



The **TOOLBOX**

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS



PARENTING PRACTICES SELF-ASSESSMENT SHEET: PREVENTING AND MANAGING YOUR CHILDREN'S UNDESIRABLE BEHAVIOUR

TOOL: Prevention | Intervention

TARGET AUDIENCE: All parents with school-age children

TOOL INTENDED FOR: Parents

DESIGN

Nancy Gaudreau
Marie-Pier Duchaine



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NEEDS AND BEHAVIOURAL MANIFESTATIONS

- Prevent and manage undesirable behaviours.

SPECIFIC GOALS

- To identify intervention techniques and strategies that can prevent and effectively manage the emergence of children's behaviour problems at home during the pandemic.
- To analyze parenting practices in order to identify development targets.

CONTENT

- Parenting practices self-assessment sheet on preventing and managing behaviour problems.

DESIGN

Nancy Gaudreau (Full Professor) – Faculty of Education, Université Laval

Marie-Pier Duchaine (Master's Student) – Faculty of Education, Université Laval



SELF-ASSESSMENT SHEET

PREVENTING AND MANAGING BEHAVIOUR PROBLEMS DURING THE PANDEMIC

GOALS:

- 1) To identify techniques and strategies that can prevent and manage children's behaviour problems.
- 2) To analyze parenting practices in order to identify development targets.

INSTRUCTIONS:

Take a few minutes to think about your parenting practices and determine the appropriateness of making certain adjustments. Thinking about your current practice, for each of the following statements: (1) **circle** the frequency with which you use each intervention (- = rarely or never; +/- occasionally; + = frequently) and (2) **check** those (maximum of 3) that you would like to prioritize as development targets (✓).

	Frequency	✓
I plan and follow my children's activity schedule.	- +/- +	
I use time markers to help my children manage their time (e.g. timer, schedule, calendar).	- +/- +	
I plan activities to occupy my children's free time.	- +/- +	
I consult with my children's teachers to find out their intervention recommendations for their educational success.	- +/- +	
I establish rules of conduct at home with my children.	- +/- +	
I explicitly teach expected behaviours (e.g. modelling, role-playing).	- +/- +	
I give clear instructions to my children using action verbs and naming the expected behaviour rather than making judgments (e.g. "put your clothes away" instead of "your room is messy").	- +/- +	
I intervene coherently and consistently (I do what I say).	- +/- +	
I supervise my children to ensure good behaviour by supervising their activities.	- +/- +	
I establish a routine (e.g. to get up, eat, go to bed).	- +/- +	
I acknowledge and praise my children's good behaviour.	- +/- +	
I mention the consequences of misbehaviour.	- +/- +	
I ask my children to share their emotional state (e.g. by discussing, writing a story, using drawings).	- +/- +	
I plan times to organize activities that foster positive relationships with my children.	- +/- +	
I am warm and friendly with my children.	- +/- +	
I give my children opportunities to participate in decisions (e.g. activity choices).	- +/- +	

SELF-ASSESSMENT SHEET



	Frequency	v
I have clear expectations for my children's school tasks that must be done at home.	- +/- +	
I make sure my children have all the materials and resources needed for their school success.	- +/- +	
I replace broken or lost school equipment.	- +/- +	
I am interested in my children's school life.	- +/- +	
I encourage my children to assess themselves and set personal learning goals.	- +/- +	
I break up homework into small steps to keep my children motivated.	- +/- +	
I provide assistance to my children to prevent avoidance behaviours related to school learning.	- +/- +	
If necessary, I contact support services at my children's school or academic service centre.	- +/- +	
I keep my composure when faced with my children's oppositional behaviour (I speak in a firm, neutral tone without being overly emotional).	- +/- +	
I avoid shouting or lecturing.	- +/- +	
I intervene in private to resolve my children's problems (e.g. away from siblings).	- +/- +	
I repeat the rules when I intervene with my children.	- +/- +	
I suggest and teach my children alternative behaviours.	- +/- +	
I reinforce the adoption and maintenance of expected behaviours by providing positive feed-back, encouraging, congratulating and complimenting my children when they exhibit appropriate behaviours.	- +/- +	
I deliberately ignore inappropriate behaviour that is considered minor or intended to attract my attention so that it disappears.	- +/- +	
I use educational (non-punitive), logical, natural and behavioural consequences (e.g. reparation, apologies).	- +/- +	
I state the consequences in a calm, neutral tone immediately after undesirable behaviour.	- +/- +	
I use withdrawal (e.g. asking children to go to their room) only as a measure to temporarily isolate the children from the environment or a source of reinforcement in a non-abusive manner.	- +/- +	
I use non-verbal language to express my approval or disapproval of my children's behaviours (e.g. smile, silence, look).	- +/- +	
I use humour to defuse tense situations or encourage my children to adopt the expected behaviours.	- +/- +	
I communicate frequently with my children's teacher(s).	- +/- +	
I ask my children to help them identify and express their emotions with words.	- +/- +	
I ask my children to observe their behaviour and assess themselves.	- +/- +	
I provide my children with ways to calm down so that they can learn to modulate their emotions (e.g. relaxation techniques, noise-cancelling headphones, stress ball).	- +/- +	
I avoid repeating the same instruction several times.	- +/- +	

