



Welcome!

Principles of Child Guidance

CG211

Fall Term 2010

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<http://www.lanecc.edu/ccfc>

Principles of Child Guidance



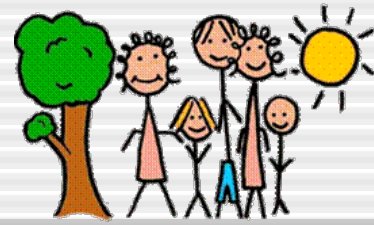
Laura	Instructor: Beginning class (CG211)
Erika Hinds	Instructor/Intern (ORI)
Susan Hardy	Instructor: Advanced class (CG212)
Arnold Sicotte	Intake specialist Community Liaison
Shari Crawford	Administrative Assistant

Class Format



- Academic Credit and Community participants
- Beginning and Advanced
 - ◆ Open to credit and community members
 - ◆ Meet together 9-10:30
 - ◆ At 10:30(ish) we take a break
 - ◆ After break:
 - Advanced class goes to room 306
 - Beginning class stays in room 301

Logistics



- Parking
- Restrooms
- Coffee and food

Childcare



- Childcare for children aged 3+
 - ◆ Susie and Sean (6+)
 - ◆ Gwen and Nick (3)
 - ◆ Nick, Jessica and Laylah (4-5)
 - ◆ Leif and Karlie
- Bring small snack and drink
- Open at 8:30 - must arrive before 9am
- Resist temptation to peek at break
- One time \$15 supply fee

Childcare staff



- 3+
 - ◆ Gwen Jones
 - ◆ Nick Jones



Childcare Staff



- 4-5

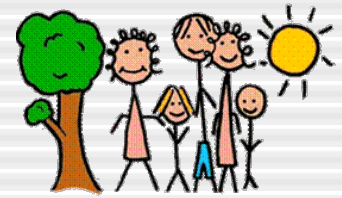
- ◆ Nick
- ◆ Laylah
- ◆ Jessica



QuickTime™ and a
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are needed to see this picture.



Childcare Staff



- 6+
 - ◆ Susie
 - ◆ Sean



Childcare Staff



- Leif and Karlie

Registration and Attendance

- Must register to attend
- Class is free for community members
- Certificates of attendance are given at the end of the term
- If you need a certificate before the end of the term, make your request to Shari at crawford@gmail.com.
- Attendance of 6/8 classes mandatory for credit students

Credit Students

- Meet with Laura at 11:45 each week to discuss assignments and get information about class requirements.

Principles for Strengthening Parent Child Relationships

Golden rule: *Do unto others as you would have them do unto you.*

This is the basis of democratic living. It implies that individuals are equal in terms of human worth and dignity.

Mutual respect is the key to strengthening relationships between parents and children

Parents and children aren't the same

- ◆ adults more knowledgeable & experienced
- ◆ children equal to in terms of worth and dignity



**Encouragement implies faith in children as they
are, not as parents would like them to be**

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Children need encouragement like a plant needs water

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Action is more effective than words in times of conflict

- We underestimate the capability of kids and insult them when we warn, remind, nag and lecture
- Reserve talking for friendly conversations, not as a means of discipline

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Take your sail out of the child's wind

- We have a choice about whether or not to engage in power struggles
- Children only argue with people who argue back
- We need to learn to **manage ourselves** in times of conflict, and take responsibility for our own behavior

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Withdraw from the struggle, not from the child

- Although talking in moments of conflict with children is ineffective, friendly conversations and pleasant contacts at other times are essential
- Have fun and play together
- Show your child your love, appreciation and acceptance

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Take time to help children learn skills

- Children need to learn useful skills and values
- They are naturally motivated to belong in a useful way and contribute.
- With good intentions, we often thwart children's attempts to help

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Resist doing for children what they can do for themselves

- Dependent children are demanding children
- Children become confident and responsible when offered opportunities and encouraged to be contributing members of the family and community

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Making this class your own

- What goes well in your relationship with your child?
- If you had to pick ONE challenging issue between you and your child to work on this series, what would it be?
- If your relationship could be the way you want it to be, what would it be like?

Self-Management and Communication: *Move Forward Messages*

“You” message	Move-Forward Message
Focuses on character and misbehavior	Focus on parent’s feelings, behaviors, thoughts
Conveys blame, criticism, and control	Conveys respect for self and others, self-management, constructive contribution, and dignity
Increases defensiveness	Increases likelihood others will listen
Increases hostility	A positive, responsible model
Situation likely to stay same or deteriorate	Likely to lead to constructive action

Self-Management and Communication: *Move Forward Messages*

“You” message	“Move Forward” message
<i>You are driving me crazy! Can't you kids be quiet?</i>	I have trouble driving when there's noise in the car (Pulling over) I will drive again when it is quiet

Self-Management and Communication: *Move Forward Messages*

Format

- I feel _____
- When _____
(situation, not “you”)
- I will _____
(how you will manage your own behavior to improve the situation)

Move Forward Messages

- Allow the parent to describe how the situation is affecting them without blaming or labeling the child.
- Create a situation where the child is more likely to hear what the parent is saying because it's expressed in a non-threatening way.
- Convey to the child the parent's good intentions for the relationship
- Put the emphasis on the situation
- Lets child know what the parent intends to do