

Proactive Parenting and Self-Management Skills
Or
Parenting Leadership:
From Compliance toward Shared Management of Treatment

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Objectives:

1. To propose a Parenting Leadership Model
2. To define the Parenting Leadership Model as an age-appropriate intervention model for supporting and promoting self-management behaviors
3. To provide implementation guidelines for the Parenting Leadership Model.

Effective parenting strategies incorporate an understanding of the child's developmental status and progress. The process of the development of self-management skills is in a state of positive flux as parents incorporate the child's increased cognitive and physical skills into the management strategy.

Parenting Leadership Requires

- Special parenting skills related to the disorder and its management
- Parenting skills for typical challenges of growing up
- Maintaining family life
- Supporting overall health outcomes

The **Parenting Leadership Model** shows the dynamic nature of the parent-child relationship during effective treatment. Initially, the parent provides all of the necessary care to the child. As the child grows in cognitive and physical skill development, experience, and management competence, the parent transfers some of the responsibility for self-care to the child. The parent becomes the 'manager' and the child the 'provider' for these tasks that are appropriate to the child's abilities. The parent is available to support the child's 'provider' skills and stands ready to re-assume some of these tasks for a short time if it is necessary.

Parenting Leadership Model

- Indicates dynamic action of parent-child relationship for effective management
- Shows directions of shifting responsibility
- Parents guide progression skills and responsibility
- Both parents and child have a role to play

As the child becomes more confident and competent in self-management, the parent and child negotiate the next step. The parent becomes the ‘supervisor’ and the child becomes the ‘manager’ of specific tasks. The parent is, again, poised to resume the managerial role or specific tasks for a short time, if necessary. However, the parent and child must both understand and agree that the child does not regress to a previous stage; the parent provides additional support during times of stress and the child continues to progress in self-management skills and self-management responsibility development.

Parents as CEOs of Care

- Parents provide all necessary care to child regardless of child’s age
- Parents gain skills in understanding the disorder and its management
- Parents monitor the child’s growth in skills and cognitive development

Parents as Managers of Care

- Child becomes ‘provider’ for age- and skill-appropriate activities
- Parents support the child’s ‘provider’ skills
- Parents are ready to re-assume some tasks for a short time if needed because of illness or other life complications

Parents as Supervisors of Care

- As child becomes more confident and competent in self-management, the next step is negotiated
- Parents become ‘supervisors’ and child becomes ‘manager’ of specific tasks
- Parents are poised to resume managerial role if needed

Parents as Consultants of Care

- Parents supply information, support, decision-making guidance, and resources
- Child assumes responsibility for care as the CEO

Systems needed to support the Leadership Model of Parenting

- **A system for monitoring the disorder that is integral to daily life and activities**
 - Weekly family meeting
 - Chore schedule
 - Daily activity and food/medications log

- **A system for involving the child at skill level.**

The child's tasks are based on the child's physical and cognitive abilities

- A toddler may 'count' the number of crackers
- A third grader may 'make' his formula
- A fifth grader may 'pack' his lunch

- **A system for evaluating the child's success/error and remediating errors**

Point out evidence of successful management

- Formula is consumed without a reminder

Point out consequences of poor management as they occur

- Develop a strategy to be sure formula is consumed

- **A system for celebrating small successes.**

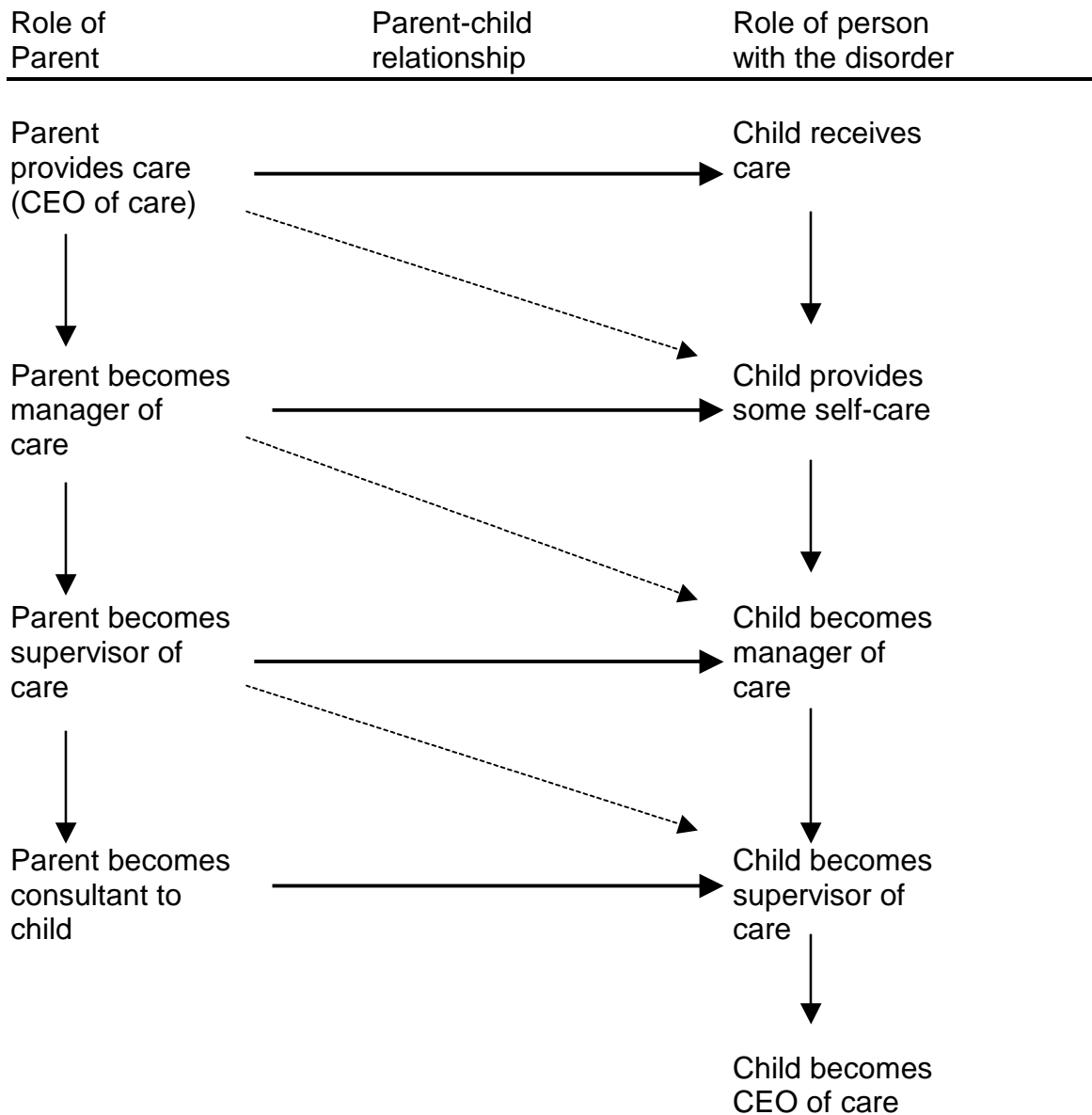
Celebrate each step along the way rather than just the final outcome

- Celebrate the choice of appropriate snacks at a party as well as a 'good' weekly blood level
- Celebrate the 'preparation' of formula as well as the 'consumption' of it

Parenting Leadership Summary

- Parents are involved in a qualitatively different way depending on the age of the child
- Parents remain consistent and supportive but negotiate a direct management role for the child
- Parents develop a thoughtful parenting strategy
- Parents are focused and anticipatory in parenting style
- Parents support the child's accomplishments both for tasks of childhood and disorder management.

The Parenting Leadership Model



Kieckhefer, G and Trahms, CM. Chronic Illness in Children: Supporting the Development of Children as They Move From Compliance toward Shared Management, *Pediatric Nursing*, 26 (4), 354-363, 2000.