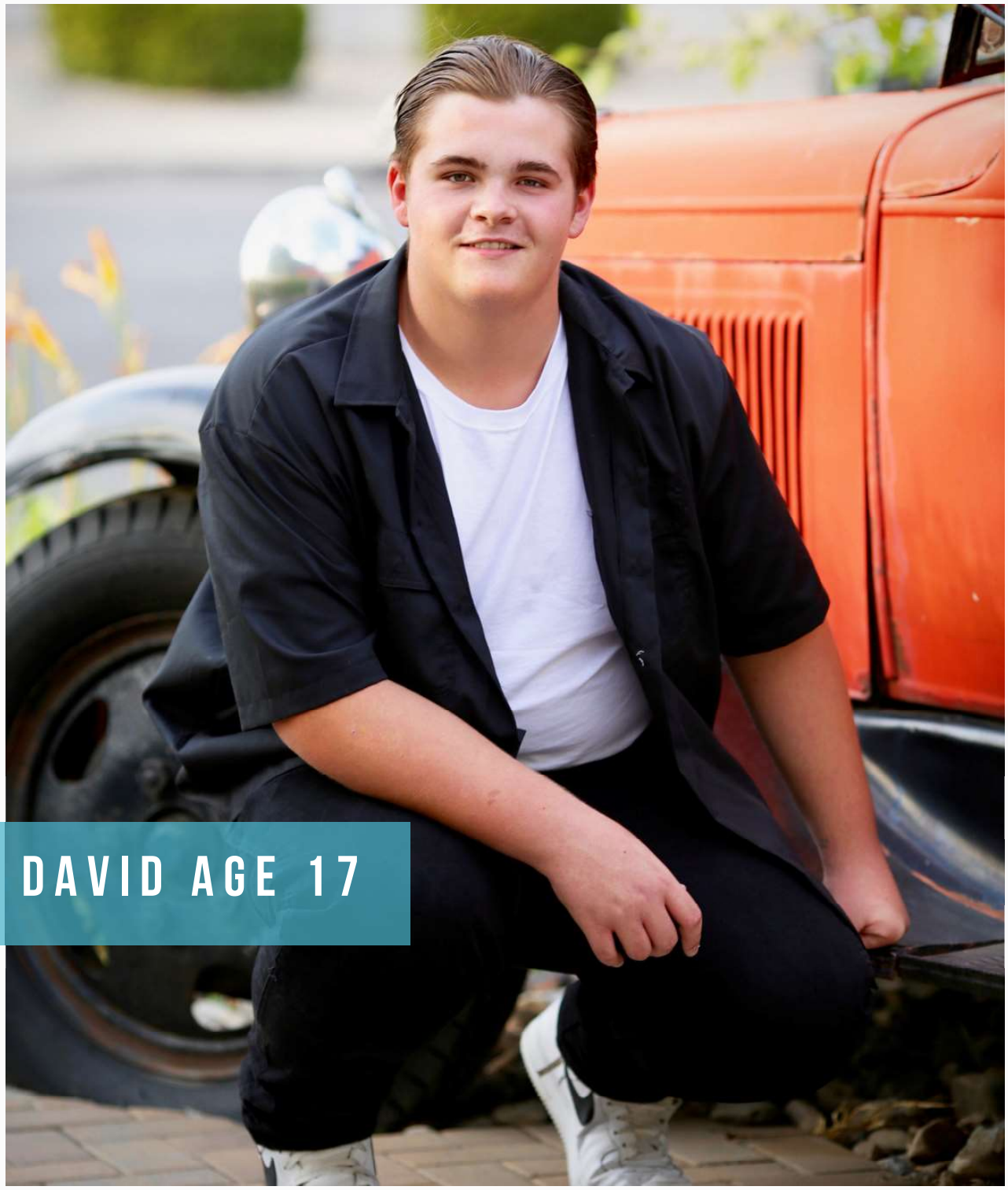
UTAH'S ADOPTION CONNECTION

CHILD AND FAMILY SERVICES

AUGUST 2024 EDITION



DAVID AGE 17

Photo by: Lori Jenkins

UTAH'S ADOPTION CONNECTION

CHILD AND FAMILY SERVICES

In partnership with RAISE the FUTURE

ARE YOU STUGGLING WITH YOUR CHILD THAT HAS FASD

FASD UNITED CAN HELP

FASD United Family Navigator Program

The FASD United Family Navigator program provides individuals living with fetal alcohol spectrum disorders (FASD), their family members, caregivers and supporters with expert, confidential support and referrals. This includes people who are pregnant or intend to become pregnant and who may have questions about alcohol or substance use. Our Navigators serve members of the FASD community and anyone in need of one-on-one peer support, referrals to resources and services, information about prenatal alcohol exposure, or a question about any facet of FASD. This service is free and does not require a referral. Professionals who serve the FASD community or who would like information on alcohol or substance use and pregnancy are welcome to connect.

A FASD Family Navigator can be reached from 9 am-10 pm Eastern Time, Monday through Friday via phone at 202-785-4585 or by completing the form below.

ON THE COVER: DAVID

This sushi-eating, dog, and snake-loving teen is David! One of his many skills includes his uncanny ability to draw. He is also all about playing football and taking rides on his longboard. David appreciates going to the gym to lift weights. Black and white are his favorite colors, and he thinks the Joker is a cool villain. If he woke up with superpowers, David would want the ability to summon anything just by thinking about it. Rap music is always on his radio. David can maintain positive relationships with adults and peers. This fellow can see himself as an airplane mechanic when he is older.

For families outside of Utah, only those families who have a completed home study are encouraged to inquire.

AUGUST 2024 EDITION
Kathy Searle, Editor
Lindsay Kaeding, Design Director
To submit articles or for a subscription, call 801-265-0444 or email kathy.searle@raisethefuture.org. This publication is funded by the State of Utah, Division of Child and Family Services. Raise the Future prepares and prints the newsletter and the Division of Child and Family Services mails the publication. The mailing list is kept confidential. One can be removed from the mailing list by emailing amyers@utah.gov.

When Kids Refuse to go to School

HOW TO RECOGNIZE WHAT'S CALLED "SCHOOL REFUSAL" AND HOW TO GET KIDS BACK IN CLASS.

BY: RACHEL BUSMAN, PSYD, ABPP, REPRINTED WITH PERMISSION FROM CHILD MIND INSTITUTE

The term "school refusal" used to be more or less synonymous with truancy, invoking a picture of kids hanging out on the street corner, or holed up in their bedrooms playing video games.

While it is true that some game-playing might well be involved, it's important to understand that school refusal is not the same as playing hooky. It isn't driven by the allure of having fun outside of school, but rather by an aversion to school itself.

Problematic patterns
Everyone resists going to school once in a while, but school refusal behavior is an extreme pattern of avoiding school that causes real problems for a child. School refusal is distinguished from normal avoidance by a number of factors:

- How long a child has been avoiding school
- How much distress they associate with attending school
- How strongly they resist
- How much their resistance is interfering with their (and their family's) life

Including all these aspects is important, because a child can still have school refusal even if they attend school most days. I've worked with kids who have missed only a day or two of school, but they've been tardy 30 times because their anxiety is so extreme it keeps them from getting to school on time. Kids with school refusal might also have a habit of leaving early, spending a lot of time visiting the nurse, or texting parents throughout the day.

Suspicious sick days
Often kids with school refusal will start reporting unexplained symptoms like headaches or stomachaches. Anxiety does manifest in physical ways, so their symptoms could be indicative of that. As a parent, the first thing you want to do in this situation is get your child checked out by a pediatrician; you don't want to overlook a medical problem. But it may be that going to school is their problem.
Sometimes resistance to attending school is just a little blip on the radar, and it can be easily remedied. Maybe your child had the flu and was out for a good amount of time, and now they are having a hard time making the transition back to school. Suddenly they're getting clingy and anxious about all the homework they missed.

In this scenario, it is important not to prolong time at home. Instead, you want to have a conversation with the teacher and with your child. You want to be able to tell them, "We've talked to your teacher, and he knows you were sick. I know you're worried, but he understands. It's time to get back to school." Then they return to school and often things go relatively smoothly.

Similarly, some kids in school experience blips of anxiety after vacations. The key point is to get children back in school as soon as possible.

More serious concerns
When school refusal starts to become a bigger problem—it's going on for numerous days, weeks or even months—you should reach out and ask for help. This includes kids who go to school but only attend partial days because they are spending a lot of time in the nurse's office and getting sent home early from school.

Understanding the problem
For more serious cases of school refusal, the first step in treatment is getting a comprehensive diagnostic assessment. While school refusal is not a diagnosable disorder, it often accompanies disorders like separation anxiety, social anxiety, depression or panic disorder. A complete assessment helps treatment professionals understand what is underlying school refusal, allowing them to tailor therapy to your child's particular situation.

Listen up
It's also possible that something specific is happening at school, like bullying or a difficult class. This doesn't mean you should immediately jump in and ask your child who doesn't want to go to school, "Who's bullying you?" But it is important to know what is going on in your child's life. You should expect to hear what their teacher is like and how homework is going. You should also have a sense of the kids your child is hanging out with. These are all things that should come up in everyday conversation. And if your child mentions that something happened that day, perk your ears and put down whatever you were doing and listen in a nonjudgmental way, because it could be important.

Reaching out
Treatment providers working with kids who have school refusal will often use cognitive behavioral therapy, which helps kids learn to manage their anxious thoughts and face their fears. While kids who are anxious might disagree, the best way to get over anxiety is actually to get more comfortable with feeling anxious. Kids need the chance to see that they can attend school and their worst fears won't happen. Exposure therapy, which reintroduces kids to the school environment gradually, is very effective at this. In the very beginning of treatment, this might mean driving by the school or walking through its empty halls on the weekend. From there kids can work up to attending one or two classes and then eventually attending a full day towards the end of treatment.

It's best to be proactive and catch school refusal as soon as you can. Unfortunately, the longer a child misses school, the harder it is to get back in the routine, because being absent is very reinforcing. I have worked with families that describe getting ready for school like it's a battle complete with huge tantrums. Sometimes the morning gets so challenging and exhausting that mom and dad just give up and say, "Fine, stay home; I'll go pick up your homework." It's a very understandable situation, but again, letting it continue puts kids one day further from being back at school. It is important for parents to know that the sooner the child gets back to school the better, and reaching out for help is an important first step.

Mothering Children of Color who are Becoming Adults

As my children move into the world without me, I can't protect them the way I could when they were little. I can't assume that their lives and actions will be cloaked with the same privilege I was born with.

BY JESSICA O'DWYER
REPRINTED WITH PERMISSION

A while back, my 15-year-old son Mateo came home and told me this story. He'd been at the gift store at the bottom of our hill to buy a fancy candle for a friend's birthday. Mateo shops at the gift store a lot—he's a generous giver of gifts to friends—and the shop owner knows him. But on this day, a different woman stood behind the cash register.

Mateo brought the candle to the counter, opened his wallet, and pulled out a $20. He handed the bill to the woman. The woman promptly held the bill up the light and examined it to make sure it wasn't counterfeit.

"She wouldn't have done that to you," Mateo said.
"Because I'm old?"
"Because you're white," Mateo said. "Also, if I were going to use a counterfeit bill, wouldn't I have paid with a $100?"
"I guess she didn't notice your Michael Kors wallet," I said. "Or your Air Force One sneakers."
"No," Mateo said. "She just noticed I'm Latino."

Another day, my 17-year-old daughter Olivia told me this story. Normally, Olivia comes home on the school bus, gets picked up by a carpool, and is driven up the steep hill to our house. But on this day, the carpool driver had a scheduling conflict, so Olivia had to walk home from the bus stop. It was one of those scorching hot afternoons in California, and Olivia stopped at the local market to buy a lemonade before beginning the vertical climb. Her backpack was filled with heavy books, and in a few minutes, Olivia started sweating. She stopped on the sidewalk under the shade of a tree to drink her lemonade.

As she drank, the woman of the house with the shade tree opened her door. She stood in the doorway and watched Olivia drink her lemonade. Olivia got nervous being watched. She wondered if there was a law she didn't know about. A law against drinking lemonade under a shade tree next to the sidewalk. Olivia put away her lemonade and continued walking up the hill. The woman came out of her house and followed Olivia. She walked behind my daughter for several houses, until the hill got very steep and she turned around.

When Olivia told me about the woman, I asked her, "Why didn't you tell her you live on this block? That you were going home?"

"What was she going to believe?" my daughter said. "That I live in a house on top of the hill? That my dad's a doctor?

Or was she going to believe I didn't belong there, that I was wandering around the wrong neighborhood."

"Didn't she see you were dressed in school clothes? That you were carrying a backpack?"

"No," Olivia said. "All she saw was that my skin is brown."

As my kids become adults and move into the world without me, I can't protect them the way I could when they were little. I can't assume they'll walk into a store or up a hill or anywhere else and be cloaked with the same privilege I was born with. I live with the fear they'll make a misstep, or what's perceived as a misstep, and that some innocent action will lead to tragedy. As we've seen —as the families of George Floyd, Breonna Taylor, Ahmaud Arbery, Michael Brown, and too many others have seen—this is not an unfounded fear in this country.

When we decided to adopt from Guatemala, I never projected ahead twenty years. I didn't anticipate the world my children would face. Of course, I understood racism existed, but it had never touched me directly, the way it does for my children. My parents never had the talks with me that I have, often, with my children: If you're stopped by the police, keep your hands on the steering wheel and describe your every action when you reach for your driver's license. Never wear a hoodie with the hood up. Understand that some people will make assumptions that have nothing to do with who you are. Know that you will be held to a higher standard. Be extra cautious even when your friends don't have to be.

There's so much I can't control, but also a few things I can. I can acknowledge my own subconscious biases and strive to eradicate them. I can vote. I can protest. I can continue to have these conversations with my children, embrace their birth culture, and include people of color in our direct circle. I can write about my family's experiences.

Jessica O'Dwyer is the author of Mamalita: An Adoption Memoir. Her first novel, Mother Mother, will be published in October 2020. Jessica's essays have appeared in The New York Times, San Francisco Chronicle, and Adoptive Families. She lives in California.

Understanding Sensory Processing Disorder and How it Can Impact a Child's Social and Emotional Development

BY: GENERATION MINDFUL, REPRINTED WITH PERMISSION

In a cozy classroom with soft, calming colors, there is a young boy named Ethan. Every day, he goes to school to learn just like every other student in his kindergarten classroom. However, every day is a secret battle for him. When the morning sun shines through the windows and the classroom fan switches on, it makes a quiet noise that sounds like a roaring thunderstorm to Ethan. As the fan's unrelenting swirling intensifies, Ethan's world blurs. The capacity for his sensory body to navigate all that is happening around him reaches a near-breaking point, pushing him perilously close to the edge of sensory overload.

Ethan has something called Sensory Processing Disorder, also known as SPD. In this sensory symphony, where every sensation is cranked up to maximum volume, the most straightforward experiences can become overwhelming in a matter of mere seconds. This is the reality for countless children diagnosed with Sensory Processing Disorder (SPD).

Sensory Processing Disorder: A Brief Overview
SPD is a neurological condition that affects how an individual processes and responds to sensory information from the environment. Sensory inputs encompass various experiences, including touch, taste, smell, sight, sound, and their ability to regulate emotions (interoception) and movement.

For children with SPD, these 7 sensory inputs can be either overreacted to (hypersensitivity) or underreacted to (hyposensitivity), significantly impacting their social skills and daily life.

- Difficulty with Social Interactions: Children with SPD may struggle to engage in social interactions effectively. Overwhelmed by sensory stimuli, they might avoid or withdraw from social situations to minimize sensory input. This can lead to feelings of isolation and difficulty forming friendships.
- Emotional Dysregulation: SPD can contribute to emotional dysregulation. Sensory overload or discomfort can lead to meltdowns, tantrums, or outbursts. These intense reactions can make it challenging for individuals to manage their emotions and communicate their feelings effectively.
- Impaired Empathy and Social Understanding: Some individuals with SPD may have difficulty understanding and empathizing with the emotional experiences of others. This can result from their sensory-focused world, making it harder for them to pick up on social cues and emotions in those around them.
- Difficulty with Self-Regulation: SPD can impact a person's ability to self-regulate their emotions and behaviors. Sensory-seeking individuals might engage in impulsive or disruptive behaviors, while those who are sensory-avoidant might withdraw or shut down emotionally to cope with sensory overload.
- Challenges in Adaptive Coping Strategies: Children with SPD may develop maladaptive coping strategies for their sensory sensitivities. For example, they might resort to self-soothing behaviors such as finger-flapping or rocking, which can be misunderstood by peers and lead to social ostracization.

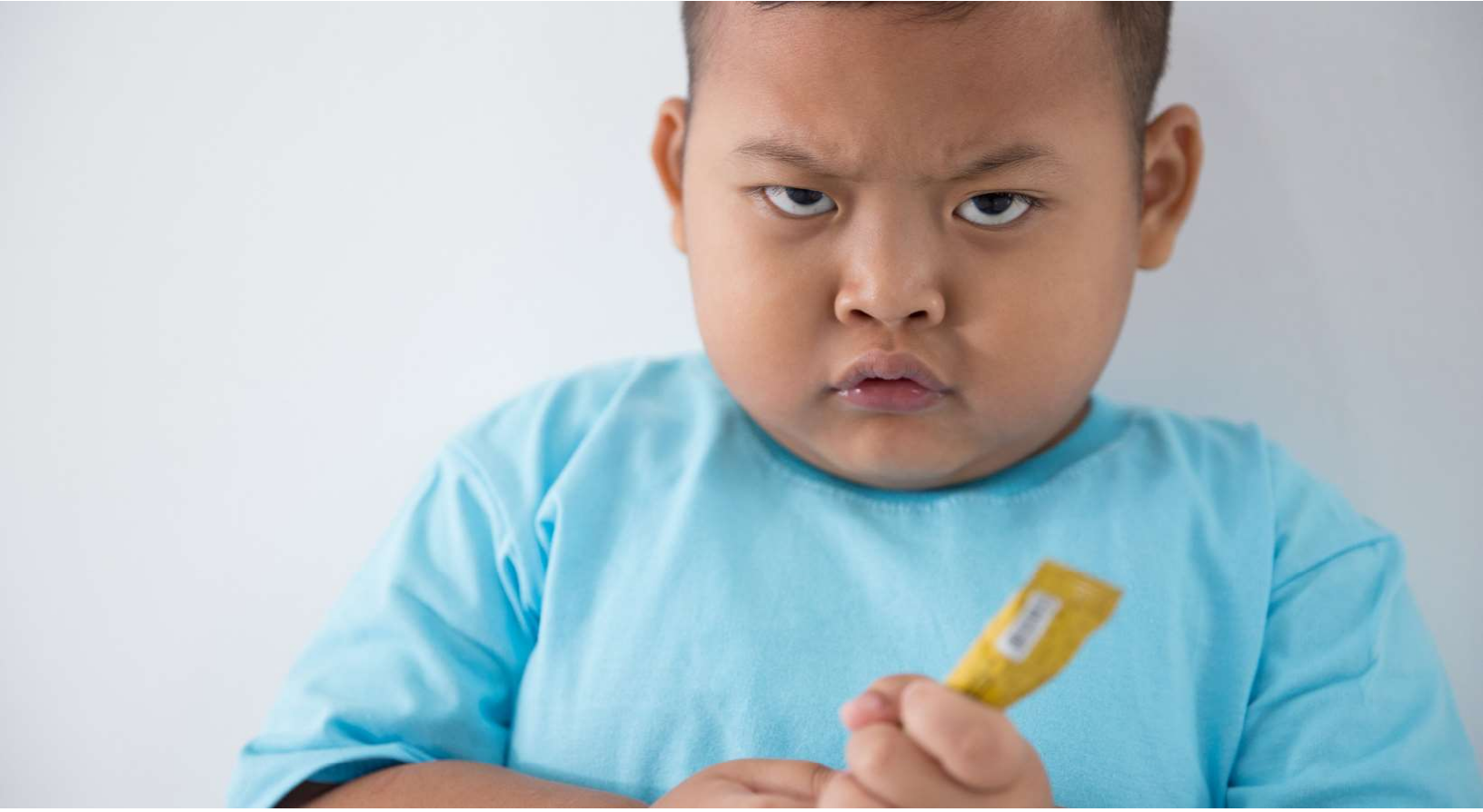
Supporting Children with SPD
Educators are undeniably the heart of the classroom, infusing it with their passion, knowledge, and dedication. They are determined to nurture the growth and potential of every student they encounter, which can be accomplished with these five invaluable methods that offer hands-on assistance for children with SPD.

- Fostering Understanding and Awareness: By actively educating themselves about SPD, educators gain a deeper insight into how it impacts their students. Recognizing the signs and symptoms of SPD and staying aware of each child's unique sensory challenges enables them to tailor their support effectively.
- Customizing Accommodations: Collaborating with parents, occupational therapists, and other specialists, educators outline precise accommodations and modifications to meet the child's sensory needs. These adaptations may involve implementing sensory breaks, offering flexible seating arrangements, or adjusting classroom lighting and noise levels.
- Creating a Sensory-Friendly Classroom Environment: Educators establish a sensory-friendly atmosphere by minimizing distractions, supplying sensory-friendly tools (such as fidget devices or noise-canceling headphones), offering a calming corner, and establishing clear routines to alleviate anxiety stemming from unpredictability.
- Structuring Sensory Breaks: Educators identify when a child with SPD requires sensory breaks and actively provide opportunities for them to engage in sensory activities. These breaks become integral to the daily schedule, preventing sensory overload.

Promoting Social Inclusion:
To cultivate a warm and inclusive classroom environment, educators actively educate their students about SPD, fostering empathy and understanding. They enlighten the class about sensory differences while discouraging teasing or bullying. Inclusive activities and collaborative projects are actively encouraged to help children with SPD feel valued as classroom community members.

Remember that each child with SPD is unique, and their sensory needs may vary. Regular communication with parents and specialists ensures that the support children receive in the classroom is tailored to the child's unique strengths, challenges, learning requirements, and goals.

Conclusion
SPD is a complex condition that can significantly affect a child’s social and emotional development. Early childhood educators play a pivotal role in recognizing, understanding, and supporting children with SPD. By creating sensory-friendly environments and providing individualized support, educators can help these children thrive, build social skills, and develop emotional resilience, fostering a positive and inclusive learning environment for all.



“I’m Right and You’re Wrong.!” Is your Child a Know-It-All?

BY JAMES LEHMAN, MSW
EMPOWERINGPARENTS.COM

Does your child always insist that they’re right and everyone else is wrong? Some kids have a bad habit of asserting their opinions by drowning out everyone else in the room—regardless of whether or not they know what they’re talking about. Understandably, this overbearing behavior can be annoying and frustrating for both parents and family members alike.

Before I give you ideas for dealing with this behavior, I want to make one thing clear: as kids grow, they need to develop their interests and ideas, and they need to learn how to express them. They also have to learn where they end emotionally and where their parents begin—what we call emotional boundaries.

At different developmental periods, kids go through a process called separation and individuation. Sometimes this process is barely noticeable, and sometimes it’s intense. As a child or teen matures, they continue that process by learning how to form their own opinions. Thus, some of the behavior you’re experiencing with your child is completely normal.

I also can’t stress enough the importance of listening to your child initially. I know they can be irritating sometimes, but remember, they might be stating an opinion about something you need to know about. It might be something the teacher is doing that may be inappropriate, a dangerous thing the bus driver is doing, or a risky behavior on the part of your child’s friends. Listen to your kids with an open mind because when something important does come along, you want to make sure they feel free to bring it to you.

Nevertheless, suppose your child asserts their opinion, crosses the line, and becomes obnoxious. In that case, there are things you can do to help curtail that behavior and teach them socially appropriate ways of behaving, both inside and outside of the home.

Don’t Be Frightened by Your Child’s Opinions
Do not be frightened by kids’ opinions; just respond honestly. I think judging your child by their behavior is more effective than judging them by their opinions, thoughts, or ideas. Often their ideas come from peers at school, rumors, cultural events, or something they’ve seen or heard in the media.

When your child or teen is talking to you, they're often trying to shape their own opinions. It's better to hear your child out, state your opinion honestly, let them respond, and then respectfully disengage from the conversation. That way, nobody gets hurt, and you've avoided an argument.

So don't be threatened by your child's opinions and assertions, even if they're wrong. The more you ignore these statements, the sooner they will go away. Indeed, if you want a child to be a real pain in the neck—if you want to strengthen some behavior or characteristic—then continue to argue with them because arguing makes your child feel more powerful.

Don't Keep the Argument Going

If your child is trying to start an argument with you, don't keep it going. Parents often feel like they have to get the last word in to be in control, which only furthers the child's urge to argue with them.

If you disagree with your adolescent child, they often think it's because you don't understand what they're saying, so they'll keep trying to put it another way. They think that if they could explain it better, you'd understand and accept it, which is another reason why arguments with kids can keep going even after you've explained your point of view.

Arguing Gives Your Child a Feeling of Control

If your child tends to be argumentative and you stay in the argument with them, it makes them feel more powerful and in control. Don't forget: kids only have the power you give them. Some of the power they need to have is important—it helps them develop their personal and social lives. In fact, it's important that they gain increasing access to power as they grow older and individuate more.

But, when it comes to discussing house rules or consequences or privileges, I think that after they state their opinion, you say:

"I understand your opinion, but the rule is not changing. This is the way it is."

And then leave. If you stand there, they think it's OK to keep talking. When you get out of the situation, it takes the power out of the room.

Disengage When Your Child Continues to Argue

One of the most powerful things you can do with kids who are know-it-alls is to not respond to them when they try to drag you into an argument. Be respectful, but disengage. And know that each time you respond, they feel compelled to answer back, and the discussion will just keep going.

When your child has come up with some erroneous statement in an attempt to prove their point, the best thing you can do is state your opinion honestly. When they state their counter-opinion, you can say: "That's interesting. I have to go downstairs now."

Of course, you can change a household rule, but don't make the change just because your child doesn't like the rule. As the parent in the household, it's up to you to set the rules, and your child doesn't have to like them. Setting limits is your job, and testing limits is what kids naturally do.

Don't Let One Child Ruin It for Everybody

If family members are having dinner or watching a movie together at home, don't let one child dominate the conversation so that it blocks everyone else from expressing their opinions. It's important to understand that while everyone's opinion is valued, it's usually valued once. After that, it becomes obnoxious.

If one of your children doesn't like what you're having for dinner or doesn't care for the movie choice, give them their options and don't let them sit there and continue to annoy everyone with their negativity. Always have a backup plan. This usually includes having them go to their room until they can let go of the topic or complaint they're stuck on.

Your backup plan doesn't have to be a punishment or consequence. It's just a time out for your child in their room until they can get off the subject. Often, when kids are over-stimulated, anxious, or frustrated, it's hard for them to switch thoughts on their own. A change of scenery and a few minutes away from the stimulation can be helpful.

Use Cues
Many parents of children who act in an overbearing way find it effective to devise a cuing system with their child to signal that they're "doing it again." You and your child should agree on a signal, like a cue in a movie or play. The gesture means:
"You need to stop it now. You've stated your opinion, and you need to let it go. If you go further, there are going to be consequences."

Many parents find this an effective non-verbal tool for helping their children curtail inappropriate behavior without embarrassing them in front of others.

When Your Child Won't Let Their Siblings Express Themselves
If your child won't let his siblings express themselves, or will not listen to their opinions, what I would recommend is that you say the following:
"Jack, you aren't listening to others. How can you keep arguing your position when you won't even listen to your sister's answer? Why don't you give her a second and hear what she's saying?"
That way, you provide an example to your other kids so they can learn to say, "You're not listening."

If your kids don't stop arguing, you can also say:
"I'm tired of this bickering. This conversation will end in sixty seconds, and if you continue, you're going to your rooms."
At first, the child who's the know-it-all might get more obnoxious, but follow through with the consequences, and he will learn how to stop. Give them the responsibility to stop the argument in sixty seconds; if they don't, hold them accountable. In this way, they learn to meet the responsibility of stopping the argument. In short, they learn to behave in a socially appropriate manner.

Conclusion
Remember, you don't have to attend every argument you're invited to. And although it's important that kids feel they're being heard and responded to, that doesn't give them the right to be obnoxious and argue a point forever.

We can debate about many things, but as parents, it's our responsibility to make the rules and determine what is and isn't appropriate behavior. The truth is we all have opinions about our teachers, our bosses, and our leaders. Nevertheless, as we mature, we learn to separate our opinions from our ability to function in a society with rules. And this is an essential lesson for kids to learn.

James Lehman, who dedicated his life to behaviorally troubled youth, created The Total Transformation®, The Complete Guide to Consequences™, Getting Through To Your Child™, and Two Parents One Plan™, from a place of professional and personal experience. Having had severe behavioral problems himself as a child, he was inspired to focus on behavioral management professionally. Together with his wife, Janet Lehman, he developed an approach to managing children and teens that challenges them to solve their own problems without hiding behind disrespectful, obnoxious or abusive behavior. Empowering Parents now brings this insightful and impactful program directly to homes around the globe.

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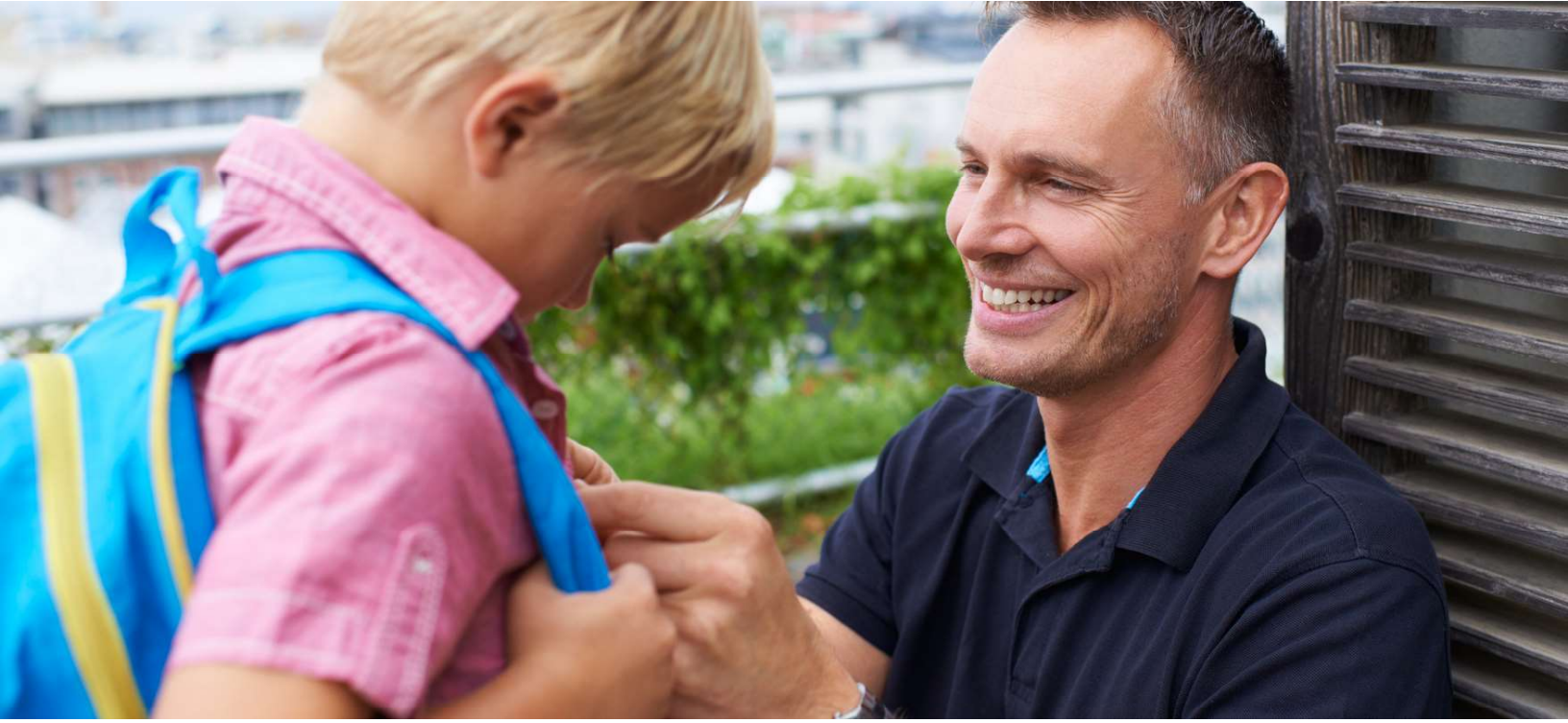

How Can We Help Kids With Transitions?

With the right support, children can learn to change gears without whining and tantrums.

BY KATHERINE MARTINELLI
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Many children struggle with transitions, which are common triggers for behaviors that range from annoying (whining, stalling) to upsetting (tantrums and meltdowns).
There are many ways parents and teachers can help kids have an easier time with transitions — and be able to behave better—but it may take a little experimentation to find out what clicks with each particular child.

These tools are useful to help kids of all stripes with transitions. But for kids with ADHD, anxiety, autism, or sensory processing, this kind of scaffolding is particularly crucial and can make the difference between a good day and a bad one. Over a period of time it can help pave the way for success.

Create routines: If a child "doesn't want to transition because they like consistency and routine and structure," says Michael Rosenthal, PhD, a clinical neuropsychologist, "then start by building in consistency and routine and structure into the transition process itself."
For transitions that will happen every day, like turning off the phone to go to bed, consistent routines can have big payoff. A bedtime routine, for example, might seem like something for babies, but having a predictable structure in place can be reassuring and helpful even for older kids (and adults!).

Preview and count down: Along with routines, previewing and countdowns are key. In the morning you might lay out what the day is going to look like. Dr. Rosenthal suggests doing a role-play in which you practice moving from activity to activity to "engage them in the process." Then before each transition, give a timeframe and description of what will happen along with countdowns (in 20 minutes, then 10, then 5 it will be time to finish breakfast and head to school). This is "allows them to emotionally get ready for an event," explains Dr. Rosenthal.

Give it a sound track: For younger kids in particular, songs can be especially effective tools to help implement routines and ease transitions. The "clean up" song can be heard in preschools throughout the country for good reason, but there are countless other songs to be found (and made up!) to suit a variety of situations from tying shoes to brushing teeth.

Visual cues: Other kids may benefit from visual cues. Being able to point to a chart with drawings about what to expect from a particular transition or the steps involved can help some people immensely. These are common in lower grade classrooms but could be easily adapted at home.

Get their attention: For kids withADHD in particular, says Matthew Rouse, PhD, a clinical psychologist, it's important to make a connection with the child to ensure that you have their attention and that the information is sinking in. This could mean eye contact, sitting next to them, a hand on their shoulder, or asking them to repeat back what you have said. Simply yelling at them from the other side of the room and assuming it's gotten through won't work and will only lead to frustration on both sides.

Use rewards: Rouse points out that rewards can be an effective tool for all kinds of kids and issues. These can be things like stickers, snacks, or a point system that leads to tangible rewards. Schools and parents alike can implement reward systems, and once the kid gets into the habit of seamlessly transitioning you might be able to phase it out.

Implement appropriate consequences: If a transition is not going well, David Anderson, PhD, a clinical psychologist at the Child Mind Institute, recommends paying less attention to it rather than escalating the situation.

"Ignore it as long as they're at least making an effort to make the transition or approximating the transition," he says. "If they're really egregiously misbehaving then use an appropriate consequence for that behavior that makes the child understand that behavior is off limits."

Praise good transitioning: Finally, Dr. Rouse urges parents to recognize when things go well. "For all the times it's gone wrong," he says, "there have probably been a lot more times when it's gone right. Don't lose those opportunities to be really enthusiastic and say this was so great, it went so smoothly, I really liked how you handed over the iPad right away and started brushing your teeth, and now we have more time to read."

Be specific in your praise, and follow up with a reward when appropriate.With the right support, children can learn to change gears without whining and tantrums.

Katherine Martinelli is a journalist who has published internationally on a variety of topics including parenting, food, travel and education. She is also mom to two young children.

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TBRI® TIDBIT:

"Let me see those eyes...I love to see those eyes...you can say anything you need to say to me. If you think that I'm being mean, you can say that. If you feel angry, you can say that. Just say it with respect. Now tell me what you need."

-Dr. Karyn Purvis -