

Overcoming Frustration and Discouragement in Parenting

Date 1 June 2024 (Saturday)
Time: 10:30am-12:00pm
Speaker: Dr. Eunice Yim (Founder of EduCare-HK Charity)



I am...

- ▶ Founder of Educare-HK Charity Organization
- ▶ Chartered Psychologist
- ▶ Expertise:



Fb: Educare-HK
Ig: educarehk

Areas

Selected Activities

Child and Whole Person Development
(Mainstream and Special Educational Needs)

RTHK CIBS – Born Different (13 Episodes)

Children and Families in Need

Parent Education for Inmate mothers at Lo
Wu Correctional Institution

Special Educational Needs

Programme and Training Development for Children at
School and Home Settings

Applied Behavior Analysis (ABA)

Programme and Training Development for Children
with Behavior Problems

Artificial Intelligence Application in Education
and Psychology

ABA X AI
Individualized Education Plan for Children
Development Domain X AI
Storytelling X AI
Children Song X AI

Today

- ▶ Frustration and Stress at Individual and Social-Environmental Level
- ▶ Coping frustration and Stress Strategy at Both Levels
- ▶ Behavior Management Techniques

You cannot manage your child well
If
You cannot manage yourself well!!!



Coping with Stress in Parenting

Part I: Individual Level

Part II: Social-Environmental Level

Part I: Individual Level

Why I Get Frustrated and Being Stressful in Parenting?

- ▶ Sources of frustration: Internal vs External

ABC theory

- ▶ Antecedent
- ▶ Behavior
- ▶ Consequence

What is Stress?



A state that occurs when you

- encounter events that you perceive as endangering your physical or psychological well-being
- are unsure of your ability to deal with these events



Sources of Stress



External Stressors

- Demands from outside of self
- E.g., meeting a new fds, conflicts with family members

Internal Stressors

- Those we created or magnify
- Self-imposed pressure, irrational thoughts, unrealistic expectation, for examples:
- Strong people never ask for help.
- Making mistakes is terrible.
- Criticism must mean I did something wrong.
- There is always a perfect solution.
-



Coping with Stress

Transactional Model of Stress and Coping (TSC)

Proposes that two states:

Challenge vs Threat

Result of cognitive judgments of the meaning of a situation and one's ability to respond to the situation.

Primary appraisal

- If individuals perceive events as stressful, they evaluate their own resources to deal with the demands. This constitutes the process of *secondary appraisal*.



Transactional Model of Stress and Coping (TSC)

- The perception of challenge or threat is determined in a secondary appraisal of one's ability to cope with, and respond to, the stressful situation.
- ✓ Challenge results from the judgment that one has the necessary resources to cope
- ✓ Threat from the judgment that one does not
- Subjective vs Objective



Multimodal-transactional Model by Palmer (1997)

According to this model, stress and coping proceed in five stages.

- *Stage 1.* An external or internal stressor is perceived by the individual to be emerging either from an external source or from internal bodily sensations.
- *Stage 2,.* The individual appraises his or her capacity to deal with the stressor. The person then decides whether he or she has the resources to cope. If the individual perceives that he or she cannot cope, stress may be experienced, and stress responses are likely to become activated. Appraisal of coping capacity is influenced by social and cultural beliefs and attitudes that determine the importance of an event. If individuals perceive that they cannot cope, they progress to *Stage 3*.

Multimodal-transactional Model

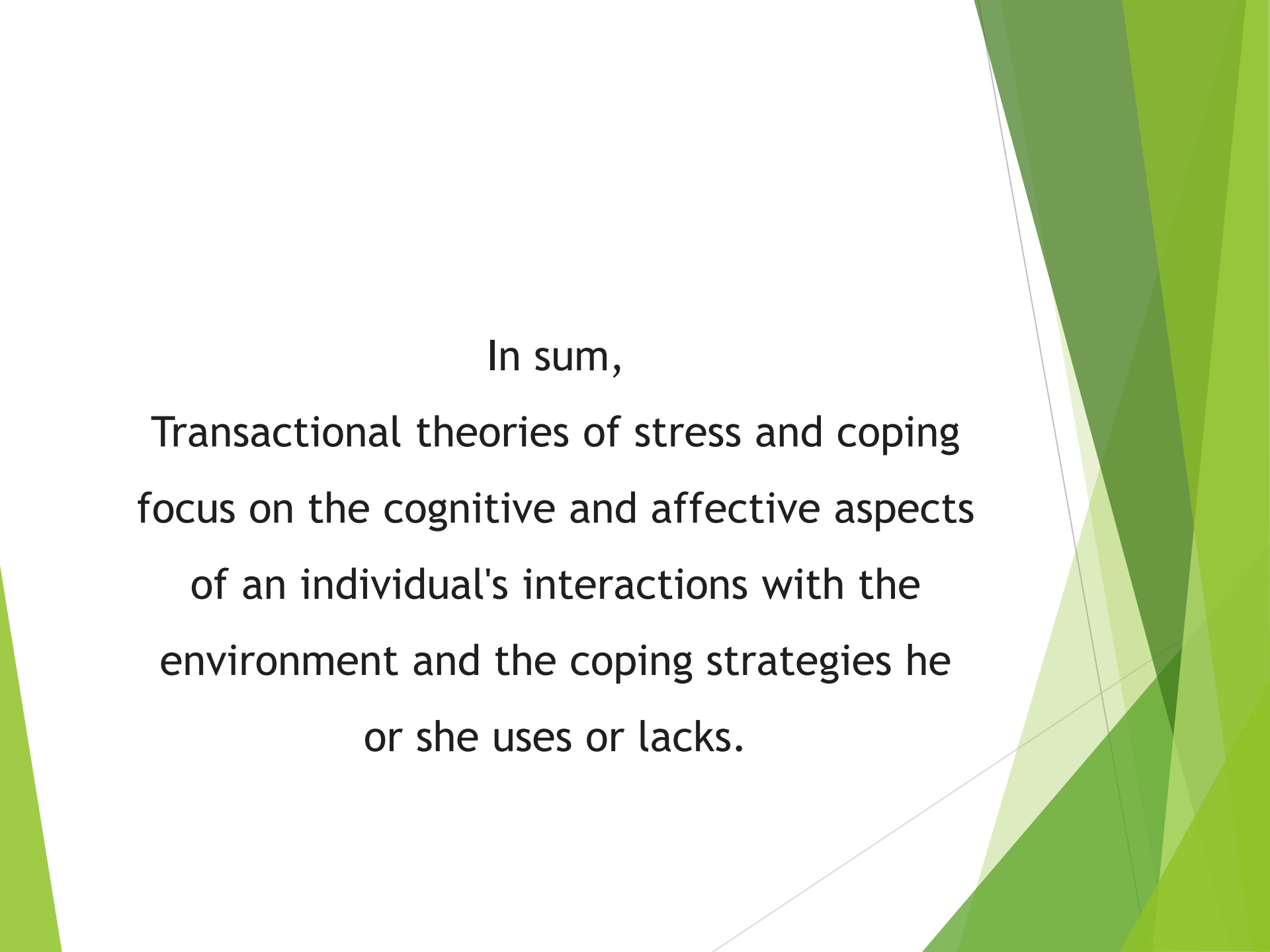
- *Stage 3.* Stress responses occur that include behavioral, affective, sensory, imaginal, cognitive, interpersonal, and physiological changes.
- *Stage 4.* The individuals appraise the effectiveness of the coping strategies they have used. If they perceive themselves to have been successful, they return to a state of equilibrium. If they believe, however, that they have failed to cope with the situation, this perceived failure exacerbates existing problems and turns into an additional strain. T



Multimodal-transactional Model

- *Stage 5.* The continuing process and long-term consequences. If an individual uses strategies that alter the situation and reduce stress, he or she will return to a state of equilibrium. If the problems persist, however, eventually the person's health may be negatively affected.



The background of the slide features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

In sum,
Transactional theories of stress and coping
focus on the cognitive and affective aspects
of an individual's interactions with the
environment and the coping strategies he
or she uses or lacks.

Part II: Social-Environmental Level

Children are developed in a System

- ▶ Parenting Styles
- ▶ Communication between members

Parenting Styles...

Authoritative Parents

- Hold firm limits and sets high goals for their children
- Allow their children to explore

Authoritarian Parents

- Highly demanding and controlling
- May use threat of physical punishment

Permissive Parents

- Few demands
- Tend to indulge their children

Neglectful Parents

- Not very involved in their children's lives
- Only provide for basic physical needs

... and childhood

Children of Authoritative Parents

- High self-reliance & self-control
- Able to cope with stress
- Purposeful behavior
- Achievement-orientation
- Cooperative attitude
- Curious about life

Children of Authoritarian Parents

- Fearful
- Apprehensive
- Passive
- Vulnerable to stress
- Moody
- A lack of purpose

Children of Permissive Parents

- Rebellious
- Low self-reliance & self-control
- Impulsive
- Aimless
- Low achievement

Children of Neglectful Parents

- The least competent of the 4 groups
- Antisocial
- Lack self-regulation

Family Communication Patterns



Family communications have two components:

- Conversation orientation

How **open and frequent** communication occurs



- ▶ High - “I can talk to my parents about anything”

- Conformity orientation

How much are you expected to **share the same** values, beliefs, and attitudes



- ▶ High - “I believe this because my family believes this”

Based on those components, there are **four** different types of families:

Conversation Orientation	Conformity Orientation		
		Low	High
	High	Pluralistic 多元化	Consensual 協商同意
	Low	Laissez-faire 自由放任	Protective 保護性

1. Laissez-faire families

- ▶ Limited interaction between parents and children
- ▶ Children are relatively independent of parents
- ▶ Members do not feel close bonds
- ▶ Low conversation, low conformity

How would the child become?

CASE



2. Protective families

- Conflict is avoided
- Children are expected to adhere to parents' values, beliefs and decisions
- May undermine open and honest communication between parents and children
- Low conversation, high conformity

How would the child become?

CASE



3. Pluralistic families

- Family members are encouraged to express their thoughts and feelings, but agreement among family members is not required or compelled
- High conversation, low conformity

How would the child become?

CASE



4. Consensual families

- Substantial depth and breadth in communication
- Everyone has a say; children are encouraged to express their ideas and feelings.
- Parents expect and encourage children to adhere to the parents' values and beliefs.
- High conversation, high conformity

How would the child become?

CASE





Reflection

- Of the 4 family communication patterns introduced, which one is yours? Do you want to change it? Why or why not?

While children are developed in a system...

...Learning Behavior from Observation and Internalization of Values (right vs wrong; “effective strategies”)



Social Learning Theory (SLT)

- ▶ People can learn from one another, via:

1. Observation,
2. Imitation, and
3. Modeling



- ▶ Learning is an internal process that may or may not result in a behavior change;
- ▶ Learning can occur without a change in behavior (Observation without imitation)

Behaviors that can be learned through modeling

- ▶ Aggression can be learned through models.
- ▶ Moral thinking and moral behavior are influenced by observation and modeling. This includes moral judgments regarding right and wrong which can in part, develop through modeling.

Effects of Modeling

Three ways modeling affects or influences behavior:

1. Observational learning (physically present or instructional)
2. Inhibition and disinhibition, and
3. Response facilitation



Inhibition and Disinhibition

- Modeling can also affect the frequency of behavior that has been previously learned. Modeling can serve to strengthen or weaken inhibitions for some previously learned behavior because it conveys information about the probable consequences of engaging in that behavior.
- A behavior may be *inhibited* (discouraged) when an observer sees it punished; previously inhibited behavior can be *disinhibited* (or encouraged) when the observer sees that it no longer results in adverse consequences.

Inhibition and Disinhibition

- If parents let misbehavior go unpunished they can inadvertently send the message that such behavior is acceptable. This can then lead others to engage in the undesirable behavior.

Response Facilitation

- A response facilitation effect refers to some behavior that is not new to the observer (as with the modeling effect), nor is it deviant (as is often the case with the inhibitory and disinhibitory effects).

The behavior of others can also serve as a social prompt for previously learned behavior. People may learn new behaviors that they choose not to perform because they aren't motivated to do so. In comparison to inhibitory and disinhibitory effects, response facilitation behaviors are more socially acceptable.

- For example, a teacher asks the first students who arrive in class to begin doing worksheets. Students who subsequently arrive in class automatically begin writing in their journals without being told to do so.

Behavior Management Techniques



What is a Behavior

- By defining a behavior that makes it easily observable and measurable, we are able to study it for proof of improvement, as well as lack of improvement.
- Something you can see or hear, count and/or time
- By defining a behavior, parents are able to observe with evidence and show change over time.

Could Parenting also be a Science?

- Using evidence collected from observation to make informed decisions on parenting technique
- Parents is able to show that whenever he/she applies a certain item/ factor, the behavior is produced, and whenever he/she removes this item/ factor, the behavior is lost.

Technological

- Procedures are described clearly and concisely so that others may implement the procedures accurately.
- Think of this dimension like a recipe - all steps are written in detail to get the desired result. You would not be able to follow a recipe if it did not list the specific ingredients and measurements.

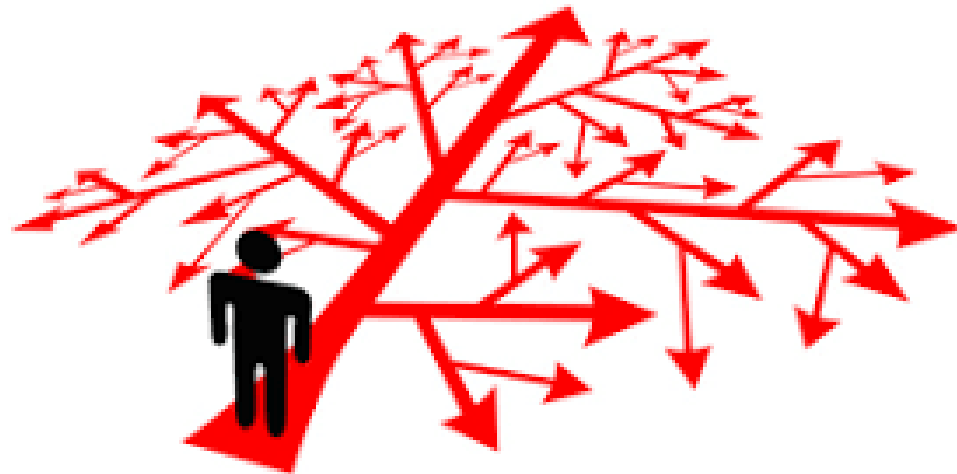


Effective

- Techniques are effective when they improve a behavior in a practical way
- If the application of behavioral techniques does not produce large enough effects for practical value, then the application has failed
- In laymen's terms, an intervention is effective when it changes the behavior it seeks to change

Generalization

- It proves durable over time, if it appears in a wide variety of possible environments, and/or if it spreads to a wide variety of related behaviors



Pairing

- Essential!!!!
- Building a relationship (building rapport) - That's you need to have a very good parent-child relationship before thinking of managing a child's behaviors well
- Pair by "pairing" yourself with good things (reinforcers)
- Establish yourself as the ultimate reinforcer
- Your child WANTS to see you; they don't just tolerate you, they ENJOY you
- If your child finds you reinforcing, he/ she will be more inclined to comply with your demands
- Pairing never stops

Behavior

Behavior :

An observable and measurable act of a person

(You can see it or hear it, count it or time it)

Behavior is not:

Feelings or emotions

Is it Behavior?

Crying

Mad

Spitting

Anxious

Hitting

Rocking

Happy

Agitated

Laughing

Frustrated



Is it Behavior?

Behavior

- ▶ Crying
- ▶ Spitting
- ▶ Hitting
- ▶ Rocking
- ▶ Laughing

Not Behavior

- Mad
- Anxious
- Happy
- Agitated
- Frustrated



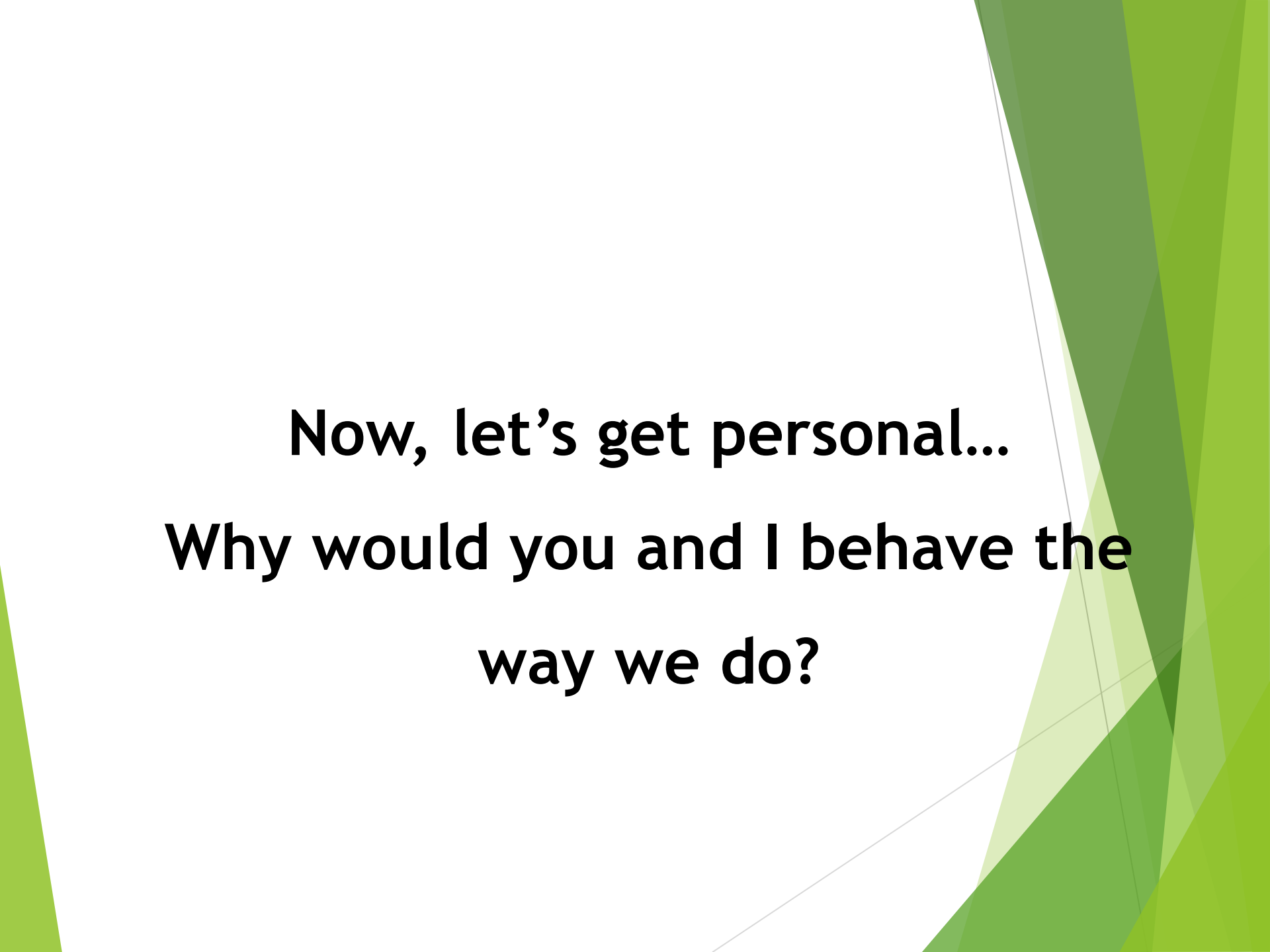
Identifying Behavior to Target for Increase not to Decrease



The Functions of Behavior

Discussion

**Why would children engage in
challenging behavior?**

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Now, let's get personal...

**Why would you and I behave the
way we do?**

The answer:

- It works for us!!
- We have learned through our experiences and through conditioning what is effective in getting our needs and desires met.
- We also do what we are motivated to do, what we find enjoyable, and what is reinforcing to us.

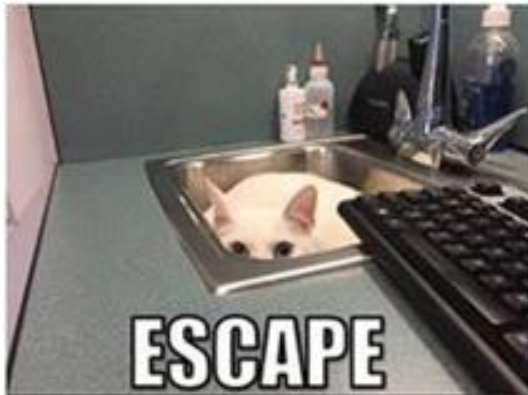
The Functions of Behavior

All behavior serves a purpose
for the person who does it

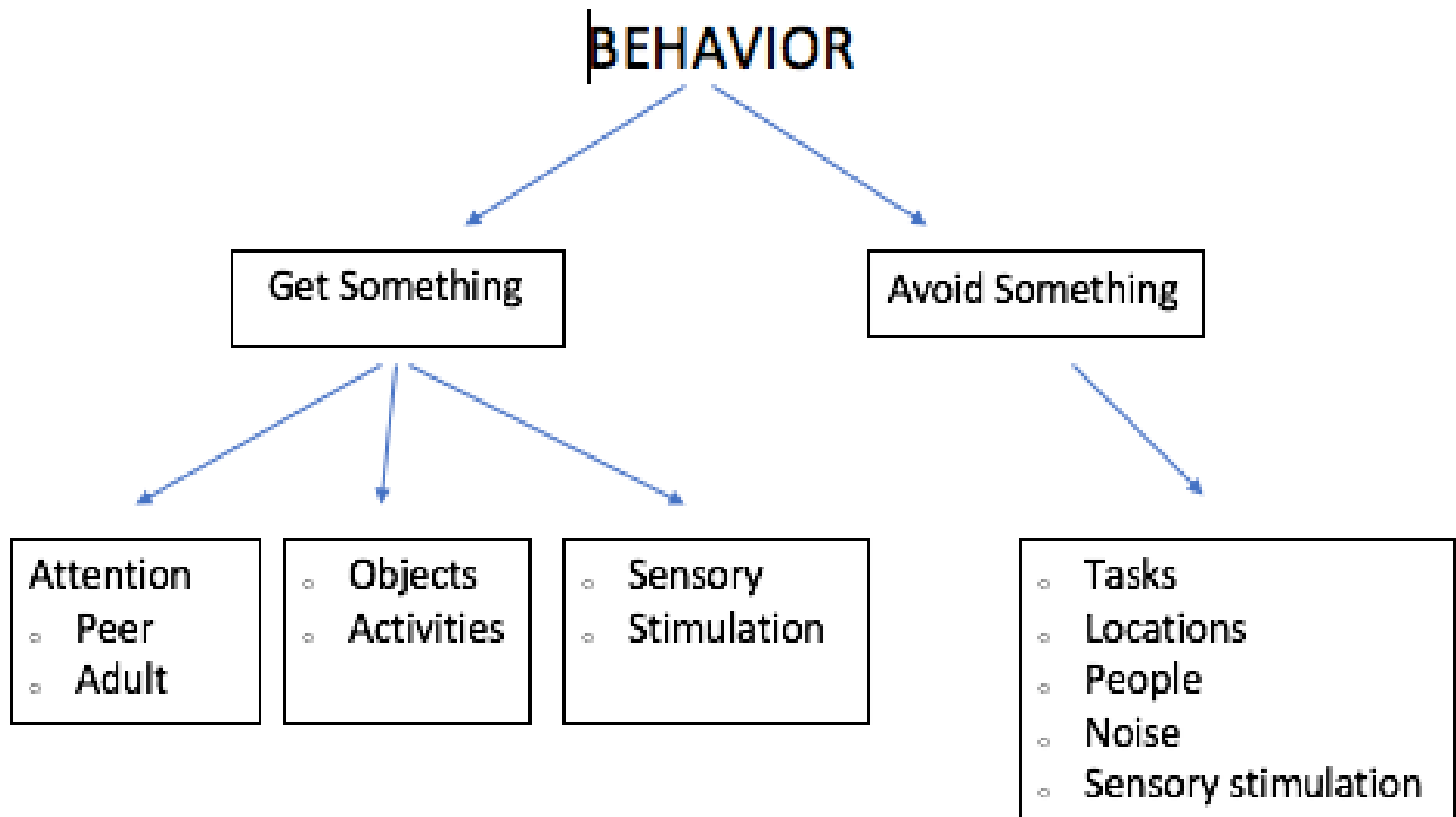
The Functions of Behavior

- Behavior is repeated because the consequences are desirable
- We engage in behavior in ways that get us what we want, or help us avoid or escape things we don't want

The 4 Functions of Behavior



The Functions of Behavior



Attention

Behavior that results in immediate attention from others

- ▶ This can be “positive” or “negative” attention

Examples:

- ▶ Saying “Excuse me?” and Mom looks at you
- ▶ Taking your sister’s toy and she chases you
- ▶ Throwing papers and your teacher yells at you
- ▶ Crying and mom cuddles you
- ▶ Running away, and turning to see if teacher is following you



Access to Items

Behavior that results in getting preferred objects, items, or activities

Examples:

- ▶ Grabbing a toy from a peer
- ▶ Asking for a snack or candy
- ▶ Leaving circle time and going to play with trains
- ▶ Climbing a cabinet to get a game
- ▶ Saying “push me higher” and dad pushes you



Avoidance/Escape

Behavior that results in ending or delaying disliked events

Examples:

- ▶ Complete chores; mom stops nagging
- ▶ Complete assignment; avoid homework late
- ▶ Hang up phone when telemarketer calls; conversation stops
- ▶ Flop to the floor; delay coming in from recess
- ▶ Hit peers; escape group work/circle time
- ▶ Throw a tantrum; avoid going to the bathroom



Automatic

Behaviors that are fun by themselves; they feel good, look fun, smell cool, etc.

- ▶ Typically things that happen when child is alone or all the time no matter where they are

Examples:

- ▶ Hand flapping, body rocking, flicking fingers by eyes
- ▶ Making noises, reciting lines from movies, humming
- ▶ Spinning wheels on a car, opening and closing door repeatedly, playing with string, banging hangers together
- ▶ Going for a run, rubbing your temples, twirling your hair, scratching an itch, tapping your foot, fidget spinners

To Punish or Not to Punish

- ▶ Punishment should typically only be used after reinforcement strategies have been exhausted and data indicates that the reinforcement strategies have not been effective.
- ▶ Punishment procedures may include interventions such as time-out, reprimands, and response cost.
- ▶ Data may indicate that it is effective to use the above procedures in combination with reinforcement strategies.

Reinforcement

What is reinforcement?

- ▶ it is something that occurs after a specific behavior that increases the likelihood that it will occur again.



Use Reinforcement

- ▶ Know what that child's reinforcers are, don't assume.
- ▶ Look for behavior that is desirable, reinforce immediately (within 10 seconds) upon seeing something good.
- ▶ As you deliver the reinforcer, pair words with it like "Good Job!"
- ▶ Create as many opportunities as possible to reinforce.

What Should I Reinforce?



- ▶ Anytime the child cooperates with what you have asked him to do, reinforce.
- ▶ Try to “catch him/her being good”. Tell him/her why you think he has done good and then reinforce immediately.
- ▶ You can reinforce by thanking the person and telling him he has done well. This may need to be paired with something tangible at first.

How to Say No and Wait

- ▶ Suggest an alternative when the answer is no or to complete while waiting (ex. "you can have....." or "You can do instead").
- ▶ Give an estimate of how long the person will have to wait if possible. You can provide a timer, sing a song, countdown, etc
- ▶ Avoid lengthy explanations.
- ▶ When individual accepts no appropriately, immediately reinforce with praise and tangible or edible within 10 seconds.
- ▶ Be honest! Don't say things like "maybe later" when it isn't possible then either".
- ▶ Don't argue. Say it once and then move on to your next activity.
- ▶ If walking away is not possible, do not give eye contact or speak to the child. You are there physically to keep the person safe.
- ▶ Once the child is quiet and calm, re-engage.



Take every opportunity to
reinforce behavior you
want to see more often!

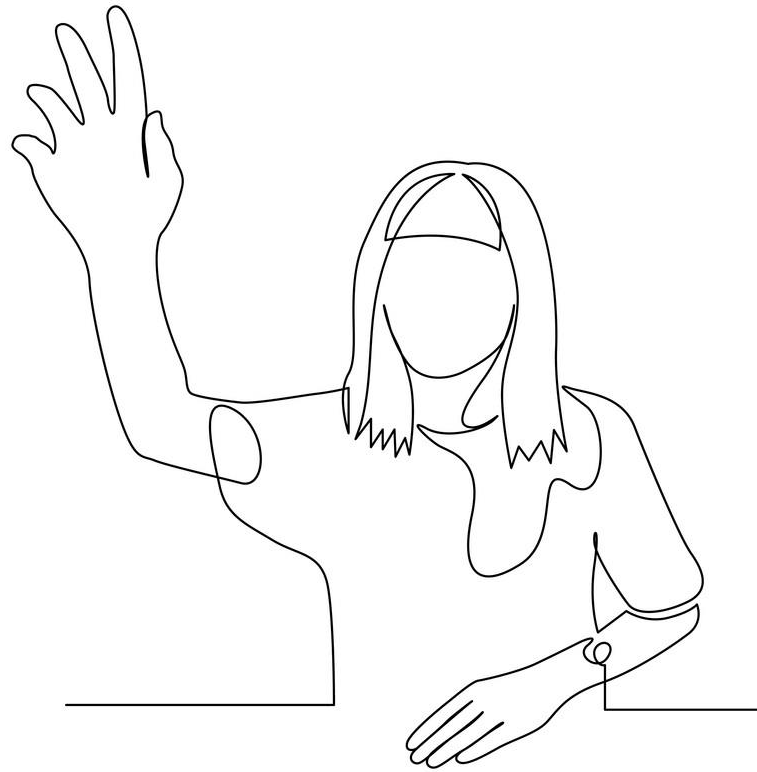
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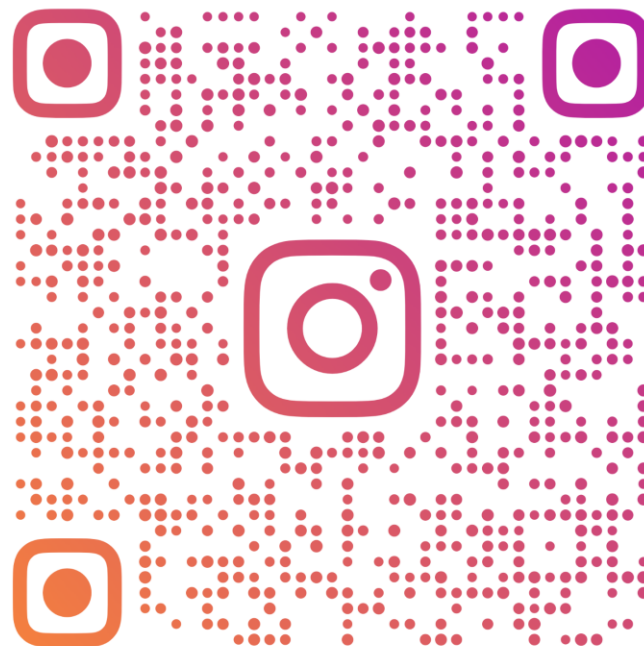
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Questions?



Thank you 



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