

A decorative pattern of small dots in the top left corner, arranged in a grid-like fashion with varying colors of light blue and grey.

# Behavior Strategies for Parents

From what's ideal  
to what's real

A decorative line art design at the bottom of the slide, featuring a large arch on the left and a series of concentric arches on the right, all rendered in a light blue-grey color.

# Introductions

- Abbey Mix, LMSW, BCBA, LBA
- Supervisor of Specialized Programming & Instructional Supports
- Kent ISD



# Introductions continued

- Also a parent
  - Zeke (13 yrs)
  - Cece (10 yrs)



# Reality of parenting



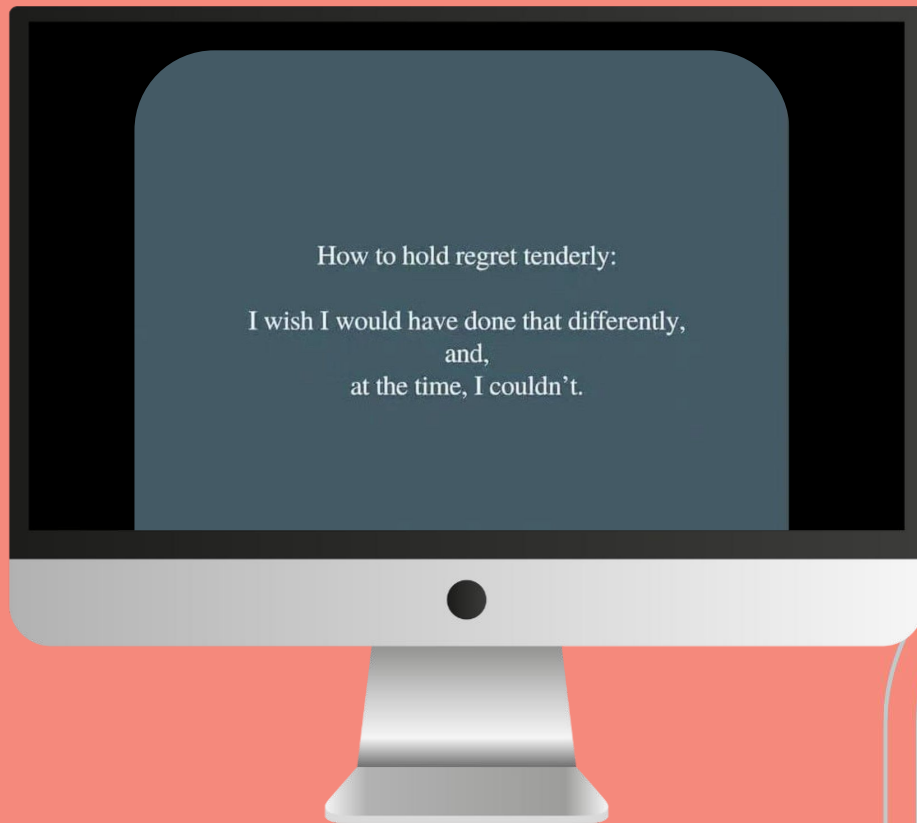


# All or something



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# Be forgiving of yourself



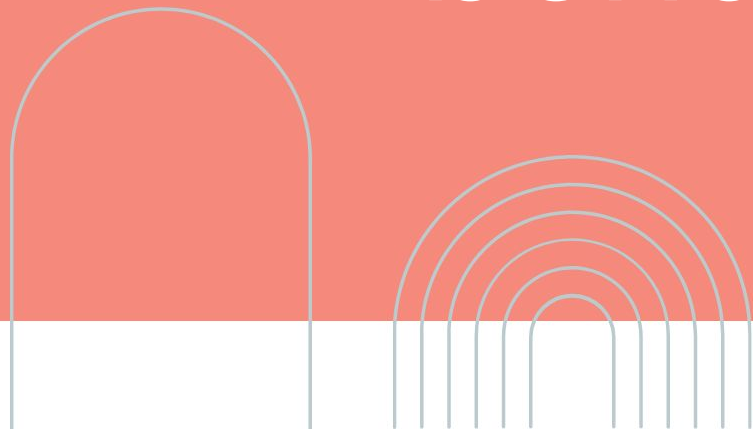


# Parenting Values

- What type of parent do you desire to be?
- What is most important to you about your relationship with your child?
  - Connectedness
  - Trust
  - Forgiveness
- Identify what parenting behaviors exemplify your values
  - Connectedness – being emotionally available
  - Trust – listening and showing up
  - Forgiveness – allowing room for mistakes and showing love immediately after



# Identifying desired behaviors







# What are you hoping for?

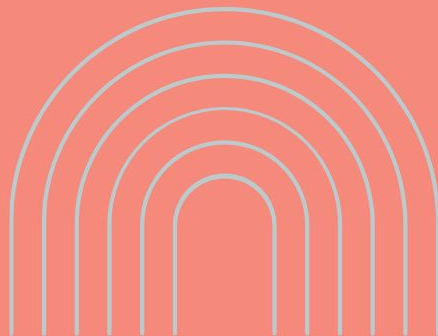
- Describe three ideal behaviors you hope to see from your child.
  - Caution: Be aware of developmental appropriateness
  - Most undesired behaviors are a result of expectations that do not match the child's current ability
- Examples:
  - Play by themselves for 5 minutes
  - Clean up toys when asked
  - Leave the park without dropping to the ground and crying
  - Sign "more" to ask for additional snacks





# Be prepared

- Describe the desired behaviors
- What do they look like? Can you describe them in a way that you will notice when they occur?
- When are the optimal times the desired behaviors will have the opportunity to occur?
- Without visualizing what behaviors you are hoping for, when they occur, it's easy to forget to notice



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# How to set up

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# The set up

- Is your child aware of the expectations?
- For example:
  - Why you are not available for a little while?
  - What clean up looks like and where things go?
    - Pictures
    - Videos, TV shows
    - Songs
  - How long they have to play and what can be done in that time?
    - Offering choice
    - Time is abstract. Consider visual timers to show the passage of time.
    - Describe how much can be done in the time left. *"We have 5 minutes. That means you can go down the slide three more times."*
  - What communication can look like? Model, but don't require



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# How to respond

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# The power of reinforcement

- Formal definition: Something that happens after a behavior that strengthens that behavior and it occurs again in the future
- Practical examples:
  - Cleaning up the kitchen and your partner says, *"Wow, this looks great!"*
  - Tying your child's shoe and they give you a hug.
  - Calling a friend to check in and they say, *"Thanks for thinking about me."*
  - Your child gets partially dressed by themselves and you say, *"You are so big! Look at you getting clothes on!"*



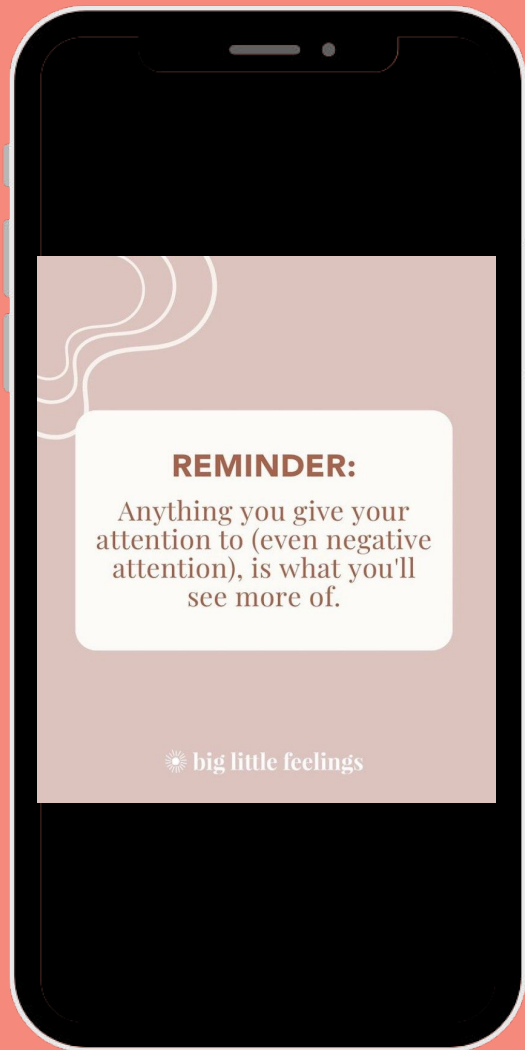




# Your child needs feedback

- Notice! Call attention to what they do well
- Name it and celebrate!
  - “When you played with your toys, I got dinner ready. That was so helpful!”
  - “It is not easy to leave the park, but you did it. I’m so proud and we can come back tomorrow.”
  - “You want more! Crackers are so yummy!”
- Feedback also works when undesired/unsafe behaviors occur.





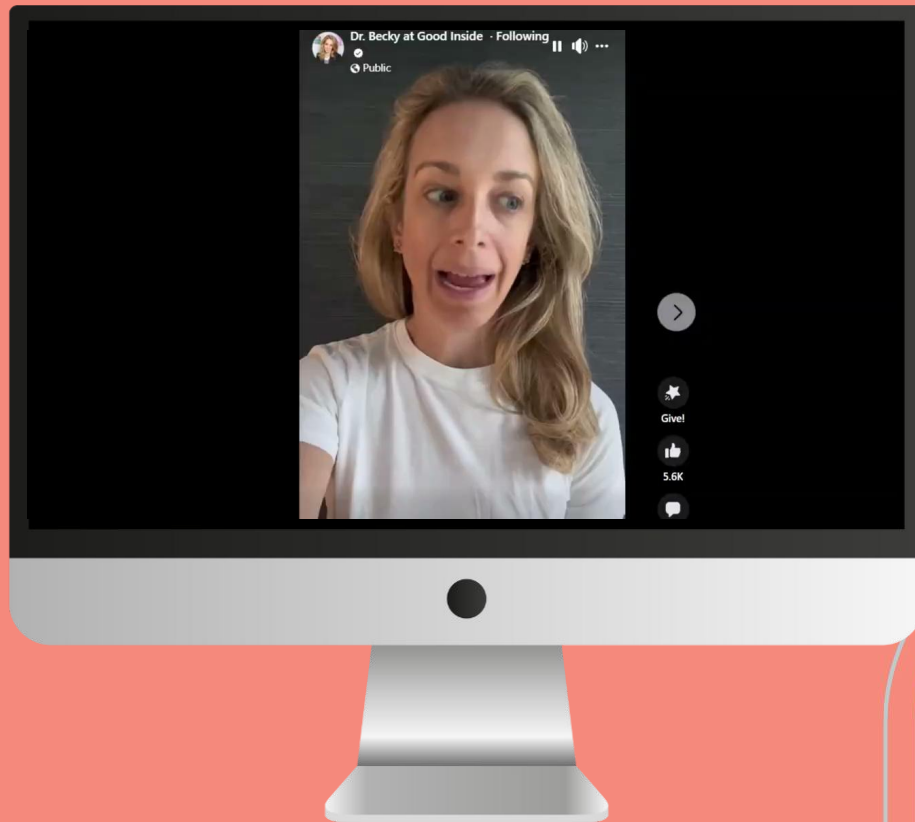
**REMINDER:**

Anything you give your  
attention to (even negative  
attention), is what you'll  
see more of.

 big little feelings



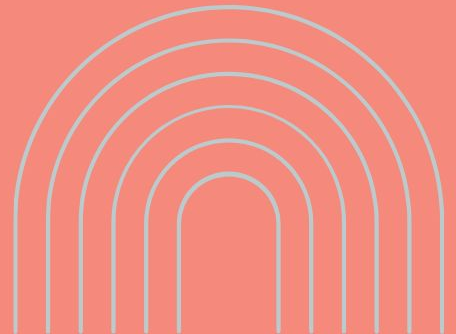
# Holding a boundary





# When things do not go well

- What about punishment?
- It seems to work in the moment . . . .



# The Truth about Punishment

Decades of research is clear

- Can result in the intended outcome in the short-term
- Does not result in the intended outcome in the long run
- “A person who has been punished is not thereby simply less inclined to behave in a given way; at best, he learns how to avoid punishment.” – B.F. Skinner





“I didn’t know what their needs were. When the children showed issues, I naturally assumed there was something wrong with them.

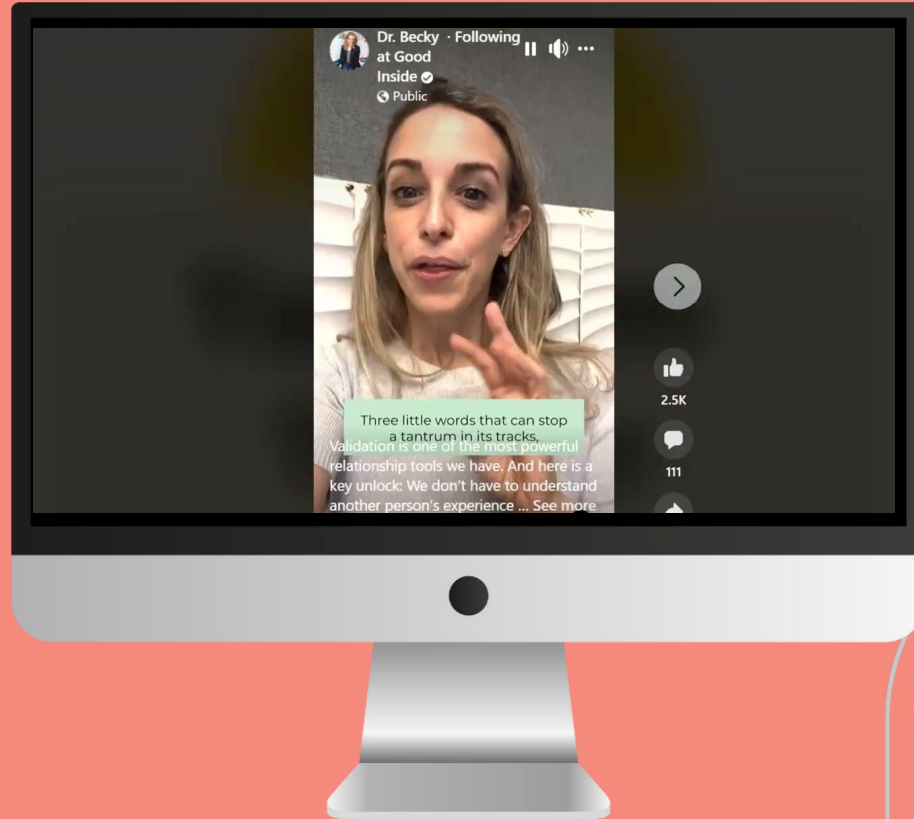
Rather than asking myself, ***what is it in the environment that is not meeting their needs*** and what can I do to bring myself to a more grounded and understanding place, so I can actually ***meet their needs rather than demand that they meet my expectations***? It’s a totally different way . . .”

–Adapted from Dr. Gabor Maté





# The Power of Validation





“Validation doesn’t mean we agree with another’s subjective reality. Validation allows another person’s emotional state to exist.”

-- Dr. Jamie Long



# Let's practice

- Do nothing. Walk away.
- Yell at the child about how the color of the cup has absolutely nothing to do with the taste of the water.
- Validate. Connect. Empathize. "You are not happy with this cup."





# Lead with your values

- Let's go back
- What was most important to you about your relationship with your child?
- What parenting behaviors exemplify your values?
  - When in doubt, do what aligns with your values
  - Examples:
    - Connectedness – being emotionally available
    - Trust – listening and showing up
    - Forgiveness – allowing room for mistakes and showing love immediately after





# Resources

- Websites:
  - [Child Mind Institute: Complete Guide to Developmental Milestones](#)
  - [ASHA: Developmental Milestones Birth to 5](#)
  - [RIE Parenting Basics](#)
- Podcast:
  - [Raising Good Humans Ep 64 – Explaining RIE Parenting](#)
- Social Media:
  - [Play Based Learning ECE – Kristen RB Peterson](#)
  - [Dr. Becky at Good Inside](#)
  - [Mr. Chazz](#)
  - [Big Little Feelings](#)



**Do your best to support positive behavior.  
Know what's ideal; be okay with what's real  
It's not all or nothing; it's all or something**

