



Schulpsychologischer Dienst
des Kantons St.Gallen

Schul- und Erziehungsberatung

Parenting

The Do's and Don'ts of Parenting

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Raising and educating children is a challenge for both parents and teachers.

We have compiled several tips and suggestions regarding various aspects of parenting in this brochure. It is in answer to questions that repeatedly confront us in our daily work as school psychologists and counsellors - questions that parents and teachers ask, or, rather, are afraid to ask.

The surroundings that children and adolescents grow up in are shaped by several – sometimes contradictory – impressions, demands and values. They are faced with people in different situations and from different cultures. This diversity of role models and behaviour has a significant influence on them.

You as parents have a big impact on the development of children and adolescents. All parents want to raise their children to be independent, responsible and successful in their careers and interpersonal relationships as well as socially acceptable. They want their children to be happy, have friends, do well in school, learn to share, have the courage to stick up for weaker people and fight injustice. And, of course, they want to do it “right”.

But the question is: What is “right”?

Basically, children and adolescents should grow up in a relatively structured environment. This enables them to better understand the world around them. A structured environment has been proven to have positive effects on children’s development, independent of the family’s socio-economic status.

We elaborate on the following seven subject areas/topics in this pamphlet:

1. Regular daily routine, bedtime rituals and work rituals
2. Making and Keeping Rules/Agreements
3. Recreational activities, interest in the child’s day, joint activities, friends
4. Television/ computer/ cell phones
5. Pocket money /allowance
6. Violence-free home environment
7. School, homework, cooperation with schools

1. Regular Daily Routine

A safe and loving home environment along with a regular daily routine provide children the conditions necessary for positive development. Lets begin with the basic need for nutrition!

Nutrition

It is important that the major meals be eaten at regular intervals and times. A proper **breakfast** is particularly important. A pastry for breakfast is not optimal, since your child will be hungry after an hour. In contrast, buttered whole grain bread with jam or honey, a piece of fruit or fruit juice, cereal , and a warm drink, such as, milk, hot chocolate or caffeine-free tea, provide your child with the energy it needs for paying attention in school.



A healthy breakfast is an important start to the day ...

For morning and afternoon snacks, you can provide your children with fruit, raw vegetables, or a whole grain bar. Whole grain bread with cheese is also tasty and healthy. Drinks should be unsweetened.

Children under 14 years of age should *not* be given caffeinated drinks or alcoholic beverages!

Lunch and **dinner** are not only important for good nutrition and health. Mealtimes have an important social function in all cultures, namely, a time for family members to interact with each other. You will seldom have the opportunity to hear as much about your child's day as during meals. They provide family members with the opportunity to share their experiences at school and with friends as well as their concerns. For this reason, it would be ideal for there to be at least one meal a day where the whole family eats together.

In many families the consumption of candy and sweets is an issue. Even small children love high sugar-content foods, but they promote cavities and stop children from feeling full. Non-satiated children have difficulty dealing with frustration, cry easier, and are harder to

comfort. This does not mean, of course, that children should *never* be allowed sweets. Rather, candy consumption should be infrequent and/or strictly regulated.

Remember, providing your children with a well-balanced diet lays the foundation for healthy eating habits in adulthood and prevents obesity.



Sweets and junk food are not nutritious....

Sleep

Elementary school children need sufficient sleep – at least nine hours a night. Too little sleep - among other causes - negatively affects children's ability to concentrate and absorb new material in school. Regular bedtimes are important since your body adapts to regular routines. Suggested bedtimes are:

1st and 2nd graders: 7:30 - 8:00 p.m.

3rd and 4th graders: 8:15 – 8:45 p.m.

5th and 6th graders: no later than 9:30 p.m.

Be sure to instill and maintain bedtime rituals by keeping times and order of events the same from day to day, for example, by first putting pyjamas on, second, brushing teeth, third, reading/telling a good-night story. The repetition of bedtime rituals reinforces behaviour patterns that are important and helpful for children while getting-ready for bed and falling asleep by providing them with a sense of security. Regular bedtimes also allow parents some of the evening for themselves!

Both the parent and the child profit when fathers make time to tell a good-night story!



Homework

Doing homework should also be ritualized, that is, be done at the same time every day and become a good habit.

When children get home from school, they should first have their afternoon snack. Particularly for children who have greater needs for physical exercise after sitting still all day in school, being allowed to play outside for a half hour to an hour may be necessary and important. However, parents should pay attention that it does not get too late because the concentration span in the evening is shorter when children get tired.

The "Erziehungsplan Kindergarten Lehrplan Volksschule" (The Guidelines for Teaching Kindergarten) from the canton St. Gallen offers the following guidelines for the appropriate amount of homework **per week**, where by the total time needed for school, getting to and from school as well as homework should be considered:

Per week:	1 st / 2 nd grade: 60 Minutes	7 th grade: 180 Minutes
	3 rd /4 th grade: 90 Minutes	8 th grade: 210 Minutes
	5 th / 6 th grade: 120 Minutes	9 th grade: 240 Minutes



"Being there" for your children, does not mean doing their homework for them....

Children should generally do their homework on their own. If your child does not work alone, join your child for a few moments until s/he gets started and then let him/her continue on their own. Of course, if your child has questions s/he should come to you for help. It may be helpful for your child in the transition to working on its own if you remain in the room and busy yourself with another activity in the meantime. When your child is done, check to be sure they have completed all their homework and praise what they have done well (particularly their good attitude towards doing homework).

You can help your child with additional practice by reading, writing or doing some math problems – but only within the areas covered by homework – with him/her. Talk your child's teacher about if, what and how often you should do extra practice with your child at home. Agree with your child upon the amount of time you will do additional practice (such as, 15 minutes) and stick to it. It has proven helpful to set a timer or an alarm clock and the child may stop as soon as it rings. This way your child's motivation and willingness to engage in extra practice in the future will be preserved. If your child can not complete his/her

homework without your company, then you can help your child by providing structure, for example, telling him/her what the next step should be. You can reduce your presence step-by-step over the next days or weeks.

Do to be careful to remain "parent" and not to end up with the role of teacher's assistant. The parent-child relationship should not be strained due to studying.

2. Making and Keeping Rules/Agreements

As much as children need freedom, they also need limits. Without limits children do not know what's accepted, expected or what they can count on. In this deeper sense, limits give children orientation, protection and security. By "limits" we do NOT mean rigidly controlling their freedom or making them subservient. Children do need to be allowed to make their own experiences and discoveries as well as express themselves. How else can they learn and develop? They do, however, need limits as guidelines within which they may move. If interpreted this way, limits and rules are markers which are necessary for healthy development and can be viewed as a basic need of children.

Be Clear

Nothing creates as much confusion and conflict as ambiguity. How are rules supposed to be observed or their observance to be checked if they are not formulated clearly? "We actually agreed that..." The exception to the rule is already included in this formulation. Does the rule *really* apply or can an exception be made...? Even if you know what you mean, it is possible that your child does not. Therefore, rules need to be clear and concise.

Agree on Rule

Not only do rules need to be clear, but they must also be explicit. Rules should be discussed with your child. Pick a quiet moment and maintain visual contact with your child while you are talking to him/her. Adjust your language to your child's ability to understand. Also be sure that your verbal and nonverbal communication are sending the same message. It is confusing for children when your facial expression does not match what you are saying, for example, if you say "no" but your smile says "yes".

Rules do not need to be articulated loudly or aggressively. Introduce *a* new rule at a time and discuss what the consequences will be if s/he does not obey the rule. Limits and rules must remain consistent. Therefore, you should not threaten your child with a consequence, you will not or can not carry out! Rules maybe not be lifted one-sidedly, but they also are not cast in stone. They will need to be adapted to changing circumstances as your child matures.

Be Consistent

Some consequences of our actions occur on their own and are obvious. For example, if your child dawdles in the morning and comes too late to school, s/he will get the consequence that the teacher has imposed for children who come late. Let your child suffer these "natural" consequences - even if it is difficult. Do not drive your child at the last minute or bring his/her forgotten gym bag to school.

Other behaviours are followed by consequent reactions parents redefine themselves, which, in the best case, are "logical" consequences of their actions. It is important to uphold the "logical consequences" you tell your child certain behaviours will have, for example, if s/he plays soccer in the living room, that you will lock away the soccer ball for two days.



Playing soccer in the living room is forbidden in most families!

It is harmful to your child if you "go soft". When you give in, your child needs to test all rules (and the parents) for their dependability. S/he will test whether challenging the parent by crying or whining for a long time will cause them to abandon the professed consequences. If you give in, you lose credibility and reliability.

After a punishment, however, return to dealing with your child normally and do not continue to bring up the incident. Avoid nagging or constantly bringing up past mistakes again and again since there already was a consequence that had been agreed upon. NEVER punish a child with love withdrawal (such as pouting or not talking for days). Such treatment is cruel – not only for children – and hinders a healthy development.

3. Recreational activities / Friends

Show interest in your child's recreational activities and friends. Keep an eye on who your child interacts with though. Be interested in your child's friends, way to and from school, and in where your child plays. And you decide when your child should be home. Children are not capable of making all decisions on their own.

Recreational Activities

Hobbies: If your children are involved in sports or music clubs, they meet new people and learn new things.

Joint Activities: Be sure to undertake activities with your child on a regular basis, for example, visiting the zoo, taking a bike trip, playing soccer, going swimming. The activity should also be fun for the parents! We're not recommending no obligatory Sunday walks or over stimulation! Alpamare, Sântis- and Europapark, Legoland and Disney World should remain occasional and special events. More personal, jointly experienced activities strengthen the parent-child bond and, thereby, also your (positive) influence on your child. But do not try to become your child's friend. If you can not tell who is parent and who is child, then something is wrong. Your child will make sure to find other ways of making the generation gap visible for others...Take the parental role seriously.

Curfew: When children should be home by is a constant theme for parents of teenagers. It is not possible to prescribe curfews for children according to age here. There are big individual and cultural differences between families that can not simply be nullified. Our recommendation: Agree on a curfew with your child. For children under 12 years, being out at night should be an exception and usually occurs in connection with a special event from school, a youth group or club. For children 12-14 years old, we recommend that they not go out at night during the school week and be home by 9pm on the weekends. For teenagers over 15, we also recommend that they not go out during the week but be home by 10 pm on weekends and be allowed to come home later once a month (if a party starts late). It is essential that you know where your child is, who it is with, and that you are notified if they go somewhere else. Children notice quickly how much more freedom they have if they are honest with their parents and are home on time!

4. Television / Computer and Cell phones



Connected to the world, yet all alone....

Children have to learn competency with various media as they do reading and writing. One of the most important parental duties today is to teach children to handle media appropriately. Almost all 12-19 year olds use computers and, particularly, the Internet.

Computers are also standard in schools today. Therefore, parents should also be knowledgeable of this media and be able to use it.

Media – Opportunity and Risks

Being able to use media is primarily positive. Many tasks are simplified and they offer an additional assortment of recreational activities as well as source of information, culture and fun. More critical is, however, the depiction of violence in the media – that is realistic portrayals in the news, as well as, fictive ones in cartoons, TV series and computer games. Children can also commit offences if, for example, they make illegal copies.

Another danger is paedophiles explicitly seeking out contact to children and teenagers in chat rooms in the Internet. Many minors do not detect the sexual intent of these adults initially. Keep in mind that your children can be contacted by paedophiles when chatting online.

The question as to what degree depictions and glorification of violence in the media affect aggressive behaviour in children and teenagers comes up again and again. Immediate effects - in terms of children imitating violent behaviour - after watching violent scenes has seldom been proven. However, there is an effect in terms of children and teenagers getting accustomed to violence and then using it to solve conflicts or asserting their interests. Repeated exposure to violent scenes leads to a slow but steady normalization and acceptance of violence.



When danger is everywhere, then you have to arm yourself – at best, all the time, everywhere and against everyone

What television, computer games, and Nintendo have in common is the passive consumption aspect that, in excess, leads to lethargy, dullness, obesity and social isolation. It is not our intention to damn media, but, from a child psychological perspective, it is very important to use them responsibly and not as “babysitters”. It is also important to know what “too much” TV and the like does to children.

Television / Computer – Main thing is, it moves...

Children should spend a maximum of one hour a day in front of a screen – this includes all kinds of screens: computer games, Nintendo, cell phone games, etc. – because they get over-satiated with images and become confused. They are flooded and over-stimulated with too many images too quickly and have no opportunity to process them. In many cases, the previous terrible scenes are overlapped by following scenes. Therefore, rules are necessary here. We recommend minimal television allowances in general, where by the times should be shorter for younger children, for example, maximum 30 minutes a day for children in 2nd grade or younger. Be sure that the programs your child watches are appropriate for his/her age. Therefore, it is not a good idea for younger children to watch television with older siblings. It is also important that children not watch TV before school. A TV should NOT be kept in a child's bedroom! It is important for parents to maintain an overview of how much television their children are consuming daily. Studies have shown that children who watch "a lot" of TV, have lower grades than children who watch less because the transfer of learned material from the short term memory to the long term memory is hindered if children are exposed to emotionally stimulating material immediately before or after learning. Watching TV over an hour a day already leads to an interference with school performance.

It is well-known that intelligent children can better compensate the negative effects of watching television better than weaker students and that it is particularly bad for motorically agitated or *fidgety* children. Instead, you can supply your children with ample books and CDs, but not DVDs, or play games *with* them.

Tips for dealing with the temptation of watching television:

- You and your child choose which programs s/he may watch each week together.
- Award TV-tokens – each token allows for 15 minutes TV time.
- Give your child a certain number of TV-tokens per week which it can use to watch the previously agreed upon TV shows. The number of tokens varies according to the child's age.
- Show your child that programs have differing quality by requiring different numbers of tokens, for example, *Spongebob* requires 2 tokens, where as nature or pedagogical shows require only one.
- Have TV-free days.
- Watch as much as possible *with* your child and discuss what s/he has seen afterwards. Make it clear, for example, that people who are shot in real life do not come back to life where as, in the movies, they do.
- Abide by the prescribed age limits for videos/DVD movies and computer games.
- Support buying age appropriate software and undermine trading of illegal copies.
- Provide your child with suggestions for ways to spend free time with him/her.
- Model for your child that one does not have to watch TV daily. Children learn the responsible use of media at home, not with their friends.

Cell phones

Cell phones can increase safety of children if they, or their parents, are underway. They can, however, be abused: anonymous prank SMS, mobbing and verbal, in part sexualized, degradation may reach your child via SMS or email. If the sender is anonymous, your child can not defend itself against this infringement. Cell phones also include the danger of children accessing chat rooms, porno sites with paedophile offers and betting if they have an Internet access.

Of course, cell phones have positive aspects other than the already mentioned safety concerns. Therefore, there is nothing to be had against having a cell phone as long as certain safety aspects are observed. We recommend that children only be given cell phones with pre-paid cards. This way, your child can observe the direct relationship between having and spending money. S/he can learn that calling costs money and learn to ration the balance on the card. Children with cell phones with monthly fees can and do get seriously into debt; even the popular downloading of ring tones is extremely expensive. Debt counselling is helpful for planning how to pay off debts (addresses in the appendix).

Handling money has to be learned....



5. Pocket money / Allowance

Pocket money fulfils an important goal, namely, allowing children to learn how to handle money appropriately. Pocket money should NOT be tied to conditions, that is, be a reward for (normal) help in the household or be withheld or reduced as a punishment. Giving children money for good grades is also not appropriate; the good grade is in itself a reward for the child's good academic performance. Consider the reverse case scenario: Would you consider asking a child to pay you for grades below a 3? On the other hand, if your child consistently works hard throughout the school year, it is appropriate to periodically reward him/her for their effort.

Children can only learn to handle money if they may regulate spending independently and do not have to account for their spending. It is possible that your child will, at first, spend everything at once and have no more money the rest of the month. In this case, it may be wise to give your child its pocket money on a weekly basis. However, other children save everything.

Having your own money is important for learning how to handle money. It is also important that money is talked about in the household. Children need to hear that even parents have to save money to fulfil their material desires and that they have to work to earn money. The amount of pocket money can not, therefore, be generalized but has to be adapted to the financial circumstances of each family. Parents have to determine with their child/teenager what gets paid for with pocket money and what activities the child gets extra money for, for example, clothes or eating out.

A general guideline for determining allowance amounts has been suggested by the Debt Counselling Center Switzerland (Internet address is in appendix) which recommends:

For elementary school children:	per week	1,00-1,50 SFR in the 1 st grade 1,50-2,00 SFR in the 2 nd grade 2,00-2,50 SFR in the 3 rd grade 2,50-3,00 SFR in the 4 th grade
5 th grade and up:	per month	15 – 25 SFR for 11-12 year olds 25 - 35 SFR for 13-14 year olds 35 – 50 SFR for 15-16 year olds 50 – 250 SFR for high school students (dependent on what the adolescent is expected to pay for him/herself).

For teenagers it is recommended to pay the allowance into a bank account that can not be overdrawn.

Pocket money allows children to learn how handle money and that they can only spend what they have. In the beginning, it will not work perfectly. Mistakes will happen, for example, that all the money is spent in the beginning of the month. Your child can learn from its mistakes if you help him/her to budget better. Do not give your child payment in advance or a credit or s/he will learn to live beyond his/her means and that s/he will always get bailed out (Budgeting tips: See Internet addresses in the appendix).

6. Violence-free home environment

Do NOT beat, hit, or smack children. Battered children are not able to develop appropriate levels of self-confidence and self-love. Parents and siblings are important roles models of violence-free conflict resolution.

Battered children are more likely to use violence to solve conflicts than others.



Children need to be loved

The best nutrition and the safest home environment alone do not suffice for positive child development. Children need to feel loved unconditionally for who they are and independent of whether or not they make a mistake. If children do not receive love, they can become withdrawn and isolated. However, love should not be confused with leniency. Love includes setting limits and consistency in upholding limits.

Do you know how much I love you?



Children also need recognition and praise

When a child tries to help with something, but the result does not quite match up with our expectations, it is important to praise the child for its efforts. If the dishes are not quite dry, that is, secondary. However, if the child refuses to help at all, that is a problem. Children will only continue to help if their efforts are appreciated. First, show your child that you recognize his/her efforts and that you are pleased with their initiative. Then, you may point out what you would like done differently or better next time. Be sure not to only point out what you do not want, but to specify clearly what you *do* want.

Praise can be communicated with words but also with a smile, eye and / or body contact. There are many ways to show your child that you are pleased with him/her and to communicate your recognition of their good deed.

All parents make mistakes!

Parents often ask themselves what they could have done better or what they should/could have done differently. To ask ourselves these questions is unavoidable. Keep in mind, however, that the perfect method of raising children has yet to be identified! So do not let it get you down. Some things are very wrong, such as beating and other forms of violence and must be avoided. However, all of us make mistakes – parents and children alike.

If you loose your temper

Physical punishment is still the most common form of punishment. The reasons for this include feelings of helplessness, and being under excessive demands and stress. We are not always able to remain calm. In such a situation....

STOP!

Think before you act!
(For example, count to 20)



Make sure your child is safe and that nothing can happen so that you can retreat. Make yourself a cup of tea or coffee; relax in a bath or by listening to your favorite music. Or go to another room or outside and take several deep breaths of fresh air counting to at least 20. Or call somebody you trust. An important emergency number for situations where you feel you may explode is the "In Via" tel. 071/243 78 02.



Take a step back, relax, reflect and do something for yourself.

You must feel that you have calmed down before you re-approach your child.

If you do loose your temper or hit your child despite these precautions, be sure to apologize to your child. Your child will be happy that you recognize your mistake, will forgive you and can learn that even parents' make mistakes and that one should admit one's mistakes.

So, no physical punishment/ hitting – but how should I react?

Humour works wonders. If you remain clam, difficult situations can be handled more easily. If your 'old' methods have not worked, try a new approach. Undesired behaviour can be reduced by redirecting it or by even allowing it at specific times, for example, burping and eating with your mouth open as much as you want can be allowed once a month at meals. (Then it is no longer so enticing!)

We like to distinguish between *punishments* and *consequences*. Not being allowed to go out at night because the bedroom has not been picked up is a *punishment* because there is no logical relationship to the misdoing. In contrast, not being allowed to go out at night because your child came home from the party too late is a logical *consequence*. Choose sanctions that are logical. If there is a logical relationship between cause and result, then "punishments" serve a purpose and are comprehensible for your child. Then s/he has the opportunity to learn from his/her mistakes. Punishments – or rather, *consequences* – should never take on the character of revenge.

Be creative and if you run out of ideas or your consequences are not effective enough, then seek advice from a counselling center. Doing so is not a sign of weakness, but rather an attempt to increase your parental repertoire. For all other highly responsible occupations, we have to get trained and pass tests, such as, a craftsman, who has to gain his master's certificate in order to be allowed to train apprentices.

7. School

Keep in mind that school has the same meaning for your child as work has for you. Add up the hours your child spends in school and working for school at home – its a lot!

Cooperation between parents and teachers

School is not only the teacher's job. It is important that you cooperate with the school in order to provide your child with a good learning environment. That means that you should meet with your child's teacher regularly to discuss your child's progress and visit the school occasionally. The rights and responsibilities of schools and parents are defined in chapter VI, Article 92-97 of the Volksschulgesetz. Article 92 is particularly important: "Schools and parents work together in raising and educating children." as is Article 96, which requires parent's to assure school attendance by their children and their adherence to requirements outlined in Article 34 (supportive measures) of this law. According to ZGB, Article 302, parents are required to provide their child with an adequate education and occupational training appropriate to that child's abilities and interests. To meet these ends, parents need to cooperate appropriately with schools. It's a good idea to get acquainted with your canton's school system and its peculiarities so you can better support your child to meet these ends.



When parents and teachers do as much as possible, children can develop according to their potential. Schools can not take on singular responsibility for your child's scholastic progress. You, as parents, remain the most important people in your child's life!

Dare to ask for information!

Information centers:

Alle Regionalstellen des Schulpsychologischen Dienstes des Kantons St. Gallen (Gossau, Jona, Lichtensteig, Rebstein, Rorschach, Sargans, Wil)
Adressen/Telefonnummern sind zu finden unter:

www.schulpsychologie-sg.ch

oder Zentralstelle in Rorschach

071 858 71 08

In Via

Fachstelle Kinderschutz

Falkensteinstr. 84

9006 St. Gallen

071 243 78 02

Beratungsstelle für Eltern von Kindern im
Säuglings- und Vorschulalter

Rosenbergstr. 82

9000 St. Gallen

071 227 11 70

Beratungsstelle für häusliche Gewalt
für gewaltausübende Personen

Oberer Graben 22

9001 St. Gallen

071 229 26 30

Sozialpsychiatrische Beratungsstelle
für Erwachsene

Region St. Gallen

Rosenbergstr. 32

9000 St. Gallen

071 227 12 12

Beratungsstelle für Familien

Frongartenstr. 16

9000 St. Gallen

071 228 09 80

Kinder- und Jugendnotruf

071 243 77 77

Krisenintervention bei ausserordentlichen
Ereignissen im Schulbereich

(Schulpsychologischer Dienst des
Kantons St. Gallen)

0848 0848 48

Schulpsychologischer Dienst der Stadt St. Gallen

Bahnhofplatz 7

9000 St. Gallen

071 224 54 36

Literatur- und Quellenangaben:

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„Grosse Kinder“, die aufregenden Jahre zwischen 7 und 13, O. Enderlin, ISBN: 3-423-36220-0

„Kinder brauchen emotionale Intelligenz“, J. Gottmann, ISBN: 3-453-14950-5

„Pubertät – echt ätzend“, gelassen durch die schwierigen Jahre, A. Guggenbühl, ISBN: 3-451-05482-5

„Entscheidende Kinderjahre“, ein Handbuch zur Erziehung von 0 bis 7, Ch. Kutik, ISBN: 3-7725-1898-2

„Kinderjahre“, die Individualität des Kindes als erzieherische Herausforderung, R. Largo, ISBN: 3-492-23218-3

„Babyjahre“, die frühkindliche Entwicklung aus biologischer Sicht, R. Largo ISBN: 3-492-21977-2

„Mit Kindern richtig reden“, wirksam erzählen, ermahnen, erklären, D. Liebich ISBN: 3-451-05312-8

„Schulkind! 5-12 Jahre“, von der Einschulung bis zur Pubertät. Lernen nicht nur in der Schule. Starke Eltern, starke Kinder, R. & G. Niklewski, ISBN: 3-931908-91-7

„Kinder! 0 – 6 Jahre“, vom Säugling bis zum Vorschulkind, R. & G. Niklewski, ISBN: 3-931908-73-9

„Lexikon der populären Erziehungsirrtümer“, Fehlinterpretationen und Halbwahrheiten von Alkohol bis Zucker, U. Pollmann, S. Warmuth, ISBN: 3-492-24023-2

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„Mut zur Erziehung“, E. Zeltner, ISBN: 3-423-36048-8

„Weder Macho noch Muttersöhnchen“, Jungen brauchen eine neue Erziehung, E. Zeltner, ISBN 3-423-36123-9

Gratis Ratgeber „Abenteuer Familientisch“ Schweizer Milchproduzenten SMP, Contact Center, Postfach, 3024 Bern, Fax 031 359 58 55 Marianne Botta Diener, Kinderernährung gesund und praktisch. 2. Aufl., 2005, Beobachter-Buchverlag

„Klicks-Momente“, So unterstützen Sie Ihr Kind bei der Medienkompetenz, Programm Polizeiliche Kriminalprävention, Zentrale Geschäftsstelle Taubenheimstrasse 85, D-70372 Stuttgart, www.polizei.propk.de

„Wohin gehst du?“, So schützen Sie Ihr Kind, Programm Polizeiliche Kriminalprävention, Zentrale Geschäftsstelle Taubenheimstrasse 85, D-70372 Stuttgart, www.polizei.propk.de

„Wege aus der Gewalt“, So schützen Sie Ihr Kind vor Gewalt, Programm Polizeiliche Kriminalprävention, Zentrale Geschäftsstelle Taubenheimstrasse 85, D-70372 Stuttgart, www.polizei.propk.de

Budgetberatung Schweiz, Arbeitsgemeinschaft Schweizerischer Budgetberatungsstellen (ASB), www.asb-budget.ch

Justitia Inkasso: www.my-money.ch (Budgets erstellen)

"Grenzen setzen bei Kleinkindern", Grenzen setzen bei Primarschülern", "Grenzen setzen bei Jugendlichen": 3-teilige Serie des "Tages-Anzeigers", einzusehen unter www.tagesanzeiger.ch/zuerich

Kinderschutz Schweiz, im Internet: www.kinderschutz.ch

„Erziehungsplan Kindergarten Lehrplan Volksschule“, Kanton St. Gallen

Gesetze: „VSG Volksschulgesetz, Kanton St. Gallen“

„ZGB Schweizerisches Zivilgesetzbuch“