



Quarterly Newsletter

September 20th, 2015



Mr. Weigum Principal

Mr. Albert Whiteside - Dean of Students
Ms. Sharon Whitaker - Reading Coach
Ms Cynthia Kubit - Intervention Specialist

Principal's Corner... Permissive Parenting.

There has been a lot of studies being done on this topic lately but the issue is as old as the Bible. As we deal with many students who struggle with these symptoms and are becoming ungovernable in the home I felt it would be beneficial to begin a series of articles around the topic for our parents. In this first segment I hope to introduce parents and students to the topic. In following articles we will discuss ways to improve the situation. I hope you find them beneficial.

Taken from the website Aha! Parenting

<http://www.ahaparenting.com/parenting-tools/positive-discipline/permissive-parenting>

Most parents hate the idea of causing their child to get upset. They don't want to incite a tantrum, and they certainly don't want their child to be angry at them. Haven't we all felt that way? Besides, it's so hard to know whether what we're asking is developmentally reasonable. And we're so tired!

But setting limits is an important part of good parenting. Infants' wants are identical to their needs. But over time, that changes. Toddlers' wants are often in direct opposition to their long-term developmental needs and safety. When parents don't make that developmental leap and learn to set limits, their children don't develop the ability to

tolerate frustration or to manage themselves. These children are often referred to by others as "spoiled." What the research shows is that when we don't set limits, kids have fewer opportunities to develop self discipline. So I believe that kids do need limits for healthy emotional development. Not unreasonable limits, and definitely empathic limits in the context of a strong parent-child connection, but kids do need appropriate limits. When parents don't set limits, here's what happens:

1. The parents grant desires that should not be granted and have harmful consequences,

...such as, for example, regularly staying up too late, which results in a cranky and exhausted child who is not up to normal age-appropriate developmental tasks. Not only is the child less pleasant to live with, but the child's self esteem suffers because she can't manage things as other kids do.

2. The child's desires are met at the expense of someone else:

a sibling, the parent, the restaurant where the family has gone to dinner, etc. Beyond the impact on the sibling or the restaurant or the parent, this is bad for the child. She learns that she always gets her way in relationships, which of course will make it hard for her to make friends or have satisfying romantic relationships eventually. This is why we think of kids raised permissively as "self centered" or "spoiled."

3. The child learns that disappointment and sadness are intolerable,

...when she realizes on some level that her parents will do almost anything not to let her experience disappointment. She then spends the rest of her life

doing whatever is necessary to avoid feeling what she fears will be unbearable. Fending off disappointment will necessitate her doing things that end up being destructive to her – possibly including, for instance, avoiding all risks, insisting that she must have her way, or cheating to win. Because she never learns to feel comfortable with her more challenging feelings, she has low EQ -- emotional intelligence.

4. The child never learns to lovingly impose limits on herself,

...which is a crucial self management skill for adulthood or even for high school. She therefore never develops self-discipline and thus cannot work at goals, a necessary part of creating a happy life. So permissive parenting sabotages her ability to achieve in life.

5. The child never learns that happiness is not derived from wish fulfillment

and having one desire after another met, but can in fact be maintained in the face of disappointment. He is likely to spend his life pursuing one "thing" after another that he thinks will make him happy, but find that happiness eludes



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The School District of Okeechobee County is in compliance with all federal and state laws which include the Title II of the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 (ADAAA), Title IX, Section 504, Florida Education Equity Act, Age Discrimination in Employment Act (ADEA), Genetic Information Non-Discrimination Act of 2008 (GINA), and the Boy Scouts of America Equal Access Act.

Any employee, student, applicant for admissions, or applicant for employment who believes he/she has been discriminated against or has been harassed by another employee, student, or third party is encouraged to use the Equity Plan Grievance Procedure for filing complaints. You may file with: principal or immediate supervisor, District Equity Coordinator/Director of Human Resources or the Superintendent.

Director of Human Resources
Title II, Title IX and the Florida
Education Equity Act Complaints and
ADA/Section 504 Complaints
700 SW 2nd Avenue, Okeechobee, FL
34974

OAA Parent Notification of Highly
Qualified Staff, Semester 1.

 **2015-16**

6. The child has a much harder time developing stable internal happiness

...that is not dependent on outside circumstance, because she has a harder time developing deep positive regard for herself. What does that mean? Stable internal happiness comes, most simply, from having one's full range of self accepted and understood, including one's angry, sad, disappointed self. Parents who act like that part of the child is to be avoided give the message that part of the child's self is unacceptable. The takeaway for kids is that they are not fully lovable.

7. Kids need to know that their parents have a different role than they do, which includes keeping them safe.

When people say "Kids will keep pushing till they find the limits," this is what they mean. Kids want limits because they want someone to be in charge. It's pretty terrifying to a child to think that no one is in charge, protecting them from what can be a terrifying world.

8. Permissive parents make constant compromises about things that are important to them.

For instance, they may let their child treat them badly. Or they may let their child over-indulge in screen time addictions rather than focusing on school work, even though they know it sabotages their child's academic learning. These compromises make parenting much less rewarding, because the parent sacrifices expectations that are important to them -- and would be beneficial to their child.

9. The permissive parenting style undermines the parent-child relationship.

When children can't trust that parents can help them with the full range of their emotions, they don't feel connected to the parent. When a child doesn't trust that parents will enforce rules that keep the child healthy and safe ("Ok, I guess you don't have to wear your bike helmet if it makes you that unhappy....Ok, I guess you can spend the night at that party without the parents there") the child disrespects the parent and becomes more challenging, looking for limits (and proof that he's actually loved.) When a child mistreats the parent, naturally the parent gets angry and resentful and is less nurturing to the child.

But [strict limit-setting, that doesn't offer kids empathy](#), is just as bad as permissive parenting. Kids thrive when limits are set with empathy. [Here's how.](#) Click here to watch Dr. Laura's videos ["The Sweet Spot Between Strict And Permissive Parenting"](#) [tracked progress in critical areas of reading and math.](#)



Okeechobee School District and OAA staff work proudly to keep the best qualified teachers available to teach your students. However, from time to time either qualifications change or assignments change due to school and student needs and therefore some OAA staff temporarily become out of field. Currently at OAA the following staff are listed as substitutes but each of them are excellent staff who have years of experience in working with students and are continuing their education in order to meet the state standards of Highly Qualified and in some positions OAA is attempting to hire a highly qualified teacher as soon as possible. Mr. Joseph Szentmartoni, substitute in MS/HS Science and MS social studies. Ms. Dawn Bowe, substitute in math, reading and english. Mr. Corneilius Mitchell, substitute in MS/HS English, social studies and reading. Ms. Christine Finch is out of field in elementary education and ESOL. Christina Maggio in ESOL.

