



LEAPS & BOUNDS

PARENTING PRESCHOOLERS

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When Money Is Tight

It's okay to let others know that there's less money coming into your home. Talk with your family about the changes that might need to happen at home.

1. Figure out how much you have to spend.

- Look at check stubs or bank statements to see what your "take home" pay has been recently.
- Project any income changes you think may be coming. To figure out a 10% drop, multiply your take home paycheck by 0.9 and that amount will be how much money you'll have coming in.

2. Track how much you are spending.

- Start with monthly housing payments, utilities, insurance, car payments, and other regular expenses for debts or critical items, like school or medical care.
- Then add in those other expenses that might come up during the month, such as car or home repairs, clothing, haircuts, gifts, and other occasional bills.

3. Figure out where you can reduce your spending.

- First, look at ways to cut costs on current expenses. Can you cook at home and pack a lunch instead of eating out, or maybe drop utility or TV options? Where can you spend less often or more cheaply?
- Next, think about what you can cut out entirely, such as major purchases, vacations, or other extras.
- Finally, look at the pros and cons of reducing the costs of any benefits or insurance premiums. Can you increase your deductible or lower benefit levels?

4. Explore ways to increase your income.

- Take advantage of any tax credits or benefits that you might qualify for if your income has dropped.
- Depending on your situation, you might consider selling assets, investments, or property to help you come up with cash to pay down debt. But beware of taxes or penalties on any retirement withdrawals.

5. Make a plan to keep up with bills.

- If you can't pay your bills, contact your creditors. Be sure to call them BEFORE they call you.
- Try not to take on any new debt. Borrowed money can help temporarily, but means more bills and higher payments later.

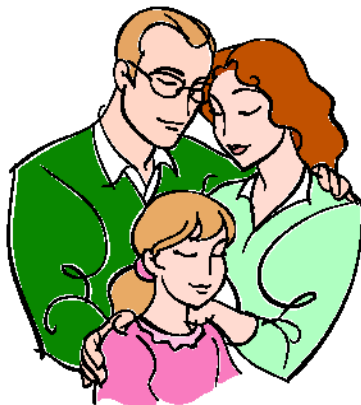
Praise or Encouragement?

In an effort to build a child's self-esteem, some parents go too far with praise. A child who is praised too much may fall into the great-expectations trap, or as Alfie Kohn dubs it, a "praise junkie." It's perfectly fine (and desirable) to burst out in spontaneous delight over something your child does. But, by the time children are preschool age, parents and caregivers should think about when and how they praise.

Don't misunderstand...children need adults who are caring and supportive. But, recognizing the difference between two major types of reinforcement—praise and encouragement—is helpful as you interact with your preschooler.

- **Encouragement** gives children positive feedback focusing on their efforts. It allows children to evaluate their own efforts rather than comparing to others. Encouragement is specific and is given as a child works towards a goal.
- **Praise** is highly judgmental, and focuses on what the adult feels. Praise statements send a subtle message that the adult's opinion is what matters. Children who receive too much praise tend to do things to please adults, not because they are self-motivated.

Encouragement teaches children to evaluate themselves on their own merits. When adults provide children with feedback about what they are doing, children learn to evaluate themselves without comparing their efforts and successes to those of others. Children who hear encouragement regularly learn that what they think about themselves is more important than what others think.



The Down Side of Praise

Praise, according to Alfie Kohn, has negative impacts.

- Praise often works in the short run because children are hungry for approval. But, parents should not exploit that dependence for their own convenience. When you tell your child, "Good job!" are you saying that for your child's emotional benefit or for your own convenience or control?
- Praise expects children to measure themselves based on your approval. It can make children less secure about coming to their own evaluations. Help children become independent thinkers by describing what you see and letting them come to their own judgments.
- Our evaluations (Wonderful! Great effort! Awesome!) tell our children how to feel. We impose our feelings on them. Resist giving your judgment and let your child decide how they feel about their own efforts.
- The more a person is rewarded for doing something, the less likely they come to do it in the future without a reward.

Re-Thinking Praise

The Better Kid Care program from Pennsylvania State University Cooperative Extension in "Re-thinking Praise" offers these tips for encouraging children.

1 – Be specific.

Instead of saying, "Liza, your picture is beautiful," make specific comments about the child's picture. "I see you used a lot of blue in this area and red over here." Or simply ask a child to tell you more about his picture. Judgment about the picture should be left to the child to decide.

2 – Describe what the child is doing or has done.
 Instead of making a general statement such as “Good job,” comment on what the child is doing. “You picked up the blocks and put them back on the shelf without being asked.”

3 – Set children up for success.
 Comments such as, “You’re such a good boy,” or “You’re a really nice girl,” set up children for failure because it’s impossible for a child to be good or nice all of the time. Comment instead on specific behaviors that you want to reinforce. For example, “Jacob, I saw that you helped Ethan clean up the spilled milk.”

4 – Describe the effect of your child's efforts on others.
 When children hear encouragement such as “I appreciate your help in setting the table for lunch” or “You were a good friend to help Coralee when she fell,” your comments help them to feel good about their efforts. Their effect on others, not your praise, becomes the motivator.

5 – Avoid comparing children.
 Telling a child “You’re the fastest runner” may be intended to commend her efforts, but what does that statement say to other children? A better way to encourage this child without hurting others would be to say, “You can run fast.”

How Praise and Encouragement Differ

Praise	Encouragement
What a beautiful painting!	You used lots of bright colors in your painting.
What a good girl/boy to clean up your room.	I see you are putting your dirty clothes into the hamper and already made your bed.
You are so strong!	That was a heavy load. Thanks for your help.
What a generous person you are!	When you saw your friend forgot his sandwich, you gave him part of yours. He looks pretty happy to have something to eat.
You were the perfect child.	That was a long speaker. You played quietly with your toys and read your book so as not to disturb others who were listening.
Good job!	You are really working hard to line up those blocks.

Challenge yourself. Encouraging your child may take a bit more effort than simply offering a quick praise statement. The next time you are ready to praise, think how you could change your praise statement to words of encouragement.

Remember: Most children thrive with **more encouragement.**



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Dealing With Temper Tantrums



What's Happening

Two- and three-year-olds have many skills, but controlling their tempers is not one of them. Tantrums are common at this age because toddlers are becoming independent and developing their own wants, needs, and ideas. However, they are not yet able to express their wants and feelings with words. Take comfort in the fact that most children outgrow tantrums by age 4.



What You Might Be Seeing

Normal toddlers:

- Love to say “no!” “mine!” and “do it myself!”
- Test rules over and over to see how parents will react
- Are not yet ready to share
- Need lots of fun activities, play times, and opportunities to explore the world
- Respond well to a routine for sleeping and eating (a regular schedule)
- Like to imitate grownups and to “help” mom and dad

What You Can Do

It is often easier to prevent tantrums than to deal with them once they get going. Try these tips:

- Direct your child’s attention to something else. (“Wow, look at that fire engine!”)
- Give your child a choice in small matters. (“Do you want to eat peas or carrots?”)
- Stick to a daily routine that balances fun activities with enough rest and healthy food.
- Anticipate when your child will be disappointed. (“We are going to buy groceries for dinner. We won’t be buying cookies, but you can help me pick out some fruit for later.”)
- Praise your child when he or she shows self-control and expresses feelings with words.

If you cannot prevent the tantrum, here are some tips for dealing with it:

- Say what you expect from your child and have confidence that your child will behave.
- Remain calm. You are a role model for your child.
- Holding your child during a tantrum may help a younger child feel more secure and calm down more quickly.
- Take your child to a quiet place where he or she can calm down safely. Speak softly or play soft music.
- Some children throw tantrums to seek attention. Try ignoring the tantrum, but pay attention to your child after he or she calms down.
- Resist overreacting to tantrums, and try to keep your sense of humor.

When your child is having a floor-thumping tantrum, the most important thing you can do is remain calm and wait it out. Do not let your child’s behavior cause you to lose control, too.

This tip sheet was created with input from experts in national organizations that work to protect children and strengthen families. To download this tip sheet or for more parenting tips, go to www.childwelfare.gov/preventing/promoting/parenting or call 800.394.3366.



Tips for Children in the Kitchen

When you involve children in meal preparation, they are more likely to develop an interest in eating and trying new foods. Whenever possible, include your children in planning menus, shopping for and putting away groceries, preparing meals, setting the table, and cleaning up, including washing and putting away the dishes and silverware. Choose one night a week for trying a new food. Let your children help prepare the new food and serve it in a creative way.

Safety First

- Supervise children during all cooking activities.
- Avoid asking children to do things that may be too difficult such as using measuring spoons to measure liquids.
- Use child-safe equipment such as plastic bowls and blunt knives, and use pot holders and mitts for handling hot dishes and pots.
- Use sturdy stools when working at counters.
- Tie back long hair and loose clothing.

What Children Can Do in the Kitchen

2 to 3 Year-Olds	3 to 4 Year-Olds	5 Year-Olds
Wash vegetables	Open packages	Make cakes and cookies using baking mixes
Wipe table	Measure ingredients	Use blenders or hand mixers with close supervision
Put toast in toaster	Knead & shape dough	Make pancakes, scrambled eggs, and rice
Place things in trash	Pour cereal, milk, and water	Set and clear the table
Peel bananas	Make sandwiches	Load the dishwasher
Tear lettuce	Toss salads	

Adapted from Children in the Kitchen, National Cattlemen's Beef Association.

TAYLOR COUNTY CLEANSWEEP



AG CHEMICALS FROM ACTIVE OR NON-ACTIVE FARM OPERATIONS IN TAYLOR COUNTY



- Unwanted ag chemicals including herbicides, insecticide, fungicides, rodenticides and wood preservatives, lead or oil based paints, vet supplies and more.

HOUSEHOLD CHEMICALS FROM ANY TAYLOR COUNTY HOME, APARTMENT OR DWELLING.



- Garage or Workshop: oil based paints or varnishes, paint thinners, used motor oil, adhesives, rust removers, old gasoline, driveway sealers and lead acid batteries and more.
- Kitchen or Bathroom: cleaners, cosmetics, disinfectants, toilet/oven and other cleaners.
- Yard and Garden: rechargeable batteries, fertilizers, insecticides, weed killers, pool chemicals, fluorescent light bulbs and more.

APPLIANCE COLLECTION - FEES NOT SURE YET.



- Fee for washers, dryers, stoves, dishwashers, water heaters, microwaves, vacuum cleaners, computers, monitors, printers, TVs, VCRs, stereos, refrigerators, freezers, dehumidifiers, air conditioners and more.
- No charge for keyboards, cell phones, lead acid batteries, copper/aluminum wiring, tin siding, metal scrap.

PHARMACEUTICAL COLLECTION

- Prescription and over-the-counter medications such as pills, capsules, ointments, liquids, sprays, creams, inhalers, vials and drops.



SATURDAY, MAY 14, 2011

MEDFORD: FAIRGROUNDS 8:30 AM TO 11:45 AM
OILMAN: HIGHWAY 64 & RAILROAD CROSSING 1:45 PM TO 3:15 PM

ANY QUESTIONS: CALL LARRY PETERSON
715-748-1485 OR ARLEN ALBRECHT 715-748-3327

PARENTING NEWSLETTERS



Parenting the First Year is a 12-issue set of eight-page monthly newsletters that come to you free every other month during your baby's first year. The newsletter brings you information about your baby's development, family relationships, and parent-child interaction, along with answering some questions you may have and suggesting ways you can help your baby grow.



Parenting the Second and Third Years is a 12-issue set of bi-monthly newsletters that you could receive free of charge in your child's second and third years. The newsletter series describes child development and parenting during those months.



These newsletters come to you free from the UW-Extension office in Taylor County. The newsletters can be sent to your home or, if you prefer, you may have the newsletters **delivered by email**.

If you would like to begin receiving the parenting newsletter series, please call the UW-Extension office at **715-748-3327** or email **peggy.nordgren@ces.uwex.edu**

If you need additional information concerning parenting, you may contact Peggy Nordgren at any time.

MANAGING YOUR MONEY

Mondays, May 2, 9, & 16, 2011*

1:00—3:00 or 6:00—8:00 PM

**Ground Floor Conference Room
Courthouse—Medford**



*Develop your personal spending plan and learn how to keep track of your spending. ***This is a 3-part series.***

Call the UW-Extension office, at 715-748-3327, before the first class in the series to pre-register. Class size is limited.

There is *no fee* to attend this program.

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