

## Parenting Styles

### **Authoritative parenting**

This style of parenting is characterized by:

- High expectations of compliance to parental rules and directions
- An open dialogue about those rules and behaviors
- A child-centered approach.
- Encourage the child to be independent.
- Allowing the child to explore more freely as they are usually controlling,
- Setting limits, demanding maturity, and when punishing a child, the parent will always explain his or her motive for their punishment.
- Forgiving instead of punishing if a child falls short. This is supposed to result in children having a higher self esteem, and being independent.

Children with this kind of parenting may debate with their parents and may form their own opinions in order to justify their disobedience. Authoritative parents raise children who are successful, articulate, happy with themselves, and generous with others. These children are usually liked by teachers and peers, especially in cultures where individual initiative is valued. This is the most recommended style of parenting by child-rearing experts, and it is also the most common one used in the world today.

### **Authoritarian parenting**

This style of parenting is characterized by:

- High expectations of conformity and compliance to parental rules and directions.
- Little explanation of rules
- being most likely to hit a child as a form of punishment instead of grounding a child. The resulting children from this type of parenting lack social competence as the parent generally predicts what the child should do instead of allowing the child to choose by him or herself.
- children who rarely take initiatives. They are socially withdrawn and look to others to decide what's right.
- children who lack spontaneity and curiosity.
- children who may rebel by openly defying the

## **Permissive parenting**

This style of parenting is characterized by:

- having few behavioral expectations for the child
- Having a by warm affect. Parents are nurturing and accepting, but non-demanding. This type of parent simply wants the child to like him or her at the end of the day and will do anything the child requests to do. (May be out of fear their child will rebel)
- children who can not control their impulses and do not accept the responsibility for their own actions.

Permissive parents raise unhappy children who lack self-control, especially in the give-and-take of peer relationships. Inadequate emotional regulation makes them immature and impedes friendships. They tend to live and remain close to where they grew up, still dependent, in early adulthood. However like a child raised in a authoritative setting and unlike a child raised in an authoritarian setting the children will often continue to have a close and loving relationship with the parents in adulthood.

## **Neglectful parenting**

Parent does not care much about the child. Parents are generally not involved in their child's life, but will provide basic needs for the child. Many times children will grow up feeling resentment against their parents for being neglectful and often might be estranged from them into adulthood.

Allowing *Natural Consequences*  
To Occur For Bad Behavior —  
Examples For Parents



<u>Bad Behavior</u>	<u>Natural Consequences</u>
1. Handling a cat roughly.	1. Getting scratched.
2. Breaking a toy on purpose.	2. Having a broken toy which is not replaced.
3. Teasing neighborhood children.	3. Being avoided by neighborhood children.
4. Not doing a homework assignment.	4. Staying after school the next day if required by the teacher.
5. Not wearing gloves on a cold day.	5. Having cold hands.
6. Not combing your hair.	6. Being told by other children that your hair is a mess.
7. Getting ready for school very slowly in the morning.	7. Being late for school and explaining to the teacher why you are late.
8. Pushing and shoving other children of the same age.	8. Getting pushed and shoved back.
9. Carelessly spilling a drink.	9. Not getting a refill.

*Logical Consequences*  
For Bad Behavior

Applying *Logical Consequences*  
For Bad Behavior —  
Examples For Parents



<u>Bad Behavior</u>	<u>Logical Consequences</u>
1. Riding a tricycle into the street.	1. Tricycle is put up for one week.
2. Chewing gum gets stuck to furniture, clothes, or hair.	2. No more gum for five days.
3. Swearing on the telephone.	3. Can't phone out for three days.
4. Mistreating or refusal to care for one's pet.	4. Placing the pet in another home, after several warnings and discussions.
5. Refusal to brush teeth regularly.	5. No more candy or soft drinks until regular tooth brushing is begun.
6. Brother and sister argue and fuss all morning.	6. Family outing to a park is cancelled that afternoon.
7. Not eating vegetables at dinner.	7. No dessert.

## Understanding Challenging Behaviour

- Borrowing from Russell Barkley's Interaction Model we can look at issues influencing interactions/conflicts between children and parents. This is an exercise to get us thinking about all the variables that are there effecting our day to day interactions with our children, why they may be reacting in the way they do, why we may be reacting the way we are.
- Although we've labelled these areas as separate and apart they have a direct influence on each other as well as on the interaction as a whole. For example family stressful events may bring out the more reactive side to both children and parents.

### **1. Child Characteristics or Traits that are going to influence how the child behaves, responds to others. Factors that directly effect your child's behaviour; (All things the child brings to the table)**

- Characteristics inherent to the child such as their temperament
  - Easy going/reactive
  - Emotional/reserved
  - Sociable/Shy
- Learning disabilities
- **Diagnosis**
- Maturity level (young for their age or acting as if much older)
- Level of Self esteem
- Sleep
- Nutrition
- Exercise
- Response to medication

Book:  
"Honey, I wrecked  
the kids"

**\*What potential effect could each characteric have on how the child responds to a parent's direction/management.**

### **2. Parent Characteristics or Traits that are going to influence how a parent may respond to their child's behaviour (all of the things we as parents bring to the table)**

- Parent's temperament
  - Easy going/reactive
  - Emotional/reserved
  - Sociable/Shy
- Parent's own upbringing/ how we were raised whether trying to emulate or do the opposite of how we were raised
- Belief of how children should behave
- Is our child's behaviour a reflection of who we are?
- Do we have a similar parenting style as our spouse
- Level of support

## **\*What are our strengths as a parent?**

### **3. Family Stress Events**

- Stressors related to personal issues
- Marital relationship problems
- Financial concerns
- Employment stressors
- Influence of relatives/friends (support system)
- Sibling conflicts
- These stressors can act in several ways to increase the likelihood of conflict
- If as a parent you are more stressed you tend to be less consistent, tend to increase your demands and be more reactive, even more severe in the consequences we hand out. That said withdrawing when stressed to avoid parenting issues can also create inconsistency.
- Family stress also has negative effects on your child's' ability to cope and get along with others, they may be involved in more fights with sibling/be more reactive to what you ask of them or they may even regress returning to challenging behaviours previously resolved.

### **3. Expectations**

- Do your expectations match the child's ability? Maturity/Developmental level (external control vs internal control)? Are we aiming too high or accepting behaviour that is less than what our child can do.
- Does your child's expectations match with what you are able to deliver on that specific day
- Do school expectations match the child's ability? Maturity level?

### "Reasons" Parents Don't Discipline Their Kids

There are various reasons why some parents avoid disciplining their children. These parents need to be aware of why they are hesitant to discipline and to overcome their resistance to disciplining. You can't expect your child to change her behavior if you are not first willing to change your own behavior. The following are various reasons why parents sometimes find it difficult to change their own behavior.

- **The Hopeless Parent.** This parent feels that her child is unable to change and will always behave poorly. She has given up on her child.

"In And Out Of The Garbage Can"

It was the end of the school day and Mrs. Williams had stopped to talk about her son, Kevin, with his first grade teacher. Whenever possible, Mrs. Williams complained about her son's bad behavior to whomever would listen. However, she never attempted to actually discipline her young son.

While Mrs. Williams and Kevin's teacher were talking, Kevin was down the hall playing near a large open garbage can. Mrs. Williams said, "I can't do a thing with Kevin. He never does what he is supposed to do."

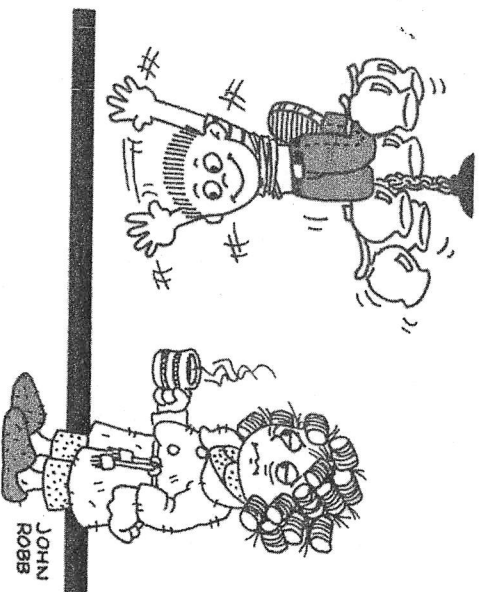
As mother and teacher talked, and as they continued to watch Kevin from a distance, Kevin crawled in and out of the large garbage can!

Kevin's teacher said, "Do you see what Kevin is doing? He is going in and out of that garbage can!" Mother responded with, "Yes, he is always doing something like that. Only yesterday, he jumped in a mud puddle and."

Never once did Mother give Kevin a command such as, "Get out of the garbage can!" She never asked him to stop what he was doing. She never actively helped Kevin to improve his bad behavior. Mother had given up on her young son.

- **The Nonconfronting Parent.** This parent avoids confronting his child. He really doesn't expect his child to mind and his child realizes this. Sometimes this parent fears he will lose his child's love if he makes any demands on him. Hearing "I hate you," "You're a terrible father," or "I wish I had a new Daddy" completely devastates this parent and neutralizes his will to discipline.

"THE LOW ENERGY PARENT"



"Where did he get all of his energy? He certainly didn't get it from me. I feel tired and worn out all the time — especially when I watch him. . . ."

• **The Low Energy Parent.** He or she can't seem to muster the parenting energy necessary to keep up with an active or misbehaving child. Sometimes, a mother or father is a single parent and holds a full-time job. Occasionally, the low energy parent is suffering from a short-term or chronic depression.

• **The Guilty Parent.** This parent blames herself for her child's problems and feels especially guilty when she attempts to discipline her child. Self-blame and guilt prevent her from teaching her son or daughter improved behavior. This parent becomes permissive and passive.

• **The Angry Parent.** Many parents become emotionally upset and angry each time they discipline their child. Since they can't discipline without being angry and upset and feeling miserable as a consequence, they simply ignore their child's misbehavior. The time-out method, however, helps you to be composed when you correct your child.

• **The Hindered Parent.** Sometimes a parent is hindered by a spouse when attempting to discipline their child. If this happens to you, continue talking with your spouse about desirable goals for your child. After agreeing on acceptable goals, work on getting agreement on appropriate methods of discipline. Sometimes relatives or friends interfere when you discipline your child. Frequently the same people who get upset if you do discipline your child, also get upset if you don't discipline your child! Don't let others discourage you from being an effective and self-confident parent.

• **The Troubled Parent.** Marital problems, financial problems, and other difficult life situations sometimes become a heavy burden for a parent. Often, this parent lacks sufficient energy, time, and motivation to help his or her child.

Parenting a child and holding a family together is a difficult and challenging task. Psychologists and other professionals can help parents gain increased understanding of themselves and their family and can help them improve their parenting skills. Chapter 22 tells when and how to get professional help for you or your child

### Main Points To Remember:

- Parents must agree about which behaviors are desirable and undesirable.
- Communicate clearly with your child.
- Be able to give clear, effective commands.
- Your child needs your discipline as well as your love. If something is preventing you from disciplining your child, determine what it is and work toward correcting it.

# Top 6 Behavior Management Tips - Control Behavior Problems

By Ann Logsdon

Is Your Child's Behavior a Problem at home or school?

If so, you're not alone. A teacher or counselor can help with your child's specific behavior problems. Some students with learning disabilities or ADHD need a behavior modification plan in their IEPs, but many behaviors can be minimized by controlling your response them. With these tips, you can decrease behavior problems using redirection. The goal of redirection is to teach the student to monitor and correct his own behavior.

## 1. Ensure the Child Understands Why Her Behavior is a Problem

Some students do not think about their behavior or anticipate consequences when they have impulse control problems and difficulty picking up on social expectations. Describe problem behavior in a firm but non-confrontational tone. Some students respond better to a whispered reminder than a loud voice. Explain the behavior in specific terms the student will understand, and state why it is a problem.

- **Do Say:** Throwing the baseball in the house can hurt someone.
- **Don't Say:** Stop rough-housing.

## 2. Explain Why Behavior is a Problem and What Will Be Done About It

Clearly state the problems caused by the student's behavior. The student may be getting on your last nerve, but avoid criticizing him in a personal way. Realize you may need to repeat this strategy over time until the child stops the problem behavior.

- **Do Say:** Your clothes are dirty because they were under your bed and not placed in the laundry basket. I'll show you how to wash them.
- **Don't Say:** If you're too lazy to put your clothes in the basket, I'm not washing them.

## 3. Show Behavior Expectations - Model Appropriate Behavior for Your Child

Before responding to the behavior, it can be helpful to take three deep breaths to relax and think about what the best response would be. Calmly but firmly, explain the behavior you want the child to perform. Use specific language to describe what the child should or should not do. Strive to keep a firm but unemotional tone that is free from sarcasm.

- **Do Say:** Use a quiet voice inside the restaurant.
- **Don't Say:** Act right.

## 4. Show By Your Actions and Attitude that You Believe in Your Child



Encourage and reinforce the child's positive behaviors whenever possible. Although you may be frustrated by behavior, speak positively to the child and let her know you have confidence in her.

### **5. Recognize Behavior Change Can Take Time**

Give honest, specific praise for any progress the child makes toward meeting behavior goals, even if he does not meet the goal in its entirety.

### **6. Plan Ahead for Safe and Appropriate Options When Behavior is a Problem**

Know what situations cause problems for her, and prepare safe alternatives for her. Young children may enjoy role-playing ahead of time to learn the rules and expectations of the setting you will be in. Rehearse with them what they can do if they become angry or need to release some energy. Breathing techniques, taking a quick walk with a parent, playing word games, practicing math facts, and guessing games are often helpful for kids of all ages.

## Advice for Parents in Dealing with Disruptive Behavior Disorders at Home

- Provide a higher level of supervision for your child
- Use alternative caregivers who are able to develop good relationships with the child.
- Respite and parent support are important because parents need to be in control of their own emotions during difficult episodes with the child. These kids enjoy making you mad, and they are good at it.
- Maintain an emotionally neutral stance when giving instructions or consequences to the disruptive child.
- Find ways to maintain a positive relationship with your child. Pay attention to his good qualities and find joy in the moments of closeness.
- You need an outlet for your own feelings, so seek out support to help you cope.
- Get a plan and stick with it. Learn all you can about how to effectively manage your child's behavior; find what works for you; and then use those strategies in a consistent and structured way. Routines and clear expectations for behavior benefit all children. They are vital to the healthy development of the disruptive child.

## Helping Your Child Achieve

**Sleep:** Well-rested children are more ready to learn.

**Food:** A well-balanced diet is important to learning.

**Homework:** Establish a routine around homework i.e. a quiet time, a regular place, supplies ready.

**Reading:** Make reading a priority by establishing a regular reading time and place, asking your child to read to you, keeping reading materials available, visiting the library, being a role model

**Study Habits:** Help your child get organized. Talk about assignments, tests and homework.

**Communication:** Contact the teacher if you have questions or information that may impact your child's learning.

We're all in this together.

REWARDS (CUES) PARENTS CAN USE WHEN  
THEIR CHILDREN EMIT DESIRABLE BEHAVIORS

Some Verbal Rewards: (Cues)

1. I like it when you . . . . .
2. That's a beautiful . . . . . (whatever he makes).
3. Good boy for . . . . . (picking up the blocks, doing what I asked).
4. Hey, you're really sharp, you . . . . .
5. That's great, it really looks like . . . . .
6. Wow! Look at that (whatever he's doing).
7. You're doing just what mommy wants you to do.
8. My! You're minding mommy so well.
9. See what you did! My! That (road, tower) was so nice.
10. You do a good job at . . . . .
11. That's (pointing) very nice (or good).
12. You're such a big boy for . . . . .
13. Mommy's very proud of you for . . . . .
14. See what nice things you do.
15. Those (pictures, towels) are real pretty.
16. I like playing . . . . . with you.
17. This (. . . . .) is such fun.
18. One word (unlabelled) "quickies".

- a. beautiful.
- b. fine.
- c. great.
- d. gorgeous.
- e. tremendous.

awesome

## GROWING UP GREAT

TABLE 3.3

### "TIME-OUT" PROBLEM SOLVING CHECKLIST

1. Use your anger as a "cue". That is, if you allow your child's behavior to escalate to the point where you get emotionally upset, then you didn't catch your child's behavior problem early enough.
2. Your husband/wife (grandparent, babysitter) undermine "Time-Out" by not using it themselves; by not supporting your using it, and/or by disagreeing with you in front of your child on matters of discipline.
3. Be certain to use "Time-Out" with your other children.
4. Don't forget that "Time-Out" is an "instructional" technique. That is, it is a way of teaching your child what you expect in terms of socially appropriate behavior.
5. Remember, "Time-Out" is simply "corrective feedback". It is not some horrible punishment. It is not yelling, screaming, or hitting your child. It is an opportunity for your child to "**Stop and Think**" about what he did wrong.
6. It is essential to use "Time-Out" in combination with a lot of praise and positive attention for your child's appropriate behavior. Always remember the phrase, "**Catch 'Em Being Good!**"

## "CHAIRING" YOUR CHILD

1. **Important: In order that this type of discipline is effective, parents must:**
  - a. tell the child what is expected of him (i.e. set the rules)
  - b. be consistent
  - c. both parents discipline
  - d. use this discipline on all the children in the family
  - e. support each other.
  
2. **Behaviours that can be changed, some examples are:**
  - a. not listening
  - b. interfering
  - c. bossing
  - d. fighting
  - e. lying
  - f. nosy
  - g. swearing
  - h. dawdling
  
3. **How to Chair:**
  - a. tell the child in simple terms why he/she is being chaired
  - b. chair immediately after the incident occurred
  - c. place the chair facing the wall or in a corner
  - d. chair for five minutes
  
4. **While on Chair:**
  - a. child to face the wall and sit still
  - b. child is not to talk, play with toys, cry, etc.
  - c. do not start the time until the above are accomplished
  - d. give extra time if the child talks out or gets off the chair
  
5. **Removing child from the Chair:**
  - a. ask the child why he/she is sitting on the chair
  - b. use a firm, loud voice
  - c. establish eye contact with the child - tell the child to look at you when speaking
  - d. stand up straight, do not bend over or kneel beside the child
  - e. if the child answers correctly, the child will put the chair away and continue the activity (i.e. "that's right you can put your chair away and continue playing")
  - f. never scold or reason with a child after he/she tells you why he/she was on the chair. "Chairing" is the discipline and the incident should be forgotten
  - g. if the child tells you the wrong reason for being on the chair, tell the child you will come back in five minutes for the right reason. You may have to tell the child the right reason and have the child repeat it.
  - h. if the child refuses to talk or tell the reason why he/she was chaired, then he/she will sit until he/she can tell you. Check back every five minutes. If after a long period of time (half hour) the child still refuses to talk, you may send the child to his/her room.
  - i. if the child has a temper tantrum, send the child to his/her room. When the child is settled then you can remove him/her from the bedroom. The child should then sit on the chair for the original reason.
  
6. **Other forms of discipline:**
  - a. removal of privileges (i.e. T.V., outings)
  - b. send to room and no toys, books, T.V., records, etc.
  - c. send to bed early (6:00 p.m.) - no toys, books, T.V., records, etc.

/epb

CHAIRING/R/27 February 1995

TABLE 3.2

**IF "TIME-OUT" DOESN'T WORK CHECKLIST**

1. Did you continue to talk to or reprimand your child while she was in the "Time-Out" chair?
2. Did you allow your child to get up from the "Time-Out" chair before the timer went off?
3. Did you threaten to use "Time-Out" numerous times before actually using it? If you threaten to use "Time-Out" three or four times before actually following through, you are teaching your child that you are not seriously considering timing him out the first several times your threaten.
4. Did you wait until you were yelling before using "Time-Out?"
5. Did you only use "Time-Out" for major behavior problems? You need to use it **often** for all misbehavior.
6. Is your child not facing the wall when in "Time-Out" and watching T.V. or being entertained by other distractions while in the "Time-Out" chair? This applies to "Time-Out" in public places as well.
7. Did you place your child in her bedroom with all her things instead of in the "Time-Out" chair in a corner? Typically there are a lot of interesting activities to do in kids' bedrooms. This is not a dull, boring place to be, and this is not "Time-Out".

# Behavior Management

## 1. Planning – PREVENT Problems



- Set up the situation to minimize behavior problems – avoid having things accessible that are not to be touched, avoid long periods of waiting, be organized and prepared.
- Plan activities that are developmentally appropriate and within the capability of the group or individual.
- Establish routines, especially for the beginning and end of sessions, that help the children anticipate what is expected and to help you maintain control.
- Position yourself near to the child who is expected to have the most difficulty. Proximity sometimes makes the difference.
- Be clear in your own mind what is and is not acceptable behavior in the situation, and what kind of limits and consequences you plan to enforce. It is in the child's best interest for you not to accept behaviors, which interfere with the child maintaining good relationships with those around him and making progress in therapy or school.
- Set limits in advance when possible. Limits must be fair and reasonable. Set limits that fit the child. Be mindful of age and stage. Set limits that YOU can live with.



## 2. Provide a Positive Environment

- Provide consistent and predictable structure.
- Make a point of noticing and reinforcing positive behaviors when they occur. Be specific and genuine.
- Develop and use your relationship with the child. The child will be much more motivated to cooperate if he knows you like him and see the good in him, and if he knows he can please you.
- Be firm but kind. Make sure the child knows what the expectations are and be generous with your positive feedback.
- Sometimes children are misbehaving to test limits to experience the consequence of stepping over the line, but sometimes they can be diverted from actually doing so by a low key appeal to their “good sense” or a bit of good humored distraction from the issue.
- Set children up for success. Provide assistance before behavior escalates. Be aware of and respond to the child’s cues.



### 3. Communication

- Give instructions that are at the child's level of comprehension and make sure the child is attending. Make eye contact, use their name. Sometimes it may help to have them repeat instructions back to make sure they understood.
- You may need to use more than one method at the same time to give instructions. Combine verbal instructions with demonstration.
- Do not phrase things as questions or as suggestions if they are actually instructions that the child does not have a choice about.
- Communicate with a general tone of respect, confidence, enthusiasm and expectation that everyone will do their best.
- Be sensitive to the age and maturity of the child in your choice of language and style of communication. Some children like to be praised in front of others and handle it well while others prefer a pat on the back. With some children explicit praise causes them to become uncomfortable and perhaps silly.
- Ensure that your overall communication with the child sends these messages:
  - I like you a lot.
  - I am the adult in charge of this situation.
  - I believe you are capable of behaving well and I will help you do so.
  - Mistakes happen sometimes and if you make one it does not mean that you are a bad person, but there is a consequence and then life goes on and you try again.

#### **4. Prompting, Modeling, Cueing**

- Facilitate understanding, compliance and skill acquisition by modeling appropriate behaviors and labeling them.
- Help children identify their feelings (i.e., frustration, anger) and then teach children a positive way to say or show their feelings.
- Teach appropriate self control strategies such as problem solving, self-talk, and seeking help, and teach the child when, and how to use them.
- Use other children as models and use them as much as possible.

#### **5. Handling Problems**

- Some incidences of misbehavior respond to firm pleasant redirection and do not recur, especially if the overall tone is positive.
- Other minor misbehaviors, especially those motivated by the desire to get attention, respond to ignoring, especially if the attention is given to children who are behaving appropriately.
- If a child keeps behaving inappropriately he needs a consequence that will create the motivation to try to remember to change the pattern. Often, even impulsive unintentional acts need such consequences applied. However, you need to be aware of what is within the child's ability to change and when you need to compensate for his behaviors. Penalizing a child for something that is not in his control is very defeating for him.
- When using a consequence, deliver it in a calm, matter of fact manner using few words. Deliver it consistently, in response to incidents of that behavior. Label the

behavior for the child (e.g., interrupting, bugging, poking) as it helps him be aware of what specifically he needs to change rather than just feeling bad about being in trouble.

- Some children need you to be very explicit about your feelings regarding their behavior, especially if the behavior is of a serious nature. You may find that you need to exaggerate your response to certain behaviors so they will become aware of its impact.
- Don't ask a child if he did something that you just saw or heard. This sets him up to lie. Just state the facts and the consequences.
- Consequences should be natural and logical. The most commonly used consequences for minor behaviors are brief "time-outs" from the activity, loss of privileges, or assigning an activity to make amends (e.g., clean-up a mess, write a letter of apology).
- Time-out may involve sitting back from the group, sitting at the side of the room, or sitting outside the room, depending on what is practical and effective for that situation and child.
- Time-outs do not need to last long (1-5 minutes) depending on the age and state of the child. It is not the length of time that is important but rather the consistency with which it follows the problem behavior. Loss of privileges may last longer (e.g., no Lego for the rest of the day). Whatever the consequence, make sure you can follow through and can live with it yourself.
- If the child does not sit quietly as required do not allow him to engage you in an argument, just repeat that his time will start as soon as he is sitting as required.

- Sometimes time-outs are not helpful, such as when the problem is refusal to participate in the required activity. These situations vary. Sometimes it may be a good idea to let the child sit and watch for awhile. Sometimes a choice between an activity and an alternate one will work. Sometimes it is logical not to allow a later preferred activity until the previous is done.
- Once the consequence is over consider it a “paid debt” and let it go completely. Start fresh each time and each day so that the child can appreciate that you are interested in him and like him and that it is the behavior you don’t like.

Val Guiltner, M.Ed., BSc.O.T., O.T.(c)

Anne Cameron-Sadava, BSc.O.T.(c)

# HANDOUT

## Discipline by Design: Natural and Logical Consequences

A *natural consequence* is simply the unavoidable consequence of the behavior which it follows: it is nothing more than the inevitable reaction entailed by the child's action. The consequence of a child putting his hand on a hot stove would be an example of a natural consequence.

A *logical consequence* is one that has been more or less arranged by the parent, through agreement with the child if possible. Example: child refuses to, or forgets to put toys away after playing with them. When child wants to play with them again, parent responds, "The last time you left them on the floor I had to pick them up. I am too busy to do this every day, so if you will not pick up your toys as we agreed, I cannot let you have them."

Though the consequence of the act is that the child who has neglected to put his toys away cannot use them, the result has been arranged by the parent and agreed upon by both. However, in order for it to be effective, *the consequence must be experienced by the child as logical in nature*, or the corrective effect may be lost.

### Examples:

Child late for breakfast— not able to eat, must get ready for school so he won't be late.

Refusal to eat—when dinner is over, remove food, no snacks between meals.

Being late to school—parents not involved, school has logical consequences for such occasions.

Failure to pick up dirty clothes—no clothes washed that are not in hamper.

Wearing dirty clothes—peer group reactions are a logical consequence.

Leaving toys outside—child must give up the toys until he can put them away after using them—repeat if necessary.

Not playing cooperatively with friends—let the natural consequences occur, if the friends don't like it they will deal with it.

Showing off in front of guests—Isolate. If misbehavior continues, repeat isolation.

Running into the street—parent finds child, brings child into house with explanation as often as necessary until the child stays out of the street.

Deceit and dishonesty—loss of parent's trust—child renews that trust by providing careful, complete explanations for awhile.

Uncooperative child—parents cease to be cooperative.

Arguments among siblings—most often this is for the purpose of soliciting the parent's intervention. Don't intervene unless it is physically destructive. If noise is deafening, insist they argue out of parent's hearing.

### Hints:

Parents should do very little talking or arguing while the logical consequences are taking place. For example, when isolating a child, do so with a minimum of conversation, calmly, quickly. Later the reasons for the consequence can be discussed.

Avoid "I told you so" or "I warned you" or "you have it coming" or "you are getting just what you deserve." These statements turn the logical consequences into a punishment, and much of the effectiveness is lost. A simple "I'm sorry, but you will have to go to your room" or "I'm sorry, but your clothes were not in the hamper," should suffice.

Dreikurs says, "When the parents stop telling a child what he or she should do, the child decides what he or she can do—never do for children what they can do for themselves."

Through the use of natural or logical consequences, parents are able to place responsibility with the child for his behavior. Children learn responsibility most effectively this way, and parents can be more effective in other ways when they are not burdened by the feeling of responsibility for their child's behavior.