



# Formative Parenting

*Cultivating Character in Children*

*A Ministry of the Sisters, Servants of the Immaculate Heart of Mary, Immaculata, Pennsylvania*

## Home Ways for School Days NEW YEAR RESOLUTIONS

At the “New Year” is timely to review the HOME WAYS that relate to school success, to assess the current level of effectiveness, and to set goals for the remainder of the school year. *Newsletter one* focused on organization, homework, and hygiene, standard of performance, teacher support and practices that develop security. *Newsletter two* suggested ways that prepare children to develop attractive socialization skills. *Newsletter three* spoke of student preparedness and components of grading. This newsletter identifies HOME WAYS that lead to school success and positive self-esteem.

### Study Skills

1. Prepare an environment that is free from distraction, well lit, ventilated, and equipped with furniture suited to study and necessary materials.
2. Determine the order of events for task completion, for instance, math first then social studies or chapters one and two before dinner followed by chapter three.
3. Use personal and multiple learning styles: visual (sight), auditory (sound), kinesthetic (body movement), and tactile (touch).
4. Develop learning techniques or methods like outlining, mapping, note-taking, and flashcards.
5. Communicate a method of *reading for meaning* like SQ3R Method. In preparation, fold a sheet of paper into two columns.

**S- SURVEY:** Pay attention to headings, subtitles, illustrations, and captions to get a general sense of the material.

**Q- QUESTION:** What questions surface from your overview? Write them down in column one of the paper.

### 3R – READ, RECITE, REVIEW

**Read** to answer your column one questions and write your answers as briefly as possible in column two.

**Recite** aloud question and answer(s).

**Review** by looking only at the questions in column one, then reverse the process by looking only at the answers in column two.

6. Increase memory ability.

(A) Use organizational skills (identify main ideas, details, make connections, links, and associations then summarize).

(B) Use your body. Stand, talk aloud, change voice, use hands and body parts for emphasis, exercise, etc.

(C) Use your brain to visualize and to create mnemonic (memorization) techniques for instance, link the material to a memory, make a rhyme, or create a nonsense sentence where the first letter of each word represents a memory item, i.e., “Please my dear Aunt Sally” (PMDAS) recalls the steps for simplifying mathematical expressions: parentheses first,

followed by multiplication, division, addition, and then subtraction.

(D) Commit to rote memory and recite it repeatedly.

### **Resourcefulness**

Respond: “Be resourceful” if your child complains of boredom, saying that there is nothing to do. Resist the urge to problem solve for him/her. Have on hand puzzles, art materials, books, items of interest. If necessary create a chart of things to do: write/telephone Grandmom, organize the book shelves, make greeting cards for a nursing home, read to a sibling, alter the environment of the family prayer table/corner, make placemats for the next holiday, collect toys for the poor, etc.

### **Foster Autonomy/Responsibility**

Autonomy, or self-reliance, is the sense of respectful independence, inner authority, and responsibility that permits a person to make appropriate decisions without the need of supervision.

Parents support the development of autonomy when they:

- Provide prudent supervision – not intrusion.
- Encourage rather than praise.
- Provide choices.

- Allow responsible independence.
- Encourage respectful assertiveness.
- Expect accountability for choices and consequences.
- Model self-control.
- Do nothing for a child that the child is capable of doing independently.
- Emphasize *effort* more than result.

### **Develop Initiative**

Initiative, or self-confidence, is the interior motivation to originate plans and the personal capacity to conquer tasks as a self-starter without requiring the coaxing of another person.

Parents support the development of initiative when they:

- Allow exposure to varied experiences.
- Give patient, respectful answers to questions.
- Enforce natural consequences.
- Establish standards & deadlines.
- Demonstrate freedom balanced with responsibility and the common good.
- Encourage “risk taking.”
- Intervene only when harm is predictable or a child infringes on the rights of another.
- Model how to recover after a mistake.
- Provide materials, tools, and resources that support varied interests.
- Value *ideas* and *process* more than product.

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