
Week 3 Choices, Challenges and Contribution, Parenting Style and Alternatives to “No”

GIVING CHOICES

Positive choices	Benefits
Both positive for the child Both meet caregiver’s goal Focus on the how, when or where They don’t have to be important choices Not just in discipline Choices before consequences	Encourages autonomy Invites cooperation More flexible for caregiver and child Teaches to attend to problems Decision making skills

Not a forced choice – One positive / One negative
 Ok to give the third thing if it meets your goal – yes and why
 Ages for choices

Challenges

Making it a race or a game
 Works like choices – a distraction in to the behavior

Contribution

We are all looking to belong and feel significant
 Focus on ways child can participate and be valued in every day activity
 Child should feel central to family /classroom functioning

Contribution teaches:

Independence Responsibility Life skills
 Productive/active role Internal motivation

Parent Practice

- You have asked your child to pick up his playroom. There are toys everywhere. He just stands in the middle looking at you.
- After bath your children are running wildly. You want them to get dressed and brush teeth. Offer choices for both.

PARENTING STYLE

Permissive/Passive

Original studies – relationships above rules, maybe a warm family but lack structure and follow through,
 allow kids to bend rules
 Begs, bribes, bargains, manipulates, pleads for good behavior Makes vague requests
 irrelevant questions Repeats self/ lacks follow through
 Often adjusts schedule for child Offers false choice Ignores conflict

Authoritarian/Aggressive

Original studies – rules above relationships, military or reactive feel, heavy expectation or discipline
 “You” statements “Always” “never” statements Speaks for other wrongly
 Attributes negative intent Empty/ punitive threats Overly severe consequences
 Physical response in discipline

Passive-aggressive flip

Caregiver tries to be polite, becomes frustrated
 Very common pattern

Authoritative/Assertive

Original studies – balance of rules and relationships, positive discipline, allow emotions and curb behaviors
 Straightforward statements Match verbal and non-verbal
 Do not repeat
 Follow-through (respectfully) the first time or one warning
 Give choices only when they really exist
 Give usable information I messages

First, you must gain the child’s attention

Proximity Eye contact Say their name/touch their arm
 Tap fingers (other sound) Flick lights
 Match your words and gestures
 NOTICE and DESCRIBE when they attend

Alternatives to “No”

The importance of saying “no”
 Alternatives to “no” – Consider “why not?”

Solution focused language
 “The look”
 Body language/signs
 More descriptive words
 Recognize emotions
 Make behavior appropriate
 Give substitutes

Use humor or distractions
 Say “yes” with conditions
 Describe the problem
 The wish
 The broken record
 Draw a picture

When you do say “no” (Think first, Mean it and follow through)
 Replay of positive behaviors to build a script