



Badlands Head Start: PRENATAL TO FIVE



November/December 2017 **Newsletter**

Upcoming Dates

November 15th Policy Council Meeting
November 16th TREC Board Meeting
November 22nd **NO CENTERS**
November 23rd Thanksgiving
NO CENTERS
December 20th Policy Council Meeting
December 21st TREC Board Meeting
NO CENTER in Bison & Belle Fourche
December 25th, 2017-January 1st, 2018
NO CENTERS
January 2nd, 2018
NO Center in Lemmon & Belle Fourche
January 3rd, 2018
NO CENTER in Belle Fourche

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Read to Your Children

Twenty minutes a day;
You have the time, and so do they.

Read while the laundry is in the machine;
Read while dinner cooks;
Tuck a child in the crook of your arm;
And reach for the library books.

Hide the remote,
Let the computer games cool;
For one day your child will be off to school.

Make it fun! You have the choice.
Let them hear their first tales,
In the sound of your voice

Read in the morning,
Read over noon,
Read by the light of
Goodnight Moon.

Turn the pages together,
Sitting close as you'll fit,
Till a small voice beside you says,
"Please don't quit."

-Author Unknown



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Exploring Your Community

Submitted by: Wanda Dunn, Family and Community Partnership Specialist

The information on exploring your community is from the Early Childhood Learning & Knowledge Center: <https://eclkc.ohs.acf.hhs.gov/parenting/article/fun-learning-parents-children-activities-handbook>

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There are many fun places to go in your community. Before you take a trip, talk with your children about what you will see and do. Name the things and people you will look for, such as flowers, animals, fire fighters, or bus riders in the place you are visiting. Talk with your children about your safety rules so that the trip will be pleasant and safe, such as "I want you to hold my hand."

To a park

- Point out special things in the park: a family having a picnic, the gardens, the pathways.
- While walking around the park, ask your children to walk fast, walk slow, or run safely.
- Play games with your children (that have no "losers").



To the library

- Get your own library card to borrow books.
- Ask your children to select three or four books, records or tapes to check out and take home.
- Remind your children about being quiet at the library.

To the fire station

- Call ahead about coming for a visit.
- Talk about fire safety rules for your home and what your children would do if there was a fire.
- Try on different pieces of the fire fighter's uniform. Ask your children what they think each article of clothing is for, what they think the equipment does.



To the grocery store

- Discuss each food item as you put it in the cart: its size, shape, color, and texture.
- Ask your children to name their favorite foods and then name one of yours.
- To keep your children occupied in line, ask questions that have no right or wrong answers, such as: Let's pretend we are having a supper party and you get to choose the menu. "What would you like to serve?"

To the train and/or bus station

- Talk about where the bus or train might be going.
- Make up a story about where you would go on the bus or train. What would you do when you got there?
- Ask your children to tell you what they would do while on the bus or train.

Exploring Your Community—Continued

Submitted by: Wanda Dunn, Family and Community Partnership Specialist



To the laundromat

- While waiting for the laundry, keep your children occupied by asking questions that encourage creative thinking.
- Ask them to describe how the clothes get clean when you wash them.
- Ask how you could wash the clothes if you didn't have a washing machine.

To a festival and other community event

- Check the listings in the newspaper for local events or listen to the radio for announcements.
- Talk about the event before you go.
- Try a special new snack as a treat.
- Ask your children to name the two best parts of the event.

On a scavenger hunt

- Decide with your children what you'll look for on the hunt.
- Use paper bags for collections.
- Talk about what is safe to touch and what is not.
- Make up a story about the items you collected.

Things to Think About

Were the activities you selected fun for you and your family? As you do the activities, they will encourage and help children to learn. They should be fun and offer opportunities for your family to spend meaningful time together. As you remember these activities and plan for the future with your children, it might help you to think about the following:

- Did your children enjoy the activity?
- Which activity did your children enjoy the most? The least?
- Which child enjoyed which activity? Why do you think that's so?
- Which activity seemed too hard? How could you make it easier so that your children can succeed?
- Which activity seemed to be too easy? How could you make it harder so that your children have a challenge?
- Which activity was "just right?" When can you do it again?
- How can you stretch your children's imaginations when you do this or a similar activity?
- What did you learn about your children?
- Ask your children to respond to "What...If" questions related to the activity, such as "What would you have to eat if you lived on the moon?" Or, "What would you do if you worked in this place?"
- What activity can you plan to give your child time to play quietly by himself or herself? Will it help to develop his or her creativity?
- How did you praise your children for trying a new activity and for their positive behaviors? What other ways can you use to encourage them?
- What other ideas do you have? What ideas can your children suggest?

Things You Can Do After the Trip

- Talk with your children about what you saw, heard, touched, or smelled.
- Make a booklet about the trip with your children. Have them tell you a story about the trip as you write it down.
- If you take pictures during the trip, put them in a booklet you make or in a photo album.
- Ask your children to add pictures to a "trip book." Let them cut pictures from magazines of things they saw on their trip.
- Make a collage with your children. Use things found during your walk: moss, stones, leaves.
- Get books from the library about where you went.

Harding and Perkins Happenings

Home visits, socials, and centers are in full force, as are the teachers, assistants, and home visitors busy with helping families complete the 45 and 90 day requirements. The children seem to be settling into their routines at centers and eagerly await the arrival of their home visitors on visits. As with any change in schedules or routines, it takes some getting used to, even for us “big kids”!

Creating healthy sleep patterns and routines in young children is critical to their physical and mental well-being. Experts recommend that children ages 3-5 get 11 to 13 hours of sleep a day, although on average, it is around only 10 hours of sleep. Much of a child’s cognitive and physical development occurs when he/her is sleeping. A good night’s sleep strengthens a child’s memory, reasoning, and problem solving skills, while building up his/her immune system, maintaining growth hormones, and improving his heart health. Irregular bedtimes have been found to be associated with more behavioral problems in children.

Setting up, and sticking to a consistent sleep routine can be a challenge, but it can also be an opportunity to bond with your child through reading, telling stories, snuggles, or saying prayers before bedtime. This time of calmness, reassurance and closeness can help children and parents cope with their daily stress by simply relaxing, talking, and cuddling, instilling the feeling of security in the child. Set the tone for a good night’s sleep by alleviating distractions such as unplugging the electronics, turning off the lights, associate the bed with sleeping, not playing, offering a bed-time comfort animal or blanket, maintaining a consistent room temperature (ideal for sleep is between 60-70 degrees), and creating white noise (such as the hum of a fan) if necessary to encourage a good night’s sleep. Making a visual chart of the evening’s activities and discussing that chart would serve as a helpful reminder for preschoolers of what to expect in order to get into a healthy sleep routine. The chart could include such visual as pictures of chores, eating, playing, bath, brushing teeth, snuggles, and sleep.

1	2	3	4	5	6	7
Floss & Brush	Bath & Towel Off	Lotion	Pajamas	Set out School Clothes	Read Books	Lights Out
						

Socials for the month of November are the following: HC- November 6th from 9-11am and the 20th from 11-1, Lemmon EHS-November 6th and the 20th from 5:30-7:30pm. Bison and Lemmon centers will not be holding socials in November. Enjoy the Fall weather!

Ruth Adams — Harding and Perkins counties Area Service Manager



New playground equipment at the Lemmon Center.



Update from Butte County

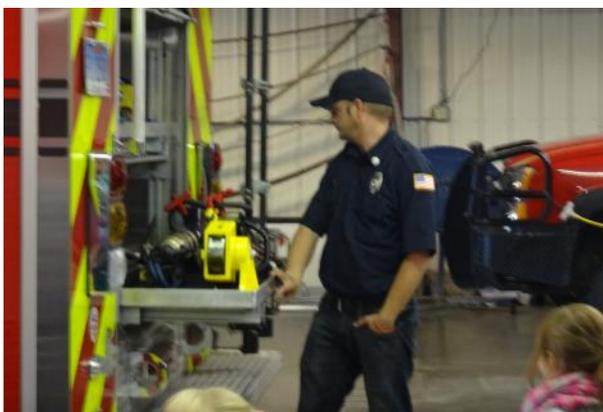
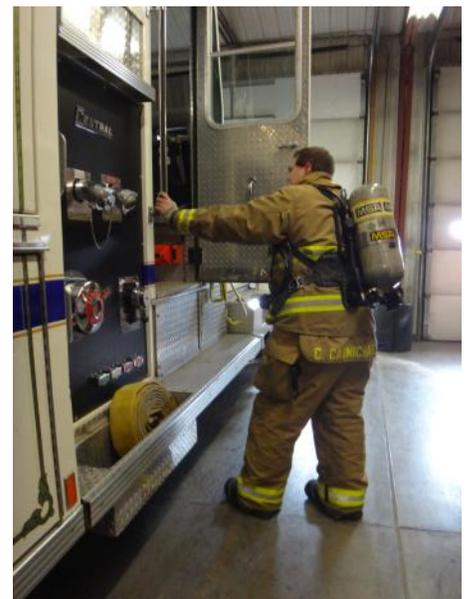
Normally, in our newsletter, I would be giving you some fun activities to do with your family. I will still ask you to go outside and enjoy the beautiful fall weather, but this time around, I would like to focus on the socials we offer to our families.

Each of our clusters offer two socials a month. Most of the time, two Home Visitors will host a social together. A social last about two hours and is a great way for families to meet new people. There are always fun activities to do, and a snack or meal is provided. Families get to learn new things and spend quality time together.

Over the last year and again this year, the home visitors in Butte County have been offering a large group social where all the clusters participate together. These socials do not normally take place at the social site, but in the community. Herrmann Park has been the home for several of these type of events. Some of the fun things to do have included water activities, bubbles the size of hula hoops, a kid car wash were the children got to run through a series of water sprayers, and a child size rodeo which included roping a hay bale steer. On other occasions, the socials have been held at the Library or the Police station.

October is fire prevention month and the home visitors in Butte County held their group social at the Belle Fourche Fire Station. Everyone seemed to have a great time learning fire safety and exploring the station and trucks. Having said that, I am now going to let some pictures from the event do the talking.

Michele Kreuzer-Ranken — Butte Co. Area Service Manager



Fire Safety Tips We Learned

- When exiting a burning building, stay low to the ground.
- If you are trapped in a room, do not yell. Bang on the floor or wall to tell firefighters where you are.
- Sleep with doors closed to slow the spread of fire.
- Do not hide under beds if you are trapped.
- Do not cover flames or hot objects, like light bulbs, with blankets.
- Do not play with matches or lighters.

Belle Fourche Center Update

Hello from the Belle Fourche Head Start Center!!

We are slowly getting settled into our new center!! Alma finally has some of her kitchen up and working and that has been a tremendous step forward!! And we got the climber installed in our playground this last weekend, so that has been a great addition for all of our little climbers!

The kiddos are getting used to the routine of being in school! We even had some special guests to help us learn about fire safety. The fireman showed us what they look and sound like when they have all of their gear on and they also taught us what to do if we are caught inside during a fire (pound on the floor), what can happen to a blanket when it is put over a lamp, to stop, drop and roll and best of all, we got to climb up and sit in the firetruck!!

Thank you so much to the Belle Fourche Fire Department!!

Suzy Braun — Belle Fourche Center Area Service Manager



Message from Melissa

“Children need the freedom and time to play. Play is not a luxury. Play is a necessity.”

—Kay Redfield Jamison

It’s hard to believe that fall is already slowly sliding into winter. We are well into our program year with two months of services already gone by. During these services that include home visits, group socializations and center classrooms, you have seen a lot of play happening. You are also being asked to

complete in-kind activities which also incorporate a lot of play. As a parent you may be wondering about what children are learning when they are playing. The answer is everything! As Maria Montessori once said, “Play is the work of the child.” Young children learn through play. In this edition of our newsletter we have included a handout that delves into why play matters, the different types of play and what parents can do to support their child’s play. I hope you enjoy the article and that you will continue to play with your child as this really does enhance your child’s overall development and will help your child to be ready for kindergarten later on.

“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.”

—Fred Rogers

Melissa Pickle - Program Services Director/Education-Disabilities Specialist

The New Belle Fourche Center



The new Belle Fourche Center building is located at 1847 5th Avenue. We have remodeled the building to have two large classrooms, and a social site for the Early Head Start children in Butte County.



Ms. Rosie's + Ms. Jenny's Room

(above)

Ms. Pam's + Ms. Shirleen's Room

(below)



Song Corner

Singing songs and doing finger plays support children's language development. It helps children build their vocabularies which will aid them later on as they begin to learn to read. For this edition of the newsletter we've included several of these about trains as many children seem to have a fascination with this form of transportation.

I've Been Working on the Railroad

I've been working on the railroad,
All the live-long day
I've been working on the railroad,
Just to pass the time away.
Can't you hear the whistle blowing,
Rise up so early in the morn,
Can't you hear the captain shouting,
"Dinah, blow your horn."

Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?
Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah,
Someone's in the kitchen, I know,
Someone's in the kitchen with Dinah,
Strummin; on the old banjo.

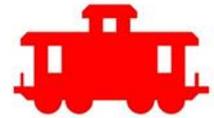
Singing - Fee-fi-fiddle-ee-i-o,
Fee-fi-fiddle-ee-i-o-o-o-o
Fee-fi-fiddle-ee-i-o,
Strummin' on the old banjo!

Trains

Here's a little choo-choo train,
Chugging down the track,
Now it goes forward, now it goes back.
Now the whistle blows
Whooooo, Whooooooo!
What a lot of noise it makes
Everywhere it goes
Choo-chooo-chooo! 
The train comes running back.

Little Red Caboose

Little red caboose - Chug! Chug! Chug!
Little red caboose - Chug! Chug! Chug!
Little red caboose,
Behind the train - Train, Train, Train,
Smokestack's on his back,
Back, Back, Back.
Comin' around the track -
Track, Track, Track
Little red caboose,
Behind the train
Woooooo! Woooooo!

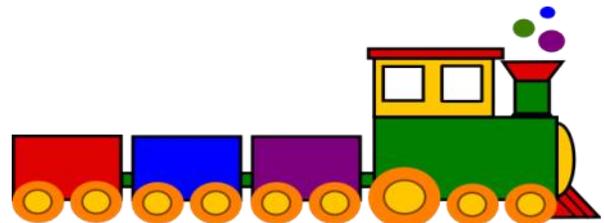


Down By the Station

Down by the station, early in the morning,
See the little puffer bellies, all in a row
See the station master,
turn the little handle.
Puff, puff, toot, toot - Off we go!

Engine on the Track

Here is the engine on the track
(Hold up thumb)
Here is the coal car,
Just in back
(Add pointer finger)
Here is the box car to carry freight
(Add middle finger)
Here is the mail car, Don't be late.
(Add ring finger)
Way back here at the end of the train
(Add pinky finger)
Rides the caboose through the sun and rain.



Play

What is Play?

“Go out and play” was probably some of the best advice you ever got from your parents. Most children are as comfortable playing as fish are in water – but scientists have actually been studying play since the early 1900s and we now know that childhood play has a big role in children’s brain development.

Babies are aware of their surroundings and are ready to learn and interact from the day they are born. Much of their interaction comes in the form of play. In fact, the ability to love and trust are created through interactions with others, especially during playtime.

For babies, play may just be a simple game of “peek-a-boo” with mom or dad. For toddlers and preschoolers, play becomes an exciting adventure on a playground or in the backyard. While the types of play evolve as a child grows, research tells us that for every age, when children are playing, they are learning.

Why Play Matters

Play matters because it allows children to develop essential physical, social, emotional and cognitive skills.

During play, a child’s brain takes in information using all five senses, creating and responding to sound, sight, touch, taste, and smell. These combine to create connections in the brain that create the foundation for future learning and development.

One way to understand why play matters is to consider these common myths about play:

- ★ Play wastes time and prevents learning.
 - In fact, play is a fundamental tool for helping children understand their environment and relationships.
- ★ Play is really nothing more than fun and games.
 - Yes, it’s fun...but play is also the ideal environment for helping children understand how to live happy, healthy lives.
- ★ Play isn’t important until children are older.
 - Play actually helps infants build strong bonds with caregivers – and even simple games like peek-a-boo stimulate a baby’s brain and help it develop.
- ★ Children only benefit from structured play directed by adults.
 - There is a role for structured play – but unstructured, independent play is important too; it helps children discover their own interests and develop imagination.



Six Types of Play

Researchers have identified at least six different types of play. Most children enjoy a variety of types of play. Engaging in all of types of play is healthy for children, and there are opportunities for all of them in the daily life.

- 1. Solitary, or Independent Play.** When a child plays alone, she learns to concentrate, think by herself, comes up with creative ideas, and regulate emotions. All of these are important things for a child to learn. Playing independently is important and normal.
- 2. Parallel Play** involves a child playing alongside – but not really with – other children. If you watch, you will notice that there is no formal interaction, but the children are often playing with the same toys and engaged in a similar activity. This type of play is very common for children from 1-3 years of age. Parallel play is very important as it teaches children peer regulation, observation skills, how to get along with others, as well as ways to work independently.
- 3. Cooperative Play** is a more organized kind of play. The child plays as part of a larger group that has a collective goal such as making an art project or putting on a skit. During cooperative play, the role of leader and follower are often visible.



- 4. Skill Mastery Play** occurs when a child is learning to do something new. Often, she uses trial and error to repeat the same skill over and over. Skill mastery play is common when learning to throw a ball, ride a bike, swim, or swing independently.
- 5. Sensory Motor Play** occurs when children use their five senses and their motor skills. You might see this when a baby is less interested in what an object does than what it feels like, sounds like, or tastes like. For toddlers and preschoolers, a great example of sensory motor play is playing with sand, mud, water or clay.
- 6. Rough and Tumble Play** is when children engage in activities with intensity and energy. For example, the game might start with tag and quickly become tackle or wrestling. This type of play does not have to be physical but it does change pace quickly and involve something unexpected. Dads are often more likely to engage in rough and tumble play.

What Parents Can Do

As a parent, you want your child to experience, to explore and to learn. To do this, let your child play! Here are a few helpful hints as you enter their world of play.

- ★ **Repetition may be boring to you, but it's not to your child.** Children learn by repeating. Let your child play the same game or play with the same toy over and over. They will move on when they are ready.
- ★ **Make time for play!** Many parents think that they have to teach through lessons or classes. Often, the best learning takes place during play.
- ★ **Get involved!** Become part of their game rather than trying to lead the way. Let them make the rules.
- ★ **Let your child take the lead.** Playing works best when you respond to your child's cues and follow their lead.
- ★ **Let your child determine the pace of play.** The best way to teach a new skill is to show your child how something works, then step back and give them a chance to try.
- ★ **Don't force or prolong play.** When your child is tired of an activity, it's time to move on.
- ★ **Consider safety.** Help your child understand any safety rules for play and be sure children are supervised. There is nothing that ruins a good play environment faster than a child getting hurt.
- ★ **Make an area safe for children to play.** Move small or breakable objects out of reach and take safety precautions. When you child-proof an area, you are giving your child permission to move and play freely.



Winter has arrived, and along with it comes cold and flu season. Doctors' offices, ERs, and hospitals fill up with kids this time of year as we all do our best to keep everyone healthy. Here's some basic information on some of the more common winter illnesses and some tips on how to keep your family healthy this winter.

- American Academy of Pediatrics' Baby & Child Health

Common Cold

Chances your child will catch it: 99 percent. Young kids typically get three to 10 colds every year.

Symptoms: A runny nose, nasal congestion, sneezing, cough, sore throat, headache, and mild fever.

Contagious? Yes, for about five days.

Rx: Make sure your child gets plenty of fluids and rest. Use a cool-mist humidifier. Give her infants' or children's ibuprofen or acetaminophen to reduce the fever and achiness and saline nose drops if she's congested. Avoid cold medication if your child is under 6.

You need to know: Cold germs can live on toys, door handles, and other surfaces for up to two days. There are more than 200 cold-causing viruses, so chances are your child will catch a different bug each time. But she's more likely to stay healthy if you teach her to avoid touching her eyes and nose and to wash her hands frequently (and thoroughly). Reduce your child's exposure to germs by wiping down grocery carts, restaurant tabletops, and high chairs before using them.



RSV (Respiratory Syncytial Virus)

Chances your child will catch it: 90 percent of children are infected by age 2.

Symptoms: RSV causes common cold symptoms and in up to 40 percent of cases triggers bronchiolitis, an infection of the small airways, which leads to wheezing, rapid breathing, and a persistent cough.

Contagious? Yes, both during the incubation period (four to six days) and for three to eight days afterward.

Rx: Treat RSV as you would a cold. But call your doctor ASAP if your child has fast or labored breathing. He might need inhaled medication or, in severe cases, could require hospitalization.

You need to know: Air irritants make RSV symptoms worse, so avoid exposing your child to cigarette smoke, wood-burning fireplaces, and perfumes, says Ellen Schumann, MD, a pediatrician at Marshfield Clinic in Weston, Wisconsin.

When your child is sick, make sure she drinks plenty of fluids.

Stomach Flu (Viral Gastroenteritis)

Chances your child will catch it: 90 percent of kids will get at least one stomach bug by age 4.

Symptoms: Vomiting, diarrhea, and fever.



Contagious? Extremely. Your child is highly infectious for as long as she has diarrhea, and the virus can live in her stool for several weeks after that.

Rx: Give your child plenty of fluids (such as water and Pedialyte) to prevent dehydration. If she can't hold anything down, have her take small sips through a straw or from a spoon or a dropper. You can also try ice pops and Jell-O -- the sweet taste might make it more fun to eat.

You need to know: Thanks to the relatively new rotavirus oral vaccine (which is safe for babies 2 months and older), 79 percent fewer children now get this serious stomach bug.



Ear Infection

Chances your child will catch it: 75 percent of kids have one by age 3.

Symptoms: Your child will likely have a fever, pull at her ears, and be irritable. She may also have trouble sleeping.

Contagious? No, but the cold that led to the ear infection is.

Rx: Ibuprofen or acetaminophen will reduce the pain and fever. Your pediatrician may prescribe antibiotics.

You need to know: An ear infection can happen overnight.



Flu (Influenza)

Chances your child will catch it: Up to 40 percent of all kids come down with the flu each year.

Symptoms: High fever, body aches, chills, sore throat, cough, runny nose.

Contagious? Yes -- your child could pass it on for about two weeks.

Rx: The best medicine is prevention: Make sure your child gets a flu shot every fall (once he's at least 6 months old). If the virus is diagnosed within 48 hours and he's at least a year old, your doctor may give him Tamiflu to reduce the symptoms and duration of the illness. Otherwise, simply treat it as you would a common cold.

You need to know: Flu shots won't completely protect your child since different strains of the virus hit every winter, but they're still well worth getting: Kids under 2 (and those of any age who have asthma) are at high risk for complications -- including dehydration and breathing problems -- that may require hospitalization.

Hand, Foot, and Mouth Disease

Chances your child will catch it: 20 percent.

Symptoms: Painful, blister-like sores in the mouth and bumps on the palms, fingers, and soles of the feet, often accompanied by fever. Depending on the severity of the sores, your child may not want to eat, drink, or walk.

Contagious? Yes, especially while she has symptoms (which usually last for about a week).

Rx: Treat with pain relievers and give her ice pops, yogurt, and other cool, smooth foods. Avoid anything tart, salty, or spicy.

You need to know: The coxsackie virus can remain in your child's stool for several weeks, so wash your hands thoroughly after a diaper change.

When to Wash Your Hands

- When your hands are dirty.
- Before eating.
- After you go to the bathroom.
- After coughing or sneezing into your hands.

Hand Washing Steps

- 1.) Wet hands.
- 2.) Use soap and warm water.
- 3.) Scrub your hands well for 20 seconds. Make sure you get between the fingers, under the nails, the wrists, and both sides of your hands.
- 4.) Rinse your hands.
- 5.) Dry with a paper towel, then use the paper towel to shut off the water and open the door.

Your Child's Mental Health

Setting Limits

Setting limits with your children can often be a hard, tedious task. It's something of course, as parents, we must do to raise responsible and caring adults. Children need limits. Limits help children to feel safe and secure. Often however, our well-intended attempts to set limits can sometimes be presented as opportunities for our children to fight and argue with us rather than getting our child to think and make a good decision. When setting limits with your children try to avoid "fighting words." Fighting words typically include:

- What the child will not do.
- What the adult won't do.
- What the child is going to have to do.

Examples of fighting statements would be as follows:

"I'm not starting dinner until you get this mess cleaned up."

"I'm not going to listen to you when you shout like that."

"You're not going outside without your coat."

"Keep your hands to yourself."

As parents, we must remember that our job is to provide guidance and discipline to our children. When we discipline them, we should be thinking about what it is we want to teach them and not just about providing a consequence for their naughty behavior. Fighting statements are merely giving a child a direct order and are often more about us and how we feel about our child's behavior.

Thinking statements are focused on allowing our children the opportunity to think for themselves and then make a decision. Thinking statements often help the child to own their problem rather than the adult becoming angry and owning the problem for them.

Examples of thinking statements would be as follows:

"I'll start cooking supper as soon as the mess is cleaned up."

"I'll be happy to listen to you when your voice is calm like mine."

"Feel free to play outside as soon as you put your coat on."

"Feel free to stay with us when you keep your hands to yourself."

All of us are more likely to think about things when we're approached in a respectful manner and not told what to do, but presented with limits and the ability to make our own choices. This takes a little practice and it's easy to fall back into old patterns sometimes. Give this a try. I think you'll be very surprised how your child responds differently to you!