

Migrant Module 2: Using Positive Discipline to Support Your Child's Development

1.1 Parent Engagement

WestEd presents the Parent Engagement Migrant Modules; a module series developed on behalf of the California Department of Education, English Learner Support Division.

Using Positive Discipline to Support Your Child's Development

Migrant Education Office - English Learner Support Division - California Department of Education

Visit the CDE website for more information (www.cde.ca.gov).

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1.2 Navigating the Module

The following information will help you navigate this module:

- Use the menu on the left side panel and the navigation bar on the bottom of the screen to control this module.
- The tab key can also be used to navigate forward through the module components; shift+tab can be used to move backward.
- Use the audio button at the bottom right of the screen to turn the slide's audio narration on and off.
- Use the captions button at the bottom of the screen to turn the captions on and off.
- Use the transcript button at the bottom left of the screen to turn the transcript on and off.
- Transcripts for the complete module can be accessed in the resources menu.

The following keyboard shortcuts have been enabled for ease of use:

- N = Move to the next slide
- P = Move the previous slide
- S = Stop/Pause slide
- R = Resume/Play slide
- C = Turn closed captions on/off
- A = Turn audio narration on/off
- T = Turn narration text transcript on/off

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The module will automatically save any progress made if connected to the Internet.

1.3 Module 2 Using Positive Discipline to Support Your Child's Development

Welcome to Using Positive Discipline to Support Your Child's Development.

This is the second module in the supporting parent engagement module series.

Welcome and thanks for coming today and hearing about different ways of parenting and learning more about your child.

These modules may be viewed in any order, so it may not be the second module for you.

The content of this module focuses on understanding parenting styles and child development and using that information to adjust or review your own parenting style.

1.4 Module Objectives

This module will explore positive parenting techniques and strategies.

Reflecting on personal parenting styles and experiences can help to identify areas of confidence and areas of challenge.

Information on typical child development will be shared so that you, as parents, can know what your child is able to do and how they can manage their emotions at each age.

Activities and ideas to use at home will be shared and practiced throughout this module.

We hope today you will be able to:

- explore different parenting styles;
- understand the benefits of using positive discipline with children at every age;
- learn about child development and temperament;
- reflect and consider how positive discipline applies to daily life; and
- practice new strategies and plan for application.

1.5 Parenting Styles

We are going to start with a review of common parenting styles.

We will then take some time to figure out what style you might use with your children and family.

1.6 Four Parenting Styles

There are four main types of parenting styles:

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- Authoritarian
- Permissive
- Authoritative
- Uninvolved

Each style takes a different approach to raising children and can be identified by a number of different characteristics.

Most parents use one type of parenting style but may decide to change some things about their parenting if they feel things are not working the way they hoped.

Identify which style you want to hear more about now and select to see that style.

You may already be wondering about what style you are.

As you listen to the information provided on each style, think about which one sounds most like you.

While there is not a right a wrong way to parent, there are benefits to using the authoritarian style because it creates more of a relationship with your child and allows you to help them develop confidence and good communication skills that they can use when they grow into adults.

1.7 Authoritarian

Authoritarian parents may believe that

- kids should be seen and not heard;
- rules are made by parents and followed by children, not the other way around; and
- feelings are not as important as actions or following rules.

An authoritarian parent might say, "You will listen to me because I said so."

These beliefs may limit children's involvement in problem-solving challenges or obstacles.

Parents make the rules and enforce the consequences with little or no worry for a child's opinion.

Children who grow up with strict authoritarian parents tend to follow rules much of the time.

However, their obedience may come at a price.

Children may follow the rules out of fear instead of understanding what is right and wrong.

Children of authoritarian parents are at a higher risk of developing self-esteem problems because their opinions aren't valued.

1.8 Permissive

Permissive parents may believe a child will learn best with minimal structure provided.

Examples permissive parenting are

- setting rules but not following through; and
- identify consequences but not giving them to the child.

A permissive parent might say, "If you behave, I will buy you a toy at the store."

Permissive parents are commonly very forgiving and often think "kids will be kids."

When they do use consequences, they may not make those consequences stick by changing their minds or deciding not to give the consequence.

Permissive parents usually take on more of a friend role than a parent role.

They often encourage their children to talk with them about their problems, but they usually don't put much effort into discouraging poor choices or bad behavior.

Children who grow up with permissive parents are more likely to struggle academically.

They may exhibit more behavioral problems as they don't appreciate authority and rules.

They often have low self-esteem and may report a lot of sadness.

1.9 Authoritative

Authoritative parents may believe it is important to

- put effort into creating and maintaining a positive parent/child relationship;
- explain the reasons behind rules; and
- enforce rules and give consequences, but also take children's feelings into consideration.

An authoritative parent might say, "Sunday is family day. I know you want to go out with your friends, but family day is important. You can see your friends at school tomorrow."

Authoritative parents invest time and energy into preventing behavior problems before they start and encouraging children in solving their own problems and challenges.

They also use positive discipline strategies to reinforce growth and behavior.

Researchers have found that kids who have authoritative parents are most likely to become responsible adults who feel comfortable expressing their opinions.

Studies also show that teenagers of authoritative parents are safer drivers and less likely to text and drive.

1.10 Uninvolved

Uninvolved parents have little knowledge of what their children are doing.

These parents make few to no demands of their children and they are often

- indifferent;
- dismissive; or
- completely neglectful.

An uninvolved parent might not notice or ask about what homework a child has or how their day was at school.

As a result, the children of uninvolved parents feel unloved and make poor decisions in hopes that their parent will set a limit or notice their behavior.

1.11 Personal Reflection: What is your story?

Hearing about these different parenting styles may have you thinking about what style you use with your children.

Perhaps you know what style you use and it works for your family or maybe what you do with your children doesn't seem to work well and you want to do something different.

Usually, parents have a style because of how they were raised or what they believe.

Let's take a few minutes to do some personal reflection.

Download the Personal Reflection sheet-What is your story?

Think about your story:

- What did you learn from your parents about how to be a parent?
- How does that affect what you do and say as a parent?
- What similarities in your own parenting do you notice to the four parenting styles discussed?

1.12 Parents are a child's first teacher!

Parents may not realize it, but they are a very important teacher in their child's life.

Parents are really the child's first teacher.

As a parent, you teach your child

- how to talk and interact with people;
- how to behave;
- what is right and wrong; and
- what their values are.

At every age, children watch what parents and other family members do and say.

When you think back on the personal reflection of your story, can you see what you learned from your parents?

Parents have the most important role in teaching.

Many parents don't see their role as a teacher, but even your behaviors teach a lesson.

For example:

- If you read the newspaper every day, your child will learn that reading is important.
- If the adults in the house always open doors for others, your child will learn that opening doors is considerate.
- If you have dinner together as a family every night, your child will learn language and learn that family time is important.

1.13 What is Positive Parenting?

Maybe you have heard about positive parenting already or maybe it is something new to you.

Positive parenting is a way of raising and disciplining your children.

Positive parenting includes

- learning about how your child responds and using discipline that works best for each child (This means not treating every child the same way.);
- setting limits and having rules in place so children know what to expect;
- having consequences for actions to help children understand right from wrong; and
- teaching children positive behaviors and rewarding children with love and pride when they use those behaviors.

1.14 Activity: Parenting Style

Let's use an assessment to determine your personal parenting style.

This will better help identify what style you use naturally.

By knowing what type of style you use, you can better choose strategies to support positive relationships with your children.

Download the resource called Parenting Style Questionnaire and answer the questions.

1.15 Positive Parent and Child Relationships

Let's watch a video about positive parenting.

This clip is a part of a longer video.

The link to the full video can be found in the Families Resources Packet handout.

1.16 Benefits of Using Positive Discipline with Children

Using positive parenting has many benefits for children that can stay with them throughout their lives.

Select a number to learn about some of these benefits.

1.17 Benefits at School

Young children are ready to learn because their parents have learned how each child responds and acts in each situation. Parents are able to prepare their child for transitions from child care or being at home as babies to preschool to kindergarten.

Many families keep their very young children at home with family or close friends until they are old enough for school.

But young children who attend even short days at preschool or spend a lot of time with children that are not in their families have an easier time when they start school because they learn so much and gain confidence from being around new and different people.

Both young and older children learn a lot from friends and the people they spend time with when they are not with their families.

Time with friends allows children to learn about how other families work and can remind your children of the things that are important to your own family.

All of these experiences help children in school when it is time to focus on learning important things, such as following directions and routines, getting along with teachers, making friends, and reading, writing, and math skills.

1.18 Benefits in Interactions with Others

Remember that parents are their child's first teacher and children learn so much from watching how parents talk to and listen to them.

Parents who use positive parenting listen to their child's concerns and opinions and respect their child's feelings.

This teaches the child how to be empathetic and kind to other children.

When parents set rules and consequences, children learn to make good decisions.

When children make a bad choice, parents can share their disappointment and anger in ways that let the children know they made a mistake and that the parent may be upset, but the child is still loved.

This teaches the child how to get along with others and make them more resistant to pressure from their peers.

1.19 Benefits in Life

Beyond school and getting along with others, there are many other benefits for children whose parents use positive discipline.

Children are more resilient, meaning they learn to recover from challenges and negative situations.

Children have respect for parents, other adults, and rules because they know the rules don't change and they respect adults who don't change the rules.

Children like and need consistency.

Children are less anxious because they know what to expect.

Children are responsible because they know what is right and what is wrong and want to do right because they hear positive messages from parents when they do.

Children also understand that making a bad decision doesn't mean they are a bad person.

1.20 What is the role of each parent in the family?

Let's spend some time thinking about what role each parent or family member plays in the family.

Most adults understand the role they play in their family.

Looking at these roles side-by-side may make it easier when figuring out your parenting style.

The example on our slide lists just a few adults in a child's life.

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These are probably not the only important people in the child's life.

You can use any person who is in a caregiving role in your child's life.

All family structures work because every family is different and every person has a different role in the family.

On a piece of paper, write down the roles each adult has in the family.

You can use a different piece of paper for each person.

When you are done, move to the next slide.

1.21 Everyone is different!

There are some common ways that mothers and fathers are different in the role they have in the family.

Mothers tend to be more nurturing and do more caretaking of the family.

Fathers tend to do more of the disciplining and are usually seen as head of the family.

Are these roles similar or different than those on your list?

The reason we look at roles in the family is to remind families that everyone is different.

Children in the family learn at a young age that their parents have different ways of talking or disciplining.

Parents having different roles is good for children in the family.

They learn different ways of communicating and they learn that everyone is different.

This will help them in the future when they get their own jobs and have their own families.

1.22 Slow Down and Discuss

Take a moment to discuss the information just presented either on your own or with your group.

Your facilitator will guide your conversation.

The following questions will be discussed:

- What is working well now?
- What are your child's strengths?
- What are your strengths?

1.23 Understanding Child Temperaments

Next, we will look at our children's strengths by learning about child temperaments.

We will watch a video that describes what temperaments are.

1.24 Temperament

No audio available

1.25 What is temperament?

We just heard the video discuss that generally, there are five characteristics that describe an individual's temperament:

- Emotional intensity
- Activity level
- Frustration tolerance
- Reaction to new people
- Reaction to change

Understanding your child's temperament helps you be a better parent.

Recognizing patterns in your child's behavior that are influenced by temperament can help you anticipate your child's responses to certain situations.

While the video used talks about the younger children, temperament doesn't really change with age.

1.26 Temperament in Older Children (1)

In young children it can be easier to figure out temperament because they are still learning how to act and what is okay to do and say.

Older children and teenagers still have the same temperament, but how you see that temperament may look different.

There are buttons on this screen and the following two slides that you can select to reveal more information.

Select the YOUNG CHILD button to see what temperament might look like for a young child.

Select the OLDER CHILD button to see what that same temperament might look like when a child gets older.

An infant or toddler does not like crowds or loud groups; you may see them cry or want to be close to a parent.

As an older child or teenager, the child may avoid these situations or put on headphones or hoods to reduce sounds.

1.27 Temperament in Older Children (2)

Select the YOUNG CHILD button to see what temperament might look like for a young child.

Select the OLDER CHILD button to see what that same temperament might look like when a child gets older.

A toddler who meets a new person might hide behind their parent's legs.

A teenager says hello when meeting a new person, but when they answer questions their answers are short and they may not make eye contact.

1.28 Temperament in Older Children (3)

Select the YOUNG CHILD button to see what temperament might look like for a young child.

Select the OLDER CHILD button to see what that same temperament might look like when a child gets older.

A young child works on a puzzle for a long time and will not give up until it is done.

An older child or teenager stays up late at night to finish math problems.

1.29 What to Know about Temperament and Development

Temperament can affect social-emotional and cognitive development greatly throughout childhood, adolescence, and adulthood.

Select the words to see more detail about that word.

Here are some key things to remember about temperament:

- Different: Children learn about, feel, or experience the world differently.
- Acknowledge: Acknowledging how children approach and experience the world has lasting positive effects on school and life success.

- Accepted: Children need to be accepted for who they are and not feel like their parents want them to change.

1.30 Activity: Temperament Survey

Take the temperament survey.

Download the resource called Temperament Self-Assessment and answer the questions.

Teenagers should complete one too.

1.31 Understanding Your Child

Just as every child has a different temperament, every child also grows and develops at a different pace.

By knowing what children are capable of at different stages of life, adults in the child's life will know when the child is ready for something new or why a child may be acting a certain way. Often having this information can reduce frustration parents may feel when a child isn't listening or when are scared.

The next few slides will review some basic stages you can expect from your child at each age and some common frustrations parents may have with each age.

1.32 Child Development

We will explore five stages of child development: infant, toddler, preschool, school-age, and adolescent.

Select an image to learn more about each stage.

1.33 Infant Development

Infants grow and develop quickly in a very short amount of time.

Infants need a lot of sleep and routines to keep them healthy and growing.

The following lists highlight a few things that infants can do.

An infant's cognitive, or thinking abilities, include

- identifying important adults;
- self-soothing;
- recognizing cause and effect;

- imitating; and
- saying “mama” and “dada.”

An infant's emotional abilities include

- expressing emotion;
- recognizing familiar faces; and
- showing fear.

Infants are just learning to “talk.”

Infants point to objects and people and may smile or laugh when they are happy. Crying is another way infants “talk” to adults.

Crying can mean hunger, sleepiness, anger, and even fear.

It is normal for one-year-old infants to still cry to get their needs met.

1.34 Toddler Development

Toddlers are active and are figuring out what they can do and what adults will let them do.

Toddlers also need routines and they want limits so that they can safely explore the world.

The following lists highlight a few things that toddlers can do.

A toddler's cognitive, or thinking abilities, include

- using two- and three-word sentences;
- finding simple objects;
- going through big growth in physical development; and
- looking for consistency and routine.

A toddler's emotional abilities include

- exhibiting a lot of different feelings, such as anger, excitement, and sadness;
- beginning to understand they exist as a separate person than their parent;
- playing next to other children; and
- testing boundaries and rules.

Toddlers want to do things for themselves, but they also want adults to do things for them.

Many times, they cannot decide if they want to be independent or if they want help from an adult.

Toddlers change their mind all day long.

They have much stronger feelings than infants so they may cry louder, get angrier, or be so excited they cannot sit down or fall asleep.

Most of the time these emotions come and go very quickly.

1.35 Preschool Development

Preschoolers are very social and watch and repeat what adult do and say.

The following lists highlight a few things that preschoolers can do.

A preschooler's cognitive, or thinking abilities, include

- increasing language;
- early writing;
- understanding of colors and shapes;
- understanding of basic math concepts (more than one, more than two, etc.); and
- looking for consistency and routine.

A preschooler's emotional abilities include

- beginning to make friends and understanding how to play with them;
- identifying feelings;
- beginning to solve simple conflicts with help from adults; and
- exploring what happens when following or breaking rules.

Preschoolers are still young children.

It may seem that because this age talks more, and can start to get themselves dressed, that they are older.

But they are still learning a lot about feelings and what kind of reactions are okay and normal.

For example, they may still cry or scream when they are mad.

This is the age where adults can teach the child about how to react when they are mad or sad.

1.36 School-Age Development

School-age children look for structure and learn how to be in a classroom with lots of other children.

The age range we are considering is six to eleven.

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The following lists highlight a few things that school-age children can do.

A school-age child's cognitive, or thinking abilities, include

- taking pleasure in doing well;
- beginning to understand disappointment as they experience it;
- expressing their unique personality with others;
- solving problems;
- showing concrete thinking (older children); and
- pushing boundaries and limits.

A school-age child's emotional abilities include

- growing awareness of good and bad behaviors;
- having more interactions with peers;
- exploring rules with people other than parents;
- increasing empathy (when modeled and encouraged by adults); and
- exploring independence and privacy (older children).

School age children are trying to understand the rules and make good decisions.

It can be difficult for them to stop and think before making a choice or decision.

They also need a lot of reminders because they can be so busy they forget or don't hear all of the directions.

Parents can teach school-age children to learn from mistakes by giving simple consequences for their actions and talking to them about what went wrong.

1.37 Teenage Development

Teenagers grow and change very quickly in a short amount of time.

Their brains grow at almost the same rate as infant and toddler brains, which means teenagers need a lot of sleep and a lot of food.

The following lists highlight a few things that teenagers can do.

A teenager's cognitive, or thinking abilities, include

- setting goals and working on them;
- handling increased responsibility at home;

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- struggling with impulse control; and
- lacking the capacity to see clear consequences.

A teenager's emotional abilities include

- needing time to process emotions;
- calming down in their own time and in their own way;
- increasing mood swings; and
- increasing peer pressure.

Teenagers still need their parents to help them grow their values and become adults. Teenagers are old enough to do many things on their own but they still need supervision to be safe and to be reminded to make good choices.

This age learns a lot from their friends because they spend a lot more time with friends, sometimes even more than with families.

Eating meals together and asking teenagers questions about what they are doing with friends and at school keeps them connected to their families and lets them know someone cares about them.

1.38 Personal Reflection: What do you expect from your child?

We have spent some time learning about what children are able to do and how different they are from each other in temperament.

Let's do some personal reflection on what we expect of our children and whether we need to adjust those expectations now that we know more about their development.

Download the Personal Reflection sheet-What do you expect from your child?

Think about one of your children and what you now know about development and temperament:

- What do you expect from them at the age they are right now?
- What do you expect from them as they get older?
- How do you share what you expect with your child?

1.39 Culture Matters

Cultural beliefs, practices, and values impact how children develop in many ways.

One of these ways can be observed in child temperament.

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How families perceive a specific behavior influences a child's development of self-confidence and sense of others.

In other words, if a child knows that his or her specific temperament style is not valued in the family culture, it will likely result in lower self-esteem than if they know their specific type of temperament is valued and accepted.

These messages are not always said through words, but children can see a parent's reaction to a behavior and learn whether it is okay or not.

Think about what you learned from your family growing up.

Are you raising your family in the same as your family raised you?

Before you started a family, you may have already known what you wanted to do that was the same or different from how you were brought up.

Maybe you wanted to keep certain traditions or maybe you wanted to do things very differently.

Now that you have a family, maybe you have made those changes or kept those traditions.

Sometimes it is harder to make changes than we anticipate.

Let's look a little closer at how our parenting affects our children; we will then do some reflecting.

1.40 Home and School Affect Each Other

What happens at school can change how a child behaves at home and what happens at home can change how a child behaves at school.

Select each heading to discover examples of how home and school affect each other.

1.41 Personal Reflection: Culture Matters

Download the Personal Reflection sheet-Culture Matters and answer the following questions:

- What qualities do you value and desire for your child?
- How might your cultural values influence the way you see your child's behavior?
- How are these messages communicated in your family?
- How are these values different/the same as your childhood values?

1.42 Activity: Parenting Manifesto

As with all learning, growing and changing how you parent takes time.

There will be successes and failures.

The key is providing constant, positive, and loving support to yourself and your child as you travel this learning journey.

Writing our intentions is one way of practicing how to go on this parenting journey.

Select the Resources tab to download and read the Parenting Manifest handout.

Then write your own parenting manifesto.

1.43 Sharing Strategies

The last section of this module focuses on strategies.

During this module, you have learned about parenting styles and discovered your own style.

You have determined your child's temperament and what they are able to do at each stage of development.

You have looked at your expectations and how you grew up.

Now we are going to share some positive parenting strategies for you to think about trying at home.

Download the resource called Tip Sheet for Families.

Over the next few slides we will review the strategies on the tip sheet.

1.44 How to Talk to Your Children

Now that you know what children can be feeling and what they are able to do, you can talk to your child at a level they understand:

- Share what is important to you as parents.
- Share what is important to you as a family.
- Listen to your children when they talk to you by giving them your attention. This shows children how to listen and how you want them to listen to you.
- Tell your children when they make you happy and when you are proud. Children want to be noticed; the more you notice them for the good things they are doing, the more they will want to make good decisions to make you proud.

1.45 Limits and Boundaries

At every age, children need and want to know what their limits are.

As parents, you determine what is right and wrong for your family.

While children will watch and learn from your actions, they also need to hear from you about what is allowed and what is not.

Limits can be around where the children spend their time, what they are allowed to wear, how they speak to adults, or how much time they spend watching tv or on the phone.

Not only do parents need to set limits, they need to be consistent in enforcing them.

Changing limits or making too many exceptions to the limits is confusing and tells children that limits are not very important. Parents should decide together what the limits are.

Children should be told very clearly what the limits are.

1.46 Consistency

Children will try to break the rules and see what your limit is.

As a parent, it is important that you keep the rules and limits the same.

As a family, you should agree on the rules and limits so children understand that both parents will make sure the rules are followed.

1.47 Sharing Expectations

Tell your children what you expect them to do and how you want them to act.

This includes

- how you want them to behave;
- how you want them to talk to you and other family members and adults; and
- what you need them to do for the family.

Once children understand what is expected, then parents should hold the children accountable for meeting these expectations.

When the child doesn't behave well or the child breaks a rule, a parent should give them a consequence, so they understand what they did was wrong.

For example, your rule for going to football games is coming home right after the game.

Maybe you worry about their safety or maybe they have an early morning commitment and need to get some sleep.

Whatever the reason is, telling the child why you have the rule may help them understand why it is important.

If your teenager knows the rule, is told to come home right after a football game, but instead comes home one hour late, then maybe the consequence is missing the next football game.

1.48 What would you do?

Parenting can be challenging.

Your child can be a toddler or a teenager and you will still have situations where you may feel frustrated.

Some of the frustration may be that the child just has a temperament that is different from yours or maybe they are at a difficult stage in their development.

Let's look at a scenario that is common with many parents.

There are two scenarios to choose from: a preschool-age child and a school-age child. Choose one scenario and consider about how you might address this situation.

1.49 What would you do? (Option 1)

Option 1 presents a scenario with a preschooler.

You are at the grocery store and your three-year-old sees the candy by the cash register.

She tells you she is hungry and points to the candy.

You tell her no.

She tugs on you while you are trying to put the groceries on the counter and says again that she wants the candy.

You tell her no.

She starts to cry and says louder that she is very hungry.

1.50 What Would You Do? (Option 2)

Option 2 presents a scenario with a school-age child.

Your 10-year-old child is watching TV.

You ask him to take out the trash.

He nods and keeps watching TV.

You ask him a second time, and he responds, "Ok."

You leave the room and return 15 minutes later.

The trash is still there.

1.51 What challenges do you have?

Think again about the challenging scenarios of the preschooler or the school-age child. Can you think about a challenge that you are having at home?

Maybe it is similar to the scenarios presented or maybe it is different.

Picture it in your mind and then reflect on the new strategies you have learned from this module.

How could you address your challenge?

Is there something you heard in this module that you could try that might help in your challenging situation?

If you are comfortable, share your challenge and possible strategy with someone next to you.

1.52 Activity: Talking Every Day

Take a moment to think about everything you learned or discussed in this module.

Download the resource called Talking to Your Children.

You will use the resource to make a list of conversation starters to support your positive parenting practice and grow self-confidence in your children.

1.53 Make a plan. (1)

Many new ideas were shared in this module.

You may be excited and ready to try some of the strategies you have learned.

As parents, you are very busy and sometimes working and taking care of the family feels like it takes up most of your day.

To support you in trying these new strategies, there is a resource called Action Planning.

Download this resource and answer the questions about what you are going to try with your children before the next meeting.

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Keep this resource with you so you can make notes as you try new things at home.

We hope that you share your experiences with the group next time.

You may find that others have had the same types of experiences.

1.54 Thank you!