

California State University, Monterey Bay  
**Digital Commons @ CSUMB**

---

Capstone Projects and Master's Theses

---

12-2021

## Positive Parenting Practices

Mallory Garcia  
*California State University, Monterey Bay*

Follow this and additional works at: [https://digitalcommons.csumb.edu/caps\\_thes\\_all](https://digitalcommons.csumb.edu/caps_thes_all)



Part of the [Adult and Continuing Education Commons](#)

---

### Recommended Citation

Garcia, Mallory, "Positive Parenting Practices" (2021). *Capstone Projects and Master's Theses*. 1150.  
[https://digitalcommons.csumb.edu/caps\\_thes\\_all/1150](https://digitalcommons.csumb.edu/caps_thes_all/1150)

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact [digitalcommons@csumb.edu](mailto:digitalcommons@csumb.edu).

Positive Parenting Practices

Positive Parenting Practices

Mallory Garcia

A Capstone project for the Bachelor of Arts in Human Development and Family Studies

## **Introduction**

Many parents of preschool aged children may lack knowledge on how they can positively parent and reinforce discipline through positive parenting. When parents learn positive parenting and discipline skills, they learn how to calm children down during a misbehavior, redirect negative behavior to a positive solution, and create dialogue by giving options instead of argument and acting out. Therefore, I will be conducting a one day, one hour course via zoom, for parents with children attending preschool ages from 2-5.

## **Needs Statement**

Many parents of preschool-aged children may lack knowledge on how they can positively discipline and reinforce discipline through positive parenting. For some parents, undesirable behaviors at the preschool age could mean and may include prolonged tantrums, physical and verbal aggression, disruptive vocal behavior, noncompliance, and withdrawal (Zepeda, et al. 2004). There is much evidence that positive parenting behaviors play a role in the development of academic readiness. For example responsiveness, warmth, emotional availability, non harsh discipline and or positive behavior support. (Madigan et al., 2019; Neel, Stark, & Maitre, 2018; Valcan, Davis, & Pino- Pasternak, 2017) Positive discipline training can help parents benefit from having skills to help their child develop healthy and school ready behavior. (Zepeda, et al. 2004).

However, most research based programs that are available to parents and/ or caregivers are online and come with a fee, fees range anywhere from \$80-\$200 (Triple P Programs, 2021) . In addition to also needing readily available internet access which families may not have access

## Positive Parenting Practices

to, this can be a cost that some families cannot afford. There are some parents who recognize the importance of early childhood education in the development of their children and want to learn more about parenting techniques that promote healthy development and academic readiness. About two thirds, (of parents) say they would pay for more pediatric provider counseling or other educational services. However, only one third have attended groups or classes. (Zepeda, et al. 2004) Researching this topic I have greatly found that most of the positive parenting approaches and studies are just now gaining popularity with more efforts in suggesting this type of intervention, it seems that there are not enough free of charge resources teaching on this topic to improve behaviors in children. This is why I would like to provide a course free of charge to those parents that can attend and who would like a workshop on positive parenting training/ intervention at a location that they are comfortable going to and already frequent. Making this possible for anyone who would like to attend. Therefore, I will be conducting a one day, two-hour workshop for parents with preschool aged children attending Monterey Peninsula College ECE Lab School, in Monterey, CA.

### **Theory**

Zone of proximal development. Anyone can be considered what theorist Lev Vygotsky referred to as being in the zone of proximal development, which means they are capable of learning from a more experienced or educated peer in any given matter/ subject. Although there are no stages in his theory, this means it applies to anyone at any age level learning a new task. This applies to the parents and caregivers as well because that's the approach I will be taking while I am teaching this course. I have the knowledge and expertise to get the parents to the next level in their parenting. The social interaction during the course will also become part of Lev's teachings where the social aspect of interaction gradually develops for them to make sense of the problems we are discussing.

### **Consideration of Diversity**

The project will be conducted via Zoom, with parents and caregivers of preschool aged children, ages 2 to 5. I gathered the participants by sharing on my facebook feed that I would be hosting a course in Positive parenting and discipline free of charge, then I asked friends of mine on Facebook if they could share the post. Those that I was able to confirm with I asked for them to give me their best email contact, and which race they identified with, I told them I would need this information for the Capstone project, all of the five participants listed hispanic. All of the participants are originally from Salinas, CA. Other than that, some have moved out of Salinas into different states.

### **Learning Outcomes**

I intend to provide a two hour one day course via zoom to parents and caregivers of children in preschool ages 2-5.

By the end of the project participants will be able to:

1. Indicate two positive parenting practices and two negative parenting practices
2. Describe when situational planning is appropriate by giving an example
3. Indicate two ways in which parents or caregivers can redirect a child prior to meltdown

## **Methods**

### **First half of the course**

First, I will join the Zoom call and welcome everyone who joined and also thank them for being there. I will open a presentation on Positive Parenting Practices. See Appendix A. I will give a brief overview of what we will be discussing. I will start with an icebreaker question. This discussion will last about 10 minutes. Once I feel like everyone is comfortable and ready to learn about Positive Parenting Practices, I will move on to the curriculum. I will speak briefly for about 10 to 15 minutes about my personal experiences with working with children and behaviors I have learned to handle over the years. I will also explain that this is the reason why I've decided to host this parenting course. Then, I will open up a youtube video on how to handle misbehaviour, for about 10 minutes ( <https://www.youtube.com/watch?v=N6CtQBveiSg>). Then, I will lead a discussion on what are some helpful tips they picked up from the video that they can implement into their parenting practices at home. I will be adding their responses to a whiteboard on the google slides presentation.

### **Last Half**

I will start the second half of the course by sharing with the class how to get your child to stop hitting in 4 steps. I will be teaching this section and it will last about 15 minutes. Next, I will go over the four steps in stopping physical aggression and ask if any participants would like to share an example. They then will share what they gathered from the lesson and discuss what the participants can or would like to implement into their parenting practices at home in regards to hitting. This will last about 15 minutes. The last 5 minutes I will share a google worksheet to go over the main teaching points for the participants to fill out, so I can check for results. See

Appendix C.

## Results

For the first learning outcome, all 5 participants were able to describe and differentiate between two positive and two negative parenting practices by giving real life examples, this was measured in the google form that was emailed out after the course was taken . All the participants concluded that they (me, included) had seen or overheard a bad or negative parenting practice. Then the conversation started going into what the participants thought those parents should have done or what they thought they should have done. I feel that this learning outcome was met.

For the second learning outcome, participants were to describe when situational planning is appropriate by giving an example. Only 3 out of the 5 participants were able to describe the correct answer on the google form. For the first part of the lesson that was taught via a youtube video on positive parenting. I believe that was my mistake that they had gotten confused. Because I may have been able to word it better. I had originally put down a portion of the answer in one answer bubble, but then wrote a complete answer in another and I believe it may have been confusing. Unfortunately since the participants assumed it was one or the other and couldn't pick both. I feel like this learning outcome was partially met. .

The third learning outcome was for participants to indicate two ways in which parents or caregivers can redirect a child prior to meltdown. 3 out of 5 participants were able to select the correct answer. They all chose a correct answer, but the answer was “all of the above.” This answer was from the portion of the content included in the the youtube video. I feel like this

learning outcome was partially correct. This is because they knew what someone could do to redirect a child, however may have been confused by the way the question was worded.

### **Discussion**

I believe that this project was somewhat successful because the participants were engaged in the topic. I do feel like they were learning even though some of their responses on the Google forms do not reflect their learning. Three of the learning outcomes were completely met by all of the participants out of six learning outcomes total. I think that this project helped my participants feel more comfortable with maybe not knowing exactly what to do as a parent and it normalized that fact for them that not everyone knows exactly what to do each time they have to discipline their child.

I do feel like the workshop content was in their zone of proximal development where they were able to learn from a more educated peer, me. However, I know some of the participants did not have any experience with Zoom and some had their children there while they were learning. I feel like this affected the outcome by not being able to give all of the attention to me, the instructor of the course. Zoom takes getting used to and if you're not regularly on it either for distance learning, or work, all of the noises and distractions of being home don't work in your favor. If I had to do this over again, I would not have conducted this type of presentation via Zoom. It was hard to get the participants to commit to a time and date that worked for everyone, and I was only able to secure five participants total, thus having to conduct it twice, once with two participants and the other with the next three. The initial idea as to why I came up with this Capstone project was because I was preschool teaching at Monterey Peninsula College and I had regular access to parents of my students and wonderful relationships. I would have

## Positive Parenting Practices

liked to teach this course to them, after school hours, with additional care for their little ones, so they could join the course and not feel like they needed to find additional childcare in order to do so.. I also knew their children, and I would have been better equipped to help them with any specific needs or questions as it pertained to their child, since all children are different and I was familiar with each of them individually.

In this process what I learned is how extremely hard it must have been for all the professors and teachers trying to teach during the pandemic. As a student myself the adjustment was overwhelming and I know a few teachers got a really bad reputation because of their teaching styles during distance learning. All in all, I feel the participants were very easy to teach, and I'm very glad we all had a great time during the presentation.

## References

- Azuoma, K. C. K. C. (2021). Father involvement in Head Start preschools: Fathers' and supervisors' perceptions of barriers and strategies [ProQuest Information & Learning]. In *Dissertation Abstracts International Section A: Humanities and Social Sciences* (Vol. 82, Issue 2–A).
- Ostrosky, M. (September 2018) *Reducing Behaviors during Transitions: Strategies for Early Childhood Educators to Share with Parents*. NAEYC, <https://www.naeyc.org/resources/pubs/yc/sep2018/reducing-challenging-behaviors-during-transitions>
- Pool, C., Milker, A. S., Church, B. E. *How to Nurture This Important Gateway to a Social and Emotional Growth*. Scholastic, <https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-empathy/>
- Prime, H., Gonzales, A. Bennet, T., Janus, M., McTavish, J., & Andrews, K. (2021). *Child: Care, Health, and Development* Vol. 47)
- Rodríguez Zepeda, A. (2020). A case study of the home and community literacies of the southwest borderland community [ProQuest Information & Learning]. In *Dissertation Abstracts International Section A: Humanities and Social Sciences* (Vol. 81, Issue 7–A).
- Triest, R. (2006). *Triumph Over Toddlers' Tantrums*. *Behavior Analysis Digest*, 18(3), 11.

## Positive Parenting Practices

Zepeda, M., Varela, F., Morales, A. (2004). *Parenting Practices Through Education*. Hopkins  
Medicine,

<https://www.hopkinsmedicine.org/health/conditions-and-diseases/temper-tantrums>

Positive Parenting Practices

**Table 1**

*Correct responses out of 5 participants for each google form question.*

---

Question 1 What is an example of situational planning?	3/5
Question 2 Describe two negative parenting practices.	5/5
Question 3 Describe two positive parenting practices.	5/5
Question 4 What are ways to redirect a child?	3/5
Question 5 Is it ok to stop a child in the middle of a misbehavior or physical aggression?	4/5
Question 6 List the three things you will need to check about yourself before intervening during a misbehavior.	5/5

---

***Figure 1***

***Bonus Takeaways***

*Results of the discussion on helpful tips from the youtube video*

**Discussion:**

- Calming down
- Not feeding off child's energy
- Distracting
- Letting child calm down if they're feeling anxious
- Kids freak out and its normal
- The best thing to do is distract the child
- Something to completely change tone or mood
- Dont tower
- Change your voice change your attitude

## Appendix A



# Positive Parenting Practices

By: Mallory Garcia

Parents of preschool-aged children may lack knowledge on how they can positively discipline and reinforce discipline through positive parenting. For some parents, undesirable behaviors at the preschool age could mean and may include prolonged tantrums, physical and verbal aggression, disruptive vocal behavior, noncompliance, and withdrawal (Zepeda, et al. 2004).



**Zone of proximal development. Anyone can be considered what theorist Lev Vygotsky referred to as being in the zone of proximal development, which means they are capable of learning from a more experienced or educated peer in any given matter/ subject. Hence, we teach parents.**



Icebreaker

Why I hosting this course

Discussing negative and positive parenting practices

video on how to handle misbehaviour

White board discussion of video

hitting and physical aggression 4 steps

Example sharing on 4 steps

What will you implement from this course?

Google worksheet

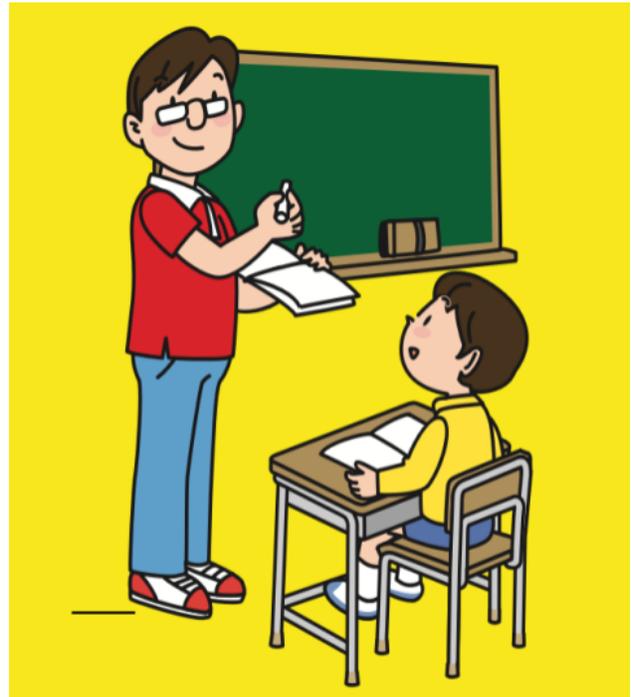
Icebreaker:

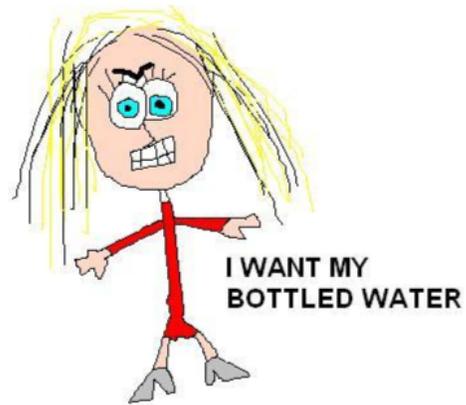
How many of us here have experienced overhearing someone else's child having a temper tantrum in the store? -What did you think?

What do you do when your child is having a meltdown?

**Why am I hosting  
this course?**

Because I've been there...





Positive Parenting Discipline  
Examples:

<https://youtu.be/N6CtOBveiSg?t=12>

Discussion:

-

## How to get your child to stop hitting In 4 steps



Step 1- come in mentally prepared

Take a walk, take a few breathes, take a minute to yourself.

Step 2- simple firm limit

“I’m not going to let you hit me.”

Step 3- Present yourself calmly  
Calm face, calm body, calm voice modeling.

Step 4- Connect with child dialogue  
You can acknowledge empathetically, and connect with the child’s need. Teach appropriate approach.



What's one thing you can implement into your parenting?

Your time is much appreciated, one last thing on the agenda!

<https://forms.gle/4SDaqK4t1nBJcmqAA>



**Appendix B**

What is an example of situational planning?

- keep a plan hidden from your child
- keep child in place of trigger so they can learn to get over it
- let them know your planning for potential triggers
- keeping things like headphones, coloring sets, and books readily available for the child in case of a trigger

Describe two negative parenting practices

Your answer

Describe two positive parenting practices

Your answer

## Positive Parenting Practices

What are ways to redirect a child?

- changing your voice
- breaking out in song
- asking the child to look out the window
- All of the above

It is ok to stop the child in action of a misbehavior, or physical aggression.

Choose



List the three things you will need to check about yourself before intervening during a misbehavior.

Your answer