



**Southgate Medallion  
Family Day Homes**

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## *for the Parents*

### **Announcements and Upcoming Events**

#### **Holiday Reminder**

- Remembrance Day,  
Wednesday,  
November 11th
- Christmas Day,  
Friday, December  
25th
- Day in lieu of Boxing  
Day, Monday,  
December 28th

*SMFDH office is closed on  
all holidays.*

#### **For Your Information**

- Back to Mountain  
Standard Time,  
Sunday November  
1st
- National Child Day,  
Friday, November  
20th

*What would you like to  
see in the newsletter? Are  
there issues you would  
like to have discussed or  
do you have a comment  
or a parenting tip? Our  
goal is to make the par-  
ent newsletter useful to  
parents. We would love  
to have your input. Con-  
tact Joyce via email,  
phone or fax.*

### **When Your Child is Sick**

We have all been alerted to the possibility of a serious influenza outbreak this year. The agency has developed a protocol for providers for the prevention of the spread of infection and for monitoring illness in the day home children.

If a child will be absent from the day home, parents are now asked to report to the provider the reason for the child's absence.

The provider will then document any incidence of illness.

If a child becomes ill in the day home the provider will keep the child away from the other children and notify the parents. Children who are experiencing flu like illness (*fever and cough, which may be accompanied by runny nose or stuffy nose, sore throat, muscle aches, joint pain or weakness; nausea and diarrhea could also be present*) should stay home until they are symptom free and feeling well enough to participate fully in the child care setting.

If your child is showing flu-like symptoms, please contact Health Link Alberta at 780 408-LINK (5465).

For up to date details on the free immunization clinics that are currently offering the flu vaccine including H1N1 go to [www.Alberta.ca](http://www.Alberta.ca) and move through the links or call your doctor's office.



### **Meet the Agency Staff**



Marlene Van Bruggen has been a Consultant with the agency since 1998. She has an Early Childhood Development Diploma from Grant MacEwan College.

"Since I was a school girl I knew I wanted to work with children. This job is the best of both worlds, I get to work with the children and with the caregivers who are with the children each day."

Marlene is a mother of 3 grown children and proud grandmother of two.

# Southgate Medallion Tribute

## Unconditional Parenting by Alfie Kohn *part two*

There is no sure-fire recipe for how to raise kids nor how to get kids to “mind” not even what to do in a given situation. “Raising a child is not like assembling a home theatre system or preparing a casserole.” There is no magic formula or one-size-fits-all method that a parent can read about and then adopt. Alfie Kohn in his book *Unconditional Parenting* presents recommendations or principles of parenting that will strengthen a parent’s relationship with their child and help them “work with” their child rather than “do to.”

Often parent’s question, “How do I get my child to do what I say?” All sorts of methods have been touted by parenting “experts”. Corporal punishment has long been discredited as an appropriate means of discipline. One underlying lesson that a child learns when a parent spansks or uses some other physical means of punishment is that “you can get your way with people who are weaker than you by hurting them.” This is definitely not what you want to teach your child.

A method that has been touted at times is one termed “natural consequences” such as if a child forgets his lunch the parent lets the child go hungry to teach the child to not forget her lunch again. Other scenarios could be described to illustrate this method of discipline but the underlying message that the child receives gives an entirely different perspective to what the parent is actually accom-

plishing by using this approach. The message the child receives? “When you stand by and let bad things happen, your child experiences the twin disappointments that something went wrong and you did not seem to care enough about her to lift a finger to help prevent the mishap.” Another very sad message to give the child we so deeply love.

Enter the method innocuously entitled “time out”. It is actually a form of love withdrawal. Parents are very powerful figures in the life of a child. For a young child, the claim of the parent that they “will leave the child there if they do not come (comply)” creates fear and panic in a child. Isolating a child such as sending him to his room because of misbehaviour can be devastating to a child because “although the parent knows it will end the very young child may not since he is totally dependent on the parent and lacks the experience and time perspective needed to recognize the temporary nature of the punishment.”

There are times when a child does need time to quiet themselves away from a situation. Giving the child time to settled down and the choice to return to the activity when she is ready can give the child time to self-regulate and gain control. As well there are times when a parent needs to withdraw to gain control. These are necessary measures to be able to move on to more positive climates.

Many people not wanting to employ negative means of discipline have

adopted positive reinforcement another word for rewarding good behaviour. The problem with the whole idea of trying to change people by rewarding (or punishing) them is that it is the *extrinsic* motivation rather than *intrinsic*. “Intrinsic motivation basically means you like what you’re doing for its own sake, whereas extrinsic motivation means you do something as a means to an end—in order to get a reward or avoid a punishment.”

Thinking about punishment, consequences, and rewards they are all based on getting kids to focus on the consequences of their action to themselves, which is very different from raising children to think about how their actions will affect other people.

“To focus on children’s needs, and to work with them to make sure their needs are met, constitutes a commitment to *taking children seriously*. It means treating them as people whose feelings and desires and questions matter. A child’s preferences can’t always be accommodated, but they can always be considered . . .”

Three specific ways to take kids seriously, to work with them are by: “expressing unconditional love, giving children more chances to make decision, and imagining how things look from the child’s point of view.” The first principle is to be reflective. “Most of us would benefit by spending more time reviewing what we’ve done with our children in order to be better parents tomorrow than we are today.”