

Raising Responsible Children

Articles & Information

Seven Habits of Highly Responsible Students

Ask parents and teachers what they want in students, and the answer would include responsibility. Responsible students don't have any one secret for their success...but they do practice some habits that help them. Here are seven habits that can make any person a highly responsible student.

1. They **set goals**. Goals keep students focused on the future and help them to focus on what's important and what's not. If students have a vision of where they want to go, they're more likely to get there. Having goals makes it easier to say "no" to irresponsible behaviors. Try setting a short term goal, such as deciding to make an "A" on an English test and then studying to reach your goal.
 2. They **plan their time**. Responsible people meet their obligations, but it takes planning. Often successful students keep track of their activities by using a calendar, such as the one in STHS's agenda.
 3. They **study** every day. Learning any subject is like building a brick wall--you do it steadily, one step at a time. Responsible students set aside time for homework or studying every day.
 4. They **take notes** in class. Students who earn all "A's" seem to have one thing in common: they take notes in class. They have learned that teachers will almost always spell out what they think is important, which is what will most likely be on the test. Students who review their notes before a test usually improve immediately.
 5. They have the **tools** they need. Many students seem to think that they can go to class without the pencils, paper, and other tools they need. Those are the students that usually fail.
 6. They **keep** their commitments. Responsible people honor their commitments--to others and to themselves. They succeed in school by doing their assignments well and one time.
 7. They get **ready** ahead of time. Some students start out every morning in a crisis. They can't find their homework, don't have time to eat breakfast, or have ironed clothes. Responsible students have learned that being last, or being early, is not something that simply happens to them. It is a choice they can make. Responsible students take five or 10 minutes before bedtime to get ready for the next day. It makes the day easier and helps students to get to school ready to learn.
-

Developing Responsibility And Self Management In Young Children: Goals Of Positive Behavior Management

Author: Novella J. Ruffin, Ph.D., Assistant Professor and Extension Child Development Specialist, Virginia State University, Virginia Dept. of Education Licensed School Psychologist and NCSP

What Are The Main Goals Of Behavior Management?

An issue of overwhelming concern among child care givers/providers is that of managing acting out and disruptive behaviors in children. This issue becomes more difficult when the child's behavior is seen in a group setting and when the care giver is challenged to respond to behavior concerns of more than one child. One of the most challenging roles of care givers of small children is to help guide their behavior. This can be achieved by demonstrating respect, kindness, and persistence when interacting with young children.

All children display undesirable behavior at some time. The ability to manage young children's behavior in a **positive** manner is often challenging and complex; however, the effective guidance of young children requires a **patient and nurturing care giver** who **understands the tasks of children at various ages**, is **aware that normal young children are naturally curious, active and impulsive**, and **recognizes that the main goals of positive management are to assist children to develop responsibility, to learn and develop skills to control themselves, and to take responsibility for their own behavior.**

The skill to positively manage young children often requires that care givers/providers make some **important shifts** in their thinking about managing children. Some of these shifts in thinking and practice are:

- **Set long term goals for the children in our care beyond the short term goal of keeping peace** - Long term goals of helping children to develop responsibility for their own behavior.
- **Recognize that a change in a child's behavior usually occurs when there is a change in the care giver/provider's behavior or practice.**
- **Avoid engaging in power plays, struggles with children** -YOU WILL LOSE AND SO WILL THE CHILD.
- **Recognize that positive attitudes of encouragement, understanding, and respect by the care giver are the basic conditions for desirable behavior in children** - Avoid the use of threats, put-downs, embarrassing statements, and criticisms to control children's behavior.
- **Keep in mind that children are social beings who have a need to belong and feel significant and important** - Provide/create opportunities for children to share, to be independent, to be recognized, to receive praise, and to be involved in chores.
- **Keep in mind that children are decision-makers** - Create an environment where children are encouraged to make choices and are actively involved in planning activities for the day.
- **Recognize that acting out behavior in young children is often related to their language development** - Young children's language capacity assists them to express their needs. Children may feel and express frustration when they have not yet developed the language to effectively communicate their wants and needs.
- **Make time-out a tool for building self control.** For example, let the child decide when he is ready to cooperate and return to the group. This practice helps children to begin to take responsibility for their own actions.
- **Catch a child doing something right instead of catching him/her doing something wrong.** Many times when a child is behaving desirably, such as playing nicely with a playmate, or sharing his/her toys in a friendly manner, we ignore the child or are too busy at the moment to notice. Giving a child a smile, a word of praise, or a pat on the back can go a long way in making the child feel special, significant, and a sense of belonging.

Help Children Develop Responsibility

Responsibility often is difficult to develop in children. Youngsters must have some inherent sense of responsibility before the trait can be more fully developed. Teaching children to be accountable for their actions and to feel a sense of responsibility is necessary if they are ever to be prepared for adult living.

Here are some ways to help children develop responsibility:

- Not doing things for your children that they can do for themselves. Some parents place too much emphasis on doing things perfectly or performing tasks quickly. Children learn many things by trial and error. Letting them accept responsibility also means allowing them to set some of their own standards and work at a comfortable pace.
- Give children time to learn. Learning is easiest in a relaxed setting. Give clear, careful directions for doing the task and allow plenty of time to complete it.
- Ask, don't order. Ordering, demanding or forcing children to do tasks is not the way to develop responsibility. You usually will find children eager to help when they know they are needed and made to feel they can do the job.
- Use natural and logical consequences. If children refuse to do the tasks that are their responsibilities, step back, stop discussing it and let them experience the consequences. An example is homework. Homework is the child's responsibility. If it isn't completed, the child will soon learn the consequences. Parents must be willing to accept that children may make some low grades and not be on the honor roll until they accept the responsibility for studying their lessons and completing assignments.

When children learn to accept responsibility, they gain confidence, feel more worthwhile and enjoy being recognized as responsible.

http://www.lsuagcenter.com/en/family_home/family/character_education/Help+Children+Develop+Responsibility.htm

BOOKS

Raising a Responsible Child: How to Prepare Your Child for Today's Complex World by [Dr. Gary D. McKay](#) (Author), [Dr. Don Dinkmeyer](#) (Author)
