



NURTURING
DIGITAL NATIVES
THE POSITIVE PARENTING WAY
A SYSTEMATIC & EVIDENCE-BASED APPROACH

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This handout is intended for those who have attended the workshop and is **not for sale**. It is best to understand its contents in the context of having attended the workshop. If you have not personally participated in the session, do join our **telegram channel** (details within) to be updated on future runs of this workshop.

THE POSITIVE PARENTING WAY



- Developing **strong, committed relationship** between parent and child based on **mutual respect**
- **Compassionate yet Firm**
- **Connecting before Correcting**
- **Rules and Consequences** laid out, discussed often, followed through
- **Internalising Discipline** over Punishment



INSIDE-OUT PARENTING MODEL

Parental Postures (Being)	
Parent Intentionally	<ul style="list-style-type: none"> • Being purposeful in interaction with child • Taking initiative to update oneself in parental knowledge and skills
Prioritise Wisely	<ul style="list-style-type: none"> • Scheduling and making time for self, family and child • Not waiting until issues arise before trying to problem solve
Persevere Fiercely	<ul style="list-style-type: none"> • Not giving up in following through with parental strategies when problem behaviours in child persist

Parental Strategies (Doing)	
Engage the Heart (Connect, not Control)	<p>“Do I feel more <i>ENGAGED</i> or more <i>ENRAGED</i> after a talk with my parents?”</p> <ul style="list-style-type: none"> • Strategies that promote the improvement of parent-child relationship • Relating to child and behaviour instead of retaliating
Enrich the Mind (Instill, not Insist)	<p>“Does my mind feel more <i>ENRICHED</i> or <i>ENTANGLED</i> by my parents’ sharing?”</p> <ul style="list-style-type: none"> • Strategies that allow child to learn and be part of problem-solving process • Instilling positive values and traits instead of insisting right behaviours
Enable the Person (Be a Mentor, not a Tormentor; Coach, not Encroach)	<p>“Do I feel <i>ENABLED</i> or <i>ENSLAVED</i> by my parents?”</p> <ul style="list-style-type: none"> • Strategies that empower the child toward being well-adjusted • Mentoring over simply monitoring the child toward personal success

Engage the Heart  foremost
to effectively Enrich the Mind ,
thereby  Enabling the Whole Person.

BEHAVIOUR TO BE SHAPED

- What is the **observable behaviour** to **increase** (*developing good behaviour*) or **decrease** (*managing misbehaviour*)?

CURRENT BEHAVIOUR (0%)

- How does the **current behaviour** look like?

EVENTUAL BEHAVIOUR (100%)

- What tells me that the behaviour has been **fully shaped**?
- To what extent do I wish to shape this behaviour?
- Is it realistic and achievable?

INTERIM GOAL 1 (25%)

HALFWAY MARK (50%)

INTERIM GOAL 2 (75%)

MONITORING JOURNAL (BASE MONITORING FOR AT LEAST 1 WEEK)

Date and Time Behaviour Happened	What Happened Before	My Reactions / Responses	What Happened After Immediately	How It Ended (Outcome)	Reflection (<i>Pattern/s identified, personal behaviour to modify, etc</i>)

Nurturing Digital Natives the Positive Parenting Way

A Systematic & Evidence-Based Approach

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PARENTAL STRATEGIES FOR DEVICE PLAN

Strategy	Details	Engage the Heart	Enrich the Mind	Enable the Person
Spend Quality Time Together	<ul style="list-style-type: none"> Small but frequent pockets of quality time triumphs over extended periods happening once in a blue moon Presence: noticing, being there Especially effective if it is child-initiated 	✓		

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Strategy	Details	Engage the Heart	Enrich the Mind	Enable the Person
Listen In, Talk With	<ul style="list-style-type: none"> Showing Interest & Understanding Talking With (Engage) vs Talking To (Enrage) Asking Clarifying Questions > Giving Instructions & Teaching Well-Being > Grades & Future 	✓		
Communicate Affection	<ul style="list-style-type: none"> 5 Love Languages: <ul style="list-style-type: none"> Words of Affirmation Quality Time Receiving Gifts Acts of Service Physical Touch 	✓		
Praise to Reinforce Good Habits	<ul style="list-style-type: none"> For emergent or rare positive behaviours and thinking to be reinforced Acknowledge <i>observation and trait/value</i> Affirm / Appreciate <i>action (effort) or thought</i> Attention (when verbal praise is inappropriate or not needed) _____ (Name of Child), I notice that / am really glad that you _____ (behaviour). <i>This tells me / shows that you _____ (trait/value).</i> <i>Daddy/Mummy appreciates it / Thanks. (affirm/appreciate)</i> 	✓	✓	✓
Provide Varying On & Offline Activities	<ul style="list-style-type: none"> "But I am BORED!!!" Brainstorm screen-free activities Introduce screen-free activities Active over Passive use of screens Build up repertoire, not just take away 		✓	✓
Build & Model Positive Values & Behaviours	"My parents taught me service – not by saying, but by doing . That was my culture, the culture of my family ." - Alice Walker		✓	✓

Strategy	Details	Engage the Heart	Enrich the Mind	Enable the Person
Talk About the Brain	<ul style="list-style-type: none"> • Prolonged exposure to screens leads to frontal lobe atrophy • Decrease in executive function skillset • Excessive dopamine release leading to addiction 		✓	✓
Set / Discuss Clear Expectations	<ul style="list-style-type: none"> • Limits and boundaries clearly defined • Focus on no more than five • Break down instructions and expectations as needed • Ensure rules are can be backed up by consequences 		✓	✓
Set / Discuss Clear Consequences	<ul style="list-style-type: none"> • Removal of Privilege (ie device, watching of show, playing of game) for a set duration (short, incremental) • Returning of Privilege after agreed timing • Time Out / Time In as required • "Safe Space" 		✓	✓
Gamification & Incentivisation	<ul style="list-style-type: none"> • Motivate and encourage child to adopt new positive behaviours • Short-term, to be phased out accordingly as behaviours get adopted • Reward charts for primary level • Behaviour contracts for secondary level and above 		✓	✓
Coach Problem Solving (for secondary level and above)	<ul style="list-style-type: none"> • May be more worthwhile to children to resolve issues on their own especially at the adolescent level, so that they may be able to replicate the problem solving process in different areas and contexts of their lives • Typical Problem-Solving Cycle: <ul style="list-style-type: none"> ○ Identify and Clarify Problem ○ Set Goal (How Would Success Look Like?) ○ Explore Options of Getting There ○ Consider the Consequences ○ Implement the Selected Option/s ○ Evaluate 	✓	✓	✓

Strategy	Details	Engage the Heart	Enrich the Mind	Enable the Person
<p>Use of Monitoring and Control Softwares</p>	<ul style="list-style-type: none"> • Effective strategy to promote self-control in child but backfires as a daddy-mummy-in-control tool as all such apps in the market have loopholes that child can exploit and overcome • For younger children without much exposure to a smart device yet, it is opportune to use such an app to limit device and app use while training up self-discipline, and granting more freedom as such character traits become more evident in the child's life • For older children in denial of their screen habits, parents can utilise in-built apps within child's phone to have child track screen usage for a period of time – better buy-in if child realises need for time and use regulation: <ul style="list-style-type: none"> ○ Android Phones: Digital Wellbeing ○ Apple Phones: Screen Time • For older children understanding the need for time and use regulation, use of such apps will allow parents to monitor use and encourage the child towards becoming more self-disciplined and controlled • Comprehensive and Free App <ul style="list-style-type: none"> ○ Google Family Link families.google.com/familylink • Paid Apps (Free Limited Functionality) <ul style="list-style-type: none"> ○ Screen Time www.screentimelabs.com ○ Qustodio www.qustodio.com ○ Mobicip www.mobicip.com ○ OurPact www.ourpact.com 		✓	✓

PARENTING PITFALLS TO AVOID

- Family members **not working together as a team**
- Parenting from position of **stress** and **anger** – **lack of self-care**
- **Not following through** with consequences; empty threats
- **Neglecting connection** before correction



REMEMBER TO CELEBRATE EVERY LITTLE SUCCESS

- Quick to **identify each small positive change** in child's target behaviour
- **Praise** to reinforce positive changes



PROCESS • PLAN • PRACTISE

- Have I been **parenting intentionally, prioritising wisely** and **persevering fiercely** in bringing up my child and in building up my family? What would allow me and my spouse (if applicable) to start being so?
- What are some of the presenting behavioural and attitudinal issues that my child is showing? Why is my child behaving and thinking this way?
- What are some of the strategies that I have been using to parent my child? Have they been effective in **engaging my child's heart, enriching my child's mind** and **enabling my child** to be the best version of himself or herself each day?
- What are some of the strategies discussed in this module that I would like to implement? What is preventing me from implementing them?
 - Where and how can I know more beyond what has been covered?
 - How can I practically implement the strategies?
- If there is a report card for a **Cyber Well Family**, how would you want yours to fare?

HOME FRONT BY TIFG TELEGRAM CHANNEL



t.me/TCSPSP

You are invited to join our **Home Front by TOUCH Integrated Family Group (TIFG) Telegram Channel**; we will be using this channel to keep you periodically updated on family related news and articles, as well as information on future workshops and relevant activities. If you do not already have Telegram installed in your phone, you will be brought to a page with a link to download it. Once you have downloaded it, do access the QR code or the short link above and you should be able to join in the channel. Glad to be partnering with you in this parenting journey!

DIGITAL PARENT COACHING THE POSITIVE PARENTING WAY

In this module, you would have been adequately equipped with the necessary framework and strategies to begin your journey towards nurturing your digital native the positive parenting way.

If you would like a **facilitated and individualised** process in bringing you through the workings of the framework and strategies, you may wish to consider having one of our **digital parent coaches** connect with you. For more information, email to parenting@touch.org.sg



POSITIVE PARENTING PROGRAMME (TRIPLE P)

If you have attended our workshop or webinar and are wondering if there is a follow up program that you can attend to put strategies into action in a facilitated and individualised process, you may wish to consider joining the **Positive Parenting Programme, Triple P** for short.

Triple P is an evidence-based and research-backed parenting and family support strategy that has been proven to enhance the knowledge, skills and confidence of parents, as well as reduce parenting-related stress. **It is suitable for all parents of children birth – 16 years**, be it for those looking to resolve certain behavioural issues in their children or for those wishing to level up a notch in their parenting.

The **Ministry of Social and Family Development (MSF)** has made the provision of this programme free of charge to all parents whose children are studying in local schools. This programme is delivered to parents via the schools' appointed **Parenting Support Providers (PSP)**.

If you are interested in the program and your child is studying in any of the schools listed below in which we have been appointed as the Parenting Support Provider (PSP), please email us at parenting@touch.org.sg with the following details, and we will be happy to follow up with you:

Your Name • Your Child's Name • Your Child's School • Your Child's Level

If your child's school is not in the list below, you may refer to your child's school contact or general office for more information.

TOUCH Community Services is the **Parenting Support Provider (PSP)** for the following schools in the Toa Payoh and Jalan Besar Region:

Primary Schools

- Ai Tong School
- Anglo-Chinese School (Primary)
- Bendemeer Primary School
- Catholic High School (Primary)
- Cedar Primary School
- CHIJ Primary (Toa Payoh)
- Farrer Park Primary School
- First Toa Payoh Primary School
- Guangyang Primary School
- Hong Wen School
- Kheng Cheng School
- Kuo Chuan Presbyterian Primary School
- Maris Stella High School (Primary)
- Marymount Convent School
- Pei Chun Public School
- Singapore Chinese Girls' School (Primary)
- St Andrew's Junior School
- St Joseph's Institution Junior
- Stamford Primary School

Secondary Schools

- Anglo-Chinese School (Barker Road)
- Bartley Secondary School
- Beatty Secondary School
- Bendemeer Secondary School
- Catholic High School (Secondary)
- Cedar Girls Secondary School
- CHIJ Secondary (Toa Payoh)
- Dunman High School
- Guangyang Secondary School
- Kuo Chuan Presbyterian Secondary School
- Maris Stella High School (Secondary)
- Peirce Secondary School
- Raffles Girls' School
- Raffles Institution
- Singapore Chinese Girls' School (Secondary)
- St Andrew's Secondary School
- St Joseph's Institution
- Whitley Secondary School

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ABOUT TOUCH PARENTING

TOUCH Parenting is a service of **TOUCH Integrated Family Group, TOUCH Community Services**. It aims to empower parents in **building strong families** through the **effective nurturing of their children** in becoming **resilient, respectful** and **responsible individuals**. It achieves this through helping parents and caregivers adopt **evidence-based** and **informed strategies** and **approaches** in individual and group settings.

To help parents understand evidence-based and informed programmes better and to help debunk certain myths surrounding them (i.e. only parents with parenting issues should attend, etc.), we have created a **short video introduction** which we find would be of help to you. The video can be accessed at <https://youtu.be/WcZwb8y4lzU>.

To help us better understand your needs and preferences, please click through the following link to fill in a quick **parenting needs and preferences survey**; we will follow up with you thereafter based on your inputs as and when relevant resources are available for you. The link to the survey is <http://bit.ly/tppnps>.

For more information on our programmes and other available workshops, please visit www.touch.org.sg/parenting.