Parenting During COVID-19

Ivy Tech-Ball State University Counseling Practicum Clinic

During COVID-19

Talking About the Pandemic

- Be willing to talk. They will already have heard something.
- Silence and secrets do not protect our children. Honesty and openness do.
- Think about how much they will understand. You know them best.
- After talking, help them relax
 - Model relaxing activities or talk about something positive

Homework and e-learning

- Have a set schedule with frequent breaks
 - Breaks can even be rewards
 - Recommend 20 minute blocks of work
- Consistent Time & Place
 - Free from distraction
- Don't just order to do it, explain why (once)
- "I can't do this!!"
 - Letting them struggle to an extent helps them learn
 - Make sure they understand instructions
 - Ask questions instead of telling answers





Child's Goal:	You Feel:	First Reaction:	Child Need:
Undue Attention – Keep others busy or get something special	Annoyed, Irritated, Worried, Guilty	Reminding, Coaxing, Doing things for the child they could do themselves	 Notice me! Involve me! Redirect by involving in a useful task Avoid service Say it only once, then act Plan one-on-one time Set up routines
Power – to be the boss	Angry, Provoked, Challenged, Threatened, Defeated	Fighting, Giving in, Thinking "you can't get away with it," wanting to be right	 Let me help! Give me choices! Let routines be the boss Offer a limited choice Be firm and kind Withdraw from conflict and calm down Practice follow through

Mistaken Goals

Child's Goal:	You Feel:	First Reaction:	Child Need:
Revenge – to get even	Hurt, Disappointed, Disbelieving, Disgusted	Retaliating, Getting even, Taking behavior personally, Thinking "how could you do this to me?"	 Help me! I'm hurting! Avoid punishment and retaliation Apologize Deal with the hurt feelings "your behavior tells me you must feel hurt; can we talk about that?" Share your feelings Don't take behavior personally
Assumed Inadequacy – to give up and be left alone	Despair, Hopeless, Helpless, Inadequate	Giving up, Doing for, Overhelping, Showing discouragement	 Have faith in me! Don't give up on me! Show faith Make the task easier until the child experiences success Encourage any positive attempt, no matter how small Build on his/her interests

Mistaken Goals

Planned Ignoring & Attending

Attending

- Always attend to the behavior you want to increase
- Be specific when using praise so that the child knows the positive behavior she or he did
- Make eye contact and smile when attending to a behavior
- Use a pleasant voice when attending to a behavior

Planned Ignoring

- Never ignore a dangerous behavior (i.e., possibility of an injury or other serious complication)
- Ignore the same behavior consistently
- To ignore the behavior, actively avoid eye contact and turn away from the child
- The behavior may initially get worse which is common
- Remember why you are ignoring, so that you won't feel guilty and stop prematurely

Types of Discipline

Natural Consequences

- Help correct immature behaviors. These consequences would naturally happen without adult intervention.
- E.g., overslept and missed the school bus so the child walks to school

Logical Consequences

- Punishment logically fits the misbehavior
- E.g., child deliberately breaks toy then parent does not buy replacement toy

Removing Privileges

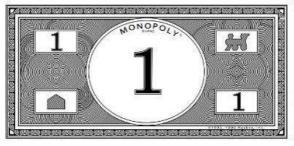
- Shorter periods are better than longer ones.
- E.g., playing video games, watching TV, having friends over

Time Out

• Temporarily removing the child from a stimulating environment or situation. Removing attention from the behavior.

Reward Systems

- Create a Token Economy for your child
 - Your priorities are different than your child's
- What is it you want them to do? What is it you want them to learn?
- What motivates your child?
 What is it they want to do?















One-on-one Time



Baby

/Toddler

Copy facial expressions or sounds

Sing songs

Stack cups or blocks

Tell a story, read a book



Young Child

Read a book or look at pictures

Make drawings with crayons or pencils

Dance to music or sing songs

Do a chore together – make it a game



Teenager

Talk about something they like

Cook a favorite meal together

Exercise together to their favorite music



Keeping it Positive



Say the behavior you want to see

Instead of "Stop bugging your brother" try "please go play with your video game on your own"



Speak in a calm voice



"Catch" your child behaving well

Be specific with what you are praising



Help teens stay safely connected to their friends

Get Structured



Routine should be flexible but consistent



Younger children benefit from picture schedules



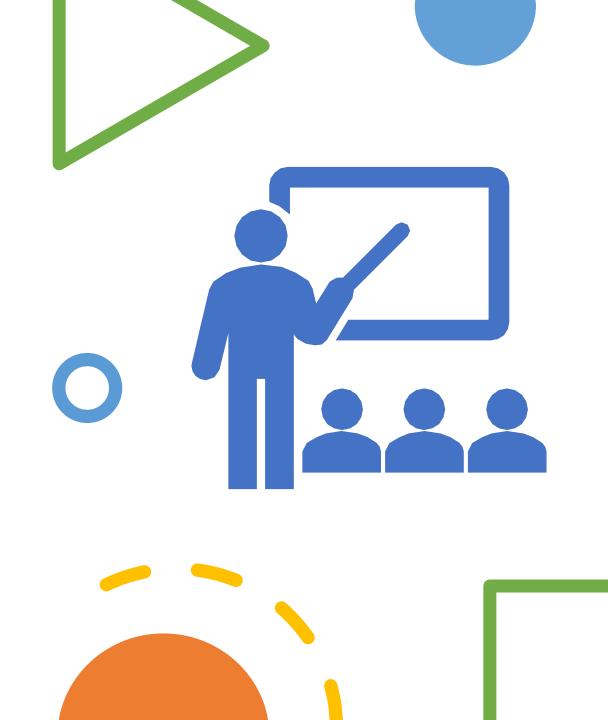
Older children benefit from being involved in making the schedule



Include exercise or a way to keep moving

Giving Effective Instructions

- Reduce distractions before giving an instruction.
- Make eye contact.
- Say the child's name.
- Use a firm voice (not angry or shrill).
- Be clear about what you want the child to do.
 - Don't make any comments about the child.
- State the instruction as an instruction, not a request, favor, or question.
- Give only one instruction at a time.
- Always praise/reward as soon as your child follows an instruction.



Take Care of Yourself!

It is okay to feel stressed!

Take time just for you.

- Take turns with a co-parent or put them in an activity where they can play independently
- Be mindful of relaxing during this time
- Tell your kids what you're doing

Meditate or do Yoga together

Reporting

If you know of a child who is being abused or neglected, it is your duty to report it.

