

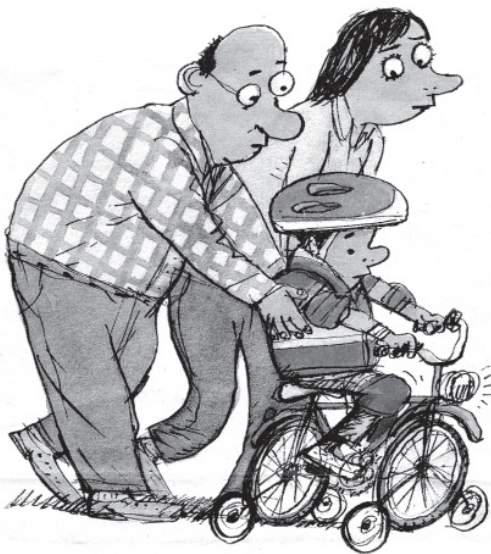
Science has finally given us some direction on what parenting techniques work best for children.

Take a few minutes and read this article. Originally printed in U.S. News and World Report last summer, this article offers excellent tips and further resource that are scientifically backed.

GOOD PARENTS, BAD RESULTS

Science is providing proof of where Mom and Dad go wrong

By Nancy Shute | U.S. News and World Report June 23, 2008



Does your 3-year-old throw a five-alarm tantrum every time you drop him off at day care? Does “you’re so smart!” fail to inspire your 8-year-old to turn off Grand Theft Auto J? And tackle his math homework? Do the clothes remain glued to your teenager’s bedroom floor, along with your antisocial teenager, no matter how much you

nag or cajole? Being a parent has never been easy—just ask your own. But in this day of two-earner couples and single parents, when 9-year-olds have cell-phones, 12-year-olds are binge drinking and having oral sex, and there is evidence that teens are more fearful and de-pressed than ever, the challenges of rearing competent and loving human beings are enough to make a parent seek help from Supemanny. Actually, there is something better: science.

Researchers have spent decades studying what motivates children to behave and can now say exactly what discipline methods work and what don’t: Call it “evidence-based parenting.” Alas, many of parents’ favorite strategies are scientifically proven to fail. “It’s intuitive to scream at your child to change their behavior, even though the research is unequivocal

that it won’t work,” says Alan Kazdin, a psychologist who directs the Yale Parenting Center and Child Conduct Clinic. Other examples:

- Yelling and reasoning are equally ineffective; kids tune out both.
- Praise doesn’t spoil a child; it’s one of the most powerful tools that parents can use to influence a child’s actions. But most parents squander praise by using it generically ---“you’re so smart” or “good-job!”-or skimping.
- Spanking and other harsh punishments (“You’re grounded for a month!”) do stop bad behavior but only temporarily. Punishment works-only if it’s mild, and it is far outweighed by positive reinforcement of good behavior.

As yet, few of the bestselling books and videos that promise to

turn surly brats into little buttercups make use of this knowledge. That maybe because the research goes on in academia—at Yale, at Vermont’s Behavior Therapy and Psychotherapy Center, and at the University of Washington’s Parenting Clinic, for example. Surprisingly, many family therapists and parenting educators aren’t up to speed on the research, either, so that parents who seek professional help won’t necessarily get the most proven advice. Case in point: Just 16 programs designed for treating kids with disruptive behavior have been proven “well established” in randomized clinical trials, according to a review led by Sheila Eyberg at the University of Florida and published in the January *Journal of Clinical Child and Adolescent Psychology*. Kazdin, who for years has pushed clinical psychologists to adopt evidence-based methods, published a book for parents earlier this year: *The Kassdin Method for Parenting the Defiant Child*. Other lab-tested tomes include *Parenting the Strong-Willed Child* by Rex Forehand and Nicholas Long and *The Incredible Years* by Carolyn Webster-Stratton.

These discipline programs are grounded in classical behavioral psychology—the positive reinforcement taught in Psych 101. Researchers have run randomized controlled trials on all the nuances of typical parent-child interactions and thus can say just how long a timeout should last to be effective or how to praise a 13-year-old so that he beams when he takes out the trash. Who knew that effectively praising a child in order to moti-

vate her has three essential steps? They are: 1) Praise effusively, with the enthusiasm of a Powerball winner. 2) Say exactly what the child did right. 3) Finish with a touch or hug. What else can parents learn from the science? Researchers say these are the biggest common boo-boos:

1 PARENTS FAIL AT SETTING LIMITS

It would be hard to find a parent who doesn’t agree that setting and enforcing rules are an essential part of the job description. Yet faced with whining, pouting, and tantrums, many parents cave. “The limited time you have with your kids, you want to make it ideal for them,” says Forehand, a professor of psychology at the University of Vermont whose evidence-based program is outlined in his book. “As a result, we end up overindulging our kids.”

But, paradoxically, not having limits has been proven to make children more defiant and rebellious, because they feel unsafe and push to see if parents will respond. Research since the 1960s on parenting styles has found that a child whose mom and dad are permissive is more likely to have problems in school and abuse drugs and alcohol as teenagers. “Parents ask their 1-year-olds what they want for dinner now,” says Jean Twenge, an associate professor of psychology at San Diego State University and author of *Generation Me*. “No one ever said that a generation or two ago.” Using surveys dating back to the 1930s, Twenge has found

significant increases in repeated symptoms of depression and anxiety among today’s children and teenagers, compared with earlier generations. Suniya Luthar, a psychologist at Columbia University Teachers College, reported in 2003 that children who are showered with advantages are more likely to be depressed and anxious and to abuse drugs and alcohol than the norm. Luthar says that’s probably because those children are under a lot of pressure to achieve at school and think that their parents value their achievements more than themselves. They also feel isolated from their parents.

Rule-setting works best when parents give simple, clear commands and discuss the family rules with kids well in advance of a conflict, according to Robert Hendren, a professor of psychiatry at the Medical Investigation of Neurodevelopmental Disorders Institute at the University of California Davis and president of the American Academy of Adolescent Psychiatry. A common recommendation for parents who fear coming off as a meanie: Let the child choose between two options when either choice is acceptable to the parent. A half-hour of Nintendo right after school, then home work? All home-work before game time?

Consistency is also key. “I have to be very strict with myself and go over and tell him the rules and walk away,” says Lauren Jordan, a stay-at-home mom in Essex Junction, Vt., whose 4-year-old son, Peter, would scream and hit Jordan and her husband, Sean, then kick the wall during timeout. “It felt

out of control.” Jordan signed up with Vermont’s Behavior Therapy and Psychotherapy Center to learn Forehand’s five-week process.

The first week was spent just “attending” to Peter, watching him play and commenting without telling the preschooler what to do. “He loved it,” says Jordan, whose older son has autism and has required an outsize share of her energy. “I realized at that point that he needs this one-on-one attention.” Jordan then had to learn to ignore Peter’s minor bad behavior (such as screaming for attention while Mom is on the phone) and to not rush in to scold him during a time-out. “Consistency is the key. It’s not easy,” Jordan says. “But it’s made our home a much happier place.”

2 THEY’RE OVERPROTECTIVE

Teachers, coaches, and therapists alike have noticed that parents today can’t stand to see their children struggle or suffer a setback. So they’re stepping in to micromanage everything from play-ground quarrels to baseball team positions to grades. Even bosses aren’t immune. One owner of a New York public relations firm says he has gotten emails from parents telling him that he’s making their child work too much. The child in question is in his 20s.

“Many well-meaning parents jump in too quickly,” says Robert Brooks, a

clinical psychologist in Needham, Mass., and coauthor of *Raising Resilient Children*. “Resilient children realize that some times they will fail, make mistakes, have setbacks. They will attempt to learn from them.” When parents intercede, Brooks says, “it communicates to the kid that ‘I don’t think you’re capable of dealing with it’ We have to let kids experience the consequences of their behavior.” Otherwise, they may grow afraid to try. “I see a lot of kids who seem really unmotivated,” says Kristen Gloff, 36, a clinical and school social worker in the Chicago area. “It’s not that they’re lazy. They don’t want to fail.”

3 THEY NAG. LECTURE. REPEAT. THEN YELL

If one verbal nudge won’t get a kid to come to dinner, 20 surely will. Right? In fact, there’s abundant evidence that humans tune out repeated commands. “So many parents think they have to get every emotionally upset, yell, threaten, use sarcasm,” says Lynn Clark, a professor emeritus of psychology at

Western Kentucky University and author of *SOS Help For Parents*. The child imitates that behavior, and you get sassy talk.”

Nagging also gives children “negative reinforcement,” or an incentive—parental attention—to keep misbehaving. “I was kind of ignoring the good behavior, and every time he did something wrong, I would step in and give him attention,” says Nancy Ailes, a 46-year-old stay-at-home mom in East Haven, Conn. She was frustrated, with her 9-year-old son, Nick, who would melt down and throw things if the day’s schedule changed, drag his feet about cleaning his room or doing homework, and call her “bad Mommy” if she complained.

Parent management training this spring at the Yale Child Conduct Center taught Ailes and her husband how to use positive reinforcement instead—to praise Nick immediately and enthusiastically. Now, when Nick is picking up his toys in the family room, she sits down, watches, and says: “Wow, that looks really nice!”

Ailes and her husband, David, also learned how to set up a reward system with points that Nick can cash in for Yu-Gi-Oh cards and Game Boy time and to back up the system with timeouts for bad behavior. Within three weeks, Ailes says, Nick had made a complete turnaround. “Instead of doing things that make people unhappy,” she says, “you do things that make them happy!”



Saying “Be nice” won’t change her feelings.

4 THEY PRAISE TOO MUCH-AND BADLY

It seems like a truism that praising children would make them feel good about themselves and motivate them to do better. But parents don't give childrenatta-boys as often as they think, Kazdin says. And when they do, it's all too often either generic ("good job!") or centered on the person, not the task ("you're so smart!"). This kind of praise actually makes children less motivated and self-confident. In one experiment by Carol Dweck, a psychologist now at Stanford University, fifth graders who were praised for being intelligent, rather than making a good effort, actually made less of an effort on tests and had a harder time dealing with failure.

"It's so common now for parents to tell children that they're special," says Twenge. That fosters narcissism, she says, not self-esteem. Twenge thinks parents tell a child "You're special" when they really mean "You're special to me." Much better in every way, she says, to just say; "I love you."

5 THEY PUNISH TOO HARSHLY

Although spanking has been deplored by child-development experts since the days of Dr. Spock in the 1940s, as many as 90 percent of parents think it's OK to spank young children, according to research by Murray Straus, a professor of sociology at the University of New Hampshire. Kazdin and other behavioral researchers say parents

commonly punish far more harshly than they need to.

After all, it's not supposed to be about payback, though that's often what's going on, says Jamila Reid, codirector of the Parenting Clinic at the University of Washington. The clinic's "The Incredible Years" program has been found in seven studies to improve children's behavior. "Often parents come looking for bigger sticks. We tell parents the word discipline means 'teach.' It's something to teach a child that there's a better way to respond."

Consider the fine art of the timeout. Parents often sabotage timeouts by lecturing or by giving hugs, according to Sheila Eyberg, a professor of psychology at the University of Florida. Her Parent-Child Interaction Therapy is used in many mental health clinics. Forehand and other researchers have spent many hours observing the use of timeout as a disciplinary strategy to determine exactly what makes it effective. The key finding: Discipline works best when it's immediate, mild, and brief, because it's then associated with the transgression and doesn't breed more anger and resentment. A timeout should last for just a few minutes, usually one minute for each year of age of the child.

Teenagers who have outgrown time-outs shouldn't lose a privilege for more than a day. Beyond that, the child's attitude shifts from regretting bad behavior to resenting the parent. "The punishment business isn't just ineffective," Kazdin says. "It leads to avoidance and escape. It puts a little wedge

in the relationship between parent and child." Long groundings also make it more likely that the parents will relent after a few days. 'Better, Kazdin says, to ask the child to practice good behavior, such as fixing something he damaged, in order to win privileges back.

6 THEY TELL THEIR CHILD HOW TO FEEL

Most parenting books focus on eradicating bad behavior. But in study after study, empathy for other people leads the list of qualities that people need to successfully handle relationships at school, at work, and in the family. Children need to think about how their own feelings will be affected by what they do, as well as the feelings of others, says Myrna Shure, a developmental psychologist at Drexel University and author of *Raising a Thinking Child*. "That is what will inhibit a child from hurting others, either physically or emotionally."

And parents, by telling children "you're fine" or "don't cry," deny children the chance to learn those lessons. "The child learns empathy through being empathized with," says Stanley Greenspan, a child psychiatrist in Chevy Chase, Md., whose most recent book, *Great Kids*, tells parents how to help their child develop 10 essential qualities for a happy life. Empathy, creativity, and logical thinking top the list. A simple "We're so sorry, we know how it feels" is enough.

"Modeling empathic behavior is really very important," says James Windell, a counselor with the juvenile court system in Oakland Coun-

ty, Mich., and author of *8 Weeks to a Well-Behaved Child*. “How you respond to your children’s needs sets the stage. It’s really easy to be a supportive parent when they bring home a straight-A report card. When they get a bad grade, that’s when they really need our support.”

7 THEY PUT GRADES AND SATS AHEAD OF CREATIVITY

An overemphasis on good grades can also distort the message about how and what children should learn. “We like kids to learn rules, and we want them to learn facts,” says Greenspan. “We’re impressed

when they can read early or identify their shapes. It’s much harder for us to inspire them to come up with a creative idea.” Children who can think cre-



It’s not just about his AP math score.

atively are more likely to be able to bounce back if their first idea doesn’t work. They also know it can take time and patience to come up with a good solution. The goal, says Greenspan, is not to have a child who knows how to answer questions but one who will grow up to ask the important questions.

Parents can help their children become independent thinkers by asking open-ended questions like: Can you think of another way to solve the problem with your teammate? Or ask a whining preschooler: Can you think of a different way to tell me what you want?

8. THEY FORGET TO HAVE FUN

“When I talk to families that aren’t functioning so well and I ask, how often do you laugh together, they say: We haven’t laughed together for a long time,” says Hendren. Those little signs of love and connection---a laugh, a song shared in the car---are, he says, signs of health.