat breakfast
- Get backpack
- Catch bus

### For Homework

- Get out all books
- Sharpen pencil
- Write down all tasks that need  
to be done
- Do homework
- Check my work
- Ask for help if needed

### For Preparing to Come Home from School

- Get backpack
- Pack all needed books
- Pack homework calendar
- Ask teacher to sign home-school note
- Pack home-school note
- Catch bus

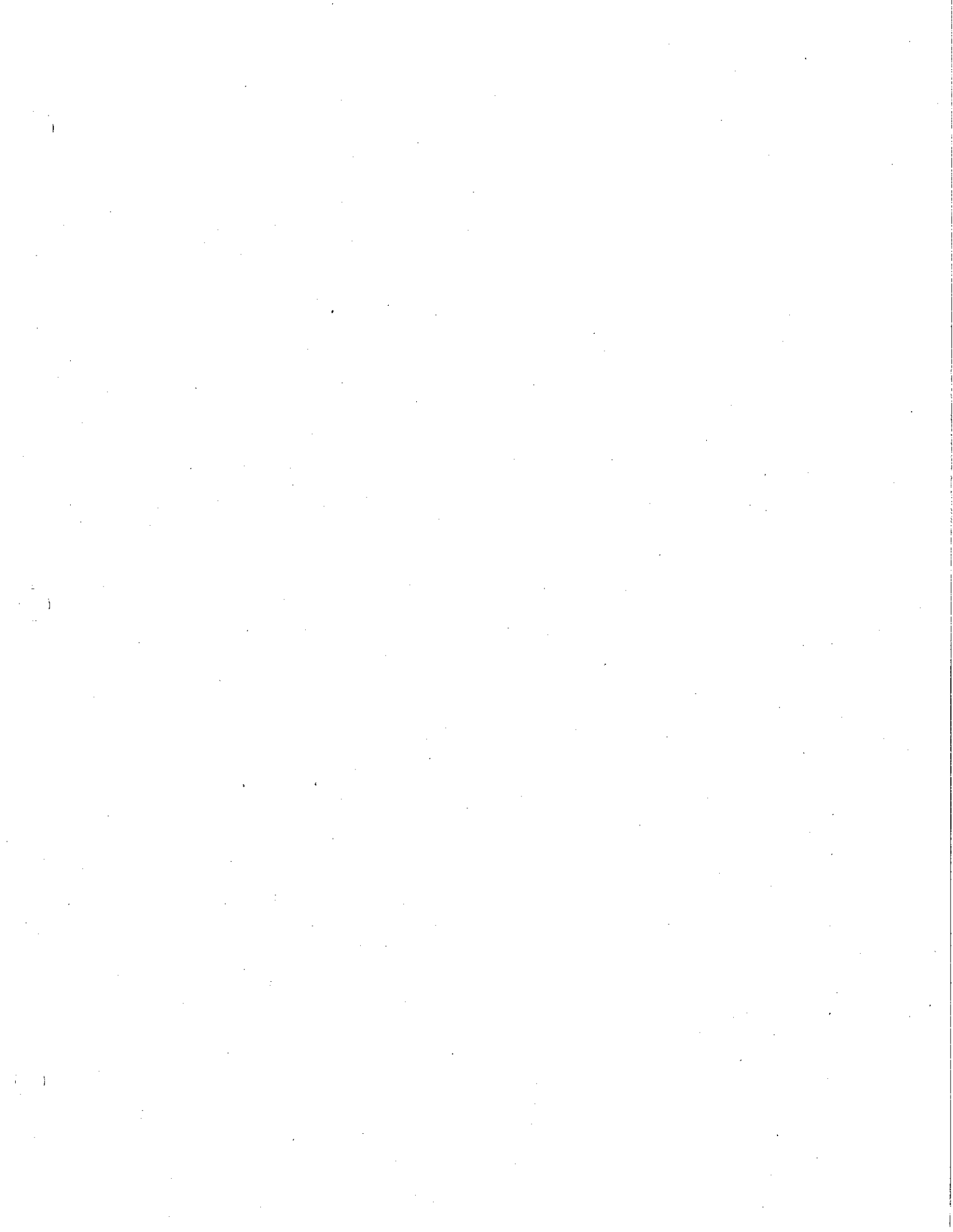
### For Math Worksheet

- Get out worksheet
- Look at the "sign" for each math problem
- Do math problem
- Ask for help if needed

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# STAYING ON-TASK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Indicate below what task you will be doing (e.g., school work, cleaning up your room, a special project, etc.) and the time period you will be working on the task. After you have completed the task or after the time period is over, rate yourself as to how well you stayed on-task. Next a parent should rate how well you stayed on-task.

## Task to be completed and Time Period

1. I will work on this task during this time:

### Child Evaluation

2. How well did I stay on-task? (circle one)

1	2	3	4	5
Not at all	A little	OK	Pretty good	Great

### Parent Evaluation

3. How well did child stay on-task? (circle one)

1	2	3	4	5
Not at all	A little	OK	Pretty good	Great

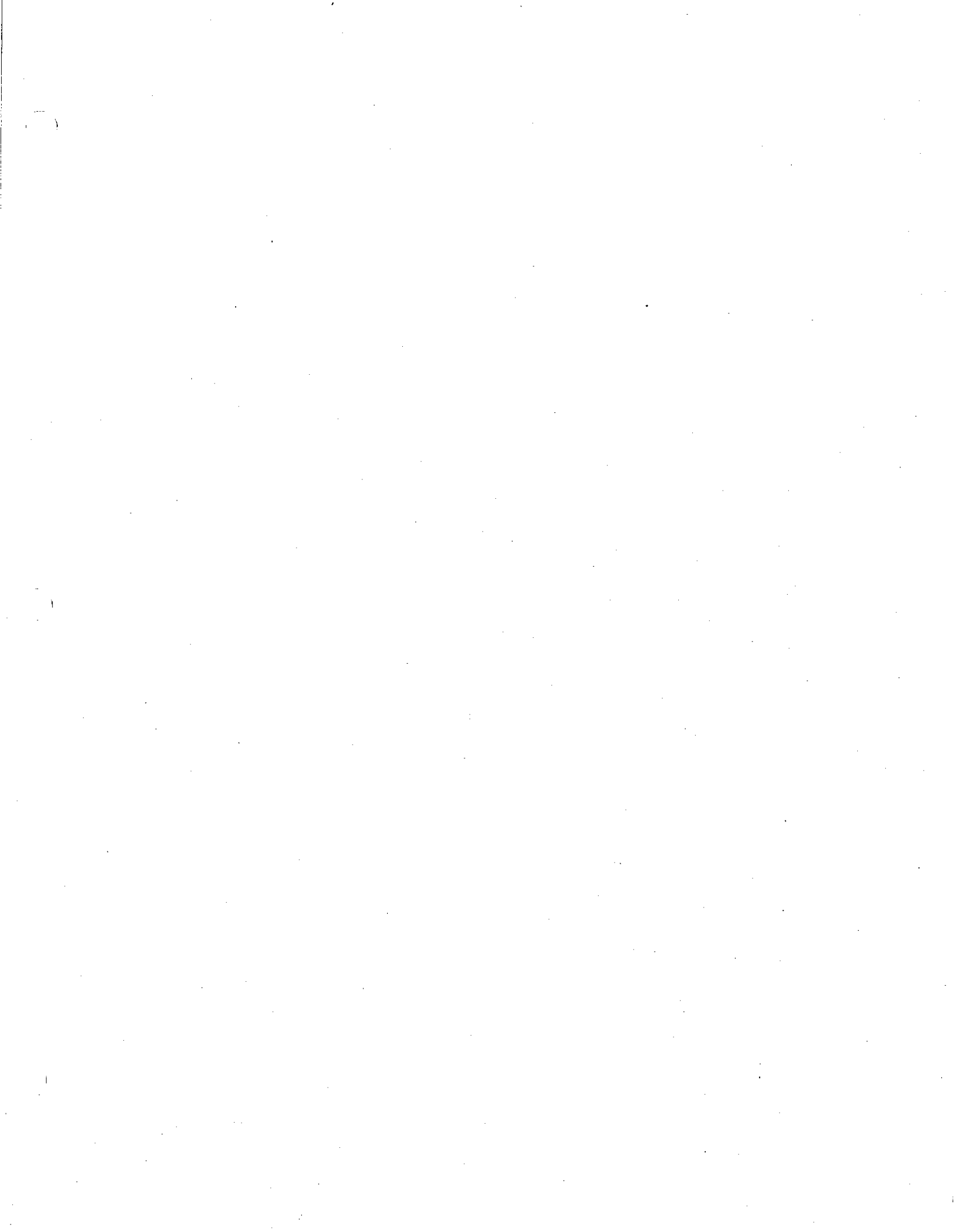
### Reward

4. If my rating matches my parent rating, I get this reward:

OR

5. If my parent rates me as a 3, 4, 5, I get this reward:

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# HOME-SCHOOL NOTE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Morning	Circle one	
Obedyed teacher and classroom rules	Poor	Fair	Good
Stayed on-task	Poor	Fair	Good
Interacted with peers positively	Poor	Fair	Good
Comments:	_____		
Teacher's signature:	_____		

	Afternoon	Circle one	
Obedyed teacher and classroom rules	Poor	Fair	Good
Stayed on-task	Poor	Fair	Good
Interacted with peers positively	Poor	Fair	Good
Comments:	_____		
Teacher's signature:	_____		

Today's homework assignments are:

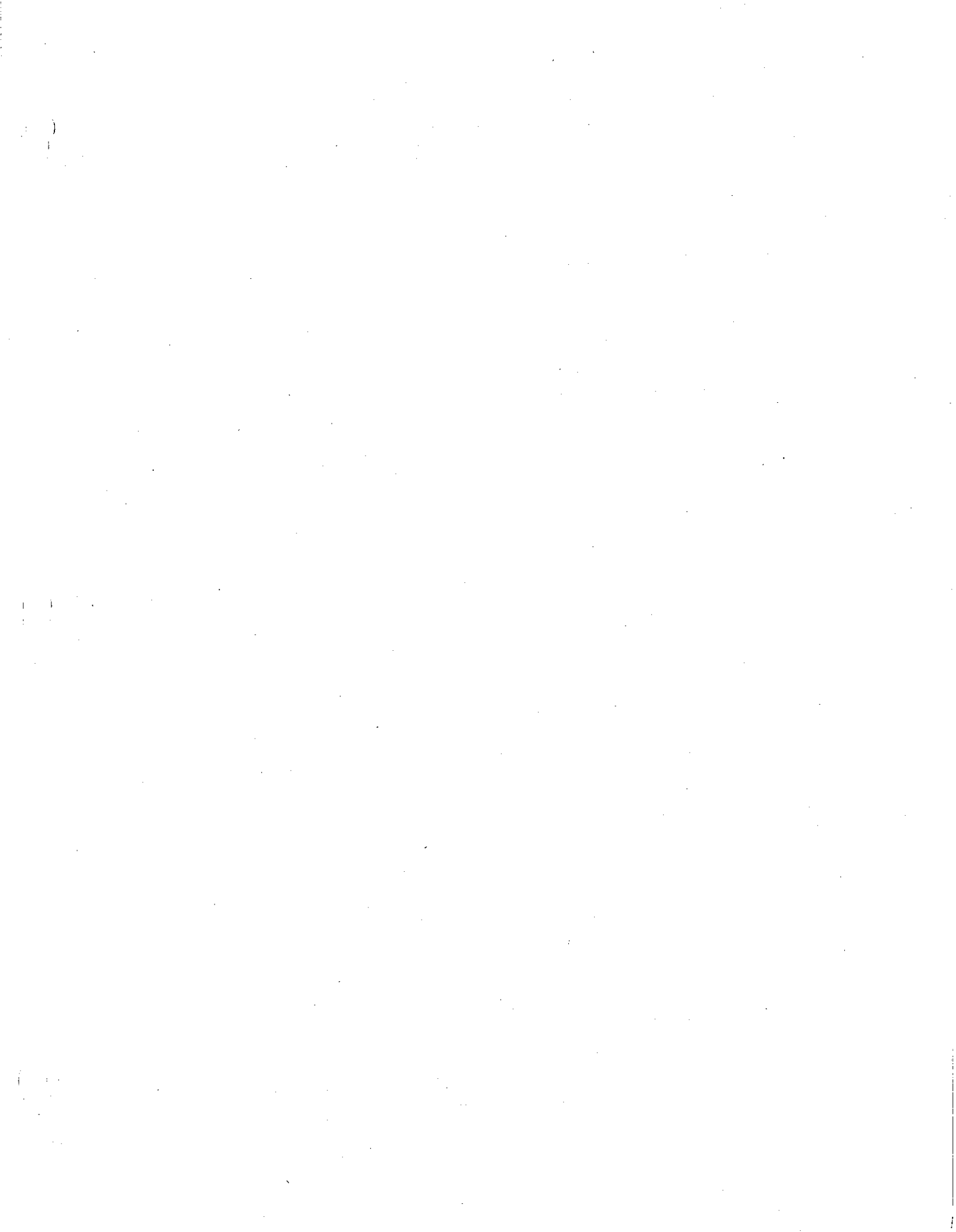
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## STAYING CALM

### 1. **Recognize Stress**—Be aware of stress “signals.”

#### **Body signals**

- Breathing/heart rate increased
- Tense muscles
- Increased sweating
- Face turns red
- Body feels hot

#### **Thought signals**

- “That brat!”
- “I’m not going to take any more!”
- “I’m a worthless parent.”
- “I can’t handle this!”
- “I hate him/her.”
- “I give up.”

#### **Action signals**

- Punch/hit
- Yell/threaten
- Cry
- Tremble
- Withdraw

### 2. **Relax Your Body**—Do deep breathing, tense and release muscles, count to 10, and so forth.

### 3. **Use “Coping Self-Talk”**—Examples of coping self-talk include the following:

- “Take it easy.”
- “Don’t let it bug you.”
- “I can handle this.”
- “I’m going to be OK.”
- “Stay cool.”
- “Relax.”
- “I’ll try my best.”

### 4. **Taking Effective Action**—Walk away, ignore it, take a walk, try to discuss it, express feelings, think of new ways to solve the problem.

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## FAMILY COMMUNICATION SKILLS

### DON'TS

- Long lectures or "sermons"
- Blaming (e.g., "You need to stop \_\_\_\_\_" "It's your fault," etc.)
- Vague statements (e.g., "Shape up," "Knock it off," "I don't like that," etc.)
- Asking negative questions (e.g., "Why do you always do that?", "How many times must I tell you?")
- Poor listening with looking away, silent treatment, crossing arms, and so forth
- Interrupting others
- Not checking to see if you really understand others
- Put-downs (e.g., "You're worthless," "I'm sick of you," etc.), threats, and so forth
- Yelling, screaming, and so forth
- Sarcasm
- Going from topic to topic
- Bringing up old issues, past behavior
- Not matching verbal and nonverbal communications (e.g., saying, "I love you," while pounding one's fist angrily on the table)
- Keeping feelings inside
- Scowling, directing antagonistic facial expressions toward others
- "Mind reading" or assuming you know what other people think

### DOs

- Use brief statements of 10 words or less
- Use I statements (e.g., "I feel \_\_\_\_\_ when \_\_\_\_\_") or take responsibility for your own actions
- Use direct and specific statements (e.g., "Stop teasing your sister")
- Use direct and specific statements (e.g., "Stop teasing your brother")
- Actively listen with good eye contact, leaning forward, nodding, and so forth
- Let each person completely state his/her thoughts before stating yours
- Give feedback/paraphrase (e.g., restate what another said to you)
- Be constructive (e.g., "I'm concerned about your grades," "Something is bothering me; can we discuss it?", etc.)
- Use a neutral/natural tone of voice
- Say what you mean, be specific and straightforward
- Stay on one topic
- Focus on here and now
- Match verbal and nonverbal communication (e.g., saying "I love you," while smiling)
- Express feelings to others appropriately
- Use appropriate facial expressions toward others
- Really listen to others' point of view; ask questions to make sure you understand

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## FAMILY PROBLEM SOLVING

### 1. Stop!! What is the problem we are having?

- Try to avoid blaming individuals.
- Focus on how family members are interacting and causing problems together.
- State specifically what the problem is so that everyone agrees.

### 2. What are some plans we can use?

- Think of as many alternative plans as possible.
- Don't evaluate or criticize any family member's ideas.
- Don't discuss any one solution until you have generated many alternatives.

### 3. What is the best plan we could use?

- Think of what would happen if the family used each of the alternatives.
- Think about how each alternative would make each family member feel.
- Decide which alternative is most likely to succeed and make most family members feel OK.
- Reach an agreement by as many family members as possible.

### 4. Do the plan.

- Try the plan as best the family can.
- Don't criticize or say, "I told you so."

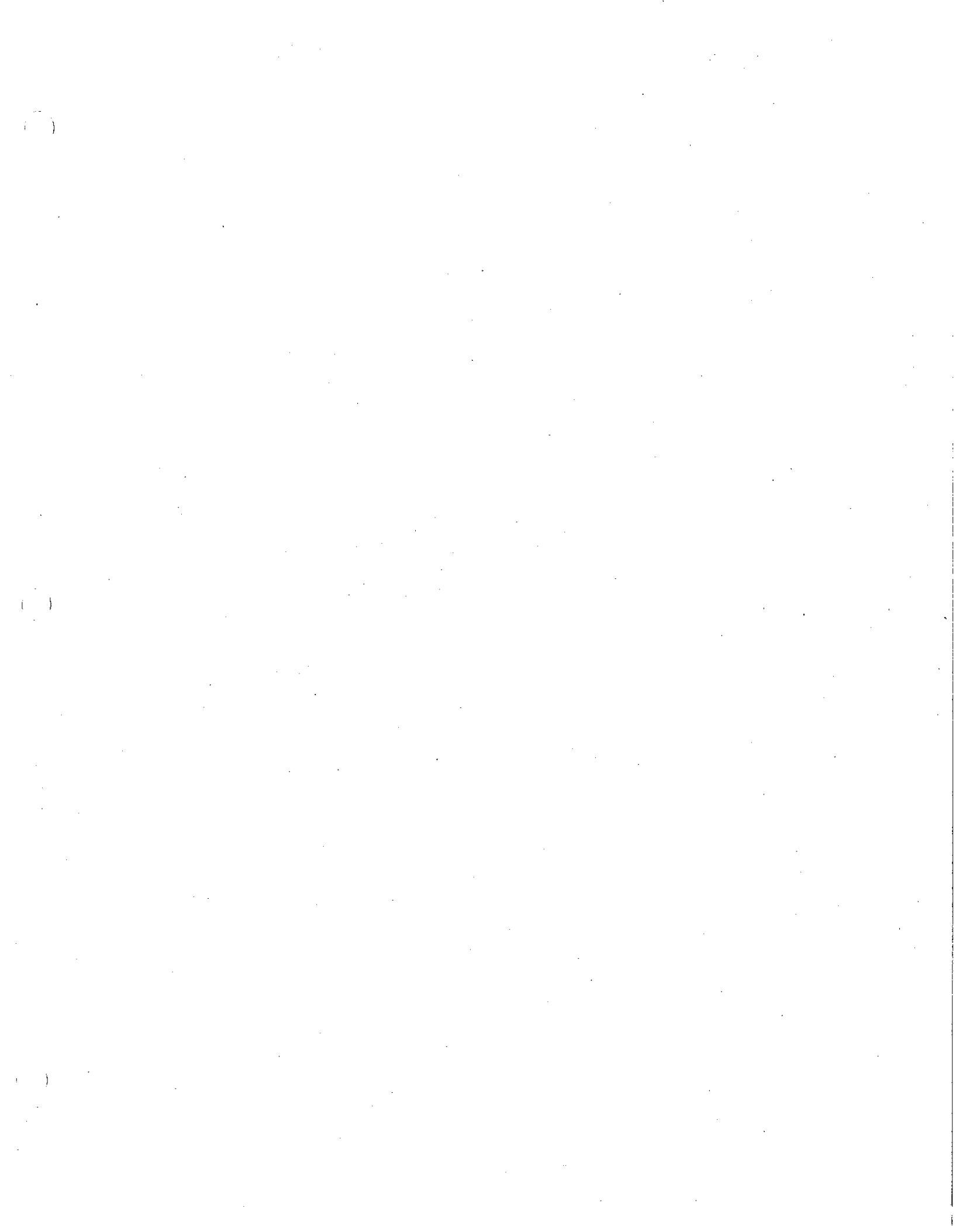
### 5. Did our plan work?

- Evaluate the plan.
- Determine if everyone is satisfied with the way the problem was solved.
- If the solution didn't work, repeat the entire family problem-solving process again.

**Try to stay focused on the here and now.** Do not bring up old issues when trying to do family problem solving.

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# SOCIAL PROBLEM-SOLVING WORKSHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: The parent and/or child can complete this form. You can use the worksheet to solve a social problem as it occurs or to figure out how you could have solved a social problem after it's over.

1. **Stop! What is the social problem?**
  
2. **Who or what caused the social problem?** (optional) Try to figure out your role and other people's roles in causing the social problem.
  
3. **What does each person think and feel?** (optional) Put yourself in the "other guy's shoes" to see how that person thinks and feels.
  
4. **What are some plans (solutions)?** List as many plans (solutions) as possible that could be used to solve the social problem.
  
5. **What is the best plan?** Think ahead about what would happen if you used the plans in Step 4. Then decide which one will work best.
  
6. **Do the plan.** How will I do the plan? What will I do to make the plan work?
  
7. **Did the plan work?**

## Social Problem-Solving Rating (circle one)

1. Didn't use social problem solving at all.
2. Tried to use social problem solving a little, but it didn't really work.
3. Tried hard, went through social problem-solving steps, but didn't really use the best plan.
4. Tried hard, went through social problem-solving steps, and used the best plan.

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# DAILY SOCIAL BEHAVIOR GOALS

Name: \_\_\_\_\_




Date: \_\_\_\_\_

Directions: Indicate below which positive social behavior goals you will be working on. At the end of the day, rate how well you accomplished your goals. It may be helpful to get feedback from parents as to how well they think you are accomplishing your goals.

## Child Evaluation




1. I am working on these social behavior goals:

2. How well did I accomplish my goals? (circle one)

1	2	3	4	5
Not at all	A little	OK	Pretty Good	Great
				

## Parent Evaluation

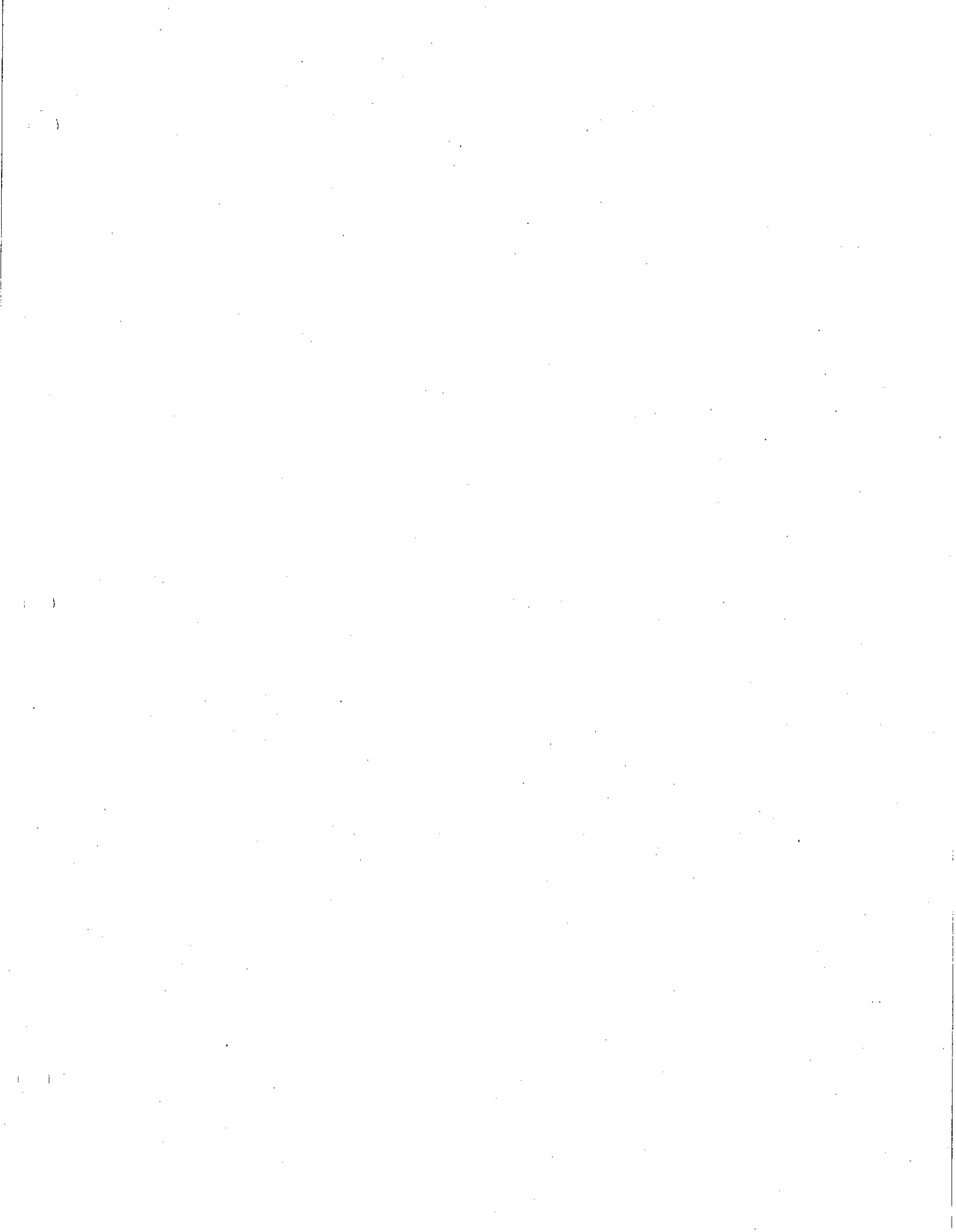
3. How well parent thinks child accomplished social behavior goals: (circle one)

1	2	3	4	5
Not at all	A little	OK	Pretty Good	Great
				

## Reward

4. If my parent rates me as a 3, 4, or 5, I get this reward:

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## EXAMPLE: DAILY BEHAVIOR CHART

Name: April

Week of: November 6-12

Directions: Identify four (or fewer) target behaviors for your child to work on each day. Put a smiling face in the box if the behavior was completed. Put a frowning face in the box if the behavior was not completed. Always praise your child for a smiling face. At the end of the day, tally up smiling and frowning faces. Administer the reward or mild punishment sometime within 24 hours. There are two levels of reward and one level of mild punishment.

Behavior	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
Up and dressed by 7:00 A.M.							
Homework done before supper							
Take dog out for walk							
In bed by 7:30 P.M. with lights out							

<b>Total smiling faces</b>	0	3	2	4	4		
<b>Total frowning faces</b>	4	1	2	0	0		

**Daily reward:**

1-2 Smiling faces = Snack

3-4 Smiling faces = Rent favorite DVD

**Mild punishment:**

4 Frowning faces = No computer for 24 hours

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# DAILY BEHAVIOR CHART

Name: \_\_\_\_\_

Week of: \_\_\_\_\_

Directions: Identify four (or fewer) target behaviors for your child to work on each day. Put a smiling face in the box if the behavior was completed. Put a frowning face in the box if the behavior was not completed. Always praise your child for a smiling face. At the end of the day, tally up smiling and frowning faces. Administer the reward or mild punishment sometime within 24 hours. There are two levels of reward and one level of mild punishment.

Behavior	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

<b>Total smiling faces</b>							
<b>Total frowning faces</b>							

**Daily reward:**

1-2 Smiling faces =

3-4 Smiling faces =

**Mild punishment:**

4 Frowning faces =

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## EXAMPLE: WEEKLY BEHAVIOR CHART

Week of: \_\_\_\_\_

Name: \_\_\_\_\_

Behavior	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Help with dishes	√	√		√	√	√	
Bathroom cleanup after shower		√	√	√	√	√	√
Write in school planner	N/A	N/A	√	√			√
Cooperate with good attitude around the house	√	√	√	√	√		√
Ask for permission to use Internet	√	√	√		√	√	√
Come home on time (9:00 P.M. on school nights and 11:00 P.M. on weekends)		√	√	√	√		

Weekly Grade and Corresponding Rewards/Consequences (Determined on Friday Evening \_\_\_\_\_)

A = 36-40 (90%)—\$10 and stay up late two weekend nights or sleep over

B = 32-35 (80%)—\$7 and stay up late one weekend night

C = 28-31 (70%)—\$5

F = < 27 (< 69%)—grounded all weekend

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# WEEKLY BEHAVIOR CHART

Week of: \_\_\_\_\_

Name: \_\_\_\_\_

Behavior	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

Weekly Grade and Corresponding Rewards/Consequences (Determined on \_\_\_\_\_)

A = (90%)—

B = (80%)—

C = (70%)—

F = (< 69%)—

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