

**SKILLS FOR
GROWING AS A PARENT
Workbook**

7th Edition

by

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SKILLS FOR GROWING AS A PARENT WORKBOOK

7th Edition
June, 1994

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Betty E. Fairfield, Psy.D.
Richard F. Formica, Ph.D.

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TABLE OF CONTENTS	PAGE
INTRODUCTION	viii
CHAPTER 1: DEVELOPING A RATIONAL DISCIPLINE STRUCTURE	1
I. Goals for Family Life	1
II. Rational Discipline	1
III. The ABC Forces that Influence Behavior	4
IV. Using Problem Solving to Plan How to Deal with Problem Behaviors	6
V. Thinking about Your Children's Present Behaviors	9
Figure 1: Rational Discipline Structure	3
Figure 2: Diagram of ABC Process	7
Worksheet 1: List of Liked and Disliked Behavior	11
(Resource Sheet 1: The Problem Solving Process, p.175)	
CHAPTER 2: COMMUNICATING EFFECTIVELY	13
I. The Need for Communication Skills	13
II. The Communication Process and Problems in Communicating	14
III. Skills for Communicating Effectively	15
IV. Practicing Your Communication Skills	18
Figure 3: Diagram of Communication Process	14
Figure 4: Negative Cycle of Communication	16
Figure 5: Positive Cycle of Communication	17
Worksheet 2: Listening Skills Checklist	19
Worksheet 3: Sharing an Event in Your Week	20
Worksheet 4: Profile of My Child	22
(Resource Sheet 2: Listening Skills, p.179)	
(Resource Sheet 3: Skills for Sending Your Message, p.182)	

TABLE OF-CONTENTS	PAGE
CHAPTER 3: SELF-IMAGE AND BEHAVIOR	33
I. Self-Image and How It Develops	33
II. How Self-Image Affects Behavior	35
III. Experiences that Contribute to Success and Failure Self-Images	36
IV: Guidelines for Developing a Success Self-Image	38
V. Ways of Improving Your Child's Self-Image	39
Worksheet 5: Thinking about Parental Expectations	41
 CHAPTER 4: SETTING AND ENFORCING STANDARDS	 45
I. Setting Reasonable and Appropriate Standards	45
11. Approaches to Use in Setting and Enforcing Standards of Behavior	47
III. Methods to Use in Enforcing Standards	49
IV. Evaluating Your Efforts in Setting and Enforcing Standards of Behavior	50
Worksheet 6: Evaluating Your Efforts in Setting and Enforcing Standards of Behavior	51
Worksheet 7: Identifying Your Approach to Setting and Enforcing Standards of Behavior	53
(Resource Sheet 4: Advantages and Disadvantages of Four Approaches to Setting Standards, p.185)	
 CHAPTER 5: HELPING CHILDREN BECOME SELF-DIRECTING	 55
I. Training Children for Self-Direction	55
II. Teaching Skills for Self-Direction	56
III. Knowing When to Give a Child Freedom to Be Self-Directing	60
Figure 6: Diagram of Relationship Between Age of Child and Parental Responsibility	61
Worksheet 8: Evaluating Your Progress in Helping Children Become Self-Directing	63
Worksheet 9: Rating Your Child as a Decision Maker	64
(Resource Sheet 5: Guidelines for Helping Children Become Self-Directing, p.187)	

TABLE OF CONTENTS	PAGE
CHAPTER 6: ACCEPTING YOUR CHILD AS A UNIQUE INDIVIDUAL	65
I. The Importance of Acceptance	65
II. The Negative Effect of Discounts	66
III. Ways of Demonstrating Acceptance	69
IV. Using Active Listening to Show Acceptance	69
V. When You Can't Accept a Child	71
Worksheet 10: Active Listening Examples	73
Worksheet 11: Situations for Active Listening Skill Practice	75
(Resource Sheet 6: Active Listening Guidelines, p.190)	
 CHAPTER 7: TRANSACTIONAL ANALYSIS: A TOOL FOR UNDERSTANDING	 77
RELATIONSHIPS in Transactional Analysis	77
II. The Role of Ego States in a Healthy Personality	77
III. Ego States and Communication	80
IV. Practice in Identifying Ego States and Analyzing Transactions	82
Worksheet 12: Experiences in Identifying Ego States	83
Worksheet 13: Examining Your Own Patterns in Using Ego States	85
Worksheet 14: The Note from School	86
Worksheet 15: Analyzing Your Own Interaction	93
(Resource Sheet 7: Using Sequences of Skills With Complex Problems Like Lying, p.194)	
 CHAPTER 8: UNDERSTANDING AND TRANSMITTING VALUES	 97
I. Understanding Values	97
II. Levels of Values	98
III. Using Values in Your Family	101
Figure 7: The Values Tree	99
Worksheet 16: Comparing Your Parents' Values with Your Own	105
Worksheet 17: Values Clarification Rank Order Questions	107
(Resource Sheet 8: Helping Your Child Develop Values, p.196)	

TABLE OF CONTENTS	PAGE
CHAPTER 9: HANDLING YOUR FEELINGS IN CONSTRUCTIVE WAYS	111
I. Ways of Handling Feelings	111
II. Using Feeling Messages to Communicate Your Feelings	114
III. The Consequences of Using Feeling Messages	116
IV. Skill Practice in Talking About Feelings	117
Worksheet 18: Talking About Past Feelings	119
Worksheet 19: Right Now I Feel	120
Worksheet 20: Situations for Practicing Feeling Messages	121
(Resource Sheet 9: Guidelines for Handling Feelings Constructively, p.198)	
 CHAPTER 10: UNDERSTANDING CONSEQUENCES	 123
I. Consequences and Behavior	124
II. How Parents Use Consequences to Shape Behavior	125
III. Other Ways of Learning from Consequences	128
 CHAPTER 11: MANAGING CONSEQUENCES TO CHANGE BEHAVIOR	 131
I. The Need to Manage Consequences	131
II. Tools for Managing Consequences	131
III. Facts and Myths About Reinforcement and Punishment	134
IV. Guidelines for Using Reinforcements and Punishments	136
Worksheet 21: Identifying the Consequences Your Child is Receiving	137
Worksheet 22: Analyzing the Pay-Off Balance for a Problem Behavior	138
Worksheet 23: Recalling Your Own Experiences With Punishment	139
(Resource Sheet 10: Tools to Use in Managing Consequences, p.203)	
(Resource Sheet 11: Methods to Use in Managing Consequences, p.215)	
(Resource Sheet 12: Applying Strategies for Managing Consequences to Specific Problems, p.228)	
 CHAPTER 12: MAKING AND ENFORCING RULES	 141
I. Rules and Discipline	141
II. Ways of Setting Rules	143
Worksheet 24: Evaluating Rules Used In Your Family	145

TABLE OF-CONTENTS	PAGE
CHAPTER 13: TEMPERAMENT	147
I. Understanding Your Child's Temperament	147
II. Dealing with Your Child's Temperament	149
Worksheet 25: Identifying Your Child's Temperamental Characteristics	151
CHAPTER 14: PHYSICAL AND MENTAL CONDITION	153
I. Aspects of Physical and Mental Condition	153
II. Body Chemistry	154
III. Common Causes of Body Chemistry Malfunctions	156
IV. Making Changes to Improve Your Child's Behavior Chemistry	160
(Resource Sheet 13: Improving Nutrition, p.236)	
CHAPTER 15: AGE AND STAGE OF DEVELOPMENT	161
I. Development Areas and Stages	161
II. Rate of Development	162
III. Rhythms of Growth	164
IV. Further Explorations of Stages of Development	166
Figure 8: The Normal Curve	163
Figure 9: Rhythms of Growth Ladder	165
Worksheet 26: Relating Stage of Development to Discipline	167
(Resource Sheet 14: Child Development Chart, p.238)	
CHAPTER 16: PUTTING IT ALL TOGETHER	169
I. Implementing Your Rational Discipline Structure	169
II. Setting Reasonable and Appropriate Standards for Your Children	170
III. Organizing Your Home Environment	172
IV. Developing Family Rules to Define Limits and Responsibilities	172
V. Handling Problem Behaviors in Constructive Ways	173
(Resource Sheet 15: Strategies to Use in Activating Your Discipline Structure, p. 242)	

LIST OF RESOURCE SHEETS

	PAGE
1: The Problem Solving Process	175
I. Clarify The Problem	175
II. Analyze Factors Affecting the Problem	176
III. Redefine the Problem	177
IV. Set a Goal for Change	177
V. Plan How to Reach Goal	177
VI. Evaluate the Results of Your Action	178
2: Listening Skills	179
1. Focus	179
2. Accept	179
3. Draw Out	180
4. Summarize	181
3: Skills for Sending Your Message	182
1. Follow the "I" Rule	182
2. Use Straight Talk	182
3. Accentuate the Positive	183
4. Keep Critical Comments to a Minimum	183
5. Don't Discount the Other	184
6. Keep the Noise Level Down	184
7. Send Congruent Signals	184
8. Alternate Sending and Listening	184
4: Advantages and Disadvantages of Four Approaches To Setting Standards	185
Non-Intervention; Influence	185
Negotiation; Power	186
5: Guidelines for Helping Children Become Self-Directing	187
A. Identify Behavior-Consequence Connections	187
B. Self-Evaluation to Help Children Learn from Experience	188
C. Problem Solving with Children	189
6: Guidelines for Active Listening	190
Why, When, How	190
Putting Feelings into Words; Levels of Intensity	191
Helpful Hints	192
7: Using Sequences of Skills with Complex Problems Like Lying	194
I. Sequences of Skills and Complex Problems	194
II. Lying as an Example of a Complex Problem	195
8: Helping Your Children Develop Values	196
I. Transmit Your Values to Your Children	196
II. Prepare Your Children to Clarify and Affirm Their Own Values	196

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LIST OF RESOURCE SHEETS

PAGE

9:	Guidelines for Handling Feelings Constructively	198
	1. Recognize and Identify All the Feelings You are Having	198
	2. Own Your Own Feelings	198
	3. Track Down the Source of Your Feelings	199
	4. Track Down the Reasons for Your Feelings	199
	5. Decide on a Constructive Way to Handle Your Feelings	200
	6. Evaluate the Benefits and Risks of Using a Feeling Message	200
	7. Plan Your Feeling Message	202
	8. After You Send a Feeling Message	202
10:	Tools to Use in Managing Consequences	203
	I. Introduction	203
	II. Describing Behavioral Objectives	203
	III. How to Choose Reinforcements and Punishments	205
	IV. How to Give Reinforcements and Punishments	207
	V. Suggestions for Reinforcements	210
	VI. Suggestions for Punishments	211
11:	Methods to Use in Managing Consequences	215
	I. Strategies for Using Reinforcements	215
	II. Strategies for Using Both Reinforcements and Punishments	219
	Sample Behavior Contract	223
12:	Applying Strategies for Managing Consequences to Specific Problems	228
	I. Establishing New Behaviors	228
	II. Establishing Routines	229
	III. Strategies for Handling Homework	231
13:	Improving Nutrition	236
	Seven Rules for Healthy Eating	236
	Foods to Use	237
14:	Child Development Chart	238
	Ages 0 to 2.5 years	238
	Ages 2.5 to 5 years	239
	Ages 5 to 11 years	240
	Ages 11 to 16 years	241
15:	Strategies to Use in Activating Your Discipline Structure	242
	I. Organizing Your Home Environment	242
	II. Developing Family Rules to Define Limits and Responsibilities	245
	III. Handling Problem Behaviors When They First Occur	246
	IV. Handling Problem Behaviors Which Recur	248

PREFACE

-HISTORICAL NOTES

The *Skills for Growing as a Parent Workbook* was developed to accompany the Fairfield-Formica Parenting Programs. The first Fairfield-Formica Parenting Program was developed in 1974 as a means of helping parents whose children were on probation. In 1976, the Bergen County Probation Department received a grant from the NJ State Law Enforcement Planning Agency to set up the Bergen County Parent Workshop (BCPW), based on the Fairfield-Formica Program. Betty Fairfield became the Director of the BCPW, and Richard Formica served as Consulting Psychologist.

In 1979, the Bergen County Board of Chosen Freeholders assumed full responsibility for financial support for the BCPW. The BCPW remained under the Probation Department through 1982. In January, 1983, the BCPW became a part of the Bergen County Department of Health Services, Mental Health Division. This transfer allowed for the expansion of preventive services, and for the development of Professional TRAINING INSTITUTES to train other professionals who work with parents in the use of the Fairfield Formica Parenting Program.

In 1987, as part of a County wide reorganization, the BCPW was transferred to the Department of Human Services, where it continued to expand both its preventive and remedial services. At this time, the BCPW served over 500 parents annually. Approximately 80 volunteer group leaders worked under the supervision of staff Coordinators to help the parents. In 1990, the County terminated its support for the program.

The purpose of the Fairfield-Formica Parenting Programs has been twofold:

- **Early intervention to help parents prevent serious problems from developing;**
- Provision of guidance and support for parents whose children are already exhibiting problems.

OTHER FAIRFIELD-FORMICA PARENTING PROGRAMS

Other Fairfield-Formica Parenting programs include:

- **Workshop for Parents of Children with Attention-Deficit Hyperactivity Disorder,** 12 sessions of 2 hours each;
- **REACH Workshop for Parents on Welfare,** 6 sessions of 3 hours each;
- **Substance Abuse Prevention Workshop,** 8 sessions of 2 hours each;
- **Workshop for Single/divorced Parents,** 6 sessions of 2.5 hours each.

For more information about these Fairfield-Formica Parenting Programs, call:

Interpersonal Skills Institute
815 Elm **Ave.**

Teanec, NJ, 07666
201-692-1233

INTERPERSONAL SKILLS INSTITUTE

Interpersonal Skills Institute (ISi) is a nonprofit organization *dedicated* to fostering satisfying human relationships. The success of the original Bergen County Parent Workshops created a demand for a wider range of programs in the field of human relations and behavior. ISi was established by Fairfield and Formica and present BCPW leaders to serve this need. All ISi members have been leaders or parents in one or more Fairfield-Formica programs. About one third of the members have become qualified as **Professional Trainers**, and serve as leaders in ISi programs.

ACKNOWLEDGMENTS

We want to express our deepest appreciation to the people who have supported us in developing the BERGEN COUNTY PARENT WORKSHOP Program and in publishing this Workbook:

The more than 6,000 *Parents* who have participated in the Bergen County Parent Workshops have provided the feedback which has guided us in refining and improving the program, and the enthusiastic support which has helped us believe that our efforts were worthwhile.

The more than 600 *Volunteer Leaders* whom we have supervised in working with parents in Bergen County have added the warmth and caring which has made the Workshop activities come alive for the parents.

The Interpersonal Skills Institute Publications Task Group:

Kitty Pierson, Adele Trupin, Anne Hurwitt

Kitty and Adele carried out the time consuming tasks of editing and producing the Workbook in its present format with patience and enthusiasm. Anne took on the task of getting the Workbooks printed and distributed. Without their dedication, it wouldn't have been possible.

NOTE TO PARENTS

The materials in this Workbook are organized into TOPIC AREAS.

Each TOPIC begins with a *Chapter* which outlines key information about the area. The *Chapters* also include:

- **Questions to think about** to help you relate the topic information to your own life experience;
- **Instructions for using the Worksheets** which follow the chapters.

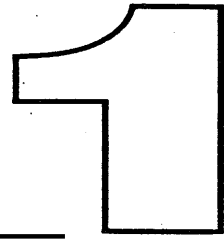
Each Chapter is followed by green *Worksheets* which guide you in:

- *Doing Activities* which will enable you to **apply the ideas in the Chapters to your own situation.**
- *Practicing Skills related to the topic of the Chapter.*

Detailed instructions for using the *Skills* presented in the Workbook are contained in the blue *Resource Sheets* at the end of the Workbook.

The material is presented **sequentially**, with earlier information and skills providing a foundation for those which follow. If you are using the Workbook independently, it is best to **start at the beginning**, and cover each *Chapter*, and the related *Worksheets* and *Resource Sheets* in order.

Developing a Rational Discipline Structure



I. GOALS FOR FAMILY LIFE

Most parents have an image of what family life should be like, and how they would like their children to behave. Unfortunately, reality doesn't often match this ideal picture!

This workbook, **Skills for Growing as a Parent** is set up to help you:

- **UNDERSTAND** yourself and your children better
- **CLARIFY** your goals for family life
- **MAKE THE CHANGES** necessary to bring reality closer to your ideal.

II. RATIONAL DISCIPLINE

A. RESULTS OF RATIONAL DISCIPLINE

Rational Discipline is the heart of our parenting program. A discipline structure is a framework which helps children grow up to be competent, caring, responsible adults. Rational Discipline is not the same as punishment, although sometimes punishment may be a part of Rational Discipline.

The Diagram of the Fairfield:Formica Rational Discipline in Figure 1 shows the positive results for children, parents, and families which occur when Rational Discipline is used. These results include:

- **IMPROVING** your children's **self-esteem and behavior**
- **FEELING BETTER** about **yourself** as a parent
- Having a **MORE SATISFYING family life.**

B. THE ELEMENTS OF RATIONAL DISCIPLINE

The three key elements in Rational Discipline are:

1. **ACCEPTANCE** of each child as a unique individual.
2. **STANDARDS-OF BEHAVIOR** which are **reasonable and appropriate** for each child, and **consistently enforced**.
3. **SELF-DIRECTION** training to help children learn how to express ideas and opinions, care for their own needs, make wise decisions, and choose their own courses of action at an age-appropriate level.

C. TOOLS TO USE TO IMPLEMENT RATIONAL DISCIPLINE

The TOOLS you will need in order to implement Rational Discipline in your family are listed at the left of the diagram. These tools are:

- The **ABC Framework** to use in understanding behaviors to prevent problem behaviors from occurring.
- A **Problem Solving Process** to use to deal with problem behaviors which do occur.
- **Skills and Methods** which you will learn about in this Workbook.

Creating a **Rational Discipline** structure and keeping the three elements in balance is a difficult, but not impossible, task.

- How can you show **Acceptance**, when a child is driving you crazy?
- How do you know what **Standards of Behavior** are reasonable or appropriate for your child? How can you enforce standards of behavior without acting like a drill sergeant? What can you do if your child seems out of control?
- How much freedom to be **Self-Directing** should a child have - and what do you do when your child makes poor decisions?

There are no easy answers to questions like these. The place to start is by trying to understand your children's behaviors, and the things which influence them to choose one behavior, rather than another.

DIAGRAM OF FAIRFIELD-FORMICARATIONAL DISCIPLINE STRUCTURE

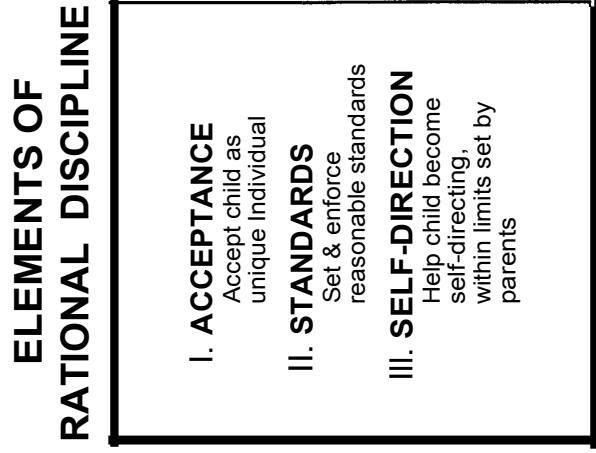
TOOLS TO USE IN IMPLEMENTING RATIONAL DISCIPLINE

ABC FORCES

1. Situation
2. Interpersonal Interactions
3. Basic Human Needs
4. Personal Characteristics
5. Beliefs
6. Internal Processes
7. Decision Process
8. Consequences

SKILLS & METHODS

PROBLEM SOLVING PROCESS



RESULTS OF RATIONAL DISCIPLINE

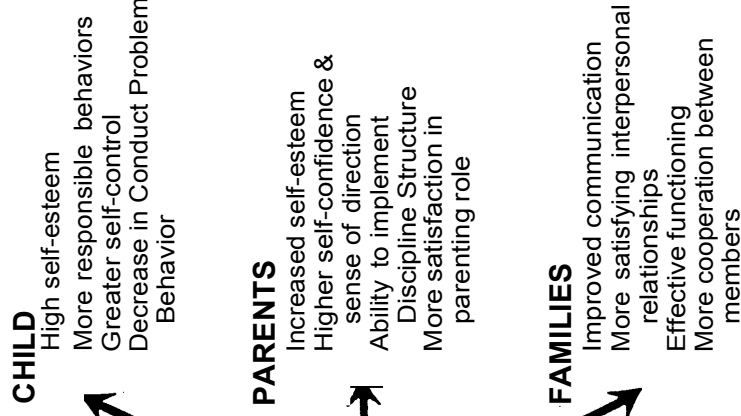


Figure 1

III. THE ABC _FORCES THAT INFLUENCE BEHAVIOR

A. THE IMPORTANCE OF DESCRIBING BEHAVIORS

A behavior is anything a child says or does, anything you can see or hear happening. In order to bring about change, you will need to learn to:

- observe events
- describe what is happening in terms of behaviors
- stop talking about problems in terms of your child's personal characteristics or personality traits.

When you use words such as lazy, rude, selfish, or irresponsible to describe your child, these words become labels which follow the child around all the time. They become self-fulfilling prophecies because children will adopt behaviors that conform to the labels given them.

When you describe a behavior, on the other hand, both you and the child know that it is not a quality of the child, but an action the child did in a specific situation. Because we can **Choose** our behaviors, you can make it clear to the child that he could choose to act differently on another occasion,.

Changing behavior is a manageable task, whereas changing characteristics or personality is more difficult, if not impossible!

B. THE ABC FORCES

Have you ever wondered why people behave as they do? Why your children are sometimes as good as angels, and sometimes act like little devils?

Each action we take has a purpose. It is a means of trying to get us something that we want. In each situation we do choose, from among all the behaviors we know how to do, the behavior that we think will work best to get us what we want.

Our choices of behaviors are influenced by many considerations, which we call the ABC forces. **A = ANTECEDENTS, B = BEHAVIOR, C = CONSEQUENCES.**

Understanding the ABC forces and how they affect behavior can give you the power to help your children learn how to choose more effective, desirable ways of getting what they want.

C. ANTECEDENTS

ANTECEDENTS are the forces which come before the choice of a behavior.

These seven forces are:

1. **Situation** - A description of the Situation includes the time, place, people present, type of setting and special characteristics of the setting, such as discipline structure.
2. **Interpersonal Interactions** - This covers the type of activity going on, and what each person says and does before the behavior.
3. **Basic Human Needs** - Each of us has three Basic Needs: **Survival, Love/Belonging, and Achievement**. We continually try to choose behaviors that will help us meet these needs.
4. **Personal Characteristics** - These include characteristics such as temperament and age or stage of development, which are stable from moment to moment, and characteristics such as our **physical and mental condition** which may either be stable or may change rather quickly.
5. **Beliefs** - Our Beliefs include our **values, self-image, and expectations** about the probable results which different choices of behavior might bring in a given situation.
6. **Internal Processes** - These are the moment by moment responses and events which take place inside us: **thoughts, feelings, mental images** and our **physical sensations**.
7. **Decision Process** - We make our final choice of behavior in one of three ways:
 - **Impulsively** - an instant response, acting without thinking
 - **Automatically** - repeating a pattern of response we have learned to use in similar situations in the past
 - **Thoughtfully** - consciously considering alternative courses of action, and choosing from our repertoire of behaviors the one which we think will bring the most desirable consequences in this situation.

Many children get into trouble because they act WITHOUT thinking. Rational Discipline can help them learn to **think BEFORE acting**.

D. CONSEQUENCES

The eighth force which influences behaviors is called CONSEQUENCES. Consequences include all the things that follow after or happen as a result of a behavior.

Positive Consequences feel good or please the person doing the behavior.

Negative Consequences feel bad or displease the person doing the behavior. Most behaviors bring a mixture of positive and negative Consequences.

If the overall **pay-off balance** from a behavior is positive, we are likely to repeat this behavior again in a similar situation. If the pay-off balance is negative, we are likely to try something else the next time - provided we can think of another behavior that seems more promising. Sometimes children continue maladaptive behaviors because they can't think of any more effective ways of getting what they want.

The ABC DIAGRAM in Figure 2 shows how Antecedents and Consequences act together to influence **Behavior**.

IV. USING PROBLEM SOLVING TO PLAN HOW TO DEAL WITH PROBLEM BEHAVIORS

A. PROBLEM BEHAVIORS

A problem behavior is any behavior which concerns, worries or upsets you, whether it is big or small and whether it happens often or rarely.

You cannot control all of your children's behaviors, and you are not to blame for their problem behaviors.

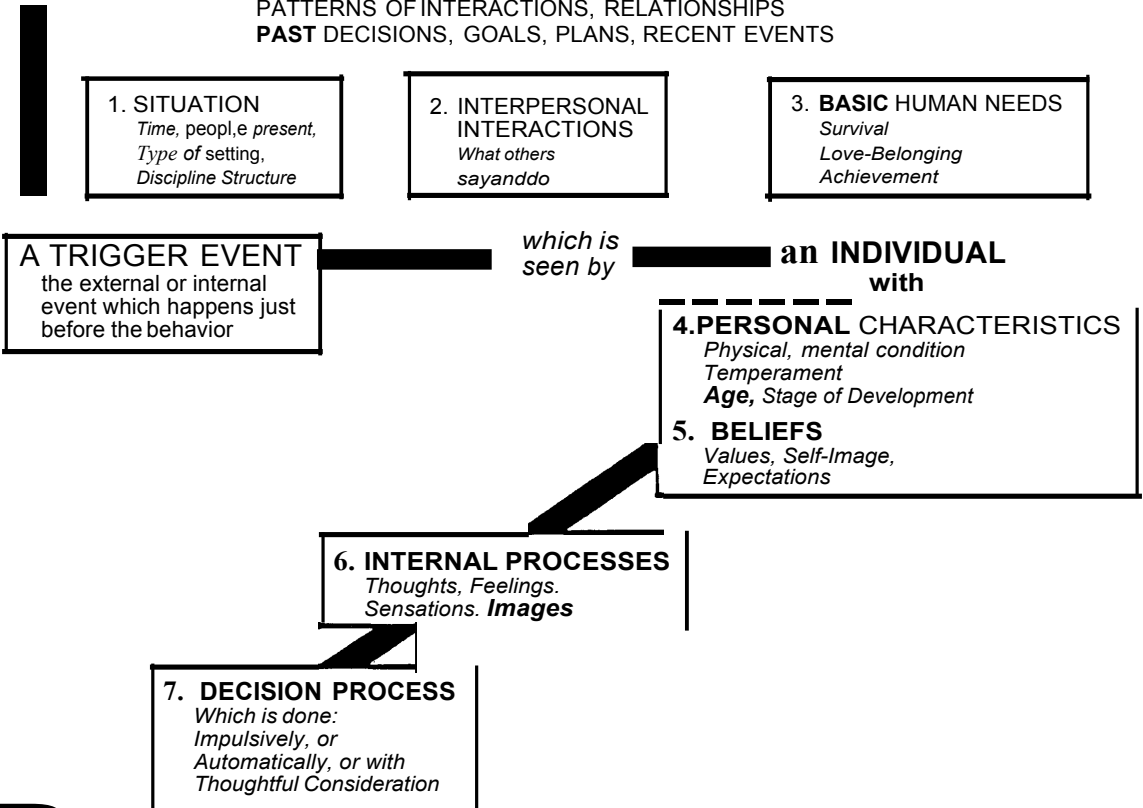
By using Rational Discipline, **you CAN exert a strong influence on your children** to choose positive, responsible behaviors, instead of negative, irresponsible, problem behaviors.

in spite of your best efforts, however, your children will certainly sometimes behave in unacceptable ways. When this happens, using the Fairfield-Formica Problem Solving Process can help you figure out the best way of handling the problem behavior.

·01AGRAM OF ABC PROCESS

A = ANTECEDENTS

BACKGROUND: FAMILY HISTORY
PATTERNS OF INTERACTIONS, RELATIONSHIPS
PAST DECISIONS, GOALS, PLANS, RECENT EVENTS



B = BEHAVIOR

which results in

C = CONSEQUENCES

8. POSITIVE & NEGATIVE PAY-OFFS
from



Figure 2

B. THE STEPS IN PROBLEM SOLVING

Step I: **Clarify and Focus** - This step helps you get a clear picture of the problem and which problem behavior you want to focus on.

Step II: **Analyze the Factors Affecting the Problem** - This step helps you look at all the factors which are influencing the child to choose the problem behavior instead of some other behavior.

Step III: **Redefine the Problem** - As a result of doing Step II of Problem Solving, you may have new ideas about what is at the heart of a problem, or whose behavior you want to focus on. Step III helps you pull these ideas together into a redefinition, a new view of the problem.

Step IV: **Set a Goal for Change** - This step helps you set goals for the changes you want to make. It is best to describe your goal as a behavior you want someone to do.

Step V: **Plan How To Reach Your Goal** - To get ideas for actions you can take to reach your goal, look for changes you can make in the Antecedents and Consequences identified in Step II. Try to think of many ways of making changes and then choose the best idea.

Step VI: **Evaluate the Results of Your Action** - After you have attempted to carry out your plan, Step VI can help you learn from your experience, and plan what to do next.

C. RESOURCE SHEET 1: PROBLEM SOLVING PROCESS

A more detailed outline of the steps in **Problem Solving** will be found in Resource Sheet 1. You can use Resource Sheet 1 as a guide when you do problem solving in your group, or on your own.

The key points to cover for each step are listed on the left side of the page, and ideas for specific questions to ask yourself are listed on the right.

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V. THINKING ABOUT YOUR CHILDREN'S PRESENT BEHAVIORS

A. IDENTIFYING PROBLEMS

When we think about our children's behavior, we often pay most attention the things they do which trouble us. To encourage positive behaviors it is important to also pay attention to the **positive things they do**.

Worksheet 1: LIST OF LIKED AND DISLIKED BEHAVIORS which comes at the end of this chapter will help you get a picture of your children's present positive and negative behaviors.

B. MAKING CHANGES

When you finish Worksheet 1 and have a picture of your children's present behaviors, you are ready to start making the changes you want.

Encourage your children to continue doing behaviors you like by responding positively when they

use these behaviors.

Think of each disliked behavior that concerns you as a **problem behavior**. To find the best action to take to deal with each problem behavior, go through the steps in **Problem Solving** in the manner suggested in the following section.

You can also make a **wished for behavior** a target for problem solving by focusing on the behaviors the child is doing **instead of** the wished for behavior at the times when you want the wished for behavior to occur.

C. USING PROBLEM SOLVING TO WORK ON ONE OF YOUR PROBLEM BEHAVIORS

Do **STEP 1** carefully, taking time to answer all the questions thoroughly.

- In **STEP 1-A**, it is important to get in touch with your own feelings and responses to a problem before trying to make changes.
- In **STEP 1-B**, thinking about the **History of the Problem** will help you **put the behavior in perspective**. By recalling what you have already tried to do to improve the situation, you can get clues about what might or might not work.

When you do **STEP II**

- First, take time to **observe the problem** for several days.
- Then, **write down the ABC sequence** of events surrounding each occurrence of the problem behavior. Include when and where the behavior happens, and each thing that is said and done just before and just after the behavior.
- Finally, look at the ABC sequence you have written down, and ask yourself how each of the 8 forces might be influencing the child to use the problem behavior.

In **STEP III**, it is especially important to **look at your own behavior** and reactions to see how they may be affecting the child's behavior.

In **STEP IV**, your goal may be a **new behavior for the child** or someone else, a **new behavior for yourself**, or a **concrete change** in **the situation** in which the behavior occurs.

- If you are working on a major, long-standing problem, look for one small positive step which you could take this week to improve the situation.

In **STEP V-A**, try to think of at least three or four different ideas for changes you could make in the antecedents or consequences which are encouraging the problem behavior.

- If you can't think of any ideas yourself, ask a friend to help you brainstorm ideas, or go through the chapters in this Workbook and look for ideas.

Do **STEPS V-8 and V-C** carefully before you put your plan into action.

Do **STEP VI** after you have tried your plan for a week. When you look at the results of your efforts, be sure to look at all the consequences.

- Many times some small, positive changes may have occurred even if the major goal is not achieved.
- Give yourself credit for your efforts as you plan your next steps.

INSTRUCTIONS

When you fill out this worksheet, choose one child to focus on. You can make similar lists for every child in your family.

To **DESCRIBE** your child's behaviors, remember that a behavior is something you can see the child doing or hear the child saying. Behaviors are action words (verbs), not descriptions (adjectives).

- For example, if you say *My child is rude*, or *My child is selfish*, you are describing an attitude or a characteristic of your child, but you are not describing a specific behavior.
- To get a behavior, ask yourself, *What is it that my child does that makes me think she is rude or selfish?*

Recall the last time your child acted this way and imagine you are replaying a videotape picture of what your child did.

- Perhaps you thought your child was rude when he slammed the door in your face, or interrupted you when you were talking, or swore at you.
- Perhaps you thought your child was selfish when she refused to let a friend play with a toy, or when she wanted the last cookie for herself, or when she wouldn't let her sister borrow a sweater.

WRITE DOWN behaviors that please you in the space for **LIKED** behaviors, and behaviors that displease you in the space for **DISLIKED** behaviors. In the **WISHED FOR** section, write down behaviors you **wish** your child would do that he is not doing at all.

In the column **HOW OFTEN THE BEHAVIOR OCCURS**

- Write how many times a day, a week, or a month each behavior currently happens in the **NOW** column.
- In the **DESIRED FREQUENCY COLUMN**, write how often you would like the behavior to occur.
- When you have finished the Workbook, or the Workshop, fill in the final **ACTUAL FREQUENCY** column.

NAME OF CHILD YOU ARE THINKING ABOUT:

AGE

	HOW OFTEN BEHAVIORS OCCUR		
	Now	Desired Frequency	Actual Frequency at End of Workshop
<p>LIST OF LIKED BEHAVIORS List five (5) things which this child does which you like, behaviors which please you, make you happy or make you feel good about the child.</p>			
1.			
2.			
3.			
4.			
5.			
<p>LIST OF DISLIKED BEHAVIORS List five (5) things which this child does which you do not like, behaviors which displease you, make you unhappy, angry or make you feel concerned for this child.</p>			
1.			
2.			
3.			
4.			
5.			
<p>WISHED FOR BEHAVIORS List any behaviors which your child is not doing now that you wish your child would do.</p>			
1.			
2.			
3.			
4.			
5.			

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Communicating Effectively

2

I. THE NEED FOR COMMUNICATION SKILLS

A. INTERPERSONAL INTERACTIONS AND BEHAVIOR

The things you say and do influence other people's behavior. These **Interpersonal Interactions** are listed as the second antecedent in the ABC DIAGRAM, Figure 2, page 7. Others respond to the things you say and do in either positive or negative ways. By learning to use communication skills, you can increase the probability of drawing positive responses from other people.

B. COMMUNICATION AND DISCIPLINE

Communication is also an important part of discipline. It enables you to:

- Demonstrate **ACCEPTANCE** by showing your children that you are concerned and that you care about them;
- Let your children know what your **STANDARDS OF BEHAVIOR** are, and get your children to comply with these standards without causing rebellious responses, arguments, or hurt feelings;
- Get your children to talk to you so you will understand them well enough to set **REASONABLE and APPROPRIATE** Standards of Behavior;
- Help your children learn to be **SELF-DIRECTING**, make wise decisions, and solve their own problems.

The trouble is, communication is complicated, and easily gets fouled up. Here is a saying which illustrates the problem with communication:

I KNOW YOU UNDERSTAND WHAT YOU THINK I SAID, BUT I AM NOT SURE YOU REALIZE THAT WHAT YOU HEARD IS NOT WHAT I MEANT.

How often have you experienced this in your own interactions?

II. THE COMMUNICATION PROCESS AND PROBLEMS IN COMMUNICATING

A. THE COMMUNICATION PROCESS

Looking at what happens when we try to communicate with each other can help us understand why so many communication problems arise, and what we can do to reduce confusion.

Every message we send has three parts:

- **Content** - the idea or thought we are trying to get across
- **Feelings** - how we feel about the content, or at the moment
- **Intention** - our purpose or goal in sending the message

To send our messages, we use a combination of words, tone of voice, and nonverbal signals (body language, facial expressions).

The diagram in Figure 3 illustrates the communication process:

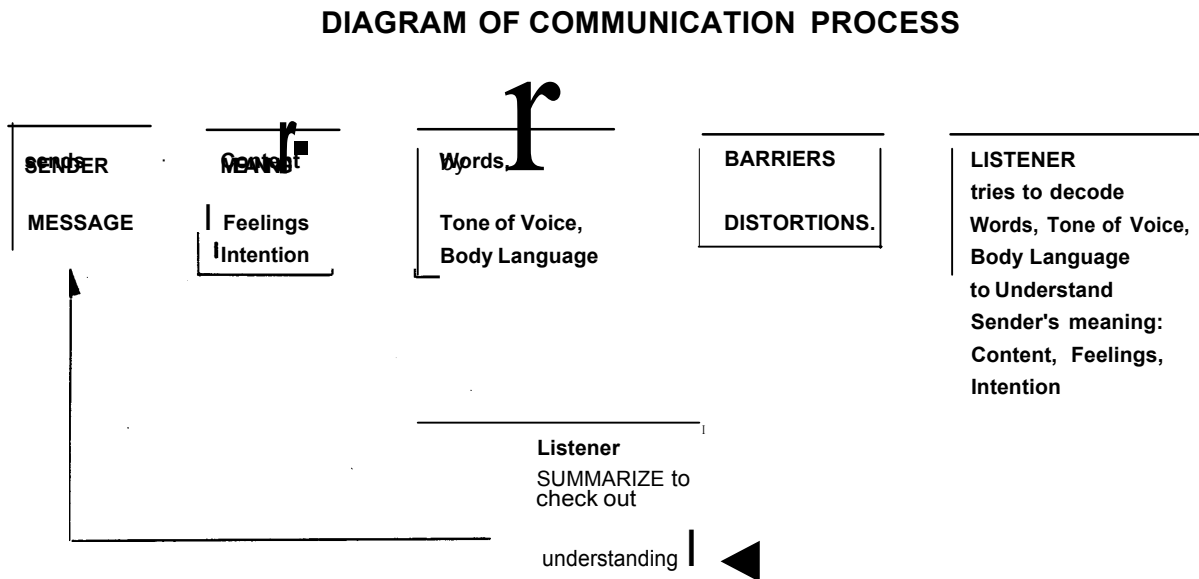


Figure 3

B. PROBLEMS IN COMMUNICATING

Some problems occur because our words or nonverbal signals may be unfamiliar to our listener. Other times, our listeners are confused because we say one thing with our words, but send a different signal by body language or tone of voice.

Feelings, especially, are often misunderstood because we usually rely on nonverbal signals and tone of voice to communicate feelings and these signals are harder to decode than words.

Further problems arise because the messages we send are blocked or distorted by barriers such as the following:

- **Mechanical barriers** such as a poor telephone connection, **or a** hearing problem
- **Psychological barriers** in the listener such as lack of interest, inattention, prejudices, or mind-sets.

We can learn skills for both Listening and Sending our messages which will help us communicate more effectively.

III. SKILLS FOR COMMUNICATING EFFECTIVELY

A. LISTENING SKILLS

When you are a listener, you can use these four listening skills to help others send clear messages, and to help you accurately decode the messages they send.

- **FOCUS:** Concentrate on what the sender is saying, physically, mentally, verbally.
- **ACCEPT:** Show the sender that you are interested, and willing to respect his/her ideas, values and feelings.
- **DRAW OUT:** Use clarifying questions to help the sender express his/her ideas, values and feelings.
- **SUMMARIZE:** Summarize the key idea, feeling, and intention of the message in your own words, and feed them back to the sender to see if you have understood correctly.

Resource Sheet 2 presents a more detailed outline of LISTENING SKILLS.

B. SKILLS FOR SENDING YOUR MESSAGE

When you want to send a message, you can use these Sending Skills to help your listener understand your meaning, and feel like responding positively.

- Follow the "I-Message" -Rule.
- Use Straight Talk.
- Accentuate the positive.
- Keep critical comments to a minimum.
- Don't Discount the other person.
- Keep the noise level down.
- Make your tone of voice and body language express the same feeling as your words.
- Take turns sending and listening.

Resource Sheet 3 presents a more detailed outline of SKILLS FOR SENDING YOUR MESSAGE.

C. CYCLES OF COMMUNICATION

There is a communication rule which says You get what you give. The way you talk to others influences how they talk to you. Generally, people who send the most critical messages get the most criticism in return.

Unintentionally, families can get locked into a negative cycle of communication like this:

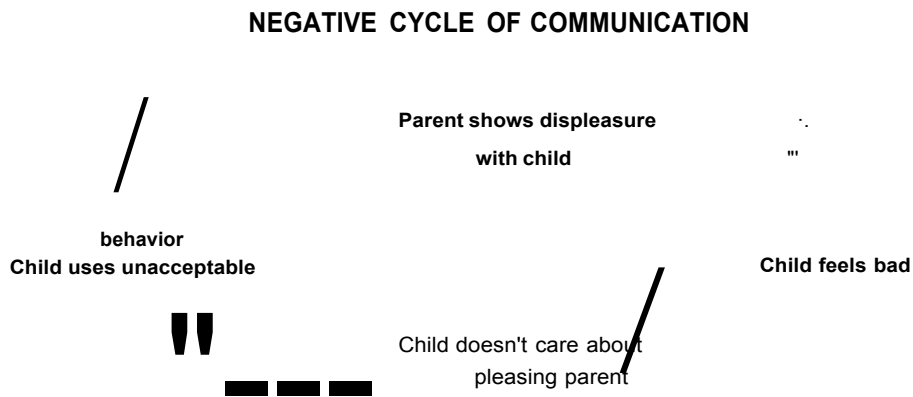


Figure 4

Once such a negative cycle gets going, it can become a pattern which continues indefinitely, with the unfortunate result that everyone feels unhappy most of the time.

To break a negative cycle of communication:

- Reduce the number of critical comments you make.
- Look for opportunities to express your pleasure with your child so you can start a positive cycle of communication.

POSITIVE CYCLE OF COMMUNICATION

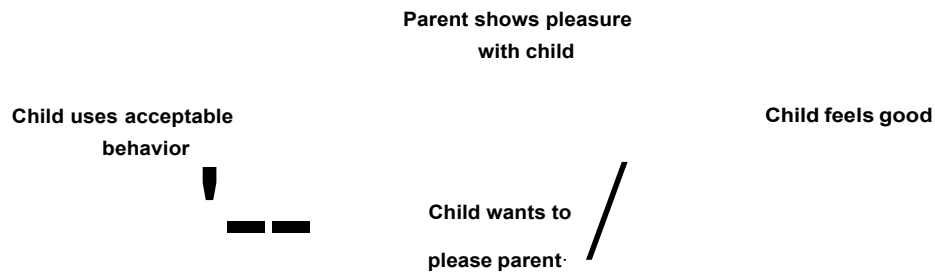


Figure 5

To get a Positive Cycle started:

- Look for a time when your child is doing anything that is not negative.
- Then smile, give a hug, or describe the behavior you see and tell your child why it pleases you.

You can also start positive cycles by:

- **Paying attention** and listening to your child
- **Doing things WITH** your child - instead of **FOR** your child.

When you need to correct misbehavior, use **Straight Talk** and describe behaviors instead of tacking labels on the child.

IV. PRACTICING YOUR COMMUNICATING SKILLS

A. PRACTICING YOUR LISTENING SKILLS

In order to **SET STANDARDS** which are **reasonable and appropriate** for your child, you need to understand that child as a unique individual.

When you understand your child, you can see how even problem behaviors may make sense because of the way the child sees his/her world.

LISTENING SKILLS are one way of **understanding** each child better. Try these ideas to practice your listening skills:

- Look for times when your child starts talking to you, or times when you are together and you can ask some **Clarifying Questions** to draw out your child.
- Use the list of questions on **Worksheet 2: LISTENING SKILLS CHECKLIST** to evaluate your efforts to use your listening skills.
- Use the sequence of clarifying questions in **Worksheet 3: SHARING AN EVENT IN YOUR WEEK**. This outline is a very effective way of encouraging another person to talk about him/herself.
- Use **Worksheet 4: PROFILE OF MY CHILD** to find out more about your child's thoughts, feelings and beliefs. It will help you see the world through your child's eyes.

B. PRACTICING YOUR SENDING SKILLS

Choose one skill from **Resource Sheet 3: SKILLS FOR SENDING YOUR MESSAGE** which seems particularly important for you. Concentrate on that skill for a week. When you are able to use that skill consistently, move on to another one.

EXPERIENCE Use this sheet for evaluating the attempts you (or others) have made to practice your listening skills.

#1 #2 YES NO YES NO

FOCUSING

1. Did the listener maintain eye contact at a comfortable level?
2. Did the listener look around or appear to be distracted by other events or thoughts?
3. Did the listener face the Focus person, lean forward, or show other signs of concentrating on the Focus Person?
4. Did the listener make comments or ask questions which distracted or shifted the focus away from the Focus Person?

ACCEPTING

5. Did the listener use nods, smiles and other facial expressions to show encouragement and acceptance?
6. Did the listener use brief verbal expressions to indicate encouragement, understanding, and acceptance?
7. Did the listener show any nonverbal or verbal signs of disagreement or nonacceptance of the Focus Person?

DRAWING OUT

8. Did the listener use clarifying questions to encourage the Focus Person to talk about feelings, ideas, values?
9. Did the listener ask any questions which led to defensive responses from the Focus Person?
10. Did the listener avoid yes/no questions, interrogation questions, and pseudo-questions?*
11. Did the listener pace the questions so that they helped the Focus Person organize thoughts and ideas without feeling pressured?

SUMMARIZE

12. Did the listener summarize and put into their own words the key points of the Focus Person?
13. Did the listener identify and reflect back the Focus Person's feelings?

FOCUS PERSON

14. Did the Focus Person appear to feel comfortable and relaxed?
15. Did the Focus Person give listener a chance to make comments and respond?
16. Did the Focus Person appear to have any new ideas or come to any new insights during the exercise?

* See Resource Sheet 2, Step 3: LISTENING SKILLS

DIRECTIONS: Take turns with your partner acting as the Speaker and Listener. Follow the directions below.

SPEAKER:

1. Talk about one important thing that happened to you this week. The event might be related to a concern you have mentioned here, an interaction in which you used (or did not use) your communication skills, or anything at all, good or bad, that happened to you.
2. Follow the Outline for Sharing on the next page of this worksheet.
3. Your partner will help you get your ideas out by asking you the questions in the Outline for Sharing on the next page.

LISTENER:

1. Encourage the SPEAKER to tell about something that happened during the week by guiding her through the Outline for Sharing on the next page.
2. Remember to:

Focus

Accept

Draw Out the Speaker by using the Clarifying Questions on the Outline for Sharing.

Summarize the Speaker's key ideas at the points indicated in the Outline.

OUTLINE FOR SHARING

LISTENER ASK SPEAKER THESE QUESTIONS

1. **Key Event** *What happened this week that was important to you?*
2. **Rate the events** *How would you rate this event on a scale of 0 to 10? (0=absolutely terrible, 10=terrifically good)*
3. **Feelings** *How did you feel at the time of this interaction or event?
How do you feel about it now?*

LISTENER SUMMARIZE key event, rating, and feelings of Speaker. Put the ideas into your own words and feed them back to the speaker. Check to see if your feedback is on target. If not, ask further questions until you have a clear understanding.

LISTENER ASK THESE QUESTIONS

4. **ABCs** *What were the most important antecedents and consequences of the event you described?*
5. **Key Concern** *What is it about this event that concerned (or pleased) you the most?*
Reasons *Try to identify any concrete effects, values, beliefs, anticipated for*
future effects, or past experiences, which are
Concern *related to your concern or pleasure.*
6. **Your Behavior** *How do you feel about your action in the event?
What did you do that you felt pleased about?
What did you do that you were not satisfied with?*

LISTENER SUMMARIZE key concern (or pleasure), reasons, and behaviors which Speaker felt pleased or not pleased about.

LISTENER ASK THIS QUESTION

7. **Goals** *What, if anything, do you want to do this week to follow upon
this event or situation?*

IF SPEAKER HAS A GOAL, CONTINUE

8. **Plan** *What ideas do you have for things you could do that would help
you reach your goal?
What do you want to try this week?*

LISTENER SUMMARIZE goal and plan. Feed back. Check Out.

ASK: *Do you want any help from our small group in developing your plan?*

INTRODUCTION

Children's feelings and beliefs about themselves and their situations are important **Antecedents** to their behavior. If you are able to understand your child's feelings and beliefs, you will be better able to understand your child's behavior. You will see how even problem behaviors make sense because of the way the child sees his or her world. These

questions relate to the first seven FORCES in the ABC DIAGRAM on page 7.

Answering the questions in this profile can help you see the world through your child's eyes.

DIRECTIONS

1. Do a complete Profile on each child you want to understand better.
2. Answer each question as best you can without asking your child for help.
3. After you have answered all the questions from your point of view, you can ask your child, if s/he is willing, the questions from the Profile.
4. You can then compare your child's answers with your answers and see where there are similarities or differences.
5. If you talk to your child about the Profile questions:
 - Be sure to **ACCEPT** whatever answers your child gives.
 - If your child has answered questions in a different way from what you expected, don't criticize or challenge. Instead, use your listening skills, and ask clarifying questions such as:

I'm wondering why you said that. Could you help me understand what has happened to make you feel that way?

I. FACTS ABOUT THE CHILD AND HIS OR HER SITUATION

A. THE CHILD

1 Child's Name _____ Age _____ Sex _____ Race _____

2 Appearance: Ht. _____ Wt. _____ Body Build _____ Color Hair _____ Eyes _____

3 Health: (any chronic diseases or handicaps?) _____

4. Birthplace _____

B. THE FAMILY

- 1. Birth Order: (Circle numbers which apply)
1st 2nd 3rd 4th 5th 6th of (how many children) 1 2 3 4 5 6
- 2. Age of brothers and sisters: Older _____ Younger _____
- 3. Circle who child lives with: Biological/Father/ Mother
Stepfather/mother Adoptive Parents Foster Parents Grandparents
Other _____
- 4. List any people who live in the home in addition to parents and siblings

C. SCHOOL

- 1. Grade ___ Coed ___ Public ___ Parochial ___ Private ___ Special Ed. ___
- 2. Nursery/pre-school attended. _____
- 3. Age when child began Grade 1 _____
- 4. Grades repeated or skipped _____
- 5. Total no. schools attended _____

D. HOME

- 1. Town where child lives _____
- 2. How long lived there _____
- 3. Number of times child has moved _____
- 4. Number and type of friends available in neighborhood: satisfactory ___ unsatisfactory ___

E. COMMUNITY

- 1. Organizations family belongs to or participates in _____
- 2. Other organizations which child participates in _____

F. MONEY

- 1. How much money does child have to manage per week? _____
- 2. How does child get money: gifts ___ asking parents ___ allowance ___ work ___
- 3. How much of his/her own money does your child spend on each of the following:
Toys/Hobbies. ___ Fun ___ Clothes ___ School ___ Saves. ___
Transportation ___ Other ___
Gives to parents ___

II. PERSONAL CHARACTERISTICS

A. PERSONALITY AND APPEARANCE

1. What three words would you, as a parent, use to describe this child?

What three words do you think your child would use to describe him/herself?

2. What other person in your family do you think your child is most similar to in looks and personality? _ _ _ _ _

B. PERSONAL DEVELOPMENT

1. In each of the following areas, check what you think your child's rate of development is, and describe the feelings you think your child has about his/her development:

AREA OF DEVELOPMENT	AHEAD OF AGE GROUP	ABOUT AVERAGE	BEHIND GROUP	FEELINGS
---------------------	--------------------	---------------	--------------	----------

Intellectual development				
--------------------------	--	--	--	--

Physical growth				
-----------------	--	--	--	--

Sexual development				
--------------------	--	--	--	--

Emotional Stability				
---------------------	--	--	--	--

Socialization				
---------------	--	--	--	--

(ability to get along with peers)

2. What special physical abilities or physical handicaps do you think this child has, and how do you think s/he feels about each?

PHYSICAL ABILITY OR HANDICAP	CHILD'S FEELINGS ABOUT IT
------------------------------	---------------------------

3. What special learning ability or disability do you think this child has and how do you think/he feels about each?

LEARNING ABILITY OR HANDICAP	CHILD'S FEELINGS ABOUT IT
------------------------------	---------------------------

What do you think is your child's greatest strength or best quality?

What do you think your child would say his/her best quality is?

5. What do you think is your child's greatest weakness or worst quality?

What do you think your child would say his/her greatest weakness is?

6. Nutrition: You are what you eat - a child's food or nutritional intake is often directly related to his/ her moods or behavior. What does your child typically eat for:

Breakfast _____
Lunch _____
Supper _____
Snacks _____

7. What relationship, if any, have you noticed between your child's moods and/ or behaviors and the time of day, or his/ her eating patterns?

8. What concerns or strong feelings do you have about your child's eating?

What concerns or strong feelings do you think your child has about eating?

C. INTERESTS

~~1. What activities do you think your child liked to do best in his/ her preschool years?~~

2. What do you think your child's favorite activity was during early elementary school?

3. What do you think your child's three most favorite activities are now?

III. INTERPERSONAL RELATIONSHIPS

A. FAMILY AND FRIENDS

1. Friends: Who do you think your child would name as best friend:

(a) of same sex _____ (b) of opposite sex _____

2. How long has each of these been the best friend? (a) _____ (b) _____

3. What friends would your child confide in, or talk to if s/ he had a problem or had gotten into trouble? _____

Important events might be those which **were** exciting, stressful, painful or which brought on any kind of very strong feelings when they happened. Or, they could be events that did not seem spectacular at the time, but later on turned out to have a strong effect on the child's future. Write your ideas on this chart.

AGE OF CHILD WHEN EVENT OCCURRED	EVENT	HOW YOU THINK YOUR CHILD RESPONDED: BEHAVIOR	HOW YOU THINK YOUR CHILD RESPONDED: FEELINGS

2. What events would your child list as most important in his/her life?

B. DISCIPLINE

1. Acceptance

What do you do to show your child you accept him/her as a person?

How accepted do you think your child feels?

Totally___ Very Much___ Moderately___ Little___ Not At All___

2. Setting and Enforcing Standards

What standards of behavior does your child rebel against?

How do you attempt to enforce your standards?

What has happened as are result of your efforts?

3. Freedom to be self-directing

How satisfied do you think your child feels with the degree of freedom s/he has to express opinions, make own decisions and take responsibility for his/her own behavior?

Completely___ Very___ Moderately___ Somewhat___ Not at all_

V. GENERAL CONCERNS

A. FEARS AND WISHES

1. What do you think your child is most afraid of right now?

2. If your child had three wishes, what do you think s/ he would wish for?

B. PROBLEMS

1. What do you think your child's biggest problem is right now?

What does your CHILD think his/her biggest problem is right now?

2. If each of you had a magic wand which could change anything necessary to solve each problem:

What would you change? _ _ _ _ _

What would your child change? _ _ _ _ _

VI. SELF-IMAGE

A. COMMENTS

1. What comments were often made about this child, when s/he was little? What nicknames or labels have been attached to the child (he's a rebel, she's so sweet)?

PERSON COMMENTING	COMMENTS, LABELS, NICKNAMES	HOW YOUR CHILD REACTED TO THIS:	
		BEHAVIOR	EFFECT ON SELF-IMAGE

B. CHILD'S IMAGES OF SELF

The following pairs of words represent opposite images which a person might have about him/ herself. Place a P on the line between each pair at the point which best represents where you think your child is in relation to those opposite characteristics. Place a C on the line at the point where you think your child would place him or herself.

5. CIRCLE how **YOU** would rank your child in comparison to age-mates on:

General Intelligence:

Very Superior Superior Above Average Average Below Average

Academic Standing or Class Rank

Top.10% Upper 25% Middle 50% Lower 25% Lowest 10%

6. CHECK where you think **YOUR CHILD** would place him/herself in the above categories.

7. How do you think your child feels about:

His/her general level of intelligence?_ _ _ _ _

His/her academic standing or class rank?_ _ _ _ _

FOR OLDER CHILDREN AND ADOLESCENTS

B. COMMUNITY

1. Which organizations which your family belongs to does your child:

Strongly like. _____ Strongly dislike. _____

2. How do you think your child would finish these sentences:

The thing that I hate most about my town is. _ _ _ _ _

The thing that I like best about my town is. _ _ _ _ _

My neighbors a_re _ _ _ _ _

3. If your neighbors were asked to describe your family, what words do you think they would use?_ _ _ _ _

4. What resources or opportunities that you think are important to your child are offered, or not offered, by your community?

Offered. _ _ _ _ _

Not Offered. _ _ _ _ _

C. WORK

1. If your child WORKS, how do you feel about his/her work?_ _ _ _ _

a) What about the job does your child like best?_ _ _ _ _

b) What about the job does your child like least?_ _ _ _ _

2. If your child DOES NOT WORK at present:

a) How would you feel about your child getting a job? _____

b) What kind of job, if any, do you think your child would like to have? _____



VIII. VALUES

A. PERSONALITY AND APPEARANCE

1. If your child could be the most or the best something, what would s/ he choose to be?

Choose the 3 you think your child would rank highest, and number them 1, 2, 3.

Most popular__	Best athlete__	Best Student__	Most talented__
Best friend__	Best person__	Funniest__	Bravest__
Strongest__	Tallest__	Sexiest__	Other__

2. What famous person do you think your child admires the most? _____
 Why? _ _ _ _ _

B. ETHICS

1. Here are some statements about Ethics. Rate each statement as you think it would be rated by: **C = for your Child** **P = for your Child's Peer Group**

Y = for you, when you were your child's age.

	Very Important	Pretty Important	Somewhat Important	Not Important
Not tell on a friend who has <u>done something illegal</u>				
Do whatever his/her group <u>of friends are doing</u>				
Try to help out a friend <u>who is in trouble</u>				
<u>Have fun</u>				
<u>Get high on drugs or alcohol</u>				
<u>Attend religious services</u>				
<u>Get good grades in school</u>				
<u>Support school activities</u>				
Earn his/her own spending <u>!D.Q.M.;</u>				
Stand up for his/her own <u>beliefs or opinions</u>				
<u>Other</u>				

C. MONEY

1. How much spending money should your child have, and how should s/ he use it?

	YOUR OPINION	YOUR CHILD'S OPINION
How much_	_____	_____
How to Use\$	_____	_____

D. EDUCATION AND FUTURE OCCUPATION

1. How much education is necessary to do well in today's world? Place a **P BY YOUR OPINION**, and a **C** by what you think **YOUR CHILD'S OPINION** would be:

2 years High School____ Graduate High School____ Trade School Training____
 2 years College____ 4years College____ Graduate or Professional Training____

2. When your child is an adult, what three occupations do you think s/he would be most interested in trying out?

Which three occupations would you most like to have him/her try?

E. SEX

Here are some general statements of opinion about sex. After each:

Place a **C** in the column which you think your CHILD would check;

Place an **S** in the column which you think your SPOUSE would check;

Place an **P** in the column which best expresses YOUR OWN position.

STATEMENT	STRONGLY AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	STRONGLY DISAGREE
-----------	----------------	----------------	-------------------	-------------------

Sex is a privilege of marriage. People should only have sex with <u>their marriage partner</u>				
---	--	--	--	--

Sex is a physical pleasure and it's OK to enjoy it as much as you can with <u>anyone you can</u>				
--	--	--	--	--

Sex is a symbol of love and an individual should only have sex with <u>someone he /s he loves</u>				
---	--	--	--	--

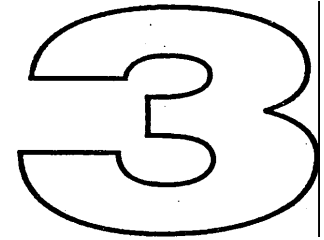
Sex is basically for the purpose of having children and people should <u>only have sex to have a child</u>				
--	--	--	--	--

Children should be taught about venereal disease and AIDS by: The School Parents				
--	--	--	--	--

Because of the risk of AIDS, adolescents should be taught to use condoms, and <u>practice "Safe Sex" if they have sex</u>				
---	--	--	--	--

The use of birth control should be: primary responsibility of the man of the woman				
<u>of both</u>				

-Self-Image and Behavior



I. SELF-IMAGE AND HOW IT DEVELOPS

A. SELF-IMAGE, A PART OF OUR BELIEF SYSTEM

Our self-image grows out of our belief about our own worthwhileness as persons. It is one of the most important parts of our **Belief System** - one of the seven Antecedent forces which influence behavior.

It is no secret that a positive self-image is a key factor in enabling children to function effectively and to feel good about themselves.

How do children get a positive self-image?

What can you, as parents, do to help this happen?

Understanding how self-image develops, and how it affects behavior, will help us answer these questions

B. BASIC NEEDS AND IDEAL IMAGES*

Our self-image and feelings of worthwhileness depend on being able to adequately meet the three Basic Needs we have for **Survival, Love/ Belonging, and Achievement..**

When we are babies, these Basic Needs can be met in simple ways. We feel good if we have a full tummy, and are warm, cuddled, and comfortable. These things take care of our **Survival, and Love/Belonging** needs, and that is enough.

As we grow, we soon begin also trying to meet our needs for **Achievement**. This happens naturally as nature drives us to develop our bodies and minds and to use them to our fullest

* The term, **Ideal Images** comes from Glar. W.; *Stations of the Mind*. New York: Harper & Row, 1981.

capacity - pushing us to walk, talk, and follow our own genetic blueprint for developing mentally and physically..

- The mere act of **growing and developing creates good feelings** which you can see shining on the faces of babies and toddlers as they learn to crawl and walk.

As children grow, they also begin to develop more **detailed and specific images** of what Survival, Love/Belonging, and Achievement mean.

These specific images grow out of our observations of life around us, the expectations and standards of our parents, and on our own unique interests and capabilities. For example:

- We all need to eat to **survive**. But we learn to prefer pasta, or bread, or rice, or potatoes depending on the families we grow up in.
- We all need **love**, but we decide how people should show love, and what we should expect to do to get love by watching our parents, other family members - and, maybe, TV shows.
- We all need to **achieve**, but achievement can mean all A's, or just passing; it can be represented by a Mercedes or a Volkswagen, depending on the symbols we associate with it.

. The **specific mental pictures** we have of what it means to meet our **Basic Needs**, and how we want our life to be, are called IDEAL IMAGES.

C. IDEAL IMAGES AND SELF-IMAGE

Our **Ideal Images set internal standards** for us in every area of life. They not only tell us what we ought to have, but how we ought to look and act in all the different roles we play - as a parent, as a spouse or lover, as a son or daughter, as a worker, as a citizen, and so on.

Thus, our **Ideal Images** in our minds function as models which guide our behavior. We

try to behave so that our perceptions of ourselves will match our ideal images.

Once we have developed our own ideal images, our self-image or sense of self-worth depends on meeting our Basic Needs in these particular ways.

- We compare our perceptions about ourselves with our ideal images, and judge how well we are measuring up. Our self-image grows out of this comparison.

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II. HOW SELF-IMAGE AFFECTS BEHAVIOR

A. CORRELATIONS BETWEEN SELF-IMAGE AND BEHAVIOR

When we have a good self-image, we usually feel confident of our ability, and are able to do our best. We also usually feel less threatened by others, and can interact more positively with them.

Since our ideal images cover many different areas of life, we may have a positive self-image in some areas, and a poor self-image in others. Our **values** tell us which areas are most important.

However, we each also tend to develop a **general self-image** of being either a **success or a failure**, depending on the proportion of areas in which we do, or don't, measure up, and how important each area is to us.

B. THE EFFECTS OF SUCCESS AND FAILURE SELF-IMAGES

The general **success or failure self-image** we develop tends to become fixed in our minds and can affect our feelings about ourselves and our functioning in all areas.

People who have a **SUCCESS SELF-IMAGE** see themselves in a positive way.

- They expect to be successful in meeting their goals, so they set realistically high standards, and work hard to achieve them.

People who have a **FAILURE SELF-IMAGE** see themselves in a negative way.

- They do not expect to be successful in meeting their goals.

To cope with a failure self-image, some people set **low standards** for themselves, and become

chronic under-achievers. Others set **impossibly high standards** for themselves, and then:

- Either **procrastinate** so that, by putting off the effort, they can put off the failure,
- Or try - **but judge themselves** by such perfectionistic criteria that their failure expectation is confirmed.

C. COPING WITH THE STRESS OF FAILURE

Feeling like a failure is very painful. To try to ease this pain, children (and adults) may turn to **destructive behaviors** and:

- **Under-achieve**
- **De-value school and drop out**
- **Use violence** in their relationships with others
- **Use drugs or alcohol** to deactivate the part of their brain which compares self-perceptions and ideal images
- **Break down physically** - developing stomach aches, headaches, or psychological symptoms such as depression.
- **Commit acts of vandalism** in the community
- **Exhibit conduct problem behaviors**
- **Withdraw, become depressed, or even attempt suicide.**

III. EXPERIENCES THAT CONTRIBUTE TO SUCCESS AND FAILURE SELF-IMAGES

A. SCHOOL

Although some children begin feeling not OK early in life, many do feel OK about themselves until they start school. Then they are confronted with external standards for academic achievement which they may, or may not, be able to reach.

Children who are able to **achieve academically will** have their **positive self-image** confirmed, and will feel like successes because they can measure up to the school's standards.

- **Children who are unable to achieve academically realize they are not measuring up, and feel like failures.**

Children who have learning disabilities, or difficulty concentrating (such as those with **Attention Deficit-Hyperactivity Disorder**) have an especially hard time maintaining a positive self-image in a school setting.

Ideally, schools should provide a wide variety of opportunities for accomplishment so that every child can be valued for some contribution and feel like a success in some areas. Unfortunately, all schools do not measure up to this ideal image, and many children suffer accordingly.

B. INTERACTIONS WITH OTHERS

Every day interactions with others also contribute to self-image. If others treat us with respect, we see ourselves as worthy of respect.

If they make fun of us, put us down, or reject us, we see ourselves as not worthwhile - like the ugly duckling who didn't realize he was really a beautiful swan.

To foster a success self-image, treat your children with respect at home and, insofar as possible, insist that other adults who oversee your children also treat them with respect.

Using the COMMUNICATION SKILLS described in Chapter 2 is one way of showing respect.

C. HOME

At home, PARENTS' EXPECTATIONS AND STANDARDS, and their **judgments** about how well a child

measures up to them have a powerful influence on the child's self-image.

Because their parents' love is so important, **children try to please** their parents by:

- Making parental standards their ideal images, regardless of whether or not the standards are reasonable and appropriate.
- Accepting parents' judgments of them, even if the judgments are inaccurate.

Parents may unintentionally foster a failure self-image by:

- **Setting standards so high** a child cannot measure up to them;
- Letting children know that whatever they do is **not quite good enough** by saying things such as -
 - *That's good, but you should have...*
 - *If only you would do... (this) instead of... (that),*
 - *Why can't you ever get things right?*
- **Refusing to let children help** at home, or manage their self-care routines because they don't do the job as well as the parent can.

To foster a success self-image,, parents need to:

- **Set reasonable and appropriate standards**
- Look for and **recognize each small step** in growth, each small improvement in ability or performance;
- Teach children to take care of themselves and help at home by **assigning responsibilities** which the child can carry out adequately - even though not excellently.

IV. GUIDELINES FOR DEVELOPING A SUCCESS SELF-IMAGE

A. REALISTIC IDEAL IMAGES

The **first step** in feeling OK, and developing a SUCCESS SELF-IMAGE is to learn to **create ideal images which are attainable** in the real world. This doesn't mean we can't reach for the highest star. It does mean being sure the highest star is humanly possible to reach. Ideal images based on TV fantasies, or parental expectations which are developmentally impossible are setups for failure, and need to be rejected.

When reaching for excellence, it helps to think of an IDEAL IMAGE as an **ultimate goal**, and. to **translate it into a series of steps** (intermediate ideal images) by which it can gradually be reached.

B. ACCURATE SELF-PERCEPTIONS

The **second step** in developing a SUCCESS SELF-IMAGE is to **develop accurate self-perceptions**.

Inaccurate self-perceptions may involve:

- OR
 - **Underestimating our positive qualities**, and overestimating our negative ones, thus failing to see our own competencies,
 - **Blocking out an awareness** of our **maladaptive behaviors** and their results.
For example:
 - The alcoholic who insists that he is functioning effectively, and has no drinking problem;
 - The anorexic girl who still sees herself as overweight, though she weighs only 60 pounds and is dying of starvation.

An accurate self-perception depends on the ability to:

- Objectively observe our own behaviors, and their consequences
- Seek feedback from others, and then sort through the feedback "using what is relevant, and discarding what is not."

C. SELF-AFFIRMING SELF-JUDGMENTS

The **third step** in developing a SUCCESS SELF-IMAGE is to learn to carry out the process of comparing self-perceptions and ideal images in a SELF-AFFIRMING manner, without self-discounting or condemnation.

- Use **Self-Evaluation** (Problem Solving, Step VI) to assess positive accomplishments, as well as areas needing improvement.
- Focus on **learning from experiences**, rather than merely chalking them up as successes or failures. **Say**, *'What can I learn from that mistake?'* .
Don't say, *'I'm an idiot, I never do anything right!'*
- **Recognize and reinforce all your efforts**, every small improvement, and each step of progress toward measuring up to an ideal image.

Don't be such a hard taskmaster that only 100% perfection gets rewarded!

V. WAYS OF IMPROVING YOUR CHILD'S SELF-IMAGE

A.. PARENTAL EXPECTATIONS

We've mentioned both PARENTAL STANDARDS and PARENTAL EXPECTATIONS:

- **Standards** involve explicit descriptions of behaviors.
- **Parental expectations** are more general, and cover not only behaviors, but also other qualities of a child.

Parents communicate their expectations and judgments about whether or not children are fulfilling them directly by:

- **Comments** such as *Good girls don't talk like that!*
- **Non-verbal looks** of approval or disapproval
- **Modeling behaviors** which their children copy.

Parents also communicate their expectations and judgments indirectly in thousands of other subtle ways so children pick them up unconsciously.

You can use **Worksheet 5: THINKING ABOUT PARENTAL EXPECTATIONS** to get in touch with and compare your parents' expectations for you, and your expectations for your children. This may give you ideas for ways you can adapt your expectations to help your children feel better about themselves.

B. USE RATIONAL DISCIPLINE

Higher self-esteem in children is correlated with their parents' use of all three elements in RATIONAL DISCIPLINE.

By using ACCEPTANCE, STANDARDS, and SELF-DIRECTION you can help your children apply the **Guidelines for Developing a Success Self-Image** to themselves.

- ACCEPTANCE assists children in making self-affirming self-judgments.
- SETTING AND ENFORCING REASONABLE AND APPROPRIATE STANDARDS of Behavior helps them develop realistic ideal images.
- HELPING CHILDREN BECOME SELF-DIRECTING fosters accurate self-perceptions.

C. ENCOURAGE SUCCESS EXPERIENCES

You can also foster a positive self-image by creating opportunities for your child to have SUCCESS EXPERIENCES - activities which result in the child's feeling a sense of accomplishment or success. Two key characteristics of a success experience are:

- The child enjoys doing the activity or thinks it is worthwhile;
- Parents or others who are important to the child show that they think the activity is worthwhile.

Here are some ideas for success experiences:

- **Recognize things they are already doing.** For example, when children show you school papers, focus on positive qualities or improvement, rather than just responding to the grades.
- **Show pleasure at each new ability your child develops.** For example, show you are pleased with your toddler's ability to put small things into bigger things.

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- **Let children help out at home** by doing or making things the family needs or appreciates. For example, let children cook special treats for the family, as well as help with basic chores.
- **Teach children to do self-help activities.** Let them be as self-directing as possible, and show pleasure with their efforts.
- **Arrange for special lessons** or participation in community activities. Let children choose their own levels of involvement and interest. Recognize gradual improvements and effort rather than measuring their progress against some absolute standard.

When you show pleasure or appreciation, tell why you are pleased:

I like...(describe child's behavior) **because...(reason** this pleases you),

rather than praising the child for being a good boy or girl. (Resource Sheet 3: SKILLS FOR SENDING YOUR MESSAGE)

D. ACCEPT THEM FOR THEMSELVES

Show your children you love and accept them *just because you're you*, as well as showing approval of specific behaviors.

If all your positive interactions are responses to your children's accomplishments, you are telling them:

You are only OK as long as you're performing up to my expectations.

This can actually leave children feeling uneasy and insecure:

What if I can't always do well - will you still love me?

I. GET IN TOUCH WITH YOUR PARENTS' EXPECTATIONS FOR YOU

A. ASK YOURSELF THESE QUESTIONS

1. How would your parents describe their ideal child - what were their expectations about what this child should be like?
2. Was this child preferably a boy or girl - or didn't it matter?
3. What kind of child, what temperament or traits did they admire - should the child be athletic, artistic, smart, quiet, aggressive?
4. What kind of behaviors were proper for boys? For girls?
5. As a son or daughter, what behaviors did your parents expect of YOU?
6. What were you not supposed or expected to do?
7. How did your parents let you know what they expected an ideal child to be like?
8. How did they let you know their expectations about appropriate son/ daughter behavior?
9. How did you feel about these expectations?
10. What impact are your parents' expectations and judgments still having on your ideal images, self-perceptions, and self-image?

B. WORK ON YOUR OWN SELF-IMAGE

Freeing ourselves from early destructive images, perceptions, and judgments can be difficult. Your present self-image may be based on:

- ideal images adopted in childhood which may, or may not be realistic.
- self-perceptions which reflect negative childhood appraisals, in spite of amply contradictory evidence.
- critical self-judgments which may, or may not, be accurate.

To tune up your self-image, you can use the **Guidelines for Developing a Success Self-Image** outlined in section IV of Chapter 3:

- **Evaluate your ideal images.** See if they are reasonable and appropriate for you. If your Ideal images are based on fantasy, rather than reality, change them. For example, if your ideal image of yourself as a parent is based on the *Brady Bunch* forget it!

- **Evaluate your self-perceptions.** Observe your own behaviors and their consequences. Check your perceptions against others' feedback.
- **Affirm yourself.** Engage in Self-Evaluation. Affirm your positive accomplishments, as well being self-critical. Insist that others respect your needs, just as you respect theirs.

When you have created realistic ideal images and developed accurate self-perceptions, note whether there is still a gap between them. If so, go through Problem Solving to figure out how to close the gap.

II. THINK ABOUT YOUR EXPECTATIONS FOR YOUR CHILDREN

A. ASK YOURSELF THESE QUESTIONS ABOUT YOUR CHILDREN

1. Are girls or boys preferred, or doesn't it matter?
2. What kind of temperament, what qualities do you admire in a child?
3. What kinds of behaviors do you expect from your son or daughter?
4. What are boys/girls not supposed to do in your family?
5. How do you let your children know your expectations for them?
6. How do you think your children feel about these expectations?
7. What impact do you think your expectations and judgments are having on their ideal images, self-perceptions, and self-image?

B. EVALUATE YOUR EXPECTATIONS FOR YOUR CHILDREN

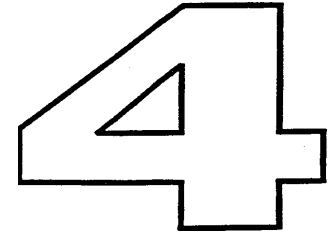
Parental expectations and judgments are necessary to help children develop into responsible adults. But, parents are only human. Even though they love their children and want to do the best for them, their very efforts to help a child can unintentionally result in a child's feeling not OK about him/herself.

If there are any signs that your expectations are having a negative, rather than a positive, effect on your children, check the nature and source of your expectations:

- *Are any of my expectations based on ideal images I have uncritically adopted from my parents' expectations for me?*
- *Could any of my expectations be inappropriate or unreasonable given my child's age, temperament, capabilities, or the present social customs?*



Setting and Enforcing Standards



I. SETTING REASONABLE AND APPROPRIATE STANDARDS

A. WHY PARENTS NEED TO SET STANDARDS OF BEHAVIOR

Setting Reasonable and Appropriate Standards of Behavior, and enforcing them consistently, is a key element in Rational Discipline.. **Parental standards shape children's ideal images**, and these, in turn, affect self-image and guide future behaviors.

If parents do not set clear standards, children may feel insecure or unloved. They may lack self-confidence and will not learn how to behave responsibly.

B. SETTING APPROPRIATE STANDARDS

Appropriate standards are those which call for **responsible behaviors**.

All of us are concerned with trying to meet our Basic Needs for Survival, Love/Belonging, and Achievement. Since we live in a world with other people who are also trying to get their needs met, we must learn how to meet our needs by using responsible behaviors.

- **Responsible behaviors** are behaviors which help a person meet his/her own needs in ways which do not harm others, or interfere with their ability to meet their needs.

- **Irresponsible behaviors** are those which do not help a person meet his/her own needs, or else harm others, or interfere with their ability to meet their needs.

To test the appropriateness of a standard of behavior, ask yourself:

- *If my child does this, will it help meet one or more of his/her Basic Needs?*
- *Can my child do this, without hanning others, or interfering with their ability*

to meet their needs?

There may be many things which you might want your child to do just because they please you, but behaviors which do meet both of the above tests are probably the most important ones to focus on in setting standards.

C. SETTING REASONABLE STANDARDS OF BEHAVIOR

Once you know that a standard of behavior is appropriate, you still have to decide on how high to set your standard.

- For example, you may decide that it is appropriate for a child to keep his/her own room clean, because that behavior helps the child meet his/her survival needs.

- Then, the question is, **how clean is clean?**

If you set your standards too low, your children will not have to work very hard to achieve them, and thus will not be stretched to their fullest potential or be prepared to deal with the standards that others will set in the world outside the family.

If you set your standards too high, then your children will not be able to reach them, and will perceive themselves to be failures.

- **A reasonable standard** is one which specifies a **concrete behavioral goal** which the child can achieve with reasonable effort.

To decide what is reasonable for your child, **look at your child's age and stage of development.** Find out what most children can do at this age, then **make adjustments** up or down in accordance with your child's strengths or weaknesses, and slower or faster rate of development.

- You can change your standards as your child develops, just as you move up the crossbar for high-jumping as a child gets stronger.

The most important thing to remember is to set your beginning standards at level where the child can achieve success.

- **All that a child learns from failing is how to continue failing.**

- **A positive self-image is built on success experiences.**

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II. APPROACHES TO USE IN SETTING AND ENFORCING STANDARDS OF BEHAVIOR

A. FOUR APPROACHES TO SETTING AND ENFORCING STANDARDS

There are four approaches which you can use in setting and enforcing standards of behavior: NON-INTERVENTION, INFLUENCE, NEGOTIATION, POWER.

When you use a **NON-INTERVENTION** approach, you decide not to set or enforce a standard of behavior, in a particular area. Instead you give the child total freedom to make choices and decisions and to be self-directing in the area where you choose not to intervene.

When you use an **INFLUENCE** approach, you **state your standard clearly**, try to help the child see why this standard is important to you, and how it will benefit the child to meet this standard.

. Then you let your child make the final decision about whether or not to adopt your standard.

When you use a **NEGOTIATION** approach, you discuss your standard with the child and **negotiate until you both agree** on a reasonable standard and an enforcement plan.

When you use a **POWER** approach **you decide on the standard** of behavior you want, and the methods you will use to enforce the standard.

Each approach represents a **different balance** between **parental control** and **self-direction for the child**, as the following chart indicates.

DEGREE OF PARENTAL CONTROL AND SELF-DIRECTION FOR THE FOUR APPROACHES TO SETTING AND ENFORCING STANDARDS OF BEHAVIOR		
TYPE OF APPROACH	DEGREE OF	
	PARENTAL CONTROL	CHILD SELF-DIRECTION
Non-intervention	None	Total
Influence	Moderate	High
Negotiation	Strong	Strong
Power	Total	None

B. CHOOSING THE BEST APPROACH

Each approach has a role to play in a Rational Discipline structure and could be the best approach to use in certain situations.

A general rule to follow in selecting an approach is to use the **least amount of control necessary for each situation**. This will be the most effective way to train a child to be **Self-Directing** (See Chapter 5).

Younger children, or children who are immature, **will need more parental control**, and older, more mature children need more freedom to be self-directing.

- Use **NON-INTERVENTION** and **Influence** approaches in situations where children can understand the need for a standard, the choices of behaviors available, and the probable consequences of each choice.

For all ages, more serious problems require more parental control.

- Use a **NEGOTIATION** or **POWER** approach in situations where the child might make a decision or choose a behavior which could result in severely damaging or life-threatening consequences.

C. THE IMPORTANCE OF FLEXIBILITY IN USING APPROACHES

Most of us have a preferred approach which feels comfortable to us, and we tend to use that approach most of the time. Often the approach we use most is the same one our parents used. While each approach is useful in certain situations, the exclusive use of any one approach can result in an unbalanced discipline structure. This is especially true if Nonintervention or Power are used exclusively.

The predominant use of NON-INTERVENTION is called PERMISSIVENESS.

- In effect, by never intervening to guide a child, parents are saying, *do as you please*. They are abdicating responsibility to set standards and guide their children's behavior.
- When parents are **permissive**, children feel insecure. They may become very self-willed and inconsiderate, and have trouble getting along with others.

The predominant use of POWER is called **AUTHORITARIANISM**.

- When parents are authoritarian, children are **not given freedom to be self-directing**, and do not learn to think for themselves. They also may develop a poor self-image and lack self-confidence.
- They may tend to withdraw and give in, rather than stand up for their own needs, or they may copy their parents' power approach and get their own way by bullying or threatening others.

Resource Sheet 4: ADVANTAGES AND DISADVANTAGES OF FOUR APPROACHES TO STANDARDS OF BEHAVIOR describes the advantages and disadvantages of each approach as a Rational Discipline tool.

D. THE PROBABLE IMPACT OF DIFFERENT APPROACHES ON THE CHILD

The actual impact of using each approach is strongly affected by the degree of acceptance which you include in your discipline structure.

When you show warmth, concern and acceptance for your children in many verbal and nonverbal ways, children can tolerate and respond more positively to any style of discipline.

- **A warm Power** approach will have a **more positive impact** on children than a cold Power approach, and the same is true for the other approaches.
- Warmth and acceptance enhance the probable positive effects or advantages of each approach, while coldness and rejection enhance the probable negative effects or disadvantages.

To understand your own experience, and how your parents' discipline approach affected you, consider the degree of warmth and acceptance they showed, as well as the approach they used.

The same thing applies to your evaluations of the impact of your style on your children.

III. METHODS TO USE IN ENFORCING STANDARDS

There is no magic formula to tell you which approach to use in a particular situation. Depending on the situation, the **seriousness of the behavior**, and **age of the child**, each of the four approaches could be the best to choose. You will need to use your **Problem Solving Process** to decide which approach to use in each situation.

This Workbook includes skills to use with each of the four approaches.

The Communication Skills you have learned are tools to use with all four approaches. You will learn other methods to use with each approach in the remaining sections of the Workbook.

It is important to remember that when you use a **Negotiation or Power approach**, you will need to control antecedents and consequences to enforce compliance to standards.

- **Controlling antecedents** usually involves controlling the situation so that it becomes difficult or impossible to behave in non-compliant ways. For example, keeping a child in the yard by building a fence, or keeping a teenager off the street by keeping him/her in at night.
- **Controlling consequences** involves providing the child with positive pay-offs for complying with the standard, and negative pay-offs for not complying. (See **Chapter 11** for more details on **Managing Consequences**.)

IV. EVALUATING YOUR EFFORTS IN SETTING AND ENFORCING STANDARDS OF BEHAVIOR

You can use **Worksheet 6: EVALUATING YOUR EFFORTS IN SETTING AND ENFORCING STANDARDS OF BEHAVIOR FOR YOUR CHILDREN** at the end of this Chapter to evaluate your current efforts to set and enforce standards.

You can use **Worksheet 7: IDENTIFYING YOUR APPROACH TO SETTING AND ENFORCING STANDARDS OF BEHAVIOR** to help you identify the approaches you are using and their effects.

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*EVALUATING YOUR EFFORTS IN SETTING AND ENFORCING STANDARDS OF BEHAVIOR
FOR YOUR CHILDREN/WORKSHEET 6*

INSTRUCTIONS FOR FILLING IN THE CHART FOR WORKSHEET 6 ON THE FOLLOWING PAGE

COLUMN A

Look down the list of Behaviors

COLUMN B

Put a check in Column B for each behavior area where either you or your child feels dissatisfied with the standards you are setting, or with how you are enforcing them.

COLUMN C

In Column 3, check how the standards in each area are set.

COLUMN D

In Column 4, check how the standards are enforced.

AFTER YOU HAVE FILLED IN THE CHART

Look for patterns which emerge with regard to:

- Who sets the standards
- How standards are enforced
- Who feels satisfied.

If you are not satisfied with the patterns you see, or if there are areas of behavior where either you or your children are dissatisfied, you can use the Problem Solving Process in

Resource Sheet 1 to help you decide what to do about the problem.

*EVALUATING YOUR EFFORTS IN SETTING AND ENFORCING STANDARDS OF BEHAVIOR
FOR YOUR CHILDREN/WORKSHEET 6*

A	B	D
Behavior Area	Parent/Child Dissatisfied	How Standards are Enforced* N-1, 1, N, P
EATING: What, <u>When, Manners</u>		
SLEEPING/ RISING Times		
CLOTHING, <u>GROOMING</u>		
FRIENDS Who, When, <u>How to Treat</u>		
RESPECT ADULTS <u>Language, Obedience</u>		
SCHOOL: Studying, <u>Attendance-</u>		
MONEY: Getting, <u>Spending</u>		
CHORES: What, <u>When, How</u>		
RELIGION Codes of <u>Behavior, Attendance</u>		
FREE TIME: How much, <u>When, How spent?</u>		
CHEMICAL USE: Alcohol, <u>Drugs, Tobacco, Caffeine</u>		
OTHER:		

***DEFINITIONS**

NON-INTERVENTION (N-1) Parents do not set or enforce standards. The child is given freedom to be self-directing in this area.

INFLUENCE (I) Parents present their desires clearly, and try to help child see why a standard is important to them and in child's best interest. Then they let the child decide how much to comply with that standard. They guide the child in decision making and problem solving so the child can make wise decisions, and in self-evaluation so the child can learn from mistakes.

NEGOTIATION (N) Parents and the child make joint agreement on the nature of a standard and of enforcement procedures. Parents may exchange privileges for compliance with standards, and withhold privileges for non-compliance.

POWER (P) Parents set the standard and define it to the child. Parents enforce compliance by controlling antecedents (such as situation) and consequences (by using reinforcements and punishments).

*IDENTIFYING YOUR APPROACH TO SETTING AND ENFORCING STANDARDS
OF BEHAVIOR/WORKSHEET 7*

1. Fill in your answers to the following questions on the chart below.

- a) Check the approach **your parents used** most often in responding to problems or setting and enforcing standards of behavior.
- b) Write in the **percentage of time** you and your spouse use each approach in your family now.

	NON-INTERVENTION	INFLUENCE	NEGOTIATION	POWER
Your mother				
Your father				
You				
Your spouse				

2. How do you feel about the style your parents used?

- a) How did the approach they used affect:
 - Your self-image?
 - Your ability to make good decisions and be self-directing?
 - Your relationship with your parents?

b) What other effects did this style have on you?

3. In what ways do you and your spouse differ with regard to the approaches you use?

What problems, if any, does this cause?

4. How do you feel about the approach you use most often?

What impact do you think this style is having on your children's:

- Self-image?
- Relationship with you?
- Ability to be self-directing?

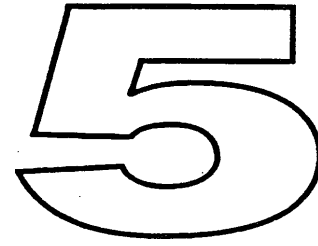
5. Think of an example of a time when you used your favorite approach:

- What happened as a result of your actions?
- In what way were you pleased or not pleased with the results?

6. Are there any of the four approaches which you have never tried using?

If so, what is it that keeps you from trying them?

Helping Children Become Self-Directing



I. TRAINING CHILDREN FOR SELF-DIRECTION

A. THE **IMPORTANCE** OF **TRAINING** FOR SELF-DIRECTION

Most parents want their children to grow up to become mature, independent, self-directing adults who **will**:

- Feel good about themselves as persons
- Develop realistic ideal images for themselves
- Set and adhere to responsible standards of behavior
- Make wise choices and decisions
- Cope with problems effectively and responsibly.

In order for this to happen, parents need to work actively at training their children to become self-directing so they will be prepared to handle adult freedom and responsibility wisely.

B. KEY ELEMENTS IN TRAINING FOR SELF-DIRECTION

Training for self-direction can begin in infancy and continues throughout life.

The first key element in training your children to be self-directing is to teach them these three skills:

1. **IDENTIFYING BEHAVIOR-CONSEQUENCE (B-C) CONNECTIONS** - Recognizing the link between their own behaviors and the consequences which these behaviors bring.
2. **SELF-EVALUATION** - Learning to evaluate their own behaviors in terms of the desirability of the consequences the behaviors bring.
3. **PROBLEM-SOLVING** - Learning to use a systematic problem solving process to make decisions and plan behaviors which will bring positive consequences.

The second key element is to give children a degree of freedom appropriate for their age to express opinions, make choices and decisions, care for their own needs, and solve their own problems.

II. TEACHING SKILLS FOR SELF-DIRECTION

A. IDENTIFYING BEHAVIOR-CONSEQUENCE (B-C) CONNECTIONS

Learning about cause-effect connections is essential for survival and is characteristic of all thinking life forms.

The ability to accept responsibility for one's own behavior and the results which follow depends upon an awareness of B-C links. Understanding B-C connections also lays the

foundation for the more advanced skills of self-evaluation, and problem solving.

From birth, children actively seek out information on connections - how things happen, and how to make things happen. Babies learn that shaking a rattle makes an interesting noise, and smiling brings a pleasing response from an adult. When your children are **infants**, you can

help them learn about B-C connections by:

- Providing them with opportunities to manipulate toys and other materials to discover what happens;
- Responding positively and consistently to the baby's attempts to communicate.

When your children are **pre-schoolers**, you can strengthen their awareness of B-C connections by commenting on, or identifying, those connections which naturally occur in daily life. When you identify consequences, it is especially helpful to point out all the relevant consequences:

- **Internal effects** - Feelings, self-image, needs, goal attainment
- **Side-Effects** - on family relationships and on others
- **Observable effects** - How others respond, impact on objects and people (what got broken, who got hurt, or was helped).

For example: four year-old Robby leaves his newest transformer on the floor, and baby sister picks it up and pulls off the arms and legs. Robby gets mad and prepares to attack his sister, who starts screaming. Mother separates the kids and calms them down. She could then do a little B-C connection training by saying to Robby:

- *You forgot to put your transformer on the shelf. Your sister found it on the floor and broke it. You felt sad, got mad at her, and she got scared. I got upset too.*

- Mom could add self-evaluation by adding: *What could you do from now on to make sure this doesn't happen again?*

When commenting on a B-C connection:

- **Talk in a quiet, non-judgmental manner** so the child can accept the learning more easily.
- **Avoid scolding or punishing** a child who has made a mistake. This strengthens the child's natural tendency to blame other people, or outside events, for things that happen to him/her.

To cement learnings about B-C connections, **let your children experience the natural consequences of their actions.**

It is hard for us to see our children feeling unhappy. When our children make unwise choices, our first impulse is to rush in and try to save them from the negative results which follow. This may help them feel good at the moment, but will not help them learn how to make better choices in the future.

- For example, suppose Robby's mother felt sorry for him and said, *Poor dear, I'll buy you a new transformer the very next time I go to the store. What would Robby learn about B-C connections?* He would probably learn that it doesn't matter whether or not he takes care of his toys, because mom will get him new ones anyway!

As your children get older, and show signs of recognizing B-C connections for themselves, you can stop pointing them out. Instead, you can reinforce their learnings in these ways:

WHEN YOUR CHILDREN USE -

- **Undesirable behaviors and get negative consequences**, don't add additional punishments. If you do, children are apt to feel angry toward you, and to blame you for their unhappiness, rather than accepting responsibility themselves.
- **Undesirable behaviors and do not get any negative consequences**, then add a reasonable punishment so the child will realize the behavior is unacceptable.
- **Desirable behaviors**, tell them you're pleased, and point out **positive consequences**, if any. Recognizing these positive connections will help your children feel good and develop confidence in their ability to function effectively.

These suggestions for Identifying B-C Connections are summarized in Section A. of Resource Sheet 5: **GUIDELINES FOR HELPING CHILDREN BECOME SELF-DIRECTING.**

B. SELF-EVALUATION: TO HELP CHILDREN LEARN FROM EXPERIENCE

You have probably heard the saying experience is the greatest teacher. This is only partly true. **Unexamined experience** teaches us nothing. We must reflect on, and evaluate, our experiences, in order to learn from them. By guiding your children through Self-Evaluation, you can help them learn from their experiences.

Self-evaluation begins with identifying **B-C connections**, and then asks us how pleased we feel with the results our behaviors have brought. The learning comes as we ask the question:
What would I do differently if I were doing this again?

Self-evaluation enables us to move beyond useless cycles of guilt and self-blame, and get on with planning effective behaviors.

When your children are young, you can begin teaching them self-evaluation by asking simply:

*Are you glad you did that?
Let think of what you could have done instead.*

As your children get older, you can use the Self-Evaluation process in Section B of **Resource Sheet 5: GUIDELINES FOR HELPING CHILDREN BECOME SELF-DIRECTING** to guide your

children through self-evaluation. These steps are a simplified version of Step VI of Problem Solving. When you **guide your children through self-evaluation**, you strengthen their self-image. As they learn from their experiences, they feel better about themselves and more confident about their ability to cope with problems.

Use self-evaluation after both positive and negative experiences. **If your children do something that turns out badly**, use self-evaluation to help them *learn their lesson* instead of lecturing or yelling and screaming. In addition, you will discover whether mistakes are due to:

- Failure to accurately anticipate consequences
- A limited repertoire of behaviors which resulted in the child doing the only things/he could think of at the time.

Then, you can help them by **coaching them to anticipate consequences**, or by **teaching them new behaviors**.

If your children do something that turns out well, use self-evaluation to help them identify their own role in making the good thing happen.

There are many times, of course, when children (and adults) must be subjected to external evaluations - ratings such as grades, and other forms of praise or criticism-from others about their performance. These external judgments do shape behavior, but over-reliance on the judgments of others will inhibit the ability to behave responsibly and become truly self-directing.

Self-Evaluation is used to help a child learn from past behaviors. Use **Problem Solving** to help your child plan ahead and choose future behaviors that will bring positive consequences.

C. PROBLEM SOLVING WITH CHILDREN: TO GUIDE CHILDREN IN PLANNING AHEAD

When your children come to you asking for help with a problem, it is tempting to take over and tell them what to do. You will be more helpful to your children if you resist this temptation and use this opportunity to foster **Self-Direction** by guiding them through **Problem Solving** instead. You can also use PROBLEM SOLVING WITH CHILDREN after Self-Evaluation, and in situations where you have decided to give them freedom to make their own decisions about what to do.

Resource Sheet 5: PROBLEM SOLVING WITH CHILDREN, Section C provides questions to use to guide your children through problem solving.

- The KEY QUESTION for each step is listed at the left, and more questions to use, as necessary, are suggested on the right.
- ADAPT THE EXACT WORDING of the questions to the age of your child.
- You can contribute to the problem solving process at the points shown on the Worksheet.

Guiding your child through this Problem Solving process can be done from either an Influence or a **Negotiation** approach (see Chapter 4).

- If you are using it as an **Influence** method, it is important to let your child make the final decision about what to do.
- If you are using it as a **Negotiation** method, the solution must be acceptable to BOTH of you.

Problem Solving With Children is not suitable for a **Power** approach. If you try to use this problem solving process as a tool to manipulate your child into doing what you want, the child will quickly learn to mistrust you and the process.

A. EVALUATING PROGRESS IN BALANCING STANDARDS AND SELF-DIRECTION.

To evaluate your efforts in achieving an appropriate balance between Setting and Enforcing Standards of Behavior and Helping Children Become Self-Directing, turn back to **Worksheet 6: EVALUATING YOUR EFFORTS IN SETTING AND ENFORCING STANDARDS OF BEHAVIOR**, page 53.

look at each behavior area listed, and ask yourself: *"What am I doing now, in this area, to help my children become self-directing by:*

- *letting them express opinions and ideas, and showing that I accept and respect their ideas even if I disagree with them or cannot permit them to act on them.*
- *encouraging them to learn self-help skills.*
- *giving them freedom to make choices and decisions and solve their own problems, including guiding them through Problem Solving when appropriate.*
- *helping them identify Behavior-Consequence connections.*
- *using Self-Evaluation to help them learn from experience.*

How satisfied do you feel with what you are doing now to foster self-direction?

How satisfied do your children feel?

What changes, if any, do you want to make to strengthen your efforts to train your children to become self-directing?

B. RATING YOUR CHILD AS A DECISION MAKER

You can use **Worksheet 9: RATING YOUR CHILD AS A DECISION MAKER** to get a picture of how well your children are already handling decision making.

Getting a sense of your child's decision making ability can help you judge what level of decisions your child is ready to make. If your child seems less able than others of his/her age, you can help by giving more chances to make decisions, and repeatedly guiding your child through the skills of:

- **Identifying Behavior-Consequence connections**
- **Self-Evaluation**

- **Problem Solving.**

The list on the left of the page contains characteristics which are usually associated with poor decision making ability. The list on the right contains characteristics which are usually associated with good or effective decision making. Look at each pair of opposites, and **mark an X on the line at the point which best indicates where you think your child is right now.**

- | | |
|--|--|
| 1. Has poor self-image & these not OK feelings strongly affect decisions. | Has positive self-image & these OK feelings have a strong effect on decisions. |
| <hr/> | |
| 2. Does a poor job of reality testing. Cannot seem to see the realities of a situation. | Does a good job of reality testing. Is able to see situation as it really is. |
| <hr/> | |
| 3. Unclear about what s/he wants. Unable to set realistic goals. | Knows what s/he wants to have happen. Able to set clear goals. |
| <hr/> | |
| 4. Not clear about own values, vacillates, shows other signs of value confusion. | Clear about own values. Able to stand up for and act on values. |
| <hr/> | |
| 5. Has poor moral judgment, little concern for others. | Has good moral judgment. Considers what is good for others, as well as self. |
| <hr/> | |
| 6. Decisions lead to irresponsible behaviors which are harmful to self or others. | Decisions lead to responsible behaviors, and meet own needs without harming self or others. |
| <hr/> | |
| 7. Acts impulsively on basis of wants of moment. | Is able to consider needs and values as well as wants, and to delay pleasure for long-term good. |
| <hr/> | |
| 8. Unable to visualize probable consequences of behavior. Always surprised when the obvious results occur. | Able to see and understand probable consequences of a behavior. |
| <hr/> | |
| 9. Looks for some authority to tell him what to do. | Respects authority, but uses own Adult ego state to sift ideas and make own decision. |
| <hr/> | |
| 10. Always goes along with the crowd. | Able to stand against the crowd if s/he believes it to be necessary. |
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- Help feed themselves by the time they are a year old
- Help choose what clothes to wear as preschoolers
- Learn to dress themselves by school age
- Be taught how to organize and do homework, and then be given responsibility for handling it themselves
- Learn to manage money by being given an allowance and the responsibility for making choices about how to spend it.

Whenever you do things for your children which they are capable of doing for themselves, you inhibit their ability to become self-directing.

DIAGRAM OF RELATIONSHIP BETWEEN

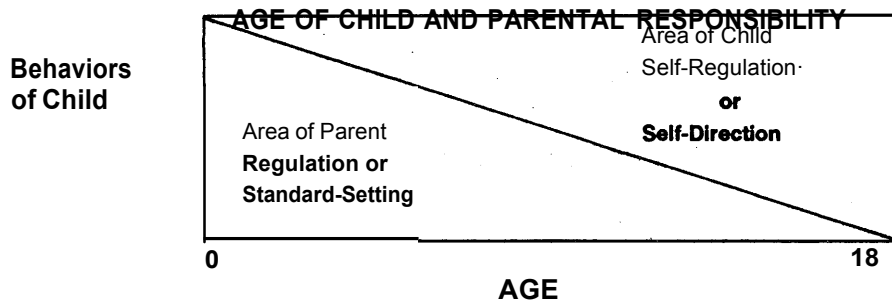


Figure 6.

A second form of Self-Direction which is essential at all ages is the freedom to express ideas and opinions -even though they conflict with your ideas (see Chapter 2: Communicating Effectively).

A third form of Self-Direction consists of giving children freedom to set goals, make decisions about courses of action, and solve their own problems in areas appropriate to their age and ability.

Since children learn by experience, you need to start letting them make little decisions when they are young so they can gradually become able to make choices in more important areas as they grow older.

As children practice making decisions, they will make a lot of mistakes - just as a baby falls down a lot while learning to walk.

- Let your children make mistakes and experience the consequences of unwise choices.
- Then, guide them through the skills of identifying Behavior- Consequence connections, Self-Evaluation, and Problem Solving to help them learn from their experiences and cope with whatever negative consequences may have resulted.

Because children will make mistakes, freedom to make choices must be balanced by not giving them freedom to choose in situations where an unwise choice could cause severe, fatal, or irreparable consequences.

You can use the **Checklist below** to help you decide whether or not to give your child the freedom and responsibility to make decisions in a particular area.

Checklist for Testing Children's Readiness to Choose

1. Understanding the Choices

Is your child familiar enough with the possible alternative choices so he/she can picture what each choice would be like?

2. Anticipating Consequences

Is your child able to imagine what will probably happen as a result of choosing various courses of action?

3. Understanding Own Needs

Can your child understand how his/her own needs are related to the choices, and how the probable consequences of each choice will affect these needs?

4. Understanding Others' Needs

Does your child have some understanding of how others' needs are related to the situation, and how each course of action would affect these needs?

5. Seriousness of Potential Consequences

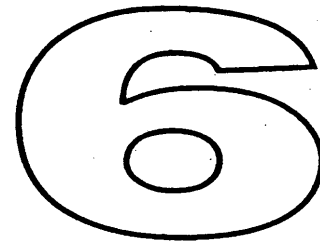
How serious would the consequences of an unwise choice be?
 What is the probability that an unwise decision would cause severe, irreparable or fatal damage for the child or others?

C. EVALUATING YOUR OWN PROGRESS

You can use **Worksheet 8: EVALUATING YOUR PROGRESS IN HELPING CHILDREN BECOME SELF-DIRECTING**, and **Worksheet 9: RATING YOUR CHILD AS A DECISION MAKER** to assess the progress you have already made in helping your children become self-directing, and to decide on any changes you want to make.

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Accepting Your Child as a Unique Individual



I. THE IMPORTANCE OF ACCEPTANCE

A. ACCEPTANCE AND SELF-IMAGE

Acceptance is as essential to **Rational Discipline** as **Standards of Behavior** and **Self-Direction**. Acceptance does not mean approving all of a child's behaviors. Acceptance is aimed at the child as a person, not at specific behaviors. It is aimed at the characteristics that

define that child as a unique individual, rather than at what the child does or doesn't do.

When you accept a child, you are saying, *It's OK to be who you are. I see you as a worthwhile person just because you are you, regardless of whatever talents and handicaps, strengths and weaknesses you happen to have.*

Acceptance is like a passport, confirming that a child belongs in a family.

ACCEPTANCE:

- Enables us to meet our **Basic Human Need** for Love/Belonging.
- Produces the **I Am Lovable And Capable (IALAC)*** feelings which are essential to a positive self-image.

B. FEELINGS AND ACCEPTANCE

Acceptance requires accepting others' feelings as well as their other characteristics. Feelings are an important part of our life. They are an antecedent and a consequence of almost every behavior (see Chapter 1, Figure 2: ABC Diagram, page 7). Feelings are **powerful, psychic energy,**

which our bodies must deal with one way or another.

If **we ignore or repress our feelings,** they take an **internal toll** on our bodies and minds.

Repressed feelings undermine our self-image because we cannot feel good about ourselves if there is some part of ourselves which we are not accepting.

* Simon, S. IALAC. Niles, Ill.: Argus Communications, 1973

- **Explaining away or denying feelings or perceptions-** You listen to your child, but deny the validity of the concerns, feelings, or perceptions s/he is expressing. You say things like:

- *It's nothing to worry about, you're just over-reacting.*
- *That's not important, I don't know why you are so upset.*
- *You're just imagining things.*

- **Pseudo-questioning** - You ask questions when you already know the answers. Your goal is really to show up other people's mistakes, pin something on them, or make them admit they are guilty. For example:

- *How come you didn't...?*
- *Why can't you ever...(be on time, etc.)?*
- *Now, who do you suppose... (spilled the coffee, etc.)?*

- **Telling your child what to do** - When your child has a problem, you take over by:

- Giving orders: *Do what I say.*
- Offering advice: *Why don't you...*
- Preaching: *You should do the right thing, which is.....*
- Lecturing: *The facts show that...therefore you should....*

- **Making judgmental or-derogatory remarks** - Using sarcasm, calling names, making critical remarks, making fun of, teasing:

- *If you get any fatter, they'll put you in a side show.*
- *You lazy slob.*
- *You never could do anything right.*
- *You stumble around like you had four left feet.*

- **Smothering** - Doing things for children which they need to learn to do for themselves, not training them to be self-directing.

When we use the above discounts, we are usually not trying to hurt our children. We may be telling them something *or their own good* or even trying to **help them deal with a problem**. Or, we may just be ventilating feelings of our own. Unfortunately, discounts do have a negative effect on self-image, and also discourage self-direction.

- It is better to use **Communication and Problem Solving** skills when you want to be helpful, and to learn to handle your own feelings in more constructive ways. (See Chapter 9: Handling Your Feelings in Constructive Ways.)

Physical and Verbal Abuse is another, more serious, type of discount which is obviously hurtful, and needs to be avoided. Often, parents who abuse their children were themselves abused when they were young. If you should find yourself physically or verbally abusing your child, it is important to seek professional help so you can break the cycle of abuse.

PRACTICE IN IDENTIFYING DISCOUNTS AND THEIR EFFECTS

Discounts You Received

Think back over your own experiences during the past few days and try to get in touch with discounts you have received. Imagine that you started out each day wearing an IALAC badge, and that little pieces got torn away with each discount.

How did you feel when you received each discount?

Discounts You Gave

Think back over the past few days and try to remember some discounts you gave others:

What was the trigger event for your discount - the event that led you to give a discount?

What feelings did you have as a result of the trigger event, and how were your feelings related to the discount you gave?

If a similar situation occurred again, what could you do instead of giving a discount?

III. WAYS OF DEMONSTRATING ACCEPTANCE

In order to demonstrate ACCEPTANCE, you must **show acceptance by concrete actions**. It is not enough to just feel accepting inside. The following behaviors are ways of demonstrating acceptance:

- Pay POSITIVE attention to the child.
- Use LISTENING skills to encourage your child to talk about his/her ideas, feelings, activities.
- Use SKILLS FOR SENDING YOUR MESSAGE to communicate your ideas and feelings without discounting.
- Spend TIME with the child participating in activities the child wants to do.
- Give NON-VERBAL SIGNS of affection (hugs, pats, cuddling).
- Use ACTIVE LISTENING to show acceptance of feelings.

Praising children for achievement is NOT the same as Acceptance, it is a form of **approval**, because it is tied to performance of a specific behavior. Children may feel pleased when praised, but to develop truly OK feelings about themselves, they need a lot of **UNCONDITIONAL ACCEPTANCE**, just for being who they are.

IV. USING ACTIVE LISTENING TO SHOW ACCEPTANCE

A. THE POSITIVE EFFECTS OF ACTIVE LISTENING

ACTIVE LISTENING is a Listening skill which demonstrates **acceptance of feelings**. To Active Listen means to paraphrase and feed back the feelings that another person expresses. By feeding back your children's feelings, you will not only demonstrate acceptance but will also:

- help them become more **in touch with**, and **accepting of**, their own feelings, and thus of themselves.
- encourage them to **talk out, instead of acting out, their feelings**.
- help them **lower their emotional temperature** so they can **think clearly** and plan responsible ways of behaving.

B. HOW TO DO ACTIVE LISTENING

Resource Sheet 6: ACTIVE LISTENING GUIDELINES provides instructions for doing Active Listening.

You can use **Worksheet 10: ACTIVE LISTENING EXAMPLES** to practice making Active Listening responses, and to compare your answers with the Active Listening and Discount responses given as examples.

You can use **Worksheet 11: SITUATIONS FOR ACTIVE LISTENING SKILL PRACTICE** for further practice in making Active Listening responses.

C. PROBLEMS WITH USING ACTIVE LISTENING

Even if you realize the importance of accepting feelings, **you may feel uncomfortable using Active Listening at first**, because of attitudes toward expressing feelings left over from childhood. **To become more comfortable:**

- Get in touch with, and talk about, your feelings and beliefs.
- Practice using Active Listening with others in many different situations.

When you do try Active Listening, don't get discouraged if you make mistakes.

- Use the Helpful Hints in Resource Sheet 6 to help you analyze and correct your mistakes.
- The more you practice, the better you'll get, and eventually you'll be able to feed back feelings smoothly and naturally.

D. OTHER WAYS OF RESPONDING TO FEELINGS

ACTIVE LISTENING is **one effective way** of showing acceptance and helping others deal with their feelings, but it is **not the only way**.

Sometimes, non-verbal signals or actions are more helpful than talking!

- Maybe you need to give your child a hug to show you care.
- Or, maybe you need to DO something. If a child is crying with hunger, you don't Active Listen, you feed him.

CHOOSE the response that is **appropriate** for the situation.

V. WHEN YOU CAN'T ACCEPT YOUR CHILD

A. TEMPORARY FEELINGS OF NON-ACCEPTANCE

Most parents find that sometimes they DON'T **WANT TO demonstrate acceptance** because they just aren't feeling accepting toward their child. We all have good days and bad days, and up and down times.

- When you are having a bad day or a down time, you may feel fed up with everything.
- You can't stand your kids, or anyone else, including yourself.

This kind of non-acceptance is a temporary feeling which will go away as you get support and feel better.

B. WHEN YOU CONSISTENTLY CAN'T ACCEPT A PARTICULAR CHILD

Another, more complex type of non-acceptance, occurs when you find that, even on good days, you consistently have trouble accepting a particular child.

- Often, the child whom you have trouble accepting is one who doesn't look and/or act the way you think YOUR child ideally should look and act.

In families, it's not unusual to find that the closer one child matches a parent's ideal, the more different another child may try to be, just to establish his/her own identity as a unique person.

If you consistently feel non-accepting toward a particular child, for whatever reason, there

are two directions you can take if you want to try to change the situation.

1. **FOCUS ON BEHAVIORS** - your behavior, and the child's behavior.

- **For the child:**

- Use problem solving to work on changing specific problem behaviors, so the child does fewer things that annoy you.
- Look for every little thing the child does that is at all positive, and pay attention to these things.

As you find the child doing more behaviors you can approve of, you may gradually begin to feel more accepting.

■ **For your own behavior:**

- Try to act as though you accept the child, even if you don't feel accepting yet.
- Go through the behaviors of paying attention, listening, showing an interest. Often, this leads to a gradual change in feelings.

2. CHANGE YOUR IDEAL IMAGES

- Make a conscious effort to _broaden your view of what is acceptable.
- Adapt your IDEAL IMAGES to bring: them more in line with realistic expectations for this child.

If you still are unable to feel and act accepting toward this child, seek help from a professional counselor or therapist. **Chronic non-acceptance has a very negative effect on a child's self-image, behavior, and development.**

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Here are some sample situations which demonstrate the difference between ACTIVE LISTENING and DISCOUNT responses.

To practice using Active Listening, cover the two response columns with a blank sheet of paper and write your own response to the situation. Then, uncover the last two columns and see whether your response was closer to Active Listening or a Discount.

SITUATION	ACTIVE LISTENING	DISCOUNT
1. Your 12 year old daughter says this about her 15 year old brother: <i>I hate Joe, he's so mean to me.</i>	<i>It sounds like you're hurt because of something Joe has done to you.</i>	Preaching: <i>Don't use words like hate. It isn't nice to hate your brother.</i>
2. You ask your 16 year old son if he's finished his homework. He says: <i>Get off my back, will you? You're always hounding me.</i>	<i>I guess you don't like it when I ask you about your homework. You feel you are old enough to manage yourself.</i>	Pseudo-question : <i>U'ho do you think you are?</i> Derogatory: <i>If you weren't so lazy and irresponsible, I wouldn't have to hound you.</i>
3. Your 8 year old son says in a tense voice: <i>Nothing you can do can ever make me go back to that school!</i>	<i>You sound very frightened at the thought of going to school.</i>	Rejecting feelings: <i>Now listen to me. Let's not have any more of this nonsense. You're only 8 years old and you have to go to school and that's that!</i>

SITUATION

ACTIVE LISTENING

DISCOUNT

4. Your 15 year old daughter says: *Why do you keep getting mad at me when I see those girls? Can't you see they're my friends and they need my help?*

You're upset because I keep telling you not to see those girls. It seems you feel they're your friends and you want to help them.

Judging: *Those girls are no good and that's why I keep at you.*

Sarcasm: *Well, maybe you should get yourself together before you try to help someone else. If you want to be so helpful I could use some around here, you know!*

5. A 15 year old boy says: *Adults make such a big deal out of kids smoking pot, but they sure don't care when their friends drink all the time.*

You feel resentful because adults criticize teenagers for getting high, then turn and do the same thing themselves.

Lecturing: *Well, alcohol is legal and marijuana is not. Besides, you kids are too young to handle either pot or alcohol. When you are old enough, you can do as you want. For now, do as I say.*

6. *Hey Mom, I was just elected captain of our team in gym!*

Wow, that sounds great. You really seem pleased.

Ignoring Feelings and Sarcasm: *That's nice. Now that you're captain maybe you can remember to take the garbage out on time.*

7. A 10 year old girl says (with lips quivering): *Nobody likes me.*

Honey, you look so sad. Can you tell me what happened?

Explaining Away Feelings: *There, there, don't cry. It will be all right. Of course your friends like you. You're a nice friendly girl. Why shouldn't they like you? Come into the kitchen and have some cookies and milk.*

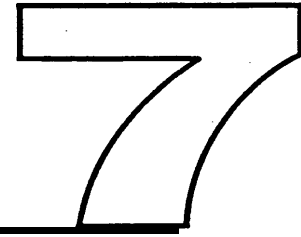
A. SITUATIONS FOR OLDER CHILDREN

1. A 14 year old girl about 12 year old brother: *You always let Billy do what he wants and he never gets into trouble for anything. I never get to do anything, and you're always mad at me.*
2. *Those teachers are a bunch of stupid idiots.*
3. *You know that sweater Grandma gave me for my birthday? Well, somebody stole it right out of my gym locker today.*
4. *Here's my report card. I got all C's again.* (Note: This can be said in different tones of voice to indicate pleasure, disappointment, or complete lack of feeling.)
5. *Well, I guess I have to get a new school jacket. I'm the new captain of the wrestling squad.*
6. *You can chase me all you want to, but I'll just run away again. I hate living in this house.*
7. *I feel like taking this knife and just killing myself. I'm fed up with living.*
8. *So what if I can't get a job if I quit school. It's my life, isn't it?*
9. **O.K.**, *you can make me go to church now, but just wait 'til I'm out of this house.*
10. *I hate my body, nothing looks good on me. They just don't make clothes for girls like me.*
11. *Why should I tell you what I think? No one in this house cares about anyone else anyway.*
12. *I'm not going to waste my time looking over your silly list of responsibilities.*
13. *You're just wasting your time going to that Workshop. It's not doing you any good.*
14. *I know I'm no good. You'd all be better off if I were gone.*
15. *I don't need to go to therapy. There's nothing wrong with my head.*

8 . SITUATIONS FOR YOUNGER CHILDREN

1. *Mommy, Billy won't play with me.*
2. *Mommy, Jerry took my toy.*
3. *I can't tie my shoes.*
4. *Why do I have to go to bed so early?*
5. *Will the doggie bite?*
6. *I don't want to go to school.*
7. *Look, Daddy, I made an airplane with my new tools.*
8. *Will you hold my hand when we go into the Nursery School?*
9. *Gee, I'm not having any fun. I can't think of anything to do.*
10. *I can do it myself. You don't need to help me. I'm old enough to do it myself.*
11. *(Crying) Jimmy took my truck away from me.*
12. *I hurt my finger. I hurt it bad with a hammer. Ow! Ow! It hurts!*
13. *I want to sleep in your room. I don't like to sleep in my own room. Can I sleep with you and Daddy? Then I won't be alone when I sleep.*

Transactional Analysis: A Tool For Understanding Relationships



I. EGO STATES IN TRANSACTIONAL ANALYSIS

Transactional Analysis (TA) was developed by Eric Berne. TA enables us to analyze and understand what happens when people interact (transact) with each other and with themselves. TA also helps us understand how our ideal images, values, and other beliefs develop and affect our behavior.

The TA concept which helps us understand ourselves and our relationships is called EGO STATES. Each of us has three ego states which are a basic part of our personality. They are called:

1. The **PARENT** ego state (P)
2. The **ADULT** ego state (A)
3. The **CHILD** ego state (C)

We each have a **unique pattern** of talking, thinking, and acting for each ego state. Each ego state plays an important part in helping us function effectively. We can **identify our own ego states** and those of others by looking at **words, tone of voice, gestures, postures, and facial expressions.**

II. THE ROLE OF EGO STATES IN A HEALTHY PERSONALITY

A. THE ROLE OF THE PARENT EGO STATE

When we act from our PARENT EGO STATE, we **replay the words, gestures, and behaviors** of our **parents** or other authority figures as though we were replaying video-tape recordings. These **Parent tapes**:

- Reflect the **values and convictions** of our parent figures
- Have both a nurturing **and a critical** aspect, just as our own parents were sometimes nurturing and sometimes critical.

Our **Parent ego state** provides u_s with **values** and **convictions about right and wrong**, and **instructions** for handling all kinds of life events. These are incorporated into a **Belief System**, which is one of the antecedent forces influencing behavior. (See Chapter 1, Figure 2: ABC Diagram, page 7.)

These Parent ego state beliefs are necessary, but not sufficient to enable us to function effectively in the present because:

- **None of us had perfect or all-wise parents**, so none of us has all-wise Parent Tapes.
- **Times change**, and new challenges and situations arise so that the many useful things our parents did teach us become outdated.
- **Some of our Parent Tapes are garbled or distorted** because, as children, we misunderstood or misinterpreted what our parents said and did.

8; THE ROLE OF OUR ADULT EGO STATE

When we act from our ADULT EGO STATE, **we gather and sort information** so that we can **make decisions** or choose courses of action. Our **AduH ego state** does not replay the past, but rather focuses on what is happening in **the present**.

Our AduH ego state acts as the **executive** of our personality. When we **need to make a decision**, our Adult ego state:

- LOOKS at the **situation**, and the external factors affecting it,
- CHECKS our **Parent ego state** for **values and information**,
- LISTENS to our **Child ego state** to find out our **feelings, wants and desires**,
- TRIES TO MAKE an **objective assessment** of our **needs** in the situation, and what would be good for us in the long run.

We can also use our Adult ego state to reprogram or edit our other ego states and change the tapes that they play. Our Adult can decide which:

- CHILD ego state **patterns of coping** need to be **modified or dropped**, and what to do instead
- PARENT TAPES to **keep**, and which we need to discard.

By using our **Adult ego state to edit our Parent and Child tapes**, we can improve our **self-image**. The **Ideal Images** which are central to self-image are usually **Parent ego state** reproductions, while our **Self-Perceptions** are often rooted in our **Child ego state**. We can use our **Adult ego state to change both Ideal Images and self-perceptions**.

C. THE ROLE OF OUR CHILD EGO STATE

When we act from our CHILD EGO STATE, we express our wants, desires, and feelings of the **moment**. Our Child ego state responds to present events, but the **nature and intensity** of our reactions are affected by the experiences, awarenesses, and distorted perceptions of our **childhood**.

Our Child ego state has three different aspects.

- The NATURAL CHILD is that aspect of our Child which is **uninhibited, spontaneous, emotional**. When our needs are met, our Natural Child is sweet, affectionate and happy. When our needs are not met, our Natural Child is angry, rebellious, and may even have a temper tantrum.
- The LITTLE PROFESSOR is that aspect of our Child ego state which is **intuitive, creative, manipulative**. When we ourselves were children, and our Adult ego state had not fully developed, this part of us figured out how to get what we wanted.
- The ADAPTED CHILD is that aspect of our Child which was shaped by our parents' demands and the way they treated us. It **replays feelings and behavior responses that we developed in childhood** to cope with these experiences. Often this part of our Child feels not OK, because most of us developed many not OK feelings when we were children.

There are four typical Adapted Child patterns of responding to external demands:

1. **Complying** - obeying parent demands.
2. **Withdrawing** - turning in on oneself, disengaging from interpersonal contact.
3. **Procrastinating** - putting off actions, promising to comply but not doing it.
Procrastination is often a sign of conflict between the Natural Child which wants to do its own thing, and the Adapted Child; which feels it ought to comply.
4. **Rebelling** - refusing to obey.

Our **Child ego state contribute\$ fun** to our life and provides us with **motivation and energy** to act. It allows us to be creative, spontaneous, emotional - and manipulative! Life would be deadly without a Child ego state, but it needs the **nurturing of our Parent ego state** and the **protection and guidance of our Adult ego state** in order to play its role in our personality effectively.

The ego state model is a helpful framework for thinking about self-improvement because it shows us the power we have to change ourselves.

III. EGO STATES AND COMMUNICATION

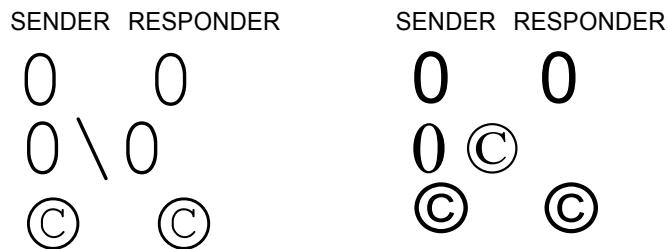
A. DIAGRAMMING TRANSACTIONS

Whenever we interact with someone, we transact from either our **Parent, Adult or Child ego state**. Transactions can be analyzed by drawing ego state diagrams like this:

SENDER	RESPONDER
p	p
A	A
C	C

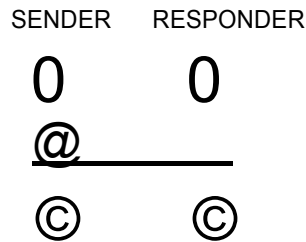
Arrows are used (__ -) to show the direction of a transaction. Each of the three ego states has a particular ego state which is complementary to it. The arrows in transactions start from the ego state which sends the message and aim at the complementary ego state which is expected to receive the message.

Parent ego state messages aim at the **Child ego state** of the responder and vice versa.



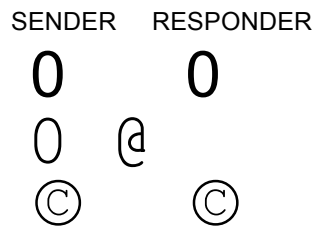
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Adult ego state messages aim at_ the Adult ego state of the responder.



When the **responder replies from the expected ego state**, as in the above diagrams, the lines of transaction are **parallel** and communication flows smoothly.

When a responder uses a **non-complementary ego state**, the lines of transaction **cross**.



Crossed transactions break up the communication pattern and feel uncomfortable. They generally lead to one of the following:

- An end to the interaction
- **A change to a different topic** of conversation
- **A shift in ego states**, with one or the other moving into a complementary ego state.

B. CHANGING EGO STATE PATTERNS TO IMPROVE COMMUNICATION

Parents tend to use P-C transactions when they interact with their children. But, all **children need to develop and strengthen their own Adult ego states** in order to become self-directing,

responsible persons.

Parents can **encourage this development** by **beginning transactions from their Adult ego state**, rather than from their Parent ego state. This will tend to **hook the child's Adult ego state** and will help him/her become a more effective decision maker and problem solver.

When children become adolescents, there is a special value in moving from P-C to A-A transactions because adolescents are trying to grow out of their dependency and may resent or **react negatively to P-C transactions.**

• **Sometimes we can also get into a pattern of P-C transactions with our husbands, wives, or other adults,** without realizing it.

- Such transactions may avoid arguments and keep communication going, but they do not enable a couple to work out any mutually determined solutions to problems, because effective problem solving is done with the Adult ego state.

IV. PRACTICE IN IDENTIFYING EGO STATES AND ANALYZING TRANSACTIONS

You can use **Worksheet 12: EXPERIENCES IN IDENTIFYING EGO STATES** to get in touch with your own ego states and how they operate.

You can use **Worksheet 13: EXAMINING YOUR OWN PATTERNS IN USING EGO STATES** to help you understand how and when you tend to interact from each of your ego states.

You can use **Worksheet 14: THE NOTE FROM SCHOOL** to learn how to analyze transactions and understand the impact that ego states have on communication, and to practice using Adult ego state skills.

You can use **Worksheet 15: ANALYZING YOUR OWN INTERACTION** to practice analyzing and evaluating a transaction of your own.

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I. PARENT EGO STATE

Our **Parent ego state** can be expressed as either a **Critical** or a **Nurturing Parent**.

Both can operate as:

- **Inner messages** which we hear in our head, telling us what to say, how to think or act. For example: *Put on your robbers.*

or ■ **Behaviors** which we copy from our own parents and reproduce automatically.

EXPERIENCE

To get in touch with your own **Parent ego.state**, do these things:

1. Inner Message

- Think of one parental message which you hear in your head and still obey, fight against, or feel confused about.
- Think of three critical or nurturing messages from your parents that you still hear being played in your head.

2. Outward Behaviors

- Think of one behavior which you have copied from a parent figure and now do with your spouse, friends, children, co-workers.
- *Does this come from your critical or nurturing parent ego state?*

II. CHILD EGO STATE

There are 3 aspects to our **Child ego state: Natural Child, Little Professor, and Adapted Child.**

EXPERIENCE

To get in touch with your own **Child ego state**, do these things:

1. Natural Child

- Think of one thing you did for fun as a child that you still do.

2. Little Professor

- Think of one manipulative behavior that you used when you were a child to get your parents to give you what you wanted.
 - *Do you still use this behavior now?*
 - *Did it work then? Does it work now?*

3. Adapted Child

- Think about how your parents expressed disapproval of you when you were a child:
 - *How did you feel when they did this? How did you react or behave?*
- Think of examples of situations NOW which cause these same feelings:
 - *How do you react or behave NOW in response to these situations and feelings?*
- The Adapted Child typically uses one of these four patterns to respond to external demands: **compliance, withdrawal, procrastination, rebellion.**
 - *As a child, which of these patterns did you use most often in responding to your own parents?*
 - *Which pattern do you use most often NOW when faced with external demands?*

III. ADULT EGO STATE

Our **Adult ego state** is the part of us which gathers facts and makes decisions.

EXPERIENCE

To get in touch with your **Adult ego state**, do the following:

1. Think of a recent situation in which you gathered facts, and on the basis of these facts, made a decision. *How do you feel about the results of this decision?*
2. Think of a situation in which you were faced with a problem, and were able to follow a systematic problem solving process to figure out how to handle it. Your **Adult ego state** guides you through the problem solving, but, in the process, it needs input from your **Parent and Child** ego states.
 - *What input did your **Parent ego state** contribute to the problem solving?* (Values, models of behavior, information from parent tapes, etc.)
 - *What did your **Child ego state** contribute?* (Feelings, demands, creative ideas, enthusiasm, etc.)
 - *If your **Adult** did NOT consult your **Parent and Child** ego states, how did they react to the solution your **Adult** attempted to impose on them?*
3. Put your **Parent, Adult and Child together**. Think of a decision which you have to make now:
 - *What input does your **Parent** ego state have?*
 - *What input does your **Child** ego state have?*
 - *What facts or information does your **Adult** need to make a wise decision?*

More T.A. information and experiences can be found in *Born to Win* by Dorothy Jongeward and Muriel James, Addison-Wesley, 1971.

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Each of us tends to habitually respond from a particular ego states in certain kinds of situations or with certain people. The questions below will help you examine your own ego state patterns.

1. Examples of Ego States

Think of an example of a time during the past week when you acted from:

- Your Parent ego state.
- Your Adult ego state.
- Your Child ego state.

For each example you thought of, ask yourself:

- *Do I frequently use this ego state in this kind of situation?*
- *Do I frequently use this ego state with this person?*

2. People and Ego States

Different people tend to hook particular ego states in us. As a result, we may automatically slip into a particular ego state with a particular person, whether we intend to do so or not. Think of examples of people who usually hook your:

- Parent ego state
- Child ego state.

3. Situations and Ego States

Particular kinds of situations also often trigger particular ego state responses in us.

Which ego state do you usually find yourself using when:

- *you are under stress, from sickness, fatigue, disappointment?*
- *you are at a party or some other fun celebration?*
- *you want someone to do something for you?*
- *someone else gets angry at you?*
- *someone else cries or feels sad?*

- *you are feeling sad, angry, happy?*

4. Time in Each Ego State

During a typical day, which ego state do you think you use:

- *most frequently?*
- *least frequently?*

What PERCENTAGE of time do you think you spend in each ego state during a typical day?

5. Insights and Changes

As you think about your patterns of using ego states:

- *What insights or awarenesses do you have?*
- *Do you see any changes you would like to make?*

I. THE SEQUENCE OF INTERACTIONS

A. ANTECEDENTEVENTS

Teacher gives 9 year old Susan a note to take home t_o her parents saying:

Susan, has failed her spelling tests for 3 weeks in a row.

Please help her practice the word lists at home.

Susan finds spelling very difficult; so she doesn't like to practice. She knows her mother. expects her to be a good student, and she is afraid her mother will scold her for failing. She decides to tear up the note so that mother won't know what is happening.

Two weeks pass and teacher calls mother because Susan is still failing in spelling. Here is the conversation.

The transactions are analyzed on the right.

(P = -Parent Ego State, C = Child Ego State, A = Adult Ego State)

B. TRANSACTIONS BETWEEN TEACHER AND MOTHER

ANALYSIS OF EGO STATES USED

	Teacher	Mother
1. Teacher: <i>Hello, Mrs. Ross, I want to talk to you about Susan's spelling</i>	P	P
	A	A
2. Mother: <i>Oh, is she having trouble?</i>	C	C
3. Teacher: <i>It?iy, yes, I told you about it in the note I sent home two weeks ago.</i>	P	P
	A	
4. Mother: <i>I didn't get any note from you.</i>	C	C
5. Teacher: <i>Wei I gave it to Susan to bring home. I wonder what happened to it.</i>	P	P
	A	A
6. Mother: <i>· /don't know, but I'll sure find out! It?iat's the problem?</i>	C	C

C. CONCLUSION OF TEACHER/MOTHER TRANSACTIONS

Teacher explains the problem. Mother is horrified and embarrassed. She promises to see that Susan does better, but all she can think about is the worry that Susan is dishonest. A few minutes later, Susan arrives home from school.

D. TRANSACTIONS BETWEEN MOTHER AND SUSAN

ANALYSIS OF EGO STATES USED

Fill in the arrows showing the directions of the transactions:

		Mother	Susan
7. Mother:	<i>Come here, young lady.</i>	P	P
	<i>I want to talk to you!</i>	A	A
8. Susan:	Comes to her mother, hanging her head and looking guilty.	C	C
9. Mother:	<i>Where's that note from your teacher?</i>	P	P
		A	A
10. Susan:	<i>I haven't got any note.</i>	C	C
11. Mother:	<i>You little liar. I know better.</i>	P	P
	<i>Your teacher called me.</i>	A	A
12. Susan:	<i>I lost it.</i>	C	C
13. Mother:	<i>You're lying again.</i>	P	P
	<i>Tell me the truth.</i>	A	A
14. Susan:	(whimpering)	C	C
	<i>I don't know what you mean.</i>	C	C

D. TRANSACTIONS BETWEEN MOTHER AND SUSAN (con't)	ANALYSIS OF EGO STATES USED	
	Mother	Susan
15. Mother: <i>I won't have you lying to me. I'm going to wash your mou(h out with soap for ihat. Go to your room and stay there till I call you. And while you're there, I want you to practice your spelling words. Doyou hear me?</i>	P A	P A
16. Susan: <i>I hate spelling. I hate you too, you're a mean old witch.</i>	C	C
17. Mother: <i>Don't talk to me like that.</i> (Slaps Susan's bottom)	P A	P A
18. Susan: <i>Cries and goes to her room. She lies on her bed and daydreams about witches getting burned at the stake. She does not practice spelling.</i>	C	C

II. DISCUSSION OF SUSAN'S BEHAVIOR

A. TEARING UP THE NOTE

Think of Susan's behavior of tearing up the note as the B in an ABC sequence, and identify the following internal antecedents to the behavior:

1. **Feelings:** *How did Susan feel when the teacher gave her the note?*
2. **Self-Image:** Susan knew her mother expected her to be a good student, and thought mother would be disappointed and angry with her if she didn't measure up to this standard in spelling.
Do you think Susan believed she could do well enough in spelling to please her mother?
3. **Decision Making:** Given these feelings and self-perceptions, when Susan got the note from the teacher and had to decide what to do:
 - *How did Susan describe the problem to herself?*
 - *What was her goal?*
 - *What choices of behavior seemed possible for Susan?*
 - *What consequences did she think would result from tearing up the note?*
 - *What did she think would happen if she took the note home?*
4. **Susan's problem solving** was done by her Little Professor Child ego state. She thought she had a good plan. *What went wrong?*

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B. LYING ABOUT THE NOTE

1. Feelings: *How did Susan feel when her mother said:*

- *Come here, young lady?*
- *Where's that note from your teacher?*

2. Decision Making:

- *How did Susan see her problem at this point?*
- *What was her goal?*
- **Choice of behavior** - *What did Susan think would happen if she ADMITTED to her mother that she had torn up the note?*
What did she hope would happen if she DENIED receiving the note?

C. CALLING MOTHER A WITCH

1. *What was the trigger event that led Susan to call her mother a witch?*

2. *What was Susan's emotional state by this time?*

D. CONSEQUENCES OF SUSAN'S BEHAVIOR

1. *Did Susan achieve any of her goals?*

2. *Was this a success or failure experience for Susan?*

3. *What effect would this experience have on Susan's self-image, her perception of her ability to cope with problems and get her own needs met?*

III. DISCUSSION OF MOTHER'S BEHAVIOR

A. ANTECEDENTS OF MOTHER'S BEHAVIOR

1. Feelings: *How do you think mother felt when the teacher called her?*

2. Past Experiences: *Mother's mother always said, Don't be sneaky, don't lie to me.*

She used to wash her children's mouths out with soap if they lied.

- *How did these Parent ego state tapes and her own childhood experiences affect mother's feelings when Susan denied having the note?*

3. Decision Making: *After mother had talked to the teacher, she had to decide what to do.*

a) Problem: *How did mother describe the problem to herself?*

b) Key Concern: *What was most important to mother, spelling, or not bringing the note from teacher? Why?*

c) Goals: *What goals did mother want to accomplish by talking to Susan?*

d) Behavioral Choices: Mother had not attended the workshop, so she could only think of two ways to behave:

- ignore the situation, or
- scold Susan, and punish her for not bringing home the note.

e) Anticipated Consequences: *What did mother think would happen if she ignored Susan's failure to bring home the note? If she asked Susan about the note?*

B. CONSEQUENCES OF MOTHER'S BEHAVIOR

1. *How do you think mother felt when Susan called her a witch?*
2. *How did she feel after she slapped Susan, and Susan ran off crying?*

C. SUSAN'S MORAL DEVELOPMENT

Children of Susan's age still find it hard to accept responsibility for their own actions. Usually their first impulse is to blame others, or to look for alibis so they can avoid negative consequences. The courage to tell the truth, even if it means facing negative consequences, emerges slowly as children get older and develop a stronger sense of right and wrong, and also greater confidence in their ability to cope with unpleasant events.

Given her age and stage of moral development, which of the following reasons do you think Susan would most likely give for why she ended up in such trouble?

1. *I'm just stupid anyway. Nothing I do turns out right.*
2. *Mommy's just mean, that's all. She doesn't understand me.*
3. *It's all teacher's fault. She shouldn't give me such hard spelling. And why did she have to call up Mommy anyway?*
4. *Mommy doesn't love me because I don't get good grades in spelling.*
5. *I made a mistake by tearing up the note and lying to Mommy.*
6. *I don't know.*

D. MOTHER'S GOAL OF IMPROVING SUSAN'S SPELLING

What effect do you think this interaction would have on Susan's spelling?

E. SUSAN'S SELF-IMAGE

When mother talked to Susan, she used a number of discounts. What were some examples of the discounts she used, and what effect would these have on Susan's self-image?

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F. SUSAN'S FUTURE BEHAVIOR

1. *If Susan's teacher gave her a note to bring home again, would Susan be more or less afraid of bringing it home than she was this time?*
2. *If she thought that she would get scolded regardless of whether she brought the note home, or whether she didn't, what do you think she might try next time? Would you think it more likely that she would try a responsible or an irresponsible behavior? Why?*
3. *If mother always handles interactions this way, do you think Susan is more likely to stop lying, or to lie more and become better at it? Why? (See Resource Sheet 7 for more*

information on lying.)

IV. DISCUSSION OF WHAT MOTHER COULD HAVE DONE INSTEAD

Susan's behavior was normal and typical for a child her age. Mother's intentions were good, but the behavior she used didn't bring the positive results she wanted. Mother could have used the skills you are learning in this Workbook to handle this situation more effectively. To do this, she would need to get into her Adult ego state and do some problem solving herself before she talked to Susan.

Pretend that you are Susan's mother, and you want Susan to improve her spelling and also to learn that she doesn't have to be afraid to bring home notes from the teacher.

Practice using the following sequence of skills to achieve these goals:

A. CONFRONT SUSAN WITH YOUR CONCERNS

Use **Straight Talk** (Resource Sheet 3) to tell Susan that

- the teacher called;
- you are concerned about her spelling;
- you are upset because she didn't bring home the note from teacher.

B. LISTEN SO YOU CAN UNDERSTAND SUSAN'S CONCERNS AND FEELINGS

Use **Listening Skills** (Resource Sheet 2) to: **Focus, Accept, Draw Out, Summarize.**

1. Ask Susan to describe what happened that led up to the note.

2. **Ask** how Susan felt about:

- her spelling.
- getting the note.
- your academic expectations for her. (Are they reasonable?)

3. **Use Active Listening** (Resource Sheet 6) to reflect back the feelings you hear expressed.

C. USE SELF-EVALUATION TO HELP SUSAN LEARN FROM PAST EXPERIENCES

1. Use **Self-Evaluation** (Resource Sheet 5) to help Susan evaluate her decision to tear up the note.
2. Point out that one negative consequence of tearing up a note from teacher, instead of bringing it home, is that mother can't help her deal with school problems.

D. USE PROBLEM SOLVING TO HELP SUSAN WORK OUT PLANS FOR FUTURE BEHAVIOR

Use **Problem Solving with Children** (Resource Sheet 5) to help Susan figure out what to do about spelling. For now, let her set her goals at whatever level she thinks she can achieve.

Step 1: What's the Problem?

- Find out what Susan has been doing to prepare for the tests:
 - If she is studying, what approach is she using;
 - If she is NOT studying, what is it that keeps her from studying.
- Find out what happens during the tests:
 - Can she hear the teacher's voice?
 - Does she write too slowly?
 - Is there any pattern to the type of mistakes she makes?
 - Is she able to concentrate, or does she get anxious and forget everything?

Step 2: What Does Susan Want?

- What would make Susan happy with regard to her spelling?

Step 3: How Can Susan Get What She Wants

- What can Susan do to help herself?
- What kind of help does she need from others?

Step 4: Help Susan Choose the Best Idea

- Be sure to let her choose an idea she really wants to try.

Step 5: Help Susan Make a Plan

- Help her plan the details, and offer help, as necessary.

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DIRECTIONS:

Think of an interaction which you had this week that you would like to understand better. For example, think of a time when:

- someone got very angry, hurt or upset.
- you got a response (positive or negative) that surprised you.
- you were with a child whose behavior is concerning you.
- you said or did something which you later regretted, or felt especially pleased about.

Follow the instructions below, and analyze the transactions involved.

- A. SETTING:** Describe the time, place, people present, and other activities going on at the time of the interaction.
- B. ANTECEDENT EVENTS:** Describe briefly the events which preceded this interaction.
- C. INTERACTION SEQUENCE:** An interaction sequence is a series of transactions centered on one topic or issue. Each transaction consists of the first speaker's words or actions, and a response by a second speaker.
1. Write the details of what each person said in the **"Transactions"** column below. Use additional pages, if necessary.
 2. Do not analyze the ego states until you have written down all of the transactions in the sequence.

TRANSACTIONS

Write what each person said or did.
Try to recall the exact comments made by each speaker.

ANALYSIS OF EGO STATES

Draw arrows between the ego states to show the direction of the transactions.

FIRST SPEAKER SECOND SPEAKER

1. **First Speaker:**

P P

A A

2. **Second Speaker:**

C C

	FIRST SPEAKER	SECOND SPEAKER
3. First Speaker:	P	P
	A	A
4. Second Speaker:	C	C
<hr/>		
5. First Speaker:	P	P
	A	A
6. Second Speaker:	C	C
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7. First Speaker:	P	P
	A	A
8. Second Speaker:	C	C
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D. Consequences: Describe briefly any after-effects of the interaction on you or on others.

E. Identify Ego States:

Identify the ego states used by each speaker in each transaction and draw arrows going from the ego state used by the speaker to the complementary ego state in the other person. If you are not sure what ego state was used, repeat the message aloud exactly as it was said. If

you have a group, ask their opinion. If not, try to identify the tone of voice used.

F. Evaluate Your Own Behavior: (Step VI of Problem Solving)

1. *How did you feel about this interaction?*
2. *What did you want to have happen in this interaction?*
3. *In what ways were you pleased and not pleased with your behaviors and the results that followed?*
4. *Unless, if anything, do you want to do now to follow upon this interaction?*

G. Analyze Details of a Key Transaction:

Do a more detailed analysis of a **key transaction** as outlined below, **if:**

- You were not completely satisfied with your behavior, or the results of the interaction,
- or
- You want to understand your own behavior better.

A key transaction is one which establishes the focus or topic of the interaction sequence, or sets the ego state pattern of the transactions. For example, the first P-C transaction in a series of P-C transactions would be a key transaction.

1. Choose the earliest key transaction in your sequence.

Circle It, and then continue with a detailed analysis of It.

2. Your Internal Antecedents

- *What were you feeling and thinking?*
- *What did you want to have happen?*
- *What ego state did you use in this transaction?*
- *What factors influenced you to operate from this ego state?*

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3. The other person's Internal Antecedents

- *'What do you think the other person was feeling?*
- *'What do you think he/she wanted to have happen?*
- *'What ego state did he/she use in the transaction?*

- *'What factors do you think influenced him/her to use this ego state?*

4. Consequences of what you said or did

'What effect did your words or actions have on:

- *the other person?*
- *the situation?*
- *your own feelings?*

5. Alternative behaviors

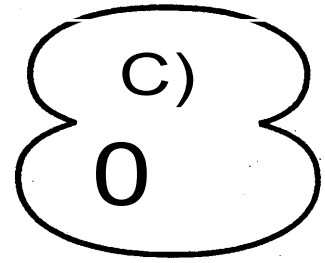
- *'What ideas can you think of or other things you might have said or done at that moment?*

- *'Which idea would have had the best chance of moving the interaction in a positive direction?*

6. Evaluate Behaviors

If you were going through this situation again, how could you deal with your thoughts and feelings so that you would be able to behave in this new way?

Understanding and Transmitting Values.



I. UNDERSTANDING VALUES

A. SOURCES OF VALUES

VALUES are **beliefs** we have about what is important in life. Our values come originally from our parents and other authorities, perhaps religious leaders or patriotic figures. They are PARENT EGO STATE messages. Some examples are:

- God is love.
- Give me liberty, or give me death.
- The Ten Commandments.

B. HOW VALUES INFLUENCE BEHAVIOR

Values have a strong effect on our behavior. We use our values as a guide when we sort through alternatives and decide in each situation:

- What is the most important goal?
- What is the best way of acting to reach the goal?

Values shape our beliefs about what is right or wrong, and guide us in making moral judgments about other people's behaviors and events. Because people have different values, they may make different judgments about the same behavior.

In making decisions and judgments, it is important to distinguish values from facts. Facts are based on observable events and can be shown to be true or false. Values are personal beliefs and are not subject to external proofs.

Usually when we make value judgments, we have to weigh several values and decide which ones are the most important to us. For example:

- Smoking cigarettes is a behavior based *OR*- a value judgment.
- It is a fact that smoking releases nicotine into our bodies. The nicotine has both immediate and long-term effect.
- The immediate effects are physical sensations, which people find pleasing, and a monetary cost for purchasing cigarettes.
- The long-term effects are physical damage to the lungs, cardiovascular system and other parts of the body.

Each person who smokes weighs the value of immediate pleasure against the costs of not having money available for other things, and the probability long-term damage to his/her health.

This choice between immediate gratification or pleasure and long-term pain is one of the most common values conflicts we face.

It is basically an internal conflict between our CHILD EGO STATE and our PARENT or ADULT EGO STATE, and, in most of us, the Child is very strong.

II. LEVELS OF VALUES

A. DEVELOPING A VALUES TREE

The many values which each of us holds are not all equally important.

- There are some - like freedom, or perhaps the value of our own lives, that we would fight to the death to affirm.
- Others are merely preferences, matters of personal taste or style - like preferring chocolate rather than vanilla ice cream.

To sort out these different levels of values, we can think of all of our values as being part of a tree, such as the one diagrammed in Figure 7, on the following page.

The ROOTS of the VALUES TREE are the primary sources of our values:

- Personal experiences
- Divine revelation
- Cultural wisdom, from parents and other authority figures
- Philosophies about life.

VALUES TREE

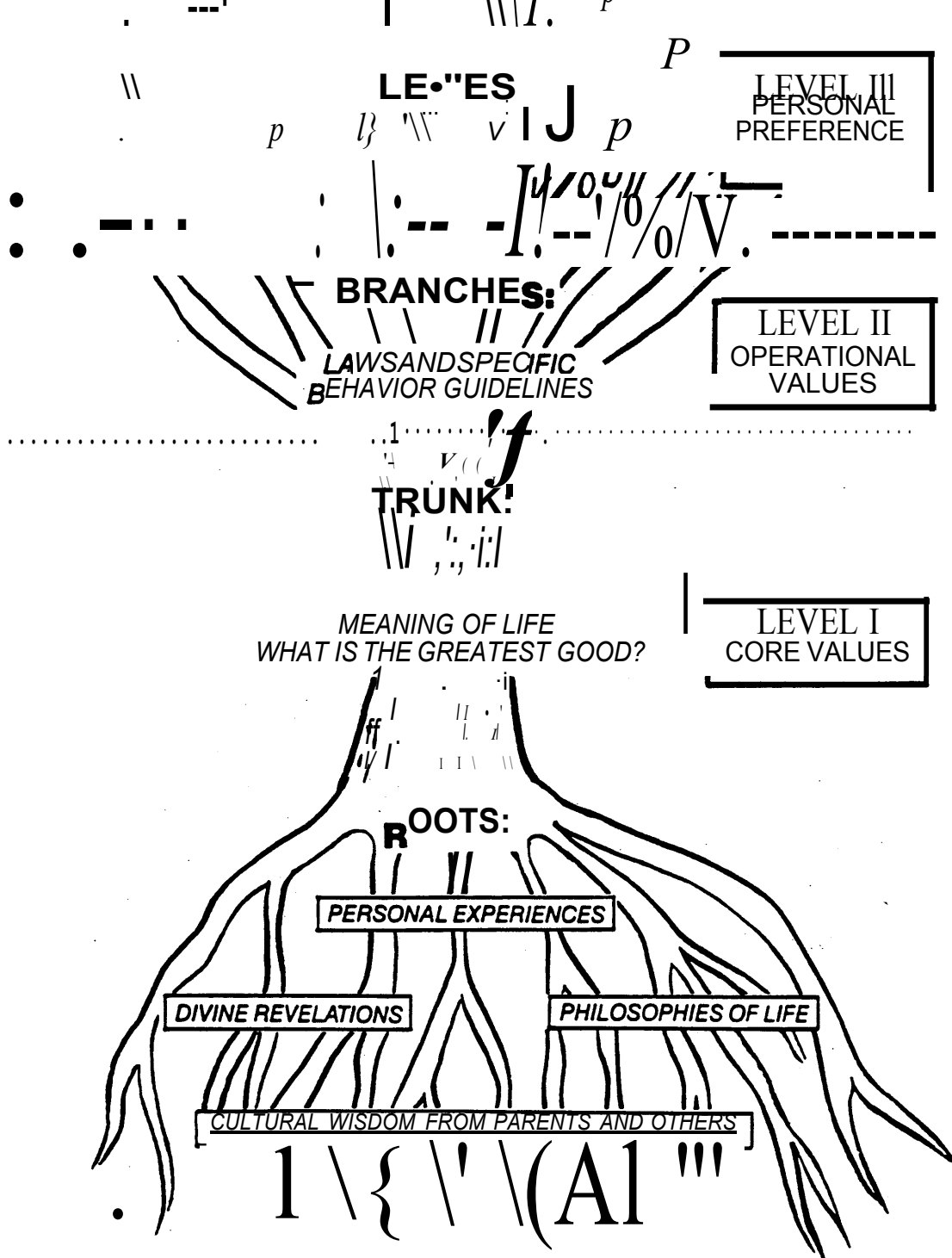


Figure 7

The TRUNK of the VALUES TREE represents our CORE VALUES, the most important values which grow out of these roots. Our **Core Values dictate our answers to questions such as:**

- *What is the meaning of life?*
- *What is the greatest good?*

The BRANCHES of the VALUES TREE represent OPERATIONAL VALUES, the **laws and interpretations which translate the abstract core values into specific behavioral guidelines.**

The LEAVES of the Tree are PERSONAL PREFERENCES, unique expressions of what feels, tastes, looks good to each of us.

B. THE EFFECT OF VALUES CONFLICTS AND CONFUSION IN OUR SOCIETY

We each need to grow our own Values Tree in order to have effective guidelines for making choices and decisions. This is especially difficult in our pluralistic society where:

- Customs, roles, and rules about behaviors are changing rapidly.
- No single set of values is imposed on everyone, and conflicting values compete for our allegiance.

Having freedom to choose our own values is very desirable; it protects minorities, and gives each person maximum space to develop as a unique individual. On the other hand, we may feel **stress and confusion as we get pulled in different directions** by groups espousing conflicting values.

Another source of confusion is the **prostitution of values** which occurs in advertising. Children become confused because important values, such as **love, friendship, family, and self-fulfillment**, are used to sell soft drinks and cigarettes. For example TV ads lead us to believe that:

- Intimacy and friendship develop magically from drinking the right beer.
- Love depends on wearing the right perfume.

Pleasure is defined as immediate physical gratification - the Child **ego state** judgment of what feels good right now.

- There is a downgrading of pleasures that take time and effort to achieve, such as those that come from years of building a relationship or gradually learning to use mind or body well.

As a result of these conflicts and confusion, **children can wind up feeling confused and lost**, without firm inner beliefs to guide their decisions.

In other times, parents could depend on many outside groups to support and help them pass on values to their children. -Now, outside influences are just as likely to conflict with, as to support, our own values.

In order to maintain our freedom and diversity, we have to learn to **understand and respect each other's values**. But, it is important not to let respect deteriorate into wishy-washiness and become a **values vacuum** in which the predominant attitude is that nothing matters, no values are important, and anything goes.

- We must clarify our own values, and transmit our values to our children or life will lose its purpose and become meaningless.

C. COMPARING YOUR PARENTS' VALUES WITH YOUR OWN

As we try to create our own VALUES TREE by sorting our values into levels of importance, we may find that:

- We have very strong emotional attachments to values which we no longer think are important.
- We continue to carry out behaviors based on these values.

In order to understand our emotional attachments to these old values, it helps to go back to their roots, which usually lie in our childhood experiences with our own parents.

You can use **Worksheet 16: Comparing Your Parents' Values With Your Own** to help you identify the early sources of your values, and connect them with your present values and behaviors.

III. USING VALUES IN YOUR FAMILY

A. VALUES AND PROBLEM BEHAVIORS

When we label a behavior **as a** problem, we do so based on a judgment that it conflicts with some value that we hold. For example, when you filled out Worksheet 1, you listed behaviors of your

children that you liked and didn't like. You based these judgments on values which may have been:

- PERSONAL PREFERENCES, reflecting your wants or desires
- OPERATIONAL VALUES, reflecting important rules for survival or cultural traditions.
- CORE VALUES, reflecting your beliefs about what is most precious or important in life.

Problem behaviors related to CORE VALUES will usually seem more important and bring a stronger emotional response than those related to PERSONAL PREFERENCES. It is important to:

- **Take time to sort out your own values, and identify the relative importance of the value which forms the basis for your judgement that a behavior is a problem.**

Then you can make a **milder response** to clashes over **Personal Preferences, or violations of customs, and a stronger response** to behaviors which conflict with **Core Values**.

If you don't do this, you can find yourself reacting to ALL PROBLEM BEHAVIORS with the same high level of emotional intensity. This will create a climate of tension, and constant uproar in your family.

To keep things in perspective, next time you spot a problem behavior, check your reactions by asking:

- *How important is this?*
- *What values are involved?*
- *Which ones are most important to me?*
- *Which ones can I let go?"*

By the time you've done all this, you are more likely to be able get into your Adult ego state and respond appropriately.

B. VALUES AND STAGE OF DEVELOPMENT

Children also use values in making decisions and choosing behaviors. However, the **level of value a child can understand** depends on the child's AGE and STAGE of DEVELOPMENT.

Young children act only from **Personal Preference**. What feels good right is their basis for judging events and experiences.

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As children get into the **school years**, they can use **Operational Values** and can apply basic rules or behavioral standards to specific situations.

- They can learn to wash their hands, even if they don't understand the general value of preserving health through cleanliness.
- By **5th grade**, children are strong **supporters of rules**, and a **major value is fairness**, or following the rules.

The Swiss psy hologist, Piaget, has demonstrated that **children are not able to deal with abstract reasoning until around the age of 12**, so the ability to deal with core values does not develop until the early teens.

As Teen-agers do become actively involved in creating their own Values Trees, parent-child conflicts over values escalate.

- In Junior and Senior High School, it often seems as if children are rejecting all their parents' VALUES.

Actually, they often are only **challenging Operational Values**. They **may have the same Core Values** as their parents, but it doesn't show because they are **choosing other behaviors to act out these values**. For example:

- Most adults, as well as teen-agers, place a high VALUE on dressing in conformity with styles prevailing among their peer group. The problem is that the styles favored by teen peer groups are not always the same as those preferred by adults_.

C. VALUES AND DISCIPLINE

Each of the elements in RATIONAL DISCIPLINE is based on important values.

- **Acceptance** shows you value your children's individuality.
- **Setting and Enforcing Standards** shows your children that you believe their welfare and the welfare of others is more important than instant pleasure.
- **Training Your Children to be Self-Directing** shows that you value having children learn to express opinions, make decisions, and take responsibility for the consequences of their own behaviors.

D. HELPING YOUR CHILDREN DEVELOP VALUES

Children will probably pick up some of your values just from living with you. But, unless you also make a conscious effort to pass on your values, your children:

- May not understand all of your values
- May distort or misunderstand some of the things they do pick up,

To deliberately **try to TRANSMIT YOUR VALUES to your** children, you can:

- **Model** your values
- **Explain** your values
- **Use Rational Discipline**, so your discipline structure will reflect sound values.

Transmitting values to children is important, but it is **not enough**, because our children

will face a different world than we have faced. Therefore, we must:

- **Transmit** our Core Values
- **Train** our children to **think for themselves so they can develop Operational Values** relevant to the new situations that will arise.

Resource Sheet 8: Helping Your Child Develop Values has suggestions for both transmitting values and preparing children to clarify their own values.

You can use **Worksheet 17: Values Clarification Rank Order Questions** to help you clarify your own values.

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When we were children, we received many messages from our parents about what is important in life and about how we ought to behave. These parent-values messages are reflected in our Ideal Images, and in the standards of behavior we set for ourselves and our children.

Some of our parent-values messages continue to provide useful guidelines for living in today's world. Other parent messages may no longer be useful because they are based on outdated or inaccurate information, or on personal preferences or experiences, which are not relevant for us.

To become a mature, independent adult, each of us must sort through our parent-values messages and choose which ones we want to keep, and which ones we want to revise or eliminate. This worksheet

can help you examine your parent-values messages, and clarify your own thoughts about values.

A. KEY VALUES AREAS

The following areas are frequently associated with strong parent-values messages. Look at these areas, and check the ones which received a strong emphasis when you were a child.

1. MONEY

*What did your parents spend money for?
Who controlled the purse-strings?*

2. POSSESSIONS

*What were your parents' most important possessions?
What was their attitude toward possessions in general?*

3. APPEARANCE

*How did your parents dress or look?
What did you feel proud of or
embarrassed by in their appearance?
What comments did they make about
your looks?*

4. EDUCATION

*What did your parents say about education?
How much education did they have, and how did they
feel about this?
What did they want you to do about education?*

5. SUCCESS

*Whom did your parents admire or look
up to as being successful?
What was it about these people
which made them admirable?*

6. WORK

*What kind of jobs did your parents have and how
did they feel about them?
What did they want you to have when you grew up?
What was the main value of work to them?*

7. RELIGION

*What did your parents say and do
about religion?
What did they require you to do?
How did they feel about people
of other religions?*

8. FUN

*What did your parents do for fun?
What fun activities did they plan for the family?
What fun activities did your parents encourage/
prohibit you from doing?*

INTRODUCTION

for each statement listed below, several different responses are given. These responses are, of course, only a few of many possible responses which you might want to give. For the purposes of this exercise in Values Clarification, however, pretend that these are the only possible responses from which to choose.

There are no right or wrong answers to these statements. Different people will rank the responses in different orders. By going through the process of ranking, each person will gain greater insight into what is important to him/her personally. Part One contains questions relevant for parents of adolescents, and Part Two contains questions relevant for parents of younger children.

Rank the responses listed in order of your personal preference. Put a 1 by the response which best expresses your feelings or thoughts, 2 by your second choice, and so on, ranking all responses.

PART ONE: FOR PARENTS OF ADOLESCENTS

1. Feelings which would bother me if I had a child who was in trouble with the law would be:
 - A. Guilt because of ways I feel I have failed as a parent.
 - B. Shame and embarrassment because of the attitude of people in the community, such as teachers, police, neighbors.
 - C. Pain of feeling rejected and unloved by my own child.
 - D. Resentment and anger at the trouble the child has caused for the whole family.
 - E. Fear or worry about what will happen to the child.
2. Behaviors which I dislike in a 16 year old:
 - A. Being lazy and unwilling to do any work around the house.
 - B. Goofing off and failing in school.
 - C. Using drugs or alcohol excessively.
 - D. Swearing and using foul language in the home.
 - E. Stealing from stores and from other people outside the family.
 - F. Getting fired from job after job.
 - G. Having sexual relationships with his/her girl or boy friend.
3. Things which are important for a young adult to do in his/her early 20's:
 - A. Get a good job and begin progress toward earning a decent living.
 - B. Find a marriage partner and establish a home.
 - C. Do whatever will help him develop and grow as a person.
 - D. Get as much education as possible.
 - E. Work at developing meaningful, loving relationships with others of both sexes.

4. Characteristics which are important in a marriage partner for your child:

PARTNER FOR:

BOYS GIRLS

- A. Loving disposition
- B. Ability to contribute financially to the home
- C. Good health
- D. Desire for, and ability to have, children
- E. Maturity: ability to behave responsibly and meet needs in ways which are not harmful to self or others
- F. Good looks
- G. Have same religion, and good family background

5. Factors which influence an adolescent toward irresponsible behaviors:

- A. Bad friends
- B. Inadequate schools and teachers
- C. Lack of things to do in community
- D. His or her own personality
- E. Models of violence and irresponsible behavior which are shown on TV and through other media
- F. Problems in the home situation

6. The factors below are often important in helping us make a decision. When you are trying to make a decision, which of these factors usually influences you most strongly? Rank the factors in the order of importance they usually operate in helping you make decisions.

- A. Parents and what they would think is right and wrong
- B. Church and religious teachings
- C. Laws of the country
- D. My own personal code of ethics
- E. Opinion of other people in my community

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PART TWO: FOR PARENTS OF YOUNGER CHILDREN

1. A ten year old should:
 - A. Do well in school
 - B. Have a lot of friends
 - C. Be cheerful and cooperative at home
 - D. Like to be alone to work creatively
 - E. Be athletic

2. If you received a call that unexpected company was coming in half an hour, you would:
 - A. Straighten the house
 - B. Whip up a dessert
 - C. Make sure the kids were presentable
 - D. Sit down and relax
 - E. Get yourself presentable

3. In choosing a vacation, you would look for:
 - A. Rest and relaxation
 - B. Sightseeing fun
 - C. Nightlife
 - D. Something the children would enjoy
 - E. The opportunity to leave the children home

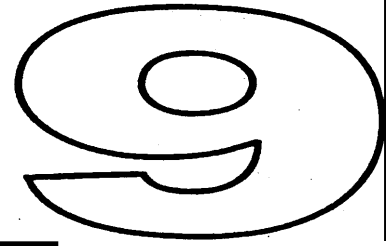
4. You would feel most upset if, while playing, your child:
 - A. Had gotten his clothes filthy and grass-stained
 - B. Had destroyed your garden with his garden tools
 - C. Had worn through his shoes from riding his Big Wheel
 - D. Had damaged his bicycle while playing "Evel Knievel"
 - E. Had accepted an ice cream cone from a neighbor right before he was to come home for dinner

5. You best enjoy dinnertime when:
- A. You and your spouse eat without the children
 - B. The whole family has a vigorous discussion at the table
 - C. Everyone eats together, but quietly
 - D. Each person gets the opportunity to talk about his day
 - E. You can watch the news on TV
6. Your idea of a pleasant Sunday is to:
- A. Visit friends
 - B. Sleep late, then lounge around the house
 - C. Visit the children's grandparents
 - D. Have company
 - E. Go to a restaurant for Sunday dinner
7. When selecting a camp for your children, you would look for an environment that:
- A. Encourages competition
 - B. Fosters academic growth
 - C. Provides fun for the campers
 - D. Emphasizes a specific ability (tennis, music, baseball, etc.)
 - E. Promotes the learning of survival skills

Prepared by Roslyn Spector and Judy DiBernardo

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Handling Your Feelings In Constructive Ways



I. WAYS OF HANDLING FEELINGS

A. FEELINGS AND BEHAVIOR

Feelings are one of the forces which influence our behavior. In **Figure 2: Diagram of ABC Process**, they are listed as an **Internal Process**, along with Thoughts, Sensations, and Images. They are also listed as a **Consequence** of behavior.

Feelings affect both mind and body. We need to be aware of and in touch with our feelings because they provide information about what is happening to us. We need this information in order to make decisions and choose behaviors which will meet our needs.

Feelings influence behavior, but they do not control it.

- **Feelings come and go** as we respond to things that happen. They are usually not under our conscious control.
- **Choosing a behavior** to handle our feelings is under conscious control.

There are many different behaviors that we could use to handle any feeling we have, but we can divide them all into two types:

- **CONSTRUCTIVE ways** of handling feelings
- **DESTRUCTIVE ways** of handling feelings.

Learning to understand and HANDLE YOUR FEELINGS CONSTRUCTIVELY will help you grow personally, and will enable you to develop more satisfying relationships.

Unfortunately, many of us have NOT learned to handle our feelings in constructive ways because:

- Our culture has conditioned us to discount, avoid, suppress, or deal indirectly with feelings..
- In some families, the expression of certain feelings might not have been permitted, or feelings in general may have been hidden and never talked about openly.
- Other families may have let all their feelings hang out, but used destructive ways of handling them.

B. DESTRUCTIVE **WAYS** OF HANDLING FEELINGS

When we talk about destructive ways of handling feelings, we mean the behaviors used to express a feeling, **not the nature** of the feeling.

Destructive ways of dealing with feelings are those which:

- BLOCK PERSONAL GROWTH AND DEVELOPMENT
- LEAVE US FEELING NOT OK about ourselves or others, and destroy IALAC (I Am Lovable and Capable) feelings in ourselves or others.

Five common destructive ways of handling feelings are:

1. **Stamp Collecting** - Saving up feelings until the "last straw" brings an explosion.
2. **Swallowing or Denying Feelings** - Keeping them locked inside, pretending they aren't there.
3. **Letting Feelings Run Wild, Uncontrolled** - Moving directly from feelings to actions without thinking about consequences.
4. **Escaping From Feelings** with DRUGS or ALCOHOL.
5. **Handling Feelings Indirectly** - Shifting the nature or source of your feelings, or the situation in which you express them. Examples are:

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- **Displaced Reaction** - Carrying over feelings from one situation, and expressing them in another situation.
- **Projection** - Blocking awareness of your feelings and imagining that someone else is expressing these feelings toward you.
- **Blaming Others for your feelings** - instead of recognizing that different people may have different responses to a situation, and accepting responsibility for your own feeling response.
- **Non-congruence** - Expressing a false feeling verbally, while your body language expresses your true feelings.
- **Unclear code** - Refusing to say how you feel, but expecting others to guess what you're feeling, and why you feel that way.
- **Double Bind** - Alternately expressing conflicting feelings, wishes or commands about the same issue. If others try to please you by responding to one set of feelings/wishes, you criticize them because they didn't pay attention to the other. They feel, *I'm damned if I do, and damned if I don't.*

C. CONSTRUCTIVE **WAYS** OF HANDLING FEELINGS

CONSTRUCTIVE ways of handling feelings promote personal growth and development, and help build

a positive self-image in ourselves and others.

Some constructive ways of responding to feelings are:

- **Work Them Out Physically** - cleaning, running, playing games.
- **Translate them into Creative efforts** - writing, painting, etc.
- **Talk them out** with someone you can trust.
- **Act them out non-verbally in appropriate, responsible ways** - hug someone to show joy, or empathy with his/her sorrow.
- **Communicate them verbally** by sending a FEELING MESSAGE to the person whose behavior led to your feeling response.

II. USING FEELING MESSAGES TO COMMUNICATE YOUR FEELINGS

A. THE NEED FOR FEELING MESSAGES

A FEELING MESSAGE **is** clear way of telling another person how you feel. In Chapter 2: Communicating Effectively, we pointed out that feelings are often communicated by non-verbal signals and tone of voice, and that these codes are often misunderstood and decoded inaccurately by a listener.

In addition to not putting feelings into words, speakers often fail to explain clearly why they feel as they do. This further confuses listeners, who then make guesses and assumptions (usually inaccurate) about the reasons and significance of the speaker's feelings.

A common tendency is for a listener to **ASSUME** that s/he must be the **cause of the feeling**, and/or that s/he is expected to **do something about the feeling** -- without knowing what s/he has done or is supposed to do!

Having made this assumption, a listener often **reacts with a discount** or in a defensive, defiant **way**. The result is **fouled-up communication**, and neither speaker nor listener get their needs met.

B. REASONS FOR USING FEELING MESSAGES

One important reason for sending FEELING MESSAGES is to **eliminate confusion and misunderstanding** in communication. To achieve this goal, Feeling Messages include a description of:

- The **FEELINGS** you are having.
- The **BEHAVIOR** or event which triggered your feelings.
- The **REASONS** this behavior or event led you to feel as you do.

Another reason for sending FEELING MESSAGES is to **influence other people's behaviors**. When these behaviors produce a feeling reaction in you, a Feeling Message **gives them feedback** on this **CONSEQUENCE** of their behavior.

- When you tell others about your **positive feeling responses**, you encourage them to **repeat behaviors that pleased you**.
- When you tell them about your **negative feeling responses**, you provide incentive for them to **stop behaviors that displease you**.

Other reasons for sending FEELING MESSAGES are:

- To **increase self-understanding** by talking about your feelings.
- To **reduce emotional pressure** by expressing feelings instead of letting them build up inside.
- To **foster intimacy**, and deepen a relationship by sharing your internal experiences with another.
- To just **let another know what's happening** so s/he won't misinterpret your behavior (for example, thinking that your feelings were caused by something s/he did, when they were not).

Resource Sheet 9: Guidelines for Handling Feelings Constructively give detailed instructions on when and how to use Feeling Messages.

C. ALTERNATIVES TO SENDING FEELING MESSAGES

Feeling Messages can be used successfully when you are able to get into your **Adult** ego state and think about your feelings and how to handle them.

If you are **unable to do this**, or think that sending a **Feeling Message** is **too risky**, you can:

- Choose another **constructive** way of handling your feelings.
- Do **Problem Solving** and plan how to change the situation so that the trigger event for the feelings no longer occurs.
- **Change your beliefs, self-talk, imagery, or physical reactions** so that you no longer get the same feeling response to the situation that is concerning you.

III. THE CONSEQUENCES OF USING FEELING MESSAGES

A. POSITIVE RESULTS FROM USING FEELING MESSAGES

Feeling Messages are a **clear** communication code which can help prevent misunderstandings, and also foster honesty and intimacy in a relationship. They are also an important skill to use in RATIONAL DISCIPLINE because:

- They enable you to show **Acceptance** of the person while expressing **dissatisfaction with a behavior**.
- They give children clear **positive or negative feedback** about how well they are complying, or not complying, with your **Standards of Behavior**.
- They **state a problem**, without telling children what to do. This encourages children to be **Self-Directing** and do their own problem solving.

B. PROBLEMS WHICH MAY RESULT FROM USING FEELING MESSAGES

Feeling Messages may cause a **strong emotional reaction** in others. You can help them deal with these feelings by alternating **Feeling Messages with Active Listening**, and following up with PROBLEM SOLVING, when necessary.

Sometimes, others may **ignore your Feeling Message** and the problem you are raising, or respond by discounting or by making fun of you.

- **If you want to continue the relationship**, keep sending Feeling Messages, and insist on respect for your feelings and needs.
- **If someone continues to refuse to respect your feelings**, and/or to deal with the issues you are bringing up, you may:
 - *Refuse to transact with him/her until the issues are dealt with.*
 - *Get help from a counselor in working out the problem.*
 - *Tenninate the relationship.*

Feeling Messages are an **Influence Approach** to dealing with problem behaviors. -Their purpose is to give others **clear feedback** on how their behavior is affecting you. Your feedback is most likely to **lead to a behavior change** when:

- Others can see that their behavior is interfering with **your needs** by causing an **observable, inevitable negative effect** on you.
- The other person can think of some **other way of meeting the needs** that

s/he is not meeting by doing the problem behavior.

If the negative effect is not clear to the other person, or if the other person cannot think of any other way of meeting his/her needs s/he may listen with respect to your Feeling Message, but **not change the behaviors that displease you**.

If a Feeling Message **doesn't bring about the change you want, you may need to follow up with a stronger Negotiation or Power Approach** to deal with the problem.

IV. SKILLPRACTICE IN TALKING ABOUT FEELINGS

A. PRACTICE IN TALKING ABOUT A PAST FEELING

In order to deal with your feelings constructively, you need to be able to **identify and describe the feelings you are having**. One way to practice doing this is to **recall some past events** which have aroused strong feelings in you, and talk about these with another person.

You can use **Worksheet 18: Talking About Past Feelings** to guide you in talking about past events and feelings with another person, or in thinking about past feelings yourself.

When you talk or think about a past event that caused strong feelings, you may find yourself **re-experiencing the feelings and physical sensations** which originally accompanied the event. This illustrates how closely our Internal-Processes of Thinking, Feeling, Imagery, and Sensation (physical reactions) are tied together.

B. PRACTICE IN TALKING ABOUT A PRESENT FEELING

Use **Resource Sheet 9: Guidelines for Handling Feelings Constructively** to guide you in getting in touch with present feelings and planning how to handle them in constructive ways.

To use the GUIDELINES, think of an example of a **present situation** which is generating strong feelings in you:

- **Recall the latest interaction** related to this situation.
- **Write down the sequence of events** that occurred, starting with whatever happened first. Write enough details so you can fix the interaction in your mind.
- Use **Resource Sheet 9** to guide you in handling this present feeling.

If you need help identifying a feeling to explore, use **Worksheet 19: Right Now I Feel** to give you ideas.

- Once you have checked off your feelings on the Worksheet, choose one feeling which you would like to explore further.
- Then turn to **Resource Sheet 9** to guide you in exploring this feeling more fully.

C. SKILL PRACTICE IN MAKING FEELING MESSAGES

You can use **Worksheet 20: Situations for Practicing Feeling Messages to practice creating Feeling Messages**.

- For each situation, follow the FEELING-MESSAGE MODEL in Resource Sheet 9, Step 7, and create a Feeling Message which you could send to the other person described in the situation.
- After you have put your Feeling Message together, evaluate its probable effect by asking yourself, *How would I feel what would I do or say, if I were the person receiving the Feeling Message?*
- Use **Step 8 of Resource Sheet 9** to guide you in planning how to deal with the response you imagine that you would get from the person receiving your Feeling Message.



DIRECTIONS FOR THE SPEAKER

1. Look-at' the list of suggested topics at the bottom of the page, and choose one that brings back a strong memory or feeling from your childhood that you feel comfortable talking about.
2. Describe the event you are talking about in videotape fashion.
 - Give a brief summary of the **ABC's of the event**.
 - Describe your own **feelings before, during, and after** the event.
 - Describe how you handled your feelings, **what you did to deal with your feelings**.

DIRECTIONS FOR THE LISTENERS

1. **Focus and Accept** • concentrate on the Focus Person; don't criticize.
2. **Use Clarifying Questions** to help the other talk about his/her experience and the feelings which accompanied it.
3. **Look for Clues** that help you understand the other's feelings.
4. **Feed Back** both ideas and feelings from time to time to be sure you understand, and to let the other hear what's/he has said (to hold up a mirror for the other).
5. Stay in your **Adult** ego state. **Avoid:**
 - **Snatching the conversational ball** away from the Focus Person. You can share your own reactions, thoughts, ideas, or feelings, and still keep the focus on the Focus Person.
 - **Discounts** • Giving advice, passing judgments. (The words *should, shouldn't, ought* are signs of a Critical Parent ego state.)

TOPICS TO TALK ABOUT

What happened and how did you feel:

1. On your first day at school.
2. When you had a fight with a friend.
3. When your parents were most angry or displeased with you.
4. On your first date.
5. When all the other kids were doing something, and you got left out.
6. The best birthday (or the worst) you can remember.
7. When you did something (or wanted to do something) you knew your parents disapproved of.
8. When you heard your parents having a fight
9. When you and your brothers or sisters didn't get along.
10. When someone important to you died or left you.
11. When you did something that made your whole family proud of you.
12. When a new baby was born into your family.

Each of the lines below represents a continuum between the emotion on the left and its opposite on the right. Look at each pair of emotions, and decide which of the two comes closest to describing your own feelings right now.

Place an X on the continuum line at the point which best approximates your present feelings.

For example: If you have a lot of things on your mind right now, and feel rather frantic, you might decide that you feel more *harried* than *calm* (#18). You would then mark the continuum like this:

HarriedX... ●●●●●●●●●●.....Calm

If neither feeling in a pair seems related to your present feelings, skip the pair.

- 1. Unfulfilled Involved
- 2. Supported Alone

- 3. Accepted Rejected
- 4. Confused Clear

- 5. Bored Involved
- 6. Ignored Noticed
- 7. Frustrated Contented
- 8. Superior Inferior
- 9. Friendly Withdrawn
- 10. Loving Hating
- 11. Sad Joyful
- 12. Hopeful Fearful
- 13. Strong Weak
- 14. Tense Relaxed
- 15. Suspicious Trusting
- 16. Worried Confident
- 17. Fragmented Centered
- 18. Harried Calm
- 19. Other feelings I am having right now are:

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SITUATION**SEND A FEELING MESSAGE TO:**

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| 1. Your child/spouse forgets your birthday. | Your child/ spouse. |
| 2. You offer to help your 15 year old step,son finish painting his room and he says, "I don't want your help. You won't do as good a job as Dad/Mother." | Your step-son. |
| 3. Your spouse/mother says, "Why are you eating that cake? You're too fat anyway." | Your spouse/ mother. |
| 4. Your parents come to visit and continually criticize you because of the way you are raising your children. | Your parents. |
| 5. Your boss yells at you all day for things that weren't even your fault. You think it is too risky to send HIM a feeling message. You are in a terrible mood when you get home. | Share your feelings with your family. |
| 6. Your divorced spouse has failed to follow the agreement about getting the children (to you/back from seeing you) on time. | Your ex-spous . and your children after your spouse leaves. |
| 7. You hear that a school friend has died suddenly. You feel very depressed. Your family doesn't notice your feelings. | Your family. |
| 8. Your 13 year old is playing the stereo so loudly that you cannot hear your TV show. | Your 13 year old. |
| 9. You find cigarettes in your 12 year old's pocket. | Your son. |
| 10. You find a pot pipe and some grass in your 14 year old's room. You did not know he smoked marijuana. | Your son. |
| 11. Your 15 year old comes home after spending the night at a friend's house and tells you gleefully that they all got bombed last night. | Your son. |
| 12. Your 17 year old daughter comes home after using the car and you smell alcohol on her breath. | Your daughter. |
| 13. Your 4 year old shows you a page of scribbles and says, <i>I wrote you a letter 'cause I love you.</i> | Your 4 yr. old. |
| 14. Your 7 year old daughter gets 100% on a spelling test. This is unusual for her because she is not a very good speller. | Your 7 yr. old. |
| 15. Your 12 year old makes the baseball team. | Your 12 yr. old. |

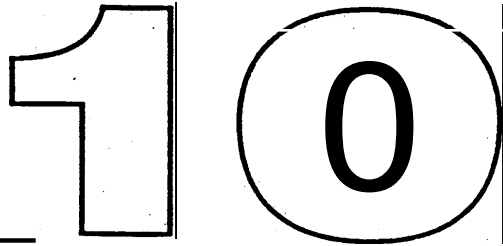
SITUATION

**SEND A FEELING
MESSAGE TO:**

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|--|---|
| 16. Your 10 year old son plays in his first music recital. There are no signs of genius. | Your son. |
| 17. Your 16 year old son brings his Math grade up from an F to a D. | Your son. |
| 18. Your 10 year old daughter has a report to do for social studies and has said she would start it tonight Now, she is watching TV instead. | Your daughter. |
| 19. Your 13 year old has suddenly stopped bringing any homework home. You do not know what is going on, but you are concerned. | Your son. |
| 20. Your 16 year old son says he wants to drop out of school and get a job. | Your son. |
| 21. You have made a list of jobs for the kids to do and everyone has agreed to do his share. Your 7 (or 10, 13, 16) year old keeps forgetting to do his job. The others are complaining to you that they don't see why they should have to work if he doesn't. | The one who forgets. |
| 22. Your child keeps forgetting to take the dog for a walk at night and the dog messes on the kitchen floor. You have to clean it up before you can get breakfast in the morning. | Your child. |
| 23. Your 8 year old son has started swearing around the house. You do not approve of swearing. | Your son. |
| 24. Your 9 year old daughter has been saving part of her allowance for several months to get a new baseball mitt. Baseball season is almost here. Now she asks for all the money to spend at the local carnival instead. | Your daughter. |
| 25. Your 5 year old daughter badgers you for money for candy every time you go shopping. You don't like to have her bugging you and you don't think candy is good for her anyway. | Your 5 yr. old (before the next shopping trip). |
| 26. Your spouse wants to use the savings to go on a vacation You think a new car is more important. | Your spouse. |
| 27. Your 4 year old son forgets to take off his boots and tracks mud on the floor you have just cleaned. | Your 4 yr. old. |
| 28. Your 7 year old daughter leaves her toys around where you keep tripping over them. | Your 7 yr. old. |

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Understanding Consequences



I. CONSEQUENCES AND BEHAVIOR

A. HOW CONSEQUENCES INFLUENCE BEHAVIOR

Consequences are listed as the eighth force which influences behavior in the **ABC Diagram**,

Figure 2. Consequences are all of the results of a behavior. They include:

- **Observable effects** • All the behaviors which come after the B in an ABC sequence, as well as concrete effects on objects and people (damages, repairs, changes in appearance)
- **Internal effects** for person doing the behavior and others - good or bad feelings, positive or negative impact on self-image, satisfaction/dissatisfaction that needs or goals are met/not met.
- **Side-effects** on family relationships, other people, and future plans or activities.

We use behaviors to try to get the results or consequences that we want. We **behave** in ways that we hope will bring us **positive consequences**, and **avoid behaving** in ways that we think will bring us **negative consequences**.

- **POSITIVE CONSEQUENCES** are those which meet our needs, are in accord with our goals, bring us pleasure, or make us feel good.
- **NEGATIVE CONSEQUENCES** are those which do not meet our needs or goals, bring us pain, or make us feel bad.

Most behaviors bring a mixture of positive and negative consequences, so we base our choices of behavior on our assessment of the probable **PAY-OFF BALANCE** for each behavioral option available in a situation. To compute the pay-off balance, we consider not only the number of

positive and negative consequences, but also the **relative importance** of each one to us.

B. THREE WAYS OF CHOOSING BEHAVIORS

The DECISION PROCESS we use to choose behaviors is listed in the ABC Diagram, Figure 2 as the seventh antecedent force which influences behavior. We make our decisions about which behavior to use in a situation in one of these three ways: Thoughtfully, Automatically, or **Impulsively.**

1. **Thoughtfully** - When we thoughtfully consider our choice of a behavior in a situation, we look into the future and anticipate the kind of consequences which various possible

behaviors would most likely bring in that situation. We base these judgments on:

- **Behavior-Consequence (B-C) connections** learned from **our own past**

experiences.

- **Information** provided by **instructions** which spell out cause and effect or

B-C connections, or by explicit **statements about standards of behavior** (codes, rules, laws) and how they will be enforced.

- **Observations of the consequences that others receive** for various behaviors in similar situations.

- When we have none of the above data, we use hunches, intuition, guesswork, or a **trial and error** approach.

2. **Automatically** - We **develop patterns of response** to use in various types of recurring situations. When we respond automatically, we are replaying one of these previously developed programs. Our programs may be:

- **Effective** ones which we originally developed after thoughtfully considering alternative behaviors and the probable consequences of each.

- **Dysfunctional** ones, perhaps developed from impulsive responses, which we have never bothered to evaluate or change.

3. **Impulsively** - When we respond impulsively, **we act without thinking.** We act out the feelings of the moment, seeking immediate tension release, **without considering** any other **possible consequences** of our behavior.

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II. HOW PARENTS USE-CONSEQUENCES TO SHAPE BEHAVIOR

A. HOW PARENTS SHAPE BEHAVIOR

All parents shape their children's behavior, either intentionally or unintentionally by:

- **Modeling behaviors** which their children copy
- Giving **Instructions** which communicate their **Standards of Behavior**
- **Reinforcing** behaviors that please them, and **Punishing** behaviors that they do not like.

Your children **will copy** the **behaviors you model**. Children imitate their parents' behaviors because they want to identify with, and be like their parents, who seem powerful and able to control consequences and get what they want.

- Sometimes, parents would like their children to COPY their **good behaviors**, and NOT COPY their bad behaviors, so they tell children, *Do as /say, not as I do*. **This doesn't work.**
- Children **will try to follow both actions and instructions**, most likely by copying the behavior and then feeling guilty because they did something they were not supposed to do.

Your behaviors reflect your beliefs and values, so you will naturally instruct your children to behave in similar ways, and **will reinforce them** for doing so by responding with **positive**

consequences such as pleasure or praise.

Your efforts to shape your children's behavior will be **most effective** if you are reasonably **consistent** in the behaviors you model, the instructions you give, and the behaviors you reinforce. If you respond to a behavior positively one day, negatively the next day, and ignore it on the third day, children cannot get a clear picture of what you want, and what you don't want them to do.

B. USING SOCIAL CONSEQUENCES TO SHAPE YOUNG CHILDREN'S BEHAVIOR

When children are **infants**, they **begin** by responding **impulsively, and quickly develop automatic patterns** of behavior as they find that some behaviors bring more positive consequences than others.

To an infant, every behavior is a new adventure, and most of their waking hours are spent **discovering cause-effect or B-C connections**. (See Chapter 5, **Helping Children Become Self-Directing** for more on B-C connections)

Even though infants are unable to absorb verbal information, their power of observation develops rapidly. **Parents, family members and care-takers become a major source of information about the social consequences of various behaviors**, as they naturally attempt to shape their children's behavior by using:

- Smiles and positive signals to encourage attempts to talk, walk, and master other developmental tasks.
- Frowns and negative responses to discourage undesirable behaviors.

C. ENCOURAGING THE DEVELOPMENT OF SELF-INSTRUCTION

As children grow, they develop the ability to speak and understand language, and **parents rely increasingly on verbal instructions** and admonitions about potential consequences **to shape behavior**.

This shift is important because human beings do use language **as a** primary tool for controlling **their own behavior**. We do this by means of SELF-INSTRUCTION, using words to think, and talk to ourselves about possible behaviors and probable consequences before we act.

Children's self-instructions will initially duplicate their parents' verbal instructions in both content and in tone of voice.

- If you **phrase your instructions in a positive way**, and use an encouraging tone of voice, your children will give themselves similar self-instructions.
- If you use **angry words and/or many threats** in giving instructions, children will mimic this in their own self-instructions. Then, SELF CONTROL will be associated with discounts and not OK feelings.

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When you set **your expectations** for your children's use of **self-instruction** to control their behavior, it **is important to consider developmental realities**. For example:

- From around the **age of two years**, children can verbalize self-instructions such as *No, no*. However, the **nerve connections which make it possible for self-instructions to control behavior** are not solidified until around the **age of 4 years**.
- Thus, toddlers can be seen seriously telling themselves, *No, no don't eat cookies*, while they proceed to climb up, get the cookies and munch away at them.

Failure to take account of these developmental realities can lead to **un-realistic expectations**, and a chronic **sense of failure for the child** who can't measure up to them.

(See **Chapter 3: Self-Image and Behavior**.)

When you teach young children about Standards of Behavior, and the consequences which will follow non-compliance, you need to **combine talking with a duH monitoring to support compliance** until children have clearly shown the ability to-use self-instruction to control their own actions.

- You DON'T JUST TELL a **three year old** not to play in the street, you make it impossible for him/her to do so.
- On the other hand, you can expect most **five or six year olds most of the time** to be able to exert enough **self-control to follow rules** about where they can ride their bikes .

· At all ages, you need to encourage children to use **self-instructions to control their behavior** by showing pleasure with their progress.

Children with learning disabilities, or problems such as **Attention Deficit-Hyperactivity Disorder** usually have difficulty learning to use self-instruction to control their behavior.

For a much longer time than the average child, they will need:

- EXTERNAL SUPPORTS such as **concrete reinforcements** for desired behaviors
- SYSTEMATIC TRAINING in **using self-instruction**, and rewards for their efforts to help them master this skill.

D. USING SELF-TALK TO REINFORCE AND PUNISH BEHAVIOR

As children develop the ability to use self-instruction to control their behavior, they also learn to pass judgment on their behaviors, and to use self-talk to reinforce and punish themselves for their actions. For example:

- They learn to **reinforce themselves** with self-talk such as, *I did a good job at ... Good try! or I'm getting better at ...*
- They learn to **punish themselves** with self-talk such as, *I'm a stupid jerk, I can never do anything right.*

Children originally reinforce themselves for behaviors that meet with parental approval, and punish themselves for behaviors that do not. They **copy both their parents' judgments**, AND their parents' **manner of giving judgments**.

If you CRITICIZE your children constantly, they will put themselves on a **diet of punishment self-talk**, and will have a poor self-image. If you FOCUS ON POSITIVES, and teach them to **self-evaluate without self-discounting**, they will learn to reinforce their own efforts and progress, and to feel good about themselves.

As children get older, they gradually begin to set their own standards for behavior, and for self-reinforcement and self-punishment, although parental judgments always remain a powerful influence.

III. OTHER WAYS OF LEARNING FROM CONSEQUENCES

A. NATURAL CONSEQUENCES

As children grow up, they will learn about behaviors and consequences from many sources in addition to their family. **You cannot control the learnings which your children get from these other sources, but it is important to understand their potential impact on the child.**

Natural consequences are one major source of learning which you cannot control. Natural consequences are those which automatically follow a behavior because of physical laws of cause and effect. For example:

- An angry child slams a fist through a window, gets a cut hand.
- Young adolescents try smoking, and the nicotine brings a lift; or they use alcohol

and experience a pleasant buzz.

You can't protect your children from the pain of the cut hand, or the positive (and negative) effects of ingesting unhealthy substances. You can only do your best to:

- **Influence** your children to AVOID these behaviors
- **Guide** them to use SELF-EVALUATION to look at the long-range results of their behaviors
- **Encourage** them to do PROBLEM SOLVING to plan safer ways of dealing with feelings or having fun.

B. CONSEQUENCES GIVEN BY OTHER PEOPLE

Another major source of learnings will be the consequences which other children and adults give directly to your children. You will need to **monitor these consequences** to be sure they are **reinforcing behaviors which you want to encourage**, and NOT **reinforcing behaviors you want to discourage**. If they are not, you may want to limit your children's exposure to these people.

When children are young, you can easily control their contacts with other adults, and with peers. You can choose playmates whose parents have values and approaches to child-rearing.

As children get older, controlling contacts becomes increasingly difficult. **You may believe that an adolescent's friends are a bad influence**, because they encourage or reinforce undesirable behaviors. Unfortunately, **attempts to separate adolescents from their friends or peer group are usually unsuccessful** because they will see their friends secretly if they can't

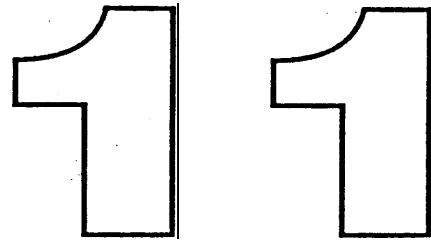
see them openly. You can:

- **Set limits** on the time, place, and type of activities your children participate in with their friends.
- **Maintain a positive relationship** with your adolescents by using communication skills.
- Help them **Evaluate** the experiences they are having, and the consequences that are resulting from their choices.
- **Remind** them of your own STANDARDS AND VALUES.

C. VICARIOUS LEARNING

Children will also learn **vicariously** about behaviors and consequences from watching other children and adults, hearing stories, and watching TV shows.

Managing Consequences to Change Behavi



I. THE NEED TO MANAGE CONSEQUENCES

In **Chapter 1o:-Understanding Consequences**, we described many ways in which parents naturally and spontaneously use consequences to foster their children's development, and to encourage desirable behaviors. There are also times when it is necessary to make a more systematic and deliberate plan to MANAGE CONSEQUENCES to:

- ESTABLISH SPECIFIC NEW BEHAVIORS which the child is capable of doing, but has not spontaneously developed. For example: doing homework efficiently, accomplishing toilet training or other self-care activities, helping with chores.
- ELIMINATING PROBLEM BEHAVIORS such as temper tantrums, fighting, swearing, coming home late.

These are the kind of behaviors which you may have listed in **Worksheet 1: List of Liked and Disliked Behaviors** as either **Disliked** or **Wished For** behaviors.

In these types of situations, you would go through the PROBLEM SOLVING PROCESS (RESOURCE SHEET 1), and consider choosing MANAGING CONSEQUENCES as your strategy when you came to Step V: Plan How to Reach Your Goal.

II. TOOLS FOR MANAGING CONSEQUENCES

A. REINFORCEMENTS AND PUNISHMENTS

Reinforcements and Punishments are the basic tools to use to MANAGE CONSEQUENCES. A **Reinforcement** is anything which would be regarded as a **positive consequence** by the child whose behavior you want to influence.

- **Reinforcements** are used to **encourage** children to start or to repeat **desirable behaviors**.

A Punishment is anything which would be regarded as a **negative consequence** by the child whose behavior you want to influence.

- **Punishments** are used to **discourage** children from **repeating behaviors you want to t p.**

There are four types of reinforcements you can use to encourage behaviors:

- **Social** - any verbal or non-verbal expression of recognition, approval, or affection
- **Material** - any tangible object which would please the child
- **Privileges** - permissions to go places, do activities, use equipment or facilities, accept responsibilities or be self-directing
- **Removal of restrictions or punishments** which are already in effect.

There are **three types of punishments** you can use to discourage behavior. The two which we believe are appropriate to use are:

- **Social Punishments** - expressions of disapproval or withholding attention
- **Removal of material reinforcements or privileges**

WE DO NOT RECOMMEND using the third type of punishment, which consists of **inflicting physical or psychological pain** by spanking, withholding love, or inducing guilt BECAUSE these actions have a **negative effect on the child's self-image and the parent-child relationship.**

Resource Sheet 10: Tools to Use in Managing Consequences tells you how to use reinforcements and punishments, and gives examples of each type.

B. IDENTIFYING THE CONSEQUENCES YOUR CHILD IS ALREADY RECEIVING

Before you make a plan to change behaviors by Managing Consequences, it is helpfu1 to get a sense of the kinds of reinforcements and punishments your child is already receiving. You can use **Worksheet 21: Identifying the Consequences Your Child is Receiving** to help you understand WHO is currently giving the child consequences for WHAT BEHAVIORS, and WHAT KINDS of things please and displease your child.

You can use **Worksheet 22: Analyzing the Pay-Off Balance for a Problem Behavior** to look at the NATURE and SOURCES of the consequences which are currently sustaining a problem behavior.

C. APPROACHES TO USE IN MANAGING CONSEQUENCES

In Chapter 4, we described four approaches to use in Setting and Enforcing Standards of Behavior:

Non-Intervention, Influence, Negotiation, Power. All of these approaches can be used in Managing Consequences.

Non-Intervention

When you use **Non-Intervention**, you let a child **experience the natural consequences** of a behavior, and any additional reinforcements or punishments which others might impose, **without intervening** to protect the child or to add additional consequences.

Influence

When you use an **Influence approach**, you **give your children clear feedback** on HOW their behavior is affecting you by using:

- Straight Talk, Behavior-Consequence statements, or Feeling Messages

Your feedback makes children aware of the consequences of their behavior insofar as it has affected you. **Positive Feedback** functions as a **social reinforcement**, and **Negative Feedback** as a **social punishment**. For example:

Your child washes the dishes without being asked. You are delighted. You could reinforce your child by using:

- **Straight Talk:** *Thanks for doing the dishes.*
- **A B-C STATEMENT:** *Thanks a lot/or doing the dishes, that really helped me get through early tonight.*
- **A Feeling Message:** *I'm so pleased that you did the dishes. I won't have to take time to do them now.*

When children DO NOT RESPOND to **Positive Feedback by repeating the behavior** that was reinforced, or to **Negative Feedback by stopping the behavior** that was punished:

- They are probably receiving STRONGER REINFORCEMENTS for not doing the desired behavior, or for doing the unwanted behavior.

If you want to influence their behavior, you will have to move to a **Negotiation or Power Approach** and use stronger reinforcements and punishments.

Negotiation

When you use a **Negotiation Approach**, you negotiate with your child to determine both behaviors and consequences:

- **Behaviors_ to be done**, and **Reinforcements** for doing them.
- **Behaviors to be stopped**, and **Punishments** for not stopping them.

It is always helpful to have a WRITTEN RECORD of an agreement. Often, this will be in the form of a **chart, or check-off list**. Sometimes, especially with older children, the agreement may be formally written up as a **Behavior Contract**, which both parent and child sign.

Directions for all of these methods are given in **Resource Sheet 11: Methods to Use in Managing Consequences**.

Power

When you use a Power approach to manage consequences, you decide:

- The **Behaviors** you want your child to do
- The **Reinforcements** you will use to encourage these behaviors
- The **Punishments** you will use to stop unwanted behaviors.

The child's motivation to behave in the way that you want will depend upon the power of the reinforcements and punishments you use.

III. FACTS AND MYTHS ABOUT REINFORCEMENT AND PUNISHMENT

A. THE IMPACT OF CHILDHOOD EXPERIENCES

Our attitudes toward using reinforcement and punishment are usually strongly influenced by childhood experiences and our parents' ideas. For example, many of us were punished as children, and came to believe that:

- **Punishment is necessary** to make children behave.
- **Reinforcement is unnecessary bribery** and spoils children.

In reality, research has shown that REINFORCEMENT is **more effective than** PUNISHMENT in motivating children to use desired behaviors.

Punishment, at best, only **stops a behavior temporarily**, and has many **negative side-effects** as well. You can use **Worksheet 23: Recalling Your Own Experiences with Punishment** to sort out your attitudes toward punishment, so you can make wise decisions about how to use consequences to help your children learn.

B. PROBLEMS WITH PUNISHMENT

Punishment is a powerful tool, but it is **unreliable**, and often brings **unpredictable results**, as well as **undesirable side-effects**.

Unpredictable Results

When you punish a child for doing a behavior, you never can be sure how the child will respond. The child may:

- **Continue the behavior**, or even do it more often.
- **Temporarily stop the behavior**, but do it again later.
- **Stop the behavior** you punished and **substitute another behavior** which is equally, or more, undesirable.

Undesirable Side-Effects

Punishment also often has undesirable side-effects. **As a result** of being punished, children may:

- **Get angry at the parent** who is the punishing agent, and ignore the lesson which the parent is trying to teach.
- Feel not OK, and develop a poor self-image.

In addition, if punishment is frequently and/or arbitrarily given, children are likely to:

- **Come to fear or mistrust the parent who punishes them**
- **Lie, run away; or try to escape from punishment in other ways.**
- **Copy the parent's behavior and act like a bully** with others who are weaker or smaller.
- **Become so accustomed to mis-treatment** that they will permit others to discount or even abuse them.

IV. GUIDELINES FOR USING REINFORCEMENTS AND PUNISHMENTS

A. USING REINFORCEMENTS

The KEY to **Managing consequences** effectively is: **Accentuate the Positive**. Use REINFORCEMENTS to **develop new behaviors**, and to **encourage the continuation of behaviors** the child is already doing.

When you want to eliminate an unwanted behavior, use REINFORCEMENTS to motivate your child to develop a substitute positive behavior for the unwanted behavior, rather than trying to eliminate the unwanted behavior by punishing it.

B. USING PUNISHMENTS

Use PUNISHMENT as little as possible, and always combine it with a plan to REINFORCE alternative, positive behaviors. When you do use punishment, use it only **for these purposes**:

- **To temporarily stop** a behavior which is harming the child who does it or someone else. For example:
 - **Restrain** children who are biting or hitting, or **send them to Time Out**.
 - Take away a dirty lollipop from a child who wants to eat it.
- **To stop a maladaptive behavior which occurs so consistently** that it is impossible to develop a substitute positive behavior which you can then reinforce.
- **To teach certain values**. For example:
 - Send a boy to his room for swearing at his sister.
- **To provide additional motivation** when the reinforcements you have available are not powerful enough to outweigh pay-offs the child receives from other sources. For example:
 - Ground a teen-ager who consistently comes in late.

C.. FURTHER INFORMATION ON USING REINFORCEMENT AND PUNISHMENTS

You can find further information on how to use reinforcements and punishments in:

- Resource Sheet 10: Tools to Use in Managing Consequences,
- Resource Sheet 11: Methods to Use in Managing Consequences,
- Resource Sheet 12: Applying Strategies for Managing Consequences to Specific Problems.

IDENTIFYING THE CONSEQUENCES YOUR CHILD IS RECEIVING/WORKSHEET 21

The purpose of this worksheet is to help you identify the kinds of reinforcements and punishments which someone in your family is typically receiving.

COLUMN A: In your memory, follow this person through the day, listing every behavior you can remember this person doing.

COLUMN B: Write down the results of this behavior-what other people said or did in response to it, the effects the behavior had on the environment, feelings generated, needs met, goals achieved.

COLUMN C: Look at each result and decide whether the person who did the behavior probably felt pleased or not pleased about it, and check appropriate column. If s/he felt pleased, then this result was a reinforcement. If s/he was unhappy, or displeased, then this result was a punishment.

NAME OF PERSON:

COLUMN A BEHAVIORS you can recall this person doing	COLUMN B RESULTS OF BEHAVIORS: responses of others, and effect on environment	COLUMN C HOW PERSON FELT about the results. <hr style="border: 0; border-top: 1px solid black;"/> Pleased Not Pleased
USE ADDITIONAL SHEETS OF PAPER, AS NECESSARY		

QUESTIONS TO THINK ABOUT

1. *What did you discover about the number and kind of reinforcements and punishments this person receives?*
2. *What connections can you see between the pattern of consequences this person is receiving and his/her: a) Self-Image? b) Behaviors?*
3. *What changes in the number of kind of reinforcements or punishments received would be good for this person?*
4. *Where, or from whom, is this person receiving most of his/her reinforcements? What connections can you see between the source of reinforcements and where this person spends his/her time?*
5. *Are there any changes you want to make in your own behavior as a result of your discoveries?*

When you are considering making a plan to **Manage Consequences** to deal with a PROBLEM BEHAVIOR, it is often useful to first ANALYZE the present PAY-OFF BALANCE to determine:

- The positive and negative consequences which a child receives for continuing the behavior.
- The consequences which would be received if the child stopped the behavior.
- The relative importance, or weighting of each consequence.

When you will better understand what consequences you will need to motivate the person to change.

To do your analysis, set up a grid like this on another sheet of paper:

PROBLEM BEHAVIOR. _____

ANTICIPATED CONSEQUENCES	POSITIVE	NEGATIVE
FOR CONTINUING THE BEHAVIOR		
FOR STOPPING THE BEHAVIOR		

1. **Continuing • Positive and Negative Consequences:** *'What positive and negative consequences is your child getting NOW, and/or does your child EXPECT TO GET from continuing this behavior?'*
'Who gives, or will give, these consequences, or where will they come from?'
2. **Stopping • Positive and Negative Consequences:** *'What positive and negative consequences would your child expect to get from stopping this behavior?'*
'Where would these consequences come from?'
3. *'What people whom your child admires or identifies with are modeling doing or not doing this behavior; what consequences are they getting?'*
4. *'How important to your child is each consequence you have listed?'*
(Rate on a -5 to +5 scale.)
5. **Compare the pay-off balances for continuing or stopping the behavior.** *'If this pay-off balance continues, what is the probability that your child will stop the behavior?'*
6. *'What Consequences could you add to shift the pay-off balance?'*

A. Think about patterns of punishment in the family you grew up in:

1. *What memories do you have of punishment from your childhood? If you were never punished yourself, think of experiences which your friends or brothers or sisters might have had.*
2. *What kind of punishments come most strongly to your mind?
What kind of punishments were most often used on you?*
3. *Who usually did the punishing in your family?*
4. *Why did your parents use punishment? Were they trying to get you to **stop certain behaviors**, or were they **ALSO seeking revenge, proving their power, or trying to resolve their own guilt**?*
5. *What was your parents' favorite saying about punishment?*

B. Think about one example of punishment that you received:

1. *What had you done to get punished?*
 - *How did your parent find out about it?*
2. *Where did the punishment take place?*
 - *Who punished you, and what did they do?*
3. **Afterwards:**
 - *What feelings or reactions did your parent or punisher have?*
 - *What feelings or reactions did you have?*
 - *What do you remember saying to yourself after you were punished?*
 - *What did you do as a result of the punishment?*
4. *What learning did you get from the punishment?*

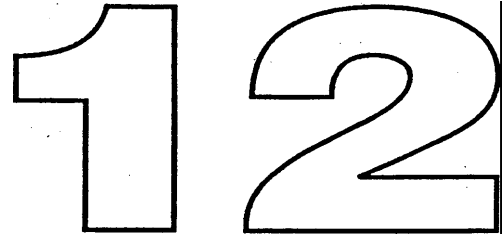
What did you resolve to do or not do in the future as a result of the punishment?
5. *What effect has your parents' punishment had on you, your feelings about yourself, and your relationship with your parents or your family?*

C. Think about how you use punishment as a parent:

1. *What are your feelings about using punishment with your children?*
2. *Can you think of any time when you used punishment for any other purpose than as a part of a careful plan to manage behavior _?*
 - *For example, have there been any times when you just flew off the handle and struck out at your child? Any times when you felt so hurt by your child _ that you punished your child because you wanted to hurt your child back?*
 - *If so, how do you feel about that time or those times now?*
3. *Can you think of any times when you carefully planned a punishment and tried to use it to manage behavior?*
 - *If so, what happened and how do you feel about it now?*
4. *In your family, which parent does the most punishing?*
 - *How do you feel about this?*
5. *What effects are the punishments you are using having on your child, and on your relationship with your child?*
6. *What did you discover by thinking about the above questions?*
7. *What changes, if any, do you want to make in the way you manage consequences, or use punishment?*

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Making and Enforcing Rules



I. RULES AND DISCIPLINE

A. HOW RULES SET STANDARDS OF BEHAVIOR FOR RECURRING EVENTS

RULES are a special kind of **Standard of Behavior** used to govern predictable, recurring situations. Rules perform the same function for families that laws perform for a society.

- **Protecting the health or welfare** of family members
- **Defining responsibilities** so that family members can work and live together

comfortably and productively.

Rules are enforced by using **reinforcements and punishments, and are one method of managing consequences. However, rules apply to all members** of a family, whereas other methods for managing consequences may apply to only one person. Some examples of rules are:

- *Everyone in the family will do their share of chores.* The rule establishes the principle of sharing responsibility for chores, but children may be assigned specific chores according to age.
- *You must ask permission before going to a friend's house, or inviting a friend home.*

B. ENFORCING RULES

The most **logical reinforcement** for a rule is the **permission to engage in the activities** being regulated by the rule. For example:

- The reinforcement for obeying a rule about asking permission before going to a

friend's house is that sometimes permission to go will be granted.

The **logical punishment for breaking a rule** is the **loss or curtailment of the privilege** which the rule governs. For example:

- If the family Rule is *Don't drink and drive*, the punishment for driving the family car after drinking would be to lose the privilege of using the car.

When you make rules in your family, it is important to tell your children what **Privileges** they receive for **obeying the rules**, as well as the **punishments** that will be imposed for not **obeying**. For example:

- Children may not see that the **privilege of going out** is a **reinforcement for obeying the rule of COMING IN ON TIME**, unless you explain this to them.
- They may not see that the **privilege of living in a family** and receiving benefits from it is the **reinforcement for DOING ONE'S SHARE OF THE CHORES**.

*In situations where there is an unclear connection between a RULE and a REINFORCING PRIVILEGE, or where the privilege is not important to the child, you may need to add **additional reinforcements** to motivate the child to obey the rule.*

When you make rules, it is very important to enforce them. **If you do not enforce rules, children learn disrespect for rules.** This attitude can lead to a disrespect for laws in the community. Children will then expect that laws, like family rules, will not be enforced, and may break them at will.

When rules regulate Behaviors which take place **outside of the home** (e.g. smoking, drinking, going to parties), **enforcement is especially difficult.** Children can often manage to break the rules and escape detection, thus avoiding punishments and retaining privileges.

You need to think about your own enforcement capabilities when you make a rule. If you realize you cannot monitor and enforce a particular rule, don't make it. **A rule which is not enforced is worse than no Rule at all.**

C. MAKING EFFECTIVE RULES

Because of the role rules play in a family system, and the importance of enforcing them consistently, it is wise to limit the number of rules in your family to the minimum necessary for your family's well-being. Otherwise, you will have to spend all of your time acting as a policeman.

Criteria for making appropriate rules and effective enforcement plans for them are outlined in **Worksheet 24: Evaluating Rules Used in Your Family.** You can use this Worksheet to examine the rules which are presently operating in your family, and to see how well they are working.

If you want to make more effective rules for your family, you can follow the instructions in **Resource Sheet 11: Methods to Use in Managing Consequences**, Section 11-C, Making Rules.

II. WAYS OF SETTING UP RULES

A. AUTHORITARIAN AND DEMOCRATIC APPROACHES

When you want to develop new rules or change your present rules, you can use either:

- NEGOTIATION - a **democratic** approach.
- or

- POWER - an **authoritarian** approach.

In OUR COUNTRY, we use a **democratic approach to develop laws**. We elect representatives who negotiate with each other until they come to an agreement.

- All of the laws must be in accord with the Constitution, which spells out individual rights, as well as the procedures for making laws.

Once the laws are made, however, they are enforced by the authority and power of the government.

In DICTATORSHIPS, on the other hand, **laws are made and enforced in an authoritarian** fashion by the group in power, and individual rights are not respected.

Families can also function in either a **democratic** or **authoritarian** way. Of course, one major difference between families and countries is that families have NON-ADULTS, as well as adults, in them.

- In a democratic country, you can't vote until you're an adult.
- If you waited until everyone were an adult in a family, you wouldn't have much time left to work on democracy.

Democracy in a family means that:

All family members can have INPUT into rules and/or decisions which affect them, to the degree that they are able to understand:

- The **issues** involved
 - The nature of **alternatives** available
 - The **probable consequences** of different courses of action.
2. Whenever possible, the family will attempt to **negotiate differences** of opinions, or conflicts of needs, and **come to a consensus on a solution** that best meets everyone's needs.
3. The PARENTS, as **adult executives of the family**, must judge when children can be involved in decision making, and when parents must make the final decision themselves.

Children can be excessively stressed by either:

- **Over-Protection** - parents NOT giving children appropriate opportunities to participate in family decisions,
- Or
- **Over-Involvement** - parents discussing with children too many problems and issues which they cannot understand.

Finding a **democratic way of functioning** can foster children's growth and development, and bring greater satisfaction for all family members.

B. THINKING ABOUT HOW RULES ARE MADE IN YOUR FAMILY

In the family you grew up in, were rules made in an authoritarian or democratic way?

- *How did you feel about this way of handling things?*
- *What effect has it had on you as a person, and on the way you parent?*

In your present family, are you using an AUTHORITARIAN OR DEMOCRATIC approach to setting up rules for your children?

- *What effect is this having on your children, your relationship with them, and on your family life?*

What changes, if any, do you want to make in the way you set rules in your family?

A. LIST FAMILY RULES

1. LIST some of your family 11:11es in the chart below. If you cannot think of a Rule you have, write down some you would like to have. Use additional pages, if necessary.
2. DECIDE whether each Rule is a **Red Light, or Yellow Light Rule**, and write Red or Yellow in column for Type of Rule.
 - **Red Light Rules are non-negotiable**, always in operation.
 - For **Yellow Light Rules, exceptions may be made** for special occasions.
3. WRITE IN the **reinforcements and punishments** you use to enforce your rules.

LIST OF RULES	TYPE Red/Yellow Light	ENFORCEMENT PLANS FOR RULES	
		Reinforcement for Obeying	Punishment for Disobeying
Example: Be home at the time agreed upon	Red	Receive permission to go out next time.	Can't go out next time.
Rule# 1.			
Rule# 2.			
Rule# 3.			

B. EVALUATE HOW YOUR RULES ARE WORKING

To evaluate how well your present rules are working, write the answers to the following questions in the column for each Rule. (The Example ratings refer to the Example in Sec. A, above.)

QUESTION	EXAMPLE	YOUR RULE#		
		1	2	3
1. <i>How many times a week does an occasion arise to apply this rule?</i>	7			
2. <i>How many times was the Rule obeyed?</i> <i>How many times was reinforcement given?</i>	5 7			
3. <i>How many times was the Rule not obeyed?</i> <i>How many times was Punishment given?</i>	2 0			

C. ANALYZE YOUR RULES TO SEE HOW YOU CAN MAKE THEM MORE EFFECTIVE

Check your rules against the STANDARDS for STATING and ENFORCING RULES, which are listed below.

Put an X in the Rule column if the Rule adequately meets a standard, and an O if it does not.

(The ratings in the Example column refer to the Example in Section A, above.)

QUESTION	EXAMPLE	YOUR RULE#		
		1	2	3
STANDARDS FOR STATING RULES				
1. <i>Stated clearly, in words child understands.</i>	X			
2. <i>Describes specific behaviors to be done.</i>	O			
3. <i>Is reasonable within child's ability, to do.</i>	X			
4. <i>Is necessary for protecting needs/welfare of child or others.</i>	X			
5. <i>Is enforceable; you can monitor compliance and have enough power to motivate child to obey.</i>	X			

STANDARDS FOR REINFORCEMENTS TO BE GIVEN WHEN RULE IS OBEYED

1. <i>Reinforcement will please the child.</i>	X			
2. <i>You feel OK using this reinforcement because it is consistent with our values and resources.</i>	X			
3. <i>The reinforcement is logically related to the behavior and appropriate for age of the child.</i>	X			

STANDARDS FOR PUNISHMENTS TO BE GIVEN WHEN RULE IS DISOBEYED

1. <i>Is the mildest punishment which would work.</i>	X			
2. <i>Can be undone - when child obeys Rule, punishment is removed.</i>	X			
3. <i>Has low risk of negative side-effects - avoids use of physical or verbal punishment.</i>	X			
4. <i>Is logically related to the behavior and appropriate for the age of the child.</i>	X			
5. <i>Displeases child - does not provide any hidden reinforcements for the child.</i>	X			
6. <i>You feel OK using this punishment because it is consistent with your values.</i>	X			

QUESTIONS TO THINK ABOUT

- Do you see any connection between the degree to which your roles match the above Standards for Stating and Enforcing Rules, and your children's compliance or non-compliance with them?
- What do you want to change about the number or kind of roles you have in your family?

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- On the other hand, babies who cling happily to their familiar crib long after they could have graduated to a youth-bed may find it hard to leave for nursery school, and may continue to prefer security to risk as they grow up.

B. TYPES OF TEMPERAMENT

Temperamental differences lead to different patterns of interaction with the environment. Perhaps you have heard friends say things like:

- *He was such an easy baby, never gave me a moment's trouble.*
- *She has always been a difficult child.*
- *He always takes a long time to adjust to new situations.*

Parents' instinctive perceptions are confirmed by research done by Chess and Thomas* which shows that 65% of all children fall into three distinct types of temperamental groups called:

- The **EASY** Child (40%)
- The **DIFFICULT** Child (10%)
- The **SLOW-TO-ADJUST** Child (15%).

Chess and Thomas have identified the following **nine different aspects of temperament** or style of interaction with the environment which all children exhibit in one way or another:

- | | |
|-------------------------------|-----------------------------------|
| 1. APPROACH/WITHDRAWAL | 6. ACTIVITY LEVEL |
| 2. ADAPTABILITY | 7. THRESHOLD OF RESPONSIVENESS |
| 3. QUALITY OF MOOD | 8. DISTRACTIBILITY |
| 4. INTENSITY OF REACTION | 9. ATTENTION SPAN AND PERSISTENCE |
| 5. REGULARITY OR RHYTHMICITY. | |

The **Easy Child**, the **Difficult Child**, and the **Slow-to-Adjust Child** each has a typical pattern of response in the first five of these nine areas, while the remaining 35% of all children, those which do not fit these categories of temperament, exhibit various combinations of responses in these five areas.

All children show various combinations of responses in the last four areas. Additional information on these nine aspects of temperament can be found in **Worksheet 25: Identifying Your Child's Temperamental Characteristics**. You can also use Worksheet 25 to find out more about your child's temperament by rating your child in each of the nine areas.

S. Chess & A. Thomas, *Temperament and Development*. N. Y.: Brunner/Mazel, 1977

II. DEALING WITH YOUR CHILD'S TEMPERAMENT

A. HOW TEMPERAMENT AFFECTS BEHAVIOR

As you think about temperamental characteristics, you can see that **some** children are going to be **easier to deal with than others**.

For example, most parents could probably handle the **Easy Child** with little stress. These children are likely to be:

- Friendly, adaptable, good-natured and regular in habits, so the home environment will not have to adapt much to meet their needs or adjust to their temperament.

In fact, EASY children may be **so adaptable** that parents must RESIST THE TEMPTATION to **press them to conform** so much that the **children lose touch with their own needs**.

On the other hand, DIFFICULT children, who are **less friendly, have intense reactions and**

irregular body rhythms, will make heavy demands on parents' tolerance and patience.

- **Parents will** have to **work hard to adapt** to these children, and, even then, **may not get positive responses** from the children.

DIFFICULT children are more likely to develop problem behaviors because they **experience normal demands as big stresses**, and because their own demands will place great stress on the environment.

SLOW-TO-ADJUST children will also require special understanding and patience because of:

- Their **need to have predictable routines** and structure, **to cling**, and to take **every new experience in tiny steps**.

The **STRESS is apt to be particularly great when the child is young**. If parents can be supportive during these early years, **most Slow-To-Adjust children can learn to cope with their**

own temperament as they mature by:

- **Planning ahead**, and using techniques like rehearsing behaviors (mentally or actually) they will use in new situations.

Each temperamental style presents different challenges to parents, but there is no such thing as a good or bad temperament, since each style has its own strengths and weaknesses. There is no correlation between particular temperaments and IQ, achievement, or life success.

B. TEMPERAMENT AND RATIONAL DISCIPLINE

Children's success and satisfaction in living will be determined by the degree to which they learn to **accept themselves**, and **make the most of their own abilities, potentials, AND temperament.**

- Children are most likely to actualize their potential when there is a good fit

between the child and the environment.

Parents can help provide a good fit by **considering a child's temperament** when they set up their

RATIONAL DISCIPLINE structure.

ACCEPTANCE must include **accepting temperamental characteristics**, because these are intrinsic aspects of the child.

STANDARDS OF BEHAVIOR must be **chosen with the child's temperament** in mind, although temperamental influences on behavior are especially strong when a child is young. At all ages:

- Behaviors which are most congruent with temperamental tendencies will be the easiest for the child to do.
- Within limits, which vary with the individual, children can override their temperamental tendencies and can learn behaviors which may not be their preferred or natural responses.
- However, such demands for adaptation will be experienced as stresses.

If **parents' demands** for children to adapt and/or the combination of stresses on the child are **too great**, the child WILL NOT **be able to cope**, and **problem behaviors may develop**.

When TRAINING FOR SELF-DIRECTION, children of each type will need coaching and support in coping with their own areas of weakness, and maximizing their own areas of strength.

Of course, **parents also have temperaments** which make it **easier for them to handle some children** than others. It would be nice if difficult children got the most easy-going parents but, because of the genetic connection, it's often the other way around. So, Difficult Parents may get stuck with a Difficult child and their parents may say, *Now you know what I went through!*

Keeping both your temperament and your child's in mind can help you develop a discipline structure which minimizes stress for both of you.

The questions at the end of **Worksheet 25** will guide you in exploring your own temperament.

Children who are described as **Easy, Difficult, or Slow-to-Adjust** show characteristic patterns in 5 aspects of temperament as indicated below.* **On the line after each aspect of temperament, mark an X at the point which best describes your child.**

ASPECTS OF TEMPERAMENT	EASY CHILD (40%)	DIFFICULT CHILD (10%)	SLOW-TO-ADJUST CHILD (15%)
<p>1. Approach/Withdrawal - When confronted with new situation or stimulus, does child:</p> <p>Approach? - Initial positive response. Child is eager to investigate, moves toward the stimulus or into new situation.</p> <p>Withdraw? - Initial negative response. Child is frightened or hostile, reluctant to investigate, pushes away stimulus or pulls back from new situation.</p> <p>Approaches -----●●●-----●●●----- withdraws</p>	Approaches	Withdraws	Initially withdraws, slowly approaches
<p>2. Adaptability - After initially approaching or withdrawing, how easily and does child modify further responses in a desired direction?</p> <p>Adapts Easily-----:----- Adapts Slowly</p>	Adapts quickly and easily	Resists adaptation over a prolonged period	Adapts slowly but surely
<p>3. Quality of Mood How often is child pleasant, friendly, sunny, or unpleasant, unfriendly, cross?</p> <p>Sunny, Pleasant-----●-----:-----●●●----- Cross, Unpleasant</p>	More often sunny, pleasant	More often cross, unpleasant	Variable
<p>4. Intensity of Reaction - How intense are child's responses regardless of whether they are positive or negative? For ex.: Does child whimper, or scream his head off; smile tentatively, or bounce up and down with pleasure?</p> <p>Mild Intensity-----●●●-----:-----●●●----- Strong Intensity</p>	Mild to moderate intensity	Strong intensity	Moderate intensity
<p>5. Regularity or Rhythmicity - To what degree are body functions, such as sleeping eating, elimination, performed on a regular schedule?</p> <p>Regular-----●●●-----:-----●●●----- Irregular</p>	Very Regular	Irregular	Variable

*Thomas, A. & Chess, S.; *Temperament and Development*. New York: Brunner/Mazel, Inc., 1977

All children show variations in the following 4 temperamental characteristics. No particular pattern of characteristics is typical of Easy, Difficult, or Slow-to-Adjust children.

6. **Activity Level** :.. How much physical movement or motor activity does the child engage in?
Very Active ----- ••**Not Very Active**

7. **Threshold of Responsiveness** - How intense must stimulation be to bring about an observable response? How much noise, social stimulation, complexity of environment can the child tolerate?

High Tolerance-----••**Low Tolerance**

8. **Distractibility** - How easily can the child be distracted from whatever s/he is doing by environmental stimuli? For ex.: If the baby is determined to pull the plant off the table, how easy is it to get her/him to play with a toy instead? If the school child is trying to study, how easily is s/he distracted by outside stimuli?

Easily Distracted-----••**Hard to Distract**

9. **Attention Span and Persistence** - How long does a child continue working on an activity s/he has started, and how strongly does s/he persevere when obstacles or difficulties arise?

Long Attention Span-----••**Short Attention Span**

QUESTIONS TO THINK ABOUT

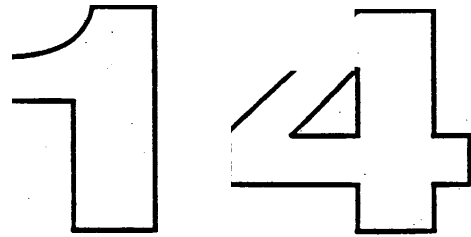
Think of Yourself:

1. *Were you an Easy, Difficult, or Slow-to-Adjust child?
If so, what impact did this type of temperament have on your life as a child?*
2. *If you did not fit into one of these 3 types, which of the 9 temperamental characteristics has been the most significant factor in your own adjustment to life?
How did it affect you as a child?*
3. *What effect has your temperament had on the way you parent, or on your interactions with your children?*

Think of a Child in Your Family Whose Behavior Concerns You:

1. *Is this child an Easy, Difficult, or Slow-to-Adjust type? If so, in what ways is this temperament placing stress on the child and family?*
2. *If your child does not fit one of the 3 types, which of the 9 temperamental characteristics has resulted in the most stress for the child and the family?*
3. *What changes could you make in your expectations or the environment to reduce stress on the child, or to adapt to the child's temperamental characteristics?*

Physical And Mental Condition



I. ASPECTS OF PHYSICAL AND MENTAL CONDITION

A. PHYSICAL AND MENTAL CONDITION IN RELATION TO BEHAVIOR AND DISCIPLINE

Our physical and mental condition includes all of the physical and mental characteristics and capabilities which we possess. Physical and mental condition is one of the Antecedent forces which affect behavior. It is included under Personal Characteristics in Figure 2: ABC Diagram.

There are two aspects to physical and mental condition:

- Our GENETIC INHERITANCE
- Our CURRENT OPERATING CONDITION

RATIONAL DISCIPLINE involves:

- **Accepting** your children's **genetic strengths and weaknesses**, and those elements of their current condition which you cannot change.
- Taking their current capabilities into consideration when _you set **Standards of Behavior**.
- Offering them opportunities to be **Self-Directing in pursuing** those **talents** which they wish to develop, and in **learning to compensate for weaknesses** and/or handicaps.

B. GENETIC INHERITANCE AND ENVIRONMENT

Each of us is born with a unique genetic inheritance which determines our general physical characteristics and maximum potential for development in particular areas. Our maximum potential

depends on such things as:

- **Special talents or abilities** such as perfect musical pitch, exceptional coordination, intellectual strengths
- **Handicaps** such as being tone deaf, physical deformities, learning disabilities, or diseases which set upper limits on capacities in certain areas.

Our **actual accomplishments** depend upon both our genetic inheritance and the degree to which our **environment**, before and after birth, enables us to **actualize potential talents** and **compensate for handicaps**. For example:

- A child born with superior coordination and a well-muscled body may have the potential to be an outstanding athlete. But, if the environment doesn't offer opportunities to develop this ability, s/he will never make the Olympics.
- On the other hand, a child with a soft, round body-type and poor coordination will never become an athlete even, though the environment offers opportunities and encouragement.

C. OUR CURRENT OPERATING CONDITION

Our current operating condition determines how well we can function at any given moment. Our operating condition is determined by:

- The **current state** of our **inherited physical and mental capabilities** (body build, intellectual capacity, sex, etc.), as they have been **modified by time and environmental influences** (age, health habits, accidents, illnesses)
- Our Body chemistry, the metabolic processes by which our bodies use nutrients to produce energy and maintain life.

Although you cannot change your children's inherited capabilities, you can have an impact on some environmental influences and on certain aspects of their body chemistry. In the remainder of this chapter, we will look at how fluctuations and malfunctions in body chemistry affect your **children's behavior**, and how you can keep their body chemistry in optimal condition.

II. BODY CHEMISTRY

A. UNDERSTANDING BODY CHEMISTRY

Everything which happens inside our bodies is actually a chemical reaction. Food gets digested, nerves transmit signals, our brains use certain chemicals and chemical reactions to think.

When our bodies have **_optimal supplies** of all needed NUTRIENTS and are **processing them effectively**, they are like cars in perfect operating condition. We simply guide them where we want them to go, and they respond to the limits of their ability.

But, like cars or other machines, our bodies are sometimes NOT in **perfect operating condition** because they don't have the right kind, or the right amount of nutrients, or because there are internal breakdowns in our processing mechanisms. When this happens, we can become like cars which are **out of control**.

- Our BRAINS may **send out directions and orders that aren't obeyed**
- We may feel like someone else is in the driver's seat.

We recognize these kinds of feelings when we say things like:

- *I'm just not myself today.*
- *I don't know why I'm so bitchy/depressed, I can't help it.*
- *I don't know what got into me to blow my stack like that.*

Children have similar feelings as a result of fluctuations in their body chemistry, but they are more likely to act them out as problem behaviors than to talk about them.

B. PROBLEM BEHAVIORS RELATED TO BODY CHEMISTRY

Many doctors believe that **fluctuations or malfunctions** in **body chemistry** may contribute to problem behaviors such as these:

- | | |
|--|---|
| ■ Short attention span | ■ Poor self-control, impulsivity |
| ■ Inability to concentrate | ■ Extremely high activity level |
| ■ Over-reaction to attempts to control or correct behavior | ■ Fits of violence or unprovoked aggression |
| ■ Bedwetting | ■ Headaches |
| ■ Erratic, unpredictable shifts in moods or behavior | ■ Susceptibility to alcohol or drug addiction |
| ■ Excessive fatigue not .resulting from a known disease or cause | ■ Excessive susceptibility to infections, colds or other diseases |
| | ■ Asthma, allergies |
| ■ Depression | |

Some common causes of breakdowns in body chemistry are described in the next section.

III. COMMON CAUSES OF **BODY CHEMISTRY MALFUNCTIONS**

A. INADEQUATE NUTRITION

INADEQUATE NUTRITION means not getting enough of the right kind of nourishment at the right time. A CHRONIC INADEQUACY occurs when there **is an** on-going pattern of faulty **nutrition** as is the case with **poor dietary habits**, or with **illnesses such as alcoholism, and eating disorders like anorexia and bulimia.**

- A Chronic inadequacy which is associated with illness is a serious condition which affects all body/mind systems; and requires medical treatment.

Most often, **poor dietary habits** DO NOT result in an actual illness but instead **produce sub-clinical levels** of body chemistry malfunctioning which lead to a **lack of energy,** and a sense of **never feeling really well.**

- **Healthful eating, and nutritional supplements** can often bring about a dramatic improvement and sense of well-being in such cases. (See **Resource Sheet 13: Improving Nutrition** for specific suggestions.)

Another type of problem is a **temporary inadequacy** which occurs when the **timing of food intake** is NOT **matched to the body's needs**, and the BLOOD SUGAR LEVEL falls. For example:

- Young children (or even adults) can become frantic just before supper, because their bodies have used up readily available fuel, and aren't releasing enough stored energy to make up the deficit.
- Children may even throw temper tantrums because their brains are starved for food and lose their ability to control behavior.

Adults may deal with the tense, tired feelings which accompany a fall in blood sugar by smoking a cigarette, eating a candy bar, having a soft or alcoholic drink, or a cup of coffee. These all bring a quick rise in the blood sugar level:

- NICOTINE and CAFFEINE both trigger the release of stored body sugar
- SODA and CANDY provide sugar which is quickly digested
- ALCOHOL has a high sugar content, and passes directly into the blood stream without requiring digestion, so it, too, produces an immediate rise in blood sugar. Of course, it is also a narcotic, so it will eventually put the brain to sleep if drinking continues.

These sugar fixes do provide immediate energy, but it is more healthful to adjust our intake of **nutritious foods to match the body's needs** than to rely on sugar fixes because these fixes also have many negative effects:

- Sugar has **no nutritional value**. When sugar is used as a food substitute, the body is robbed of the other nutrients which should accompany those calories.
- **Over-reliance on sugar fixes** can lead to **breakdowns in the body's sugar metabolism process**, as described in the following section.
- Tobacco, caffeine, and alcohol are all **ADDICTIVE**, as well as being **damaging to body organs**.

B. BREAKDOWNS IN SUGAR METABOLISM

The **PANCREAS** plays a key role in sugar metabolism by secreting insulin to maintain an optimal level of sugar in the blood. In many of us, it will break down sooner or later if we continually overload with sugar, resulting in **REACTIVE HYPOGLYCEMIA**, and, eventually, adult-onset **DIABETES**.

- In **HYPOGLYCEMIA**, the pancreas becomes trigger happy, and **overreacts to sugar by producing so much insulin** that the blood sugar level **falls lower** than it was before the food was eaten.
- In **DIABETES**, the pancreas produces too little insulin, allowing sugar to build up in the blood, and poison the body.

Diabetes always requires medical treatment, but many people experience hypoglycemic symptoms, without realizing what is happening to them. Some **common hypoglycemic symptoms** are:

- Feeling fuzzy-headed, or dizzy, or having a headache
- Experiencing erratic mood shifts, from feeling depressed to angry violent outbursts
- Sleep disturbances - not falling asleep easily, or waking in the middle of the night and being unable to get back to sleep
- Feeling exhausted, craving sugar, and getting a brief lift, but then feeling worse 30 minutes later.

Parents who have a child who is sensitive to fluctuations in blood sugar level often say their child has a Jekyll and Hyde personality. For example:

- One family put such a child on a sugar free diet and was pleased when he stopped hitting his sister, and tearing the house apart.
- When Easter came, they let the child have candy again, and he turned into a monster before their eyes. He stormed about, knocked over toys, screamed at his parents, and had to be restrained from chasing his sister.

While not every case is this severe, many parents have noticed that sweets have similar negative effects on their children's behavior.

These behavioral symptoms of hypoglycemia occur because **the brain has no way of storing the glucose it needs for energy**, and depends on the blood stream to deliver a moment by moment steady supply. When the **blood sugar level drops**, the brain's energy supply is disrupted, and the **cerebral cortex**, the part of the brain which does our thinking and conscious decision making, **becomes sluggish** and tunes out.

- Control of behavior passes from the cortex to the emotional center of the brain, resulting in ACTING WITHOUT THINKING in response to the feelings of the moment.

Of course, all of the hypoglycemic symptoms listed above could be caused by other problems. However, if you SUSPECT that hypoglycemia might be a **contributing factor**, you can test out your theory by going on a **hypoglycemic diet for a week's trial period**. This cannot do any harm, and symptoms will quickly show improvement if they are related to hypoglycemia.

- **A hypoglycemic diet** eliminates sugar, caffeine, alcohol, and refined carbohydrates, and reduces fruit intake. It uses protein and slow-burning complex carbohydrates to maintain a steady blood sugar level. (See **Resource Sheet 13:**

Improving Nutrition for specific suggestions.)

C. STRESS

Any-kind of STRESS causes our body to produce **adrenalin and enzymes** which release sugar into the blood and drive body organs to work harder. This **stress reaction uses up specific nutrients**, including especially the B complex vitamins and Vitamin C.

Prolonged or intense stress leads eventually to breakdowns in whichever part of our body is our weakest link. Asthma, ulcers, colitis, and depression are a few of the most common stress

related illnesses which affect children as well as adults.

Both adults and children can benefit from using the following strategies to COPE WITH STRESS and alleviate its negative effects:

1. TAKE ACTION to change situations which are causing stress.
2. Use SELF-TALK and RELAXATION TECHNIQUES to modify internal response to stress, and to calm down mind and body.
3. EAT a HEALTHFUL DIET, and use NUTRITIONAL SUPPLEMENTS to provide support for BODY CHEMISTRY.

For further information on STRESS, see: *Stress Inoculation Training* by Donald Meichenbaum, New York: Pergamon Press, 1985.

D. ALLERGIES

Children with allergies to foods or environmental substances often seem to be especially susceptible to breakdowns in body chemistry. Sometimes the allergic reactions are of the typical sneezing, wheezing, runny nose type.

However, there are many cases of **cerebral allergies**, where the allergic reaction occurs in the **lining of the brain**, and the PRIMARY SYMPTOMS are **emotional and behavioral**. This kind of allergy is often not accurately diagnosed.

Children with allergies often have **nervous systems** which seem to be **super-sensitive receivers of stimuli**. They may be more high-strung or irritable, and have more trouble concentrating because they cannot filter out distractions.

There is evidence that, in some children, allergies may contribute to **Learning Disabilities**, or to **Attention Deficit-Hyperactivity Disorder**. For further information, see: *Improving Your*

Child's Behavior Chemistry by Lendon H. Smith, M.D., Englewood Cliffs, N.J.: Prentice-Hall, 1976. If you suspect allergies may be contributing to problem behaviors, have your child tested, and

de-sensitized where possible. In addition:

- Work to eliminate the environmental or food substances which cause an allergic reaction in your child.
- Boost your children's immune system with healthful nutrition and appropriate supplements. For specific suggestions, see: *Feed Your Kids Right* by Lendon Smith, M.D., N.Y.: Dell Publishing Co., 1979.

IV. MAKING CHANGES TO IMPROVE YOUR CHILD'S BEHAVIOR CHEMISTRY

A. LOOK FOR CONNECTIONS BETWEEN PROBLEM BEHAVIORS AND BODYCHEMISTRY

Think about your family members and ask yourself if there are any **PROBLEM BEHAVIORS** which **might be related to body chemistry**. If so, look at the causes listed above and decide

which ones might be involved.

EVALUATE what you have **already tried to do** to deal with the body chemistry problems you have identified, and what has happened as a result.

B. CONSIDER POSSIBLE CHANGES TO IMPROVE YOUR FAMILY'S BEHAVIOR CHEMISTRY

If you have not had a medical check-up, it is important to do so. In addition, consider adopting some of the following ideas:

1. Improve family nutrition

- Institute healthy eating by following the dietary suggestions in **Resource Sheet**

13: Improving Nutrition.

- Provide supplemental vitamins and nutrients if you suspect anyone is not getting enough from their food, or if someone has special needs for larger amounts. (See **Resource Sheet 13** for suggestions.)
- Reduce intake of salt, sugar, caffeine (including cola drinks).
- Reduce or eliminate consumption of tobacco, alcohol, fats.
- Decrease junk foods and processed foods. They contain empty calories and chemical additives.
- Substitute protein snacks such as nuts, cheese or whole-grain carbohydrates for sweet snacks.
- Use decaffeinated, sugar-free drinks instead of those containing caffeine and sugar.

2. Reduce stresses - physical, emotional, allergic.

3. Observe connections between mood swings and eating patterns to track down food sensitivities and low blood sugar effects (foods eaten, times of eating, behaviors exhibited).

- Experiment by eliminating foods which cause reactions, and eating healthful snacks to keep blood sugar levels up.

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Age and Stage of Development

15

I. DEVELOPMENT AREAS AND STAGES

A. STAGES OF DEVELOPMENT

Age and **Stage of Development** have a powerful influence on behavior.. They are listed under Personal Characteristics as an antecedent in the **ABC Diagram**, Figure 2 (pg. 7).

Stage of Development is a way of talking about the **degree of maturity** of a child. Stages of development are like a series of steps that we climb from birth to death.

B. AREAS OF DEVELOPMENT

At each stage of development, progress can be measured in five areas:

1. **Physical Development** refers to height and weight, bone and muscle growth, maturation of central nervous system and development of motor coordination.

Behavior Areas that are directly related to physical development are:

- physical activities
- eating
- sleeping
- elimination.

2. **Intellectual Development** refers to ability to think, reason, and solve problems, and the type of mental structures used in the process.

3. **Emotional Development** includes feelings and ways of handling them, fears, tensions, and patterns of tension release.

4. **Sexual Development** involves sexual maturation and sex role behaviors - ways of acting which are appropriate to boys or girls of various ages in our society.

5. **Social Development** is measured in terms of skill and style of managing relationships with parents and other adults, siblings and peers.

Resource Sheet 14: Child Development Chart describes specific characteristics in each area of development for children from birth to 16 years. Further information on Stages of Development can be found in the books listed at the end of the chapter.

11. RATE OF DEVELOPMENT

A. INDIVIDUAL RATES OF DEVELOPMENT

While ALL CHILDREN progress through the **same developmental stages**, they do so at different **rates**. For example:

- Most babies progress through sitting, crawling, walking, running in that order.
- They achieve these milestones, however, at different ages. Some walk at 9 months, and others not until 14 or 15 months.

RATE OF DEVELOPMENT refers to the **speed** with which the child masters each step toward maturity in each of the developmental areas. Rates of development are **genetically determined**, and a child may develop at different rates in different areas. For example:

- A teenager may be fully developed physically, but still be socially or emotionally immature.

B. THE NORMAL CURVE

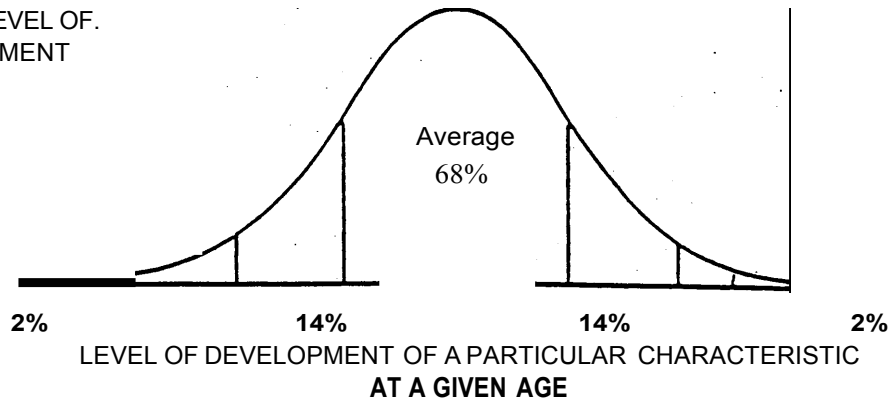
The RANGE of possible levels of development for each age resulting from **different rates of development**, is illustrated graphically in the NORMAL CURVE chart, Figure 8 on the following page. The **Normal Curve** represents the distribution of numbers that would result if all human beings of a given age were measured for a particular area of development, or for any other human characteristic.

For **any given age**, there is actually a **six year span of possible levels of development** or degree of maturity for EACH of the five areas of development. When we speak of **average** or **normal**, all we mean is whatever is typical of **68% of the people** who are measured on a particular characteristic.

When we discuss characteristics, we are referring to those which are **typical of 68% of children at that age**.

THE NORMAL CURVE

NUMBER OF INDIVIDUALS
AT THIS LEVEL OF
DEVELOPMENT



At this end: Those who are naturally 3 years slower than average in developing characteristic.

At this end: Those who are naturally 3 years faster than average in developing a characteristic.

Figure 8

C. SPECIAL PROBLEMS WITH SLOWER OR FASTER RATES OF DEVELOPMENT

Both SLOWER and FASTER rates of development can **lead to problems for** parent and child. For ex.:

- Children who develop physically faster than their age-mates may associate with older kids, and get into trouble because they are not mature enough emotionally to handle the activities of such a group.
- Slow development can lead to problems in school, and feelings of inadequacy.

Although **rates of development are genetically set**, their ACTUALIZATION can be affected by stresses such as:

- Loss of a parent through death, divorce or separation
- Malfunctions in body chemistry
- Physical handicaps
- Inadequate nutrition
- Lack of stimulation in the environment
- Use of drugs, chemicals, or alcohol.

If your child is on a significantly faster or slower development timetable than the average child, you might want to get professional advice to see if your child needs any special help to deal with this situation.

III. RHYTHMS OF GROWTH

A. RHYTHMS OF GROWTH LADDER

Whether your child's rate of development is slow, average or fast, growth is not just one long, smooth, happy process: Observations made at the *Gessel/ Institute of Human Development* show that:

- When children have mastered the tasks in one stage of development they function smoothly for a period of time.
- This equilibrium is shattered, and a stormy period follows as they struggle to master the challenges of the next stage.

At DIFFERENT **AGES** there are **different degrees of calm and stability** during the SMOOTH periods, and **different degrees and types of storminess during STORMY periods**.

Progress through these stages is diagrammed in **Figure 9: Rhythms of Growth Ladder**.

- **Smooth and stormy periods** begin at birth but, from birth to 18 months, they phase in and out so quickly that it is hard to diagram them.
- The diagram starts with a **stormy period at 18 months** when toddlers first begin to assert themselves and say no to their parents. By 2 years, toddlers have matured a bit and are more responsive to parents' wishes.

A final **stormy peak** is reached around **age 15**, as children reach what is often regarded as the worst period of all in parent-child relations. At this age:

- **Adolescents exert maximum pressure for independence**, but are still not mature or self-confident enough to handle it responsibly.
- **Parents, therefore, try desperately to hang on to control** a little longer, leading to pitched battles and constant conflict.

Understanding these predictable rhythms in growth can help you retain your confidence and sanity. Otherwise, when you watch your delightful 5 year old turn into a rebellious 5 1/2 or 6, you may frantically wonder what's happening, and what you're suddenly doing wrong.

RHYTHMS OF GROWTH LADDER

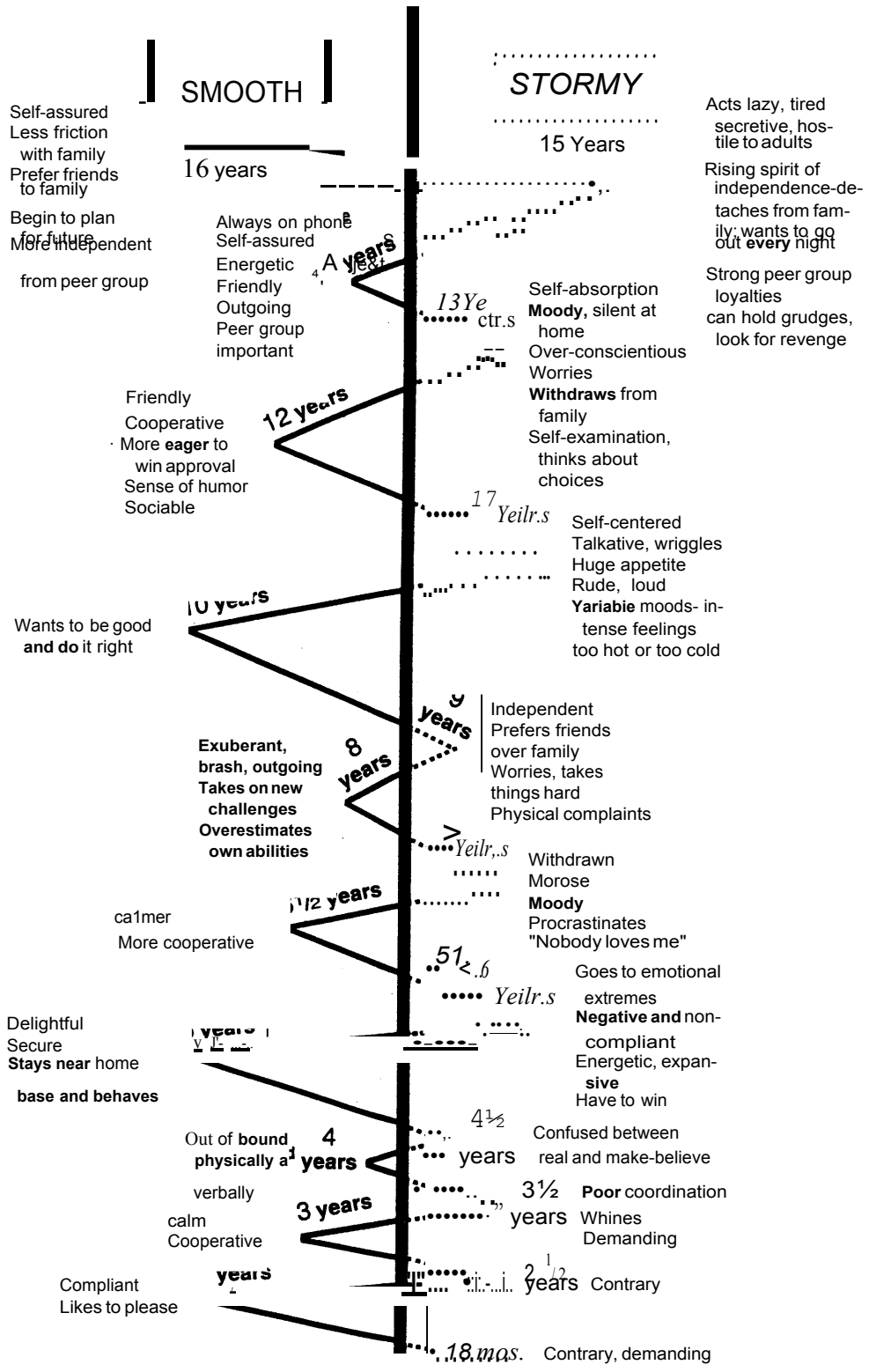


Figure 9

At times like these, if you look at the diagram, you may realize that it's not you who are suddenly failing as a parent, but your child who is changing in accord with nature's plan for development. Then, maybe you can relax a bit and be more ready to help your child through these stormy periods;

B. - MODERATING FACTORS

As you look at the **Rhythms of Growth Ladder**, remember that children do have **individual**

timetables and do not pass through these stages at exactly the same ages..

In addition, children have **individual temperaments** which **moderate or exaggerate** each phase. The Difficult Child may seem more difficult during the stormy times and less cooperative and adaptable during the smooth times. The **reverse** may be true for the **Easy Child**.

Children also have differences in **physical capabilities** or **body chemistry** which may affect the way they handle each stage.

Nevertheless, all children do pass through the same sequence of developmental stages, even though the ages at which they do so, and the intensity of their reactions, may vary.

IV. FURTHER EXPLORATIONS OF STAGES OF DEVELOPMENT

A. STAGE OF DEVELOPMENT AND DISCIPLINE-

You can use **Worksheet 26: Relating Stage of Development to Discipline** to further examine your child's development, and to incorporate this information into your RATIONAL DISCIPLINE structure.

B. BOOK LIST FOR FURTHER READING ON CHILDREN'S DEVELOPMENT

1. Caplan, F.; *The First Twelve Months of Life; Your Baby's Growth Month by Month*. Toronto, Can.: Bantam Books, 1973
2. Caplan, F.; & Caplan, T., *The Second Twelve Months of Life*. New York, N.Y.: Bantam Books, 1977
3. Caplan, F.; & Caplan, T., *The Early Childhood Years: The Two to Six Year Old*. New York, N.Y.: Bantam Books, 1984
4. Ilg, F.; Ames, L.; Baker, S.; *Child Behavior: Specific Advice on Problems of Child Behavior* (Revised Edition). New York, N.Y.: Harper & Row, 1981 (Covers ages birth to 10 years.)
5. Flavell, J.; *Cognitive Development*. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1977

A. COMPARE YOUR CHILD'S BEHAVIORS WITH THOSE OF THE AVERAGE CHILD OF THE SAME AGE.

Rhythms of Growth Ladder

Check **Figure 9: Rhythms of Growth Ladder** to see where your child fits on the ladder. Look for your child's age, but remember that s/he may be on a faster or slower natural time-table

and may be above or below his/her actual age.

1. *Is your child in a **smooth or stormy** period now?*
2. *What **specific behaviors** is your child using which reflect this step on the ladder?*

Developmental Characteristics

- Refer to **Resource Sheet 14: Child Development Chart** to see what behaviors and characteristics are typically exhibited by children who are the same age as your child.

Which of these behaviors is your child using now?

Rate of Development

1. *Overall -are your child's behaviors typical of the average child his/her age?*
2. *If not, does your child seem to be on a slower or faster time-table of development?*

ADAPT YOUR DISCIPLINE STRUCTURE TO YOUR CHILD'S LEVEL OF DEVELOPMENT.

Acceptance:

1. *How are your child behaviors related to developmental characteristics which **you need to accept**?*
2. *How are your child's developmental characteristics modified by temperament, special-abilities or handicaps which you also need to accept?*

Setting and Enforcing Reasonable and Appropriate Standards of Behavior:

- t. *Given your child's characteristics, what **expectations or standards of behavior** are reasonable and appropriate?*
2. *What **methods of enforcement** are suitable, given the child's developmental needs and limitations?*

Training Your Child to Become Self-Directing:

1. *What self-help activities can your child engage in at this age?*
 - *What is s/he already doing?*
 - *is there anything more s/he could do?*
2. *What price would you have to pay in terms of short-term negative consequences in order to let your child be self-directing?*

Consider: messiness, sub-standard work, emotional or physical bruises, lost opportunities for learning, punishments child might receive from outside authorities or agencies, guilt

you might feel for not being a good parent.

3. *Would the benefits for the child be worth the cost to you?*

C. STAGE OF DEVELOPMENT AND PROBLEM BEHAVIORS

Think about the **5 areas of development**, and **list behaviors** in **each area** which are of concern to you right now:

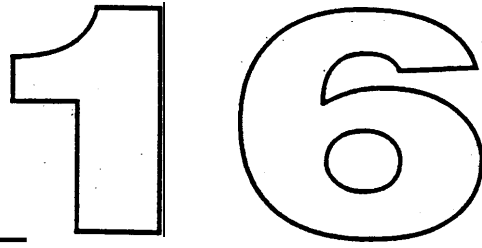
- **Physical** - motor development, eating, sleeping, elimination
- **Mental** - ability to think, reason, and problem solve
- **Emotional** - feelings and ways of handling them; fears, tensions and patterns of tension release; self-image
- **Sexual** - physical maturation processes, awareness and exploration of sexual parts parts of body, signs of identifying with, or behaving like, a male or female in our society
- **Social** - relationships with parents, siblings, other family members; adults and age-mates outside the family.

1. *When did these behaviors first appear?*
2. *Does the time when they first appeared correlate with a transition to a new stage of development, or smooth or stormy period?*
3. *To what degree are these behaviors related to your child's current Stage of Development?*

If the behaviors ARE DEVELOPMENTALLY APPROPRIATE, use **Problem Solving** to plan how to deal with them in a constructive way.

If they ARE NOT CORRELATED with **Stage of Development**, go through the **Problem Solving Process** to identify other factors which are influencing the child to use these behaviors, and to make plans to help your child find more constructive ways of behaving.

Putting It All Together



II IMPLEMENTING YOUR RATIONAL DISCIPLINE STRUCTURE

A. THE COMPONENTS

In the preceding chapters, we have introduced you to all of the components you will need to use **RATIONAL DISCIPLINE** in your family. These include:

The 3 Elements of Rational Discipline -

- **ACCEPTANCE** of each child as a unique individual
- Setting **STANDARDS** of **BEHAVIOR** which are reasonable and appropriate, and consistently enforced
- **SELF-DIRECTION** training to help children learn how to express ideas and opinions, care for their own needs, make wise decisions, and choose their own courses of action at age-appropriate levels.

Tools to use in implementing Rational Discipline -

- The **8 ABC FORCES** which affect behavior
- Our **PROBLEM SOLVING PROCESS**
- **SKILLS** and **METHODS** to use
 - with each ABC force to encourage positive, responsible behaviors
 - when dealing with problem behaviors which do occur.

In this chapter, we want to pull these threads together into a **step by step program** you can use to activate your Rational Discipline Structure.

B. THE STEP BY STEP PROGRAM

The first three steps, which will create a positive atmosphere in your home, and will help PREVENT problem behaviors from occurring, are:

- Set **Reasonable and Appropriate Standards of Behavior** for your children
- **Organize** your home environment
- Develop **family rules** to define limits and responsibilities.

The fourth step is to:

- Handle **problem behaviors** which do occur in a constructive way.

These steps are discussed in more detail in the following sections of this chapter.

II. SET REASONABLE AND APPROPRIATE STANDARDS FOR YOUR CHILD

The first step in activating your discipline structure is to SET STANDARDS OF BEHAVIOR which will **foster and guide your child's growth and development** without having a negative impact on your child's self-image or your relationship with your child.

As you **Set Standards** you will need to:

- Keep in mind the need for **Acceptance, and Training for Self-Direction**
- Consider your child's **Personal Characteristics and capabilities**
- Remember to **Accentuate the Positive.**

A. CONSIDER YOUR CHILD'S PERSONAL CHARACTERISTICS AND CAPABILITIES

Children's ability to learn, and to behave as you want them to, depends on their **Personal Characteristics** and capabilities. Two key factors are:

- Age and Stage of Development;
- **Individual strengths and weaknesses** due to genetic endowment, temperament, and body chemistry.



As a result of these factors, at each point in an individual child's development, there are **three categories of behavior** to consider in setting standards. Those which a child:

- CAN EASILY LEARN to do because body and mind have developed the necessary capabilities to do them;
- CAN LEARN only with much **struggle and difficulty**;
- CANNOT LEARN at all because s/he does not have the physical or mental capability to do the behaviors.

It is important to IDENTIFY and SET STANDARDS for the behaviors which your child can **easily learn**, and then **train the child to be Self-Directing** in these behaviors as soon as possible.

The challenge of learning **difficult behaviors** should only be undertaken in COLLABORATION with the child.

- If the child **wants to learn the difficult behaviors**, s/he will be **motivated** to endure the struggle required, and will cooperate willingly in the learning process.
- If you IMPOSE standards which **require** your child to learn difficult behaviors, the struggle is likely to have **negative effects** on the child's self-image, and your relationship with the child.

Behaviors which are **beyond a child's capabilities** MUST BE LEFT until a future time.

B. ACCENTUATE THE POSITIVE

When you SET AND ENFORCE STANDARDS, **keep the emphasis on accomplishments**, rather than deficits. Positive comments bring good feelings and positive responses. Positive interactions create a warm, happy home where children are eager to please their parents. Use these two

strategies frequently:

Catch Your Child Being Good

- Look for times when your child is playing in an acceptable way, or behaving in other ways that you like. Then, show you are pleased by giving positive attention (e.g. a smile, a pat on the head, a question or comment to show your interest).

Take Time to demonstrate Acceptance and Show You Care

- Show your- children you **love them for themselves**, as well as for what they do.
- Use plenty of hugs, smiles, and **non-verbal signs of affection**.
- Use **Listening Skills** to show you are interested and to encourage your children to talk about their ideas, experiences, feelings and problems.

III. ORGANIZE YOUR HOME ENVIRONMENT

The second step is to ORGANIZE your home environment so that it is **easy for your children to comply** with your STANDARDS. Organizing includes:

- **Arranging the physical surroundings** so parents and children can function effectively
- **Childproofing for safety**
- **Establishing routines** for daily activities
- **Planning ahead** for changes and transitions, both minor ones like switching from one activity to another, and major ones like moving or trips.

You can find more detailed suggestions for handling each of the above areas in **Resource Sheet 15: Strategies to Use in Activating Your Discipline Structure**.

IV. DEVELOP FAMILY RULES TO DEFINE LIMITS AND RESPONSIBILITIES

The third step in your program to activate your RATIONAL DISCIPLINE structure is to develop RULES to **help your family live together safely and share responsibilities** for work that has to be

done for the family welfare.

Children are NOT bomknowing how to lave in a family group. Young children naturally want to do whatever feels good right now. They have:

- **A limited ability** to look ahead and understand the probable impact of their behaviors on themselves or others
- Very **little self-control** in the face of temptation.

Even **older children** can easily **lose control** and give in to the urge of the moment, if guidelines are not provided.

.RULES provide the STRUCTURE for teaching children how to survive in a family and how to get their needs met without stomping on other people.

Some examples of rules, and suggestions for making rules work are included in **Resource Sheet 15: Strategies to Use in Activating Your Discipline Structure.**

V. HANDLING PROBLEM BEHAVIORS IN CONSTRUCTIVE WAYS

A. GOALS FOR COPING STRATEGIES

No matter how well you set up your RATIONAL DISCIPLINE STRUCTURE, **some problem behaviors will occur.** When they do, you need to **take action** to:

- **Stop** the behavior from continuing
- **Repair the damage**
- **Reduce the probability** that the child will do it again.

B. CHOOSING STRATEGIES

You need to **choose ways of reaching these goals** which will have the **least risk** of causing any of these **negative side-effects**:

- **Damaging** the child or others
- **Lowering the child's self-esteem**, so s/he feels bad or not OK
- **Instilling fear** in **the child** so that s/he will be tempted to lie, to escape from your actions in the future
- **Stirring up rivalry or bad feelings** between family members
- **Triggering other behaviors** in the child, which are as bad as, or worse than, the one you are trying to stop.

The **skills and methods** described in the blue **Resource Sheets** in this manual were all designed to minimize the probability of the above negative side-effects occurring.

STEP I: CLARIFY THE PROBLEM

A. Clarify & Focus

1. Describe the Problem and Sequence of Events

*What has happened that is causing concern?
What was the first thing that happened?
What happened next?*

2. Your Feelings

*How did you feel when all this happened?
How do you feel about it now?*

3. Key Concern

What is it about this situation that concerns you the most?

What behavior is most directly related to this concern?

4. Reasons for Your Concern

What actual effects have already occurred, and why are you concerned about them?

What fears or beliefs do you have about what might happen as a result of this?

What past experiences have you had which affect your feelings in this situation?

What values are at stake for you in this situation?

B. History of Problem

1. Others Involved

Who else is concerned with or working on this problem? Family? Agencies (School, police, etc.)? Therapists? Neighbors?

What are they doing now in regard to the problem?

2. Degree of Urgency

What time deadlines for making decisions or finding solutions are involved?

3. How Long

How long has this problem been going on?

4. Frequency

How often does this problem behavior occur?

5. Past Attempts to Deal with Problem

What have you already tried to do to improve this situation?

What has happened as a result of your efforts?

STEP II: ANALYZE FACTORS AFFECTING THE PROBLEM

WRITE UP AN ABC SEQUENCE OF EVENTS, AND CIRCLE THE BEHAVIOR YOU WANT TO ANALYZE

A. Antecedents

How did each of the following Antecedents influence the behavior you have circled?

Earlier Antecedents

Past events, interactions, or decisions related to the behavior or the situation;

1. Situation

Time and place where behavior occurred, people present, discipline structure in effect.

2. Interpersonal Interactions

What others said and did.

3. Basic Human Needs

Survival, Love/Belonging, Achievement.

4. Personal Characteristics

Physical and/or Mental State, Temperament, Age or Stage of Development.

5. Belief System

Values, Self-Image, Expectations based on past experiences.

6. -Internal Processes

Thoughts, Feelings, Sensations, Images.

7. -Decision Process

Impulsive, Automatic or Thoughtful.

B. Trigger Event

What was the trigger event (the event that occurred just before the behavior)?

How did the trigger event affect the behavior?

C. Consequences

What positive and negative Consequences resulted from the behavior? Consider:

1. Observable Effects

What others said and did after the behavior, the visible impact on people and objects.

2. Internal Effects on Self and Others

Feelings, Self-Image, Goal Attainment, Needs.

3. Side Effects

Expectations about B-C connections, impact on family system and relationships.

4. Pay-Off Balance

How did the + and - pay-offs balance out for the person doing the behavior?

STEP III: REDEFINE THE PROBLEM

1. Heart of the Problem *How do you see the problem now?
What do you think is at the heart of the problem?*
2. Your Involvement *How are you involved in or related to the problem?*
3. Whose Behavior *Whose behavior do you want to focus on now in trying to improve the situation?*

STEP IV: SET A GOAL FOR CHANGE

- Goal or Outcome** *What do you want to happen now in this situation?
or
What outcome do you want to achieve?*

STEP V: PLAN HOW TO REACH GOAL

- A. Next Step Ideas** *What actions could you take this week to help you move one step toward your goal?*
- B. Evaluate Your Ideas and Choose What to Do Next**
1. Consider Each Idea *Weigh advantages and disadvantages of each idea:*
 - Cost & Difficulty *How hard would it be for you to do?
How costly in time, effort, money? _*
 - Potential for Success *What is the likelihood that it would bring about the change you want?*
 - Other Probable Effects of Each Alternative *What effect will it have on: Child's self-image, ability to make wise decisions, capacity for assuming responsibility for own behavior; your relationship with child; side-effects on others and relationships?*
 2. Choose Next Step Idea *Which idea has the most advantages and fewest disadvantages?
What will you do this week?*

C. Shape Your Plan

- | | |
|--------------------------------|--|
| 1. Details | <i>What exactly will you do?</i>
<i>When, where, how will you do it?</i> |
| 2. Anticipate Contingencies | <i>What might happen as a result of your actions?</i>
<i>What might go wrong?</i>
<i>How could you deal with these events?</i>
<i>What will you do if this doesn't work?</i>
<i>What if you can't carry out your plan?</i> |
| 3. Rehearse Behaviors for Plan | Practice what you plan to do with another person, or rehearse what you will do by yourself (before a mirror or in your imagination), or write out what you will say and do. |

STEP VI: EVALUATE RESULTS OF YOUR ACTIONS

A. Review Your Actions

- | | |
|---------------------------------|---|
| 1. Plan
OR
2. Interaction | <i>What did you do this week with regard to your plan, or with regard to the problem?</i>
<i>What interaction did you have this week that you would like to examine?</i> |
| 3. Feelings | <i>How did you feel when this happened?</i>
<i>How do you feel now about what you did?</i> |

B. Review the Results Your Actions

- What happened as a result of what you did (or did not do) with regard to your plan or problem; OR as a result of your interaction?*
What did you WANT to have happen in this situation?
How did the results compare with your goals?

C. Evaluate Your Actions and Their Results

- In what ways were you pleased and not pleased with your actions and the results that followed?*

D. Consider Alternative Actions You Could Have Taken

- What would you want to do differently if you were to do this again?*

E. Plan for Follow Up

- What, **if** anything, do you want to do now to follow up on what you have done?*
What next step can you take in moving toward your goal?

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These four listening skills will help you understand what others are thinking and feeling, what's important to them, what's bothering them.

1. FOCUS Pay attention and show you are concentrating on the speaker.

DO	DON'T
Stop talking; wait for the other person to speak.	Don't keep interrupting.
Stop doing other things.	Don't keep on peeling potatoes or reading the paper.
Concentrate mentally.	Don't let your mind wander and think of other things.
Keep the focus on the other person when you speak.	Don't switch the topic to yourself. <i>Example: That reminds me of the time when I. ...</i>

2. ACCEPT

Show the speaker you want to understand his/her ideas, values and feelings, and are willing to respect and accept them (even if you don't agree or approve of them).

DO	DON'T
Sit or stand in an open way.	Don't turn your back or side to the other;
Smile, relax your facial muscles; nod your head occasionally.	Don't look angry or threatening.
Use a warm, friendly tone of voice when you speak.	Don't frown or look grim.
	Don't be sarcastic, yell or use a harsh tone of voice.

3. DRAWOUT

Help the speaker clarify and talk about his/her feelings, ideas and values.

DO	DON'T
<p>Start questions with <i>what, how, when, where.</i></p> <p><u>Example:</u> <i>What do you think about that?</i></p>	<p>Don't Start with <i>why</i> or <i>how come</i>. These questions cause defensiveness.</p> <p><u>Example:</u> <i>Why don't you agree with me?</i></p>
<p>Use open-ended questions which ask for a response</p> <p><u>Example:</u> <i>How did you feel when the teacher said that?</i></p>	<p>Don't ask questions which have yes/no or right/wrong answers; these stop communication.</p> <p><u>Example:</u> <i>Why did you talk back to the teacher and make her mad at you again?</i></p>
<p>Genuinely ask for opinions, perceptions, feelings, concerns.</p> <p><u>Examples:</u> <i>What is there about this about this situation that scares/concerns/pleases you the most?</i> <i>What other possibilities did you consider when making your decision?</i></p>	<p>Don't ask pseudo-questions: statements disguised as questions; questions asked when you already know the answer; attempts to trap another person into admitting guilt.</p> <p><u>Examples:</u> <i>Why should anyone feel scared/concerned/pleased in this situation?</i> <i>Why can't you ever do it right?</i> <i>Why couldn't you have thought of that?</i> <i>Why should you care?</i> <i>Why haven't you. . . ?</i></p>
<p>Invite, rather than demand, a response.</p> <p><u>Example:</u> <i>Can you tell me what happened?</i></p>	<p>Don't interrogate. Don't shoot out questions like a district attorney.</p> <p><u>Examples:</u> <i>Why didn't you call?</i> <i>What's going on here?</i> <i>What did you do?</i> <i>Where have you been?</i> <i>Why haven't you. . . ?</i></p>

4. **SUMMARIZE**

Check and see if you have understood by SUMMARIZING what you have heard BEFORE you give your own point of view or plunge into action.

DO	DON'T
<p>Summarize Content: Summarize key ideas of speaker in your own words.</p> <p><u>Example:</u> <i>You believe that was an unfair decision?</i></p>	<p>Don't instantly attack or discount the other's ideas.</p> <p>Example: <i>That is ridiculous. Only an idiot would say that is an U!7-fair decision!</i></p>
<p>Summarize Feelings: Tune into body language, tone of voice, and words that identify feelings. Put them into words.</p> <p><u>Example:</u> <i>You were hurt because If argot your birthday.</i></p>	<p>Don't ignore, reject or deny the validity of the speaker's feelings.</p> <p><u>Examples:</u> <i>You shouldn't feel bad because If argot your birthday.</i></p> <p><i>Don't be such a cry-baby!</i></p> <p><i>Don't be so emotional!</i></p>

Use these skills so others will understand:

- what you are thinking and feeling
- what's bothering you
- what you want to have happen
- what's important to you

1. FOLLOW THE "I" RULE

Start all statements about your own thoughts and feelings with "I", instead of with **you or it**.

SAY	DON'T SAY
<i>I believe that doing homework is important.</i>	<i>It's inexcusable not to do your homework.</i>
<i>I'm very angry because you didn't do your job.</i>	<i>You make me so mad, you never do anything right.</i>

2. USE STRAIGHT TALK

Say what you want to have happen directly and clearly. Don't try to make people guess what you mean. **Describe behaviors, NOT people or attitudes.**

SAY	DON'T SAY
<i>Please dry the dishes and put them away.</i>	<i>I wish you'd be more helpful around the house.</i>
<i>When your sister is in the bathroom, please knock before you go open the door.</i>	<i>From now on, be more thoughtful and considerate of your sister.</i>
<i>Take turns when you're playing.</i>	<i>Don't be so selfish.</i>

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3. ACCENTUATE THE POSITIVE

Look for **positive things** that the other does and **say you are pleased**.

Describe the other's behavior and your reasons for being pleased, instead of **making judgments about the person**.

SAY	DON'T SAY
<i>I'm so happy that you got a good grade. You have worked so hard and you are making progress.</i>	<i>You are getting to be such a good student.</i>
<i>Thanks a lot for helping me bring in the groceries. It saved me a lot of steps.</i>	<i>You're such a good boy to help your mother.</i>

4. KEEP CRITICAL COMMENTS TO A MINIMUM

In communication, we usually **get what we give**. When you repeatedly criticize other people, they begin looking for ways to say nasty things back to you. Exchanging criticisms leads to bad feelings and tense, unhappy relationships.

When you do talk about unacceptable behaviors, **describe the behavior** (not the person) and **the reasons why you are not pleased**.

Focus on the present, and don't drag up past mistakes. Help the other make a plan to change, if he/she is willing to accept your help.

SAY	DON'T SAY
<i>I'm sorry you got a D on your Math test. Do you have any idea what went wrong?</i>	<i>So you got another D. I told to study harder. You'll never amount to anything if you keep that up. You better start studying, do you hear?</i>

5. DON'T DISCOUNT THE OTHER

A discount is any comment that leaves another **feeling not OK** about him/herself

- Don't call another person names (s/he will begin to think s/he really is what you say and will behave accordingly).
- Don't tease, use sarcasm, or make fun of another person.

If YOU SAY:	THE PERSON WILL BELIEVE:
<i>Thats stupid, or You're a dumbbell</i>	<i>I really am stupid, and may give up trying.</i>

6. **KEEP THE NOISE LEVEL DOWN** Yelling and screaming won't help get your message across, and usually delay getting on with the job.

7. SEND CONGRUENT SIGNALS

Let your tone of voice and body language express the same feelings as your words.

If you tell another you want to hear about his/her ideas and feelings, but you look stern and disapproving, s/he will respond to your body language instead .of your words, and will probably clam up.

8. ALTERNATE SENDING AND LISTENING

To clear up muddled communication patterns, use this sequence of skills:

- **Say:** What you think or feel
I think/feel/would like to/want to
- **Ask:** For the other's response
What do you think/feel about that?
What would you like to do?
- **Listen:** To what the other says.
- **Summarize:** To check your understanding.
- **Say:** Your response to the other's thoughts or feelings.

Repeat the above sequence until each person's feelings, opinions, or desires are clarified.

Accept and respect differences.

Use **Problem Solving** to work out mutually agreeable solutions to conflicts.

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NON-INTERVENTION: Parent gives child total responsibility for being self-directing in handling a particular situation. Child must do all of own problem solving, including setting goals and making a plan without help from the parent.

ADVANTAGES

1. Fosters independence and self-direction in children.
2. Communicates confidence and acceptance of, children.
3. Reduces parent-child conflict.

DISADVANTAGES

1. Children may make unwise decisions because they don't have enough knowledge or experience to understand all choices available and anticipate the probable consequences of each.
2. Parent is not directly involved in standard-setting so child must rely on values learned from parent during previous interactions.
3. Children may conclude parent is not interested or doesn't care.

INFLUENCE: Parent gives child responsibility of being self-directing in a particular situation. Child sets own goals and makes own plan, but parents may share their standards and actively guide child in problem solving, and decision making processes.

ADVANTAGES

1. Children retain high level of self-direction and responsibility for own behavior.
2. Parents can explain own standards clearly.
3. Parents can guide children in problem solving or decision making and provide information and ideas which children may not have.
4. Children can learn from experience. Parent can help by guiding children through self-evaluation.
5. Compliance is not an issue, so there is little stress on parent-child relationship.

DISADVANTAGES

1. Children may make a decision which does not please parents.
2. Less challenge for children to sort out own values, since parent offers ideas.
3. Children may make decisions which bring negative consequences.

NEGOTIATION: Parent and child share responsibility for finding a solution. Goals and plans for reaching them must be agreeable to both. There is a balance between parental standards and self-direction for the child.

ADVANTAGES

1. Parent's standards will be upheld to some degree, since decision and plan must be acceptable to parent, as well as child.
2. Children retain some degree of self-direction, since plan must be acceptable to them also.
3. Compliance is easy to enforce since children are involved in making agreement.

DISADVANTAGES

1. Children may out-manuever parent in the negotiation.
2. Children may be unable to hold up their end of the-negotiation and be overpowered by parent.
3. Some extrinsic reinforcements and punishments may be required to motivate children.

POWER: Parents take responsibility for finding a solution. Parents set goals and plan ow to reach them. They use power to get the child to comply with their decision. Provides total compliance with parental standards, no self-direction for child.

ADVANTAGES

1. Parental standards will dominate.
2. Protects children from unwise decisions due to impulsivity and inexperience.
3. Provides external structure and control for children in areas where they are not mature enough to make their own decisions.

DISADVANTAGES

1. Children do not learn to be self-directing.
2. Children develop low levels of self-esteem and lack confidence in their ability to make decisions.
3. Parent may make unwise choices for children because of difficulty of understanding children's wants, values, and needs.

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A. IDENTIFY BEHAVIOR CONSEQUENCE CONNECTIONS_

In order to become responsible, self-directing people, children must learn to make connections between their **behaviors** and the **consequences** which the behaviors bring. You can use the following strategies to help your children learn to identify these **B-C connections**.

1. Provide young children with **opportunities to manipulate** toys and other materials so they can discover **cause-effect** connections.
2. Try to be reasonably **consistent in your responses** to behaviors so children can learn to make accurate predictions about the consequences which various behaviors will bring.
3. When you respond to a behavior, use **Straight Talk** (Resource Sheet 3.) to describe the behavior, the effect on you or others, and why you responded as you did.
4. When your children make choices, or carry out actions, let them **experience the natural consequences** of their behaviors:
 - **DON'T** move in to protect or rescue your children from the consequences of their choices or behaviors.
 - **DO** support your children in coping with the consequences; help them plan what to do next.
5. When your children behave in a **DESIRABLE way**, IF THEY:
 - Receive a **natural positive consequence**, SHOW PLEASURE in their accomplishment.
 - DID NOT receive any natural positive consequence, PROVIDE some other **reinforcement** so they will be encouraged to repeat the behavior. (See **Resource Sheet 10**, Section 111-B)
6. When your children behave in an **UNDESIRABLE way**, IF THEY:
 - Receive a **natural negative consequence** OR if a **punishment** is imposed by someone else, DON'T ADD additional punishments.
 - DO NOT receive any **natural negative consequences** OR if there are **positive pay-offs**, ADD a reasonable, **logically related punishment** to discourage repetition of the behavior. (See **Resource Sheet 10**).
7. As children experience the **NATURAL CONSEQUENCES** of behaviors, comment on the **B-C connections**.
 - **Describe the Behavior and the Consequence** in a quiet, nonjudgmental manner (**Chapter 5**).
 - **Highlight B-C connections** between desirable behaviors and positive consequences, as well as those between undesirable behaviors and negative consequences.
 - **Avoid making critical comments** which leave children feeling not OK, or saying, *I told you so!*
 - **Use Self-Evaluation** (page 188) to help them learn from both their mistakes and successes.

B. SELF-EVALUATION: TO HELP CHILDREN LEARN FROM EXPERIENCE

To help your children learn from their experience, guide them through the steps in Self-Evaluation.

These steps are a simplified version of Step VI of Problem Solving (**Resource Sheet-1**).

1. *What did you do?*
Guide child in describing the sequence of events and his/her behavior.

2. *What happened as a result of what you did?*
Ask for internal consequences (effect on feelings, self-esteem) as well as observable consequences.

(You can add observations about consequences **the child might have missed.**)

3. *How do you feel about what happened?*
Ask the child in what ways s/he feels pleased or displeased about what s/he did and what happened?

(If child needs more help in evaluating, ask child to compare goals and results:
*"What did you want to have happen in this situation?
How do the results compare with what you wanted?)*

4. *If you were doing this again, is there anything you would want to do differently?*
Ask this question if there were negative consequences or if child was not totally satisfied with what happened.

(You can suggest ideas for alternative behaviors if child cannot think of any.)

5. *Is there anything more you want to do about this now?*
Ask this question if there is a need to correct a mistake, repair damage, build on a positive result, or plan for the future.

(Parents can guide child through Problem Solving with Children to make a follow-up plan if it is needed. See next page.)

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C. PROBLEM SOLVING WITH CHILDREN

Guide children through these steps in **Problem Solving** to help them **plan ahead** for behaviors and choices which will bring them positive consequences. The key question for each step is listed at the left. The additional questions on the right may be used as necessary. Adjust the wording to the age of the child.

1. What's the Problem?

Problem	<i>What's bothering you?</i>
or Decision	or <i>What do you have to decide about?_</i>
Feelings	<i>How do you feel about this?</i>
Key Concern	<i>"What is it about this that bothers you the most?"</i>

2. What Do You Want?

Wants, Needs	<i>What would make you happy in this situation?</i>
for Self	<i>What would be best for you now and in the future?</i>
for Others	<i>Will others be affected by what you do?</i>
	<i>What do they want or need?</i>
	<i>What would be best for them?</i>

(Parent can add his/her perceptions of needs and effects)

3. How Can You Get What You Want?

Brainstorm	<i>Let's think of different things you could do to</i>
Ideas	<i>solve the problem or get what you want.</i>
	or <i>Let's look at all the possible choices you have.</i>

(Parent can help brainstorm ideas)

4. Choose the Best Idea

Test	<i>Think what would probably happen if you tried</i>
Consequences	<i>this idea? (Repeat for each idea).</i>
	<i>How would you feel if that happened?</i>
Choose Best	<i>Which idea leads to the best results?</i>

(Parent can help think of probable results)

5. Make a Plan

Details	<i>What, where, when, how, will you do what you have</i>
	<i>decided to do? \ --</i>
Problems	<i>What if you have trouble carrying out your plan?</i>
	<i>What might go wrong? What could you try then?</i>
Help	<i>Do you need any help in carrying out your plan?</i>
	<i>Where can you get it?</i>

(Parent can help anticipate problems and offer help)

WHY: Use **Active Listening** to help others **work through their feelings** in a constructive way. This will help them feel more OK about themselves. In addition, you will come to understand them better, and will also be showing them that you care.

WHEN: Use Active Listening when:

1. The other person is **having strong feelings** and shows that s/he would **like to talk**.
2. **You are:**
 - in the MOOD to be **helpful**.
 - able to stay IN CONTROL of your **own feelings**.
 - able to take enough TIME to be a **patient listener**.
 - willing to LET THE OTHER own (be responsible for) the problem.

OR

sincerely TRYING TO UNDERSTAND the **other's feelings**, if you are **involved** in the problem.

- HOW:**
1. Get in **touch with** the other person's FEELINGS.
Find CLUES in gestures, posture, tone of voice, look on face, behavior, words and phrases, repetition of a concern.
 2. **Try to understand** what has happened that **led to the other's feelings**.
LOOK FOR both **trigger events** and **reasons** why these events led to the feelings-.
 3. **Put the feelings you identify** into YOUR **OWN WORDS** and **feed them back** to the other.
 4. Wherever possible, **also feed back** your perceptions about the **reasons** and/or the **events** which triggered the feelings.
 5. **Look and listen** for **signs of agreement or disagreement** from the other.
If you are ON TARGET, continue; if not, try again.
 6. **Continue** the process by **identifying and feeding back** each NEW FEELING as it emerges.
 7. Try to **keep your tone of voice, facial expressions and body language** IN TUNE with the feelings you are expressing.

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TO GET STARTED

Use a **lead-in phrase** such as one of these:

- *It seems as if you're feeling...*
- *Were you saying that you feel...?*
- *I see you...(describe behavior)...and I wonder if you are feeling...*
- *Are you feeling...?*
- *Do you mean that you feel...?*
- *You feel...*

PUTTING THE FEELING INTO WORDS

Try to **expand your feeling word vocabulary** so that you can be increasingly **precise** in reflecting the feelings. One helpful approach is to THINK OF FEELINGS in terms of both **type** and **intensity**. Below is a list of words to describe feelings. Add your own words and then use the list to help you respond accurately.

LEVELS OF INTENSITY

TYPES OF FEELINGS

	<u>HAPPY</u>	<u>SAD</u>	<u>ANGRY</u>	<u>SCARED</u>	<u>CONFUSED</u>
STRONG	Excited Elated Overjoyed	Hopeless Sorrowful Depressed	Furious Seething Enraged	Fearful Panicky Afraid	Bewildered Trapped Troubled
MILD	Cheerful Up Aglow	Upset Distressed Down	Annoyed Frustrated Agitated	Threatened Insecure Uneasy	Disorganized Mixed Up Foggy
WEAK	Glad Good Satisfied	Sorry Listless Bad	Uptight Dismayed Put Out	Timid Unsure Nervous	Bothered Uncomfortable Undecided

HELPFUL HINTS FOR DOING ACTIVE LISTENING

1. **Can't tag the right feeling** - Perhaps you can't figure out ANY feeling, or you try one feeling after another and the other keeps saying, *No, that's not it.*

Try stating your confusion, concern, and desire to help:

- *I can see that something is bothering you, and I am concerned about you and would like to help, but I can't seem to plug into what you're really feeling. Can you help me understand?*

This usually works if the other is willing to talk at all.

2. **Other person doesn't want to talk** - Sometimes the other person really is not ready to talk about his/her feelings. He may say, *I don't want to talk about it*, ors/he may just send non-verbal signals, turning you off.

You can try:

- **Feeding back what you hear, or see, happening** - *You don't feel like talking with me right now.*

If **this doesn't work**,

- **Back off** - Active Listening is an offer, not a demand.

But,

- **Leave the door open for future efforts by saying** - *If you do feel like talking later, just let me know.*

3. **Level of intensity**- Try to reflect the level of intensity of the feeling, as well as the kind of feeling the other has expressed. This means choosing an appropriate feeling word, as well-as keeping your tone of voice and non-verbal signals in tune with what you're saying.

Avoid under-responding - For example, your child is crying and screaming, and you say mildly, *I guess you're a little upset.*

Avoid over-responding - For example, your child comes in and is irritated at the teacher for putting an unannounced test, and you say (in a very intense voice), *You feel like killing the teacher.*

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4. **Use Your Own Words** - Put the feeling into your own words, don't mimic what the other said.

For example, your child says, *I'm really angry at Dad.* You mimic the child by saying, *You're really angry at your Dad.* The child **says,** *I already said that, what are you doing?*

Instead of mimicking, translate into your own words, *You sound pretty mad about something your father has done.*

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5. **Avoid Placing Your Interpretation on the Other's Feelings** - Try to identify the feeling and reasons the OTHER is **actually expressing**, rather than giving your interpretation of HOW you think s/he ought to feel, and WHY s/he would be feeling this way.

- It CAN BE helpful to imagine yourself in the other's place, and to try to imagine how YOU would be feeling if you were in that situation.
- However, remember that **each of us has our own unique feeling responses** to situations, and another person MAY NOT FEEL the same as YOU would have felt.
- If you do make guesses, be careful to ask the other whether or not your guesses are on target.

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6. **Don't take over the problem** - Let the speaker own his/her own problem. Active Listening is an **Influence approach** to working on problems. The PURPOSE of Active Listening is to HELP OTHERS **clarify and talk through their feelings** so they can **handle their own problems.**

Don't get Hooked Emotionally - Try not to get so caught up in others' problems or emotions that you feel as bad as they do. If you DO GET HOOKED emotionally, you will lose your ability to focus on, and feed back, the OTHER PERSON'S feelings, and will no longer be able to use Active Listening to help him/her.

Don't Let Yourself Feel Responsible for Making Others Feel Better - Their feelings are **their responsibility**, and they must deal with their own feelings. Your Active Listening can HELP them do so.

Don't Take Over a Problem and Start Telling Another What To Do - Telling others what they SHOULD DO is a discount. If they want help in figuring out what to do, GUIDE THEM through **problem solving.**

I. SEQUENCES OF SKILLS AND COMPLEX PROBLEMS

A. COMPLEX PROBLEMS

Complex problems involve two or more problem behaviors. For example, in the situation described in Worksheet 14: The Note From School, mother was concerned about both Susan's spelling AND her lying.

Often, the various problem behaviors in a complex problem need to be handled in different ways, so you will need to use a sequence of several **skills**.

B. SEQUENCES OF SKILLS

First you need to bring all aspects of the problem out into the open:

- Use STRAIGHT TALK to state your feelings and concerns.
(Resource Sheet 3)
- Use LISTENING SKILLS to draw out the child's feelings and concerns.
(Resource Sheet 2)

Follow up by guiding the child through Problem Solving and/or Self-Evaluation.

- Use PROBLEM SOLVING WITH CHILDREN when you are looking ahead to future actions or decisions which have to be made.
(Resource Sheet 5)
- Use SELF-EVALUATION when the emphasis is on learning from a past experience.
(Resource Sheet 5)

This sequence is illustrated in Worksheet 14, Section IV. _In the example given there:

- Mother used STRAIGHT TALK to confront Susan with her concerns, and then used LISTENING SKILLS to understand Susan's concerns and feelings.
- Then, Mother guided Susan through SELF-EVALUATION to help Susan think of what she could have done, instead of tearing up the note and lying about it.
- Finally, Mother guided Susan through PROBLEM SOLVING to help her plan how to deal with the spelling problem.

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II. LYING AS AN EXAMPLE OF A COMPLEX PROBLEM

A. LYING AS A PROBLEM BEHAVIOR

LYING is usually a **complex problem** because most parents strongly believe that lying itself is **wrong**. In addition, **children's lies** are generally about some **other problem behavior** they have done, not done, or want to do, so parents must deal with both the lie and the problem.

B. WHY CHILDREN LIE

Most children do lie sometimes, and many of them lie a lot. Discussions with children have shown that most children see lying as a legitimate and necessary coping strategy to use in their efforts to get their needs met.

Children frequently use lying to cope with situations like these:

- **Unreasonable or inappropriate standards of behavior or parental expectations.**

When children cannot meet their parents' expectations, they feel trapped and helpless, and try to hide the evidence of their failure by lying.

- **Too little freedom to be self-directing.** When parents are too controlling, children lie to get more space for themselves, and to get their parents off their backs.

- **Non-compliance to rules.** Children want to have fun and do what their friends are doing, even if these things are contrary to appropriate standards and rules established by parents' or other authorities.

C. DEALING WITH LYING

In order to help children learn not to lie, it is important to recognize that **lying is NOT automatically a sign of a defective character**. Rather, **lying represents the best coping strategy** a child can think of at the moment. By treating the lying as a complex problem, you can help children develop **more effective ways of coping with their problems**.

Punishing a child for lying is NOT an effective way to get a child to tell the truth. If a child is lying because:

- She is afraid, punishment only makes her more afraid.

- He doesn't know what else to do to get his needs met, punishment won't give him any better ideas for coping. It may only drive him to more destructive behaviors.

By using the **sequence of skills suggested above**, you can deal with both the problem behavior of lying, and with the underlying problems which are driving the child to lie.

I. TRANSMIT YOUR VALUES TO YOUR CHILDREN

Model your values by acting them out in daily life. Actions speak louder than words, so keep your behavior in line with your values.

Explain your values by telling your child WHAT you believe and WHY you feel as you do about particular behaviors. Update your explanations periodically, but **DON'T oversell** your values by lecturing about them daily, or your efforts may backfire by inciting rebellion.

Incorporate sound values into your discipline structure by using the three elements in discipline to demonstrate values.

1. **Demonstrate Acceptance** to show you value your children as individuals.
2. **Set standards of responsible behavior** to show that you believe your children's LONGTERM WELFARE is **more important than instant pleasure**. ENFORCE your standards by responding to problem behaviors **with actions which affirm your most important values:**
 - **Don't overreact** to minor annoyances.
 - **Show you understand and respect** your CHILDREN'S VALUES even if you have to set limits on behavior.
 - **Choose methods** which have the **least risk of damaging** the child's SELF-ESTEEM or YOUR RELATIONSHIP with the child.
3. **Train Your Children to Become Self-Directing** by encouraging them to express opinions, make decisions, and take responsibility for the consequences of their behaviors.

II. PREPARE YOUR CHILDREN TO CLARIFY AND AFFIRM THEIR OWN VALUES

Use Workshop Skills: Listening skills, problem solving, and self-evaluation help children clarify and act on their values.

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Use Values Clarification Experiences: The following activities can help families clarify values.

Rank Orders and Comparisons -

- Ask children to tell what was **best and worst about an experience.**
- Have them **rank 3 or more choices** in **order of preference.**
- Use **fantasy situations** to stimulate discussion. For example, *What would you do if you won the Million Dollar Lottery?*

Rating Scales - Ask children to **rate experiences on a scale of 0 to 10.**

Clarifying Questions - (See **Resource Sheet 2** for more examples)

- *What did you enjoy most about... (the party, the movie, etc.)?*
- *How do you feel about your report card?*

Additional ideas can be found in: Howe, L.; rschenbaum, H.; Simon, S. *Values Clarification: A Handbook*

of Practical Strategies for Teachers & Students. N.Y.: Hart Publishing, 1972.

STEP 1. RECOGNIZE AND IDENTIFY ALL THE FEELINGS YOU ARE HAVING

How do you feel about ... (describe situation) ... right now?

Get in **touch with primary or core feelings** as well as surface feelings. Often our first feelings may be vulnerable ones such as hurt, fear, or rejection.

■ **To protect ourselves, we may:**

- **Hide these feelings** even from ourselves.
- **Cover up** these **vulnerable primary feelings** with ANGER, or other strong aggressive feelings which we direct toward others.

To handle feelings constructively, you need to recognize and identify ALL your feelings. Whenever you feel ANGRY, ask yourself:

- *Was there was a more vulnerable feeling such as fear, hurt or rejection which came before the anger?*

To help identify your feelings:

- **Check your body** to see what is happening inside right now.

- *Where does your body feel tense or uncomfortable?*
- *What is your heart doing?*
- *How is your breathing?*

- *What feelings do you associate with these physical signs?*

- **Close your eyes and ask yourself:**

- *What does my body feel like DOING right now?*
- *Does it feel like running, skipping, crying, sleeping, or what?*

- *What feelings are associated with the activity you feel like doing?*

STEP 2. OWN YOUR OWN FEELINGS

Describe ALL your feelings by, saying, *Right now I feel.....*

By saying *I feel* instead of *You made me feel*, you are **OWNING** your own feelings.

Owning your feelings means to **take responsibility for them yourself**, rather than blaming them on others, the situation, or outside forces.

In reality, **each of us has our own unique feeling reactions** to each situation.

Therefore, it is NOT CORRECT to say **an event causes** your feelings.

- **YOUR feelings are YOUR way of reacting to an event.**

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STEP 3. TRACK DOWN THE SOURCE OF YOUR FEELINGS

What Trigger Event and/or Earlier Antecedents led to your feeling response.

Tracking down the Source of your feelings means to **identify the Antecedents** which led up to your feeling response. These include:

- **The Trigger Event.** This is the behavior, external event, internal process (thought, sensation, image), or unmet need, which came just before the feeling. To identify the trigger event for your feeling, ask:

- *What happened just before I began feeling this way?*

- **Earlier Antecedents.** These are events or interactions which occurred at an earlier time than the trigger event. Earlier antecedents are usually a strong influence when:

- **You can't identify a trigger event**, or can't figure out what led you to feel this way.
- **The intensity of your feeling is OUT OF PROPORTION** to the trigger event, and it seems like you're overreacting.
- You find yourself **responding to the same trigger event with different**

feelings at different times.

STEP 4. TRACK DOWN THE REASONS FOR YOUR FEELINGS

How does it happen that...(antecedents)... led you to feel..... ?

To Track Down Reasons, look for **CONNECTIONS** between the **source-event** and your **feelings**. The **FIVE MOST COMMON CONNECTIONS** are listed below.

- **Concrete, observable effects** which have already occurred as a result of the behavior or event.
- **Anticipated effects**, fears, hopes or beliefs about what will happen as a result of the behavior or event.
- **Past experiences** which have generated similar feelings.
- **Belief system**, including your **VALUES, SELF-IMAGE** and the **JUDGMENTS** that these beliefs lead you to make about the significance of the trigger event.
- **Assumptions** about others' feelings or intentions.

Only the first reason, **observable effects, can be seen by others**. The remaining reasons are all **internal events** which **others will not understand** UNLESS you **talk about** them.

STEP 5. DECIDE ON A CONSTRUCTIVE WAY TO HANDLE YOUR FEELINGS

How do you want to handle your feelings?

You could handle your feelings CONSTRUCTIVELY by either:

- **dealing with them yourself,**
- or by **interacting with others.**

To handle them yourself, you could:

- **Work them out physically.**
- **Discharge them through creative activities** such as writing, or painting.

To handle them by interacting with others you could:

- **Act them out** in appropriate, responsible, nonverbal ways.
- **Talk about them with someone you can trust,** preferably someone who will listen to and accept you.
- **Communicate them directly** to the person whose behavior generated your feeling by using a FEELING MESSAGE.

IF YOU ARE CONSIDERING USING A FEELING MESSAGE, CONTINUE WITH STEPS 6, 7 AND 8.

STEP 6. EVALUATE THE BENEFITS AND RISKS OF USING A FEELING MESSAGE

What would you gain/risk from sending a Feeling Message?

Feeling Messages are a form of STRAIGHT TALK, and can routinely be used as a tool for effective communication. When your feelings are related to a PROBLEM, you can consider a Feeling message as one potential way of handling the problem when you come to Step V of PROBLEM SOLVING,. IN THESE CASES, it is important to **evaluate the benefits and risks** which might result from a Feeling Message, just as you would evaluate the pros and cons of any plan of action you are considering to deal with a problem.

Benefits to be gained by using Feeling Messages include:

- Influencing **others' behavior** by giving them FEEDBACK on how their behavior has affected you.
- **Increasing your understanding** of your OWN FEELINGS.
- **Ventilating and defusing feelings** by talking about them.
- **Fostering intimacy and closeness** in a relationship.
- **Reducing the probability of others making inaccurate guesses or assumptions** about the nature, source, and reasons for your feelings and/or behavior.

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Some **Risk** is involved in using Feeling Messages because they are strong messages, and the person who receives a Feeling Message may choose to respond in a negative way by:

- **Discounting, or making** fun of your feelings;
- **Listening to your feelings**, but REFUSING to change his/her behavior;
- **Becoming angry or upset** and responding with HOSTILITY to your attempt to communicate.

The RISK of a **Feeling Message** having a **negative effect** is HIGHEST, and the probability of a positive reaction is lowest, when:

- The OTHER is already **emotionally upset or unstable** (for example, having a temper tantrum, drunk, or sick.)
- There is **no trust level** in **the relationship**.
- The OTHER'S RESPONSE could be **dangerous** because of **the role s/he holds over you** (for example, a boss who could fire you).
- The INTENSITY of YOUR FEELING reaction is primarily due to **earlier antecedents, rather** than being a response to the other's behavior..
- Your FEELING REACTION is based on a **personal opinion, preference or minor value**, and is totally **unrelated to your needs** or the **other's welfare**.
For example, you are upset because the other person is wearing a purple shirt and you don't like purple.

For more information on using Feeling Messages, see **Chapter 9**, page 116.

If you decide NOT TO USE a **Feeling Message**, use another constructive way of handling your feelings, and/or use **Resource Sheet 1: Problem Solving** to find a better, **alternative way of dealing with the problem** that is generating the feelings.

STEP 7. PLAN YOUR FEELING MESSAGE

Put your Feeling Message into words, following this model:

I FEEL...(describe feelings)... *BECAUSE...*(describe Source and Reasons for your feelings).

Source: Give trigger event or behavior, and/or **earlier antecedents** which led to your feeling reaction.

Reasons: Give reasons why behavior resulted in this feeling for you:

- **Observable, concrete effect** of behavior or event;
- **Anticipated effects** of behavior or event;
- **Past experiences** which generated **similar feelings** in you;
- **Belief System** - Values, Self-Image, Expectations based on past experiences;
- **Assumptions** about other's intentions.

STEP 8. AFTER YOU SEND A FEELING MESSAGE

Look for the impact your FEELING MESSAGE has had on the person who received it.

FEELING MESSAGES are intense, **gut-level communication**. They are not a hit-and-run operation. You need to BE PREPARED to **help the person who received your Feeling Message handle his/her feelings** by FOLLOWING UP in one of the ways listed below.

- Use **Active Listening** to help your LISTENER **make a Feeling Message** about his/her feeling reaction to your Feeling Message.
- **Help your listener TRACK DOWN** his/her feelings.
- **Guide your listener** through SELF-EVALUATION, analyzing the antecedents and other consequences related to his/her behavior.
- **Guide your listener** through PROBLEM SOLVING and planning for **alternative ways to get his/her needs** met WITHOUT **repeating behaviors that led to your negative feelings**.
- **Participate** in JOINT PROBLEM SOLVING to **negotiate** mutually agreeable solutions to any CONFLICTS OF NEEDS between you and your listener.

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I. INTRODUCTION

In the **Problem Solving Process**, whenever you want to deal with a problem behavior by making a plan to **Manage Consequences**, you use:

- **Step IV: Set Goals for Change** to describe a clear **BEHAVIORAL OBJECTIVE**.
- **Step V: Plan How to Reach Your Goal** to set up the **DETAILS** of your plan to manage consequences.

In this Resource Sheet:

- **Section II** will explain how to describe a **BEHAVIORAL OBJECTIVE**.
- **Sections III and IV** will explain how to use **REINFORCEMENTS** and **PUNISHMENTS** to achieve your Behavioral Objective.
- **Sections V and VI** contain lists of possible reinforcements and punishments to use in your plan.

11. DESCRIBING BEHAVIORAL OBJECTIVES

A. CHARACTERISTICS OF A BEHAVIORAL OBJECTIVE

A clear **Behavioral Objective** is essential so that the CHILD knows exactly what/he is supposed to do, and YOU know when to give a reinforcement and when to withhold it.

A Behavioral Objective:

- Is **described in positive terms**.
- **Specifies alternative, substitute behaviors** for your child to do if your objective is to stop an unwanted behavior.
Describes exactly the **behavior you want done**, and the **standards you will use to judge** whether or not the behavior has been satisfactorily performed.
- Is **reasonable and appropriate** for the child, given the situation and his/her age, stage of development, temperament, and current abilities.
- Has a **low risk of causing negative side-effects**.

If your Behavioral Objective cannot pass these tests, revise it until it can.

B. EXAMPLES ILLUSTRATING CHARACTERISTICS OF A BEHAVIORAL OBJECTIVE

Describe a Behavior in Positive Terms

THIS

I want Jill to be in by 11 PM on Friday and Saturday nights, 10:30 PM on Sunday thru Thursday nights.

.Children are to hang their coats on the coat hooks every time they come in the house.

NOT THIS

I don't want Jill to stay out after 11 PM, etc.

Children must not leave their coats all over the house.

Specify an Alternative to an Unwanted Behavior

If your OBJECTIVE is to **stop an unwanted behavior, you want to be sure that a CHILD will NOT simply drop one undesirable behavior and adopt another one which is just as bad to meet his needs.**

Specifying alternative behaviors which are ACCEPTABLE to you, also gives you a **positive behavior** to REINFORCE.

Be sure that a SUBSTITUTE BEHAVIOR **is incompatible with the unwanted behavior.** This means that the **child cannot possibly do both at the same time.**

THIS

Bob and Joe are to play quietly in their own rooms between 4:30 and 5:30 P.M.

(It is impossible to play quietly and fight at the same time.)

NOT THIS

Bob and Joe should not fight before supper. (What should/will they do instead?)

Describe the Behavior, and the Standards you will use to judge it

A complete description of a behavior tells WHO will do WHAT, and WHEN, WHERE, HOW OFTEN and HOW WELL s/he will do it. For example:

- *Susan is to clean her room once a week by noon on Saturday. Cleaning means running the vacuum cleaner, dusting furniture, putting all things in her room in their places.*

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III. HOW TO CHOOSE REINFORCEMENTS

AND PUNISHMENTS

A. CHOOSE LOGICAL AND APPROPRIATE REINFORCEMENTS AND PUNISHMENTS

LOGICAL REINFORCEMENTS and PUNISHMENTS are those which have some apparent relationship to a behavior. They represent the **closest possible approximation to natural** consequences in situations where there are no natural consequences which automatically follow a behavior.

LOGICAL CONSEQUENCES provide **stronger Behavior-Consequence** connections, and thus produce quicker and more long lasting learnings. In addition, logical punishments are **less likely to be resented or resisted** by the child. For example:

- **A Logical Punishment** for breaking a window is to pay for it.
- **A Logical Reinforcement** when a child finishes chores or homework, is the privilege of having some time to play.

APPROPRIATE CONSEQUENCES are ones which **are**:

- Related to the child's **individual tastes or preferences**
- Matched in size or amount to the importance and/or difficulty of the behavior.

Children do have individual tastes and preferences, so you have to FIND **reinforcements that your child will like**, and **punishments that your child will dislike** to MOTIVATE your child to change his/her behavior.

B. SELECTING SPECIFIC REINFORCEMENTS

Generally it is **appropriate** to use:

- **Social Reinforcements** for SOCIAL BEHAVIORS (once they are established) or for behaviors that the CHILD learns to ENJOY doing.
- **Material Reinforcements or Privileges** for behaviors which the CHILD DOES NOT ENJOY doing.

Social Reinforcements can be given **spontaneously** whenever your child does something which pleases you. As we have mentioned in **Chapter 11**, it **works best to use Straight Talk, Behavior-Consequence Statements, or Feeling Messages** to express your pleasure with your child's behaviors.

To discover WHICH KINDS of **social reinforcement** are most pleasing to your child, OBSERVE your child's **responses** to the various ways you express your pleasure.

Material Reinforcements or Privileges are most effective when you use them as part of a **PLAN**, rather than giving them on the spur of the moment. Instructions for making such a plan can be found in **Resource Sheet 11, Reinforcement Strategies**, page 215.

When you make a **Reinforcement Plan**, it works best to COLLABORATE with your CHILD in choosing the reinforcements so you can be sure that they will motivate your child to do the behaviors called for in the plan.

- YOU **tell your child** the **price range and/or types of things** YOU are willing to give.
- You **ask the child** what **specific things** S/HE would LIKE **within your limits**.

Use the smallest amount of reinforcement which will do the job. Suppose you plan to use reinforcements to encourage your child to get his homework done on time:

- If a child successfully completes one assignment and you give a COMPUTER as a reinforcement, what will you do the next time s/he does the homework?
- A computer might be a long-range reinforcement that the child could earn points toward for a whole semester or longer period of time.

A list of **Suggestions for Reinforcements** is provided in **Section V**, page 210 of this **Resource Sheet**.

C. SELECTING SPECIFIC PUNISHMENTS

Always use the LEAST SEVERE PUNISHMENT POSSIBLE, and escalate only if necessary.

The act of **giving even a mild** punishment COMMUNICATES the message that a behavior is UNACCEPTABLE. Once this point is made, there is little **to be gained, and** much to be lost, by increasing the severity of punishment, because **severe punishments** may cause the strongest UNDESIRABLE SIDE-EFFECTS (see **Chapter 11, page 135**).

SOCIAL PUNISHMENTS can safely be given spontaneously. Social punishment include:

- **Ignoring a behavior,**
- **Telling a child** to STOP a behavior,
- Giving a child **feedback** on the NEGATIVE IMPACT of a behavior by using **Straight Talk, Behavior-Consequence Statements, or Feeling Messages**

Other punishments which you can use **spontaneously** are **physically stopping** a behavior by **RESTRAINING** a child or using a **COOLING OFF PERIOD**.

When you do use **spontaneous punishments**, insofar-as possible, set the punishment up so that the CHILD can *earn his/her way out of jail*. For example:

- Your children are tearing around the house and quarreling. You punish them by **sending them to their rooms** for a **COOLING OFF PERIOD**. You tell them they can **return to the family** when they are ready to play **calmly and cooperatively**.

If a **problem behavior** which you have spontaneously punished **RECURS**, you will need to make a **systematic plan** which includes **reinforcement for alternative POSITIVE BEHAVIORS**. In this case, the most **logical punishment** to use when the **positive behaviors are NOT DONE** is **to withhold the promised reinforcement**.

If you intend to use any punishment **OTHER THAN** simply **withholding a promised reinforcement**, you must build it into your plan **ahead of time**. Adding it later on **the spur of the moment will** undermine your credibility, and the effectiveness of your reinforcement plans.

A list of **Suggestions for Punishments** is provided in **Section VI**, page 211 of this **Resource Sheet**. ALL punishments **EXCEPT** the ones mentioned above for spontaneous use, should only be used as part of careful **PLAN** which focusses on **developing and reinforcing positive behaviors** as **SUBSTITUTES** for the behavior you want to eliminate.

IV. HOW TO GIVE REINFORCEMENTS AND PUNISHMENTS

A. GIVE REINFORCEMENTS AND PUNISHMENTS CONSISTENTLY

When you make a plan to use Reinforcements and Punishments, to encourage or discourage your child's behaviors, be sure to:

- **TELL THE CHILD** in advance exactly **what reinforcements and punishments you will use** in responding to his/her behaviors.
- Give the **reinforcements and punishments** you have selected **CONSISTENTLY** so the child will **MAKE CONNECTIONS between behaviors and consequences**. Give them:

EVERY TIME the behaviors you want to reinforce or punish occur

AS SOON AS POSSIBLE AFTER the **behaviors** have been done, but NEVER before the behavior.

When you are trying to DEVELOP a NEW BEHAVIOR, start reinforcing the closest approximation to the behavior which the child can do, and continue to reinforce **every** little step toward the **desired outcome**. (See **Resource Sheet 12: Establishing New Behaviors**, page 228 for detailed instructions.)

B. PHASE OUT REINFORCEMENTS GRADUALLY

Continue to PROVIDE REINFORCEMENTS until the behavior has become well established and/or intrinsically rewarding for the child. Then, use one of these strategies to gradually phase out reinforcements:

- **Raise the cost**, so the child must DO MORE to get the same level of reinforcement;
- **Extend the length of time** BETWEEN reinforcements;
- **Switch to a VARIABLE REINFORCEMENT SCHEDULE**, and give the reinforcement occasionally, **but not every time** the behavior is done;
- Switch from **material reinforcements** to **social reinforcements** to MAINTAIN the behavior.

If the child DOES NOT GET any **enjoyment, satisfaction, or personal benefit** from a behavior, you may need to CONTINUE REINFORCING it indefinitely if you want it to continue.

C. PITFALLS TO AVOID IN GIVING REINFORCEMENTS AND PUNISHMENTS

Inconsistency

Consistency in giving consequences is necessary in order for children to learn to link Behavior (8) with Consequence (C). This **B-C Connection** is essential because it is the **anticipation of the consequence** which MOTIVATES the child to do, or not do, the behavior.

Unintentionally Reinforcing an Unwanted Behavior

When children continually WHINE and TEASE, or are otherwise obnoxious, parents feel desperate, and often give the child attention by SCOLDING or SCREAMING. They may even give in and do what the child wants, or offer the child goodies to stop whining and teasing.

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All of these responses actually **reinforce the unwanted whining and teasing** behaviors. Even NEGATIVE attention can be **more reinforcing** than NO attention. The results are:

- The child learns// *I'm obnoxious, I get a reward.*
- Whining and teasing **will increase in frequency.**

It is more effective to PLAN AHEAD, and offer a child reinforcements for periods of time when s/he DOES NOT whine and tease. A parent can also help a child **plan more acceptable ways** of getting attention and/or dealing with frustration.

- This will lead to a **decrease** in **whining and crying.**

Unintentionally Punishing a Desired Behavior

Behaviors rarely occur in an isolated form, so children often do something you WANT THEM TO DO while, at the same time doing something you DON'T WANT them to do. For example:

- A child may get dressed by herself in the morning while teasing her sister.
- If you respond NEGATIVELY to the *teasing* and IGNORE the *getting dressed*, your CHILD is likely to view the negative response **as a punishment** for BOTH behaviors and think, *Mom never notices when I do anything right, so why try.*

Failing to Give Reinforcements When a Desired Behavior Does Occur

Because PROBLEM BEHAVIORS are so obvious and irritating, parents almost always **notice and comment on them.** On the other hand, parents often **ignore or fail to comment on** POSITIVE BEHAVIORS, either because they don't notice them, or because they think to themselves, *He's just doing what he ought to do anyway.*

- However, just as plants need water to grow, POSITIVE BEHAVIORS need **positive feedback** to encourage children to continue them.

Giving Reinforcements Before a Behavior is Done

Pay BEFORE work reduces motivation to work, and leads to arguments, nagging and behaviors not done. If your child has a long history of reliably fulfilling commitments, occasionally giving a reinforcement in advance may not be disastrous. Otherwise, don't do it.

Overkill

AVOID OVERKILL. Overkill means over-reacting, and over-punishing a child who misbehaves. For example, your child comes home a half hour late and you ground him for a month. This is

overkill. What will you do the next time he's late? By the time you have your child _

grounded for the next year, you know that this plan isn't working.

- A more appropriate punishment would be to come in a half hour early the next night. Parents often fall into the trap of thinking, *If I can just punish him/her hard enough, s/he will behave the way I want.* **It doesn't work that way.**

- Severe or prolonged punishments are MORE LIKELY to incite rebellion and/or **lower self-esteem** so that the child is LESS LIKELY to comply with parental demands or behave responsibly.

Overkill often occurs when a child does something that **conflicts strongly with parental values**, and parents react EMOTIONALLY. It is better to hold off on a punishment, calm down, and do some careful **problem solving** to look for other **ways** to deal with the problem and to encourage the desired behavior.

V. SUGGESTIONS FOR REINFORCEMENTS

A. SOCIAL REINFORCERS

Any verbal or nonverbal expression of recognition, pleasure or affection.

- **Nonverbal** - Physical contact (hugs, pats on the back, kisses), smiles, nods of approval, paying attention while the other carries out an activity or talks, displaying pictures or objects child has made.
- **Verbal** - Listening Skills to encourage child to express ideas, and Feeling Messages or Behavior-Consequence statements to tell child about behaviors that please you. Telling someone else about the child's good performance. Brief comments to show acceptance or approval: *I love you, I like that, I appreciated your help, Good job, Terrific, Great, That will help a lot.*

8. MATERIAL REINFORCERS

Any tangible objects which child would enjoy.

- **Infants** - Bright shiny objects, musical sounds, soft fuzzy toys, smelling flowers, moving objects like mobiles.
- **Toddlers and Preschoolers** - Toys, snacks, favorite foods or drink, hearing stories, stars, or stickers on a chart.
- **Ages 5-11** - Toys, pets, books, snacks, games, records, puzzles, clothing, own room or special equipment for room, money, allowance, checks or stars on a chart, hobby or sports equipment, favorite foods for meals, jewelry or watches.

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- **Ages 12-18** - Favorite meal, clothes, books, money, pets. Personal stereo or TV set. Equipment for sports, hobbies, room, or personal grooming (e.g. hair dryer, make-up, razor). Own room, space, or telephone. Music lessons or instruments. Bikes, motor-bikes, cars, licenses. Tickets to concerts, events.

C. PRIVILEGES

Permission to go places, do activities, use equipment or facilities, accept responsibilities, be self-directing.

- **Visits, Trips** - to park, zoo, places of interest. Vacations to far away places.
- **Permission to engage in pleasurable activities** - Go to friends' houses; invite friends home to play, eat or sleep overnight; help decorate house for special events. Go to movies, concerts, plays or sports events. Free time to watch TV, listen to music or read. Use telephone for local or long distance calls. Stay up later. Take lessons for a desired activity (e.g. sports, music, dancing, driving). Engage in special activities (e.g. finger painting, clay, water play, cooking).
- **Permission to use equipment or facilities** - Use family car, tools, equipment. Use space in home (e.g. kitchen, pool, family room) for activities with friends.
- **Permission to accept responsibilities and be self-directing** - Choose clothes, set own time schedule, decide how to spend allowance or other money. Help around house. Work outside home to earn money. Decorate own room, or choose to leave it messy.

D. Removal of Some Restriction or Punishment Which Has Been in Effect.

VI. SUGGESTIONS FOR PUNISHMENTS

A. IGNORE BEHAVIORS YOU WANT TO ELIMINATE

Since **paying attention to a behavior** often REINFORCES it, even if your attention takes the form of criticism or scolding, **ignoring a behavior** is sometimes sufficient to **eliminate it**.

- You can **safely ignore behaviors** if they are **NOT causing immediate danger or harm** to someone or something.

In order to recognize ways in which you may be **unintentionally reinforcing an unwanted behavior**, you may need to:

- **Analyze the present consequences of the behavior** and IDENTIFY the POSITIVE PAY-OFFS. (**Worksheet 22: Analyzing the Pay-Off Balance for a Behavior** can guide you in doing this.)

- Pinpoint things YOU may be doing **or saying** to reinforce the behavior, and PLAN alternative ways of responding.

To IGNORE A BEHAVIOR you want a child to STOP, you must look in the other direction, or walk **away** without **making any** other response. You may have to repeat this several times before the child abandons the behavior and tries some other way of getting your attention.

- You can speed up the learning process by COMBINING ignoring with a plan to reinforce alternative positive behaviors.
- Or, you can simply WAIT until the child happens to behave in a desirable way, and then reinforce the child by PAYING ATTENTION to the positive behavior.

B. GIVE THE CHILD FEEDBACK ON THE EFFECTS OF THE BEHAVIOR

Use Straight Talk, send a Feeling Message, or a Behavior-Consequence statement to tell the child about the negative impact of a behavior.

- Tell the child why you don't like him/her to do the behavior (explain values, effects on others, or anticipated future effects on him/her).

C. TELL THE CHILD TO STOP DOING THE BEHAVIOR

- Use a **verbal command** to STOP: *Stop.....* (describe behavior).
- Follow this up in one of these ways:

Suggest an alternative activity.

Use Active Listening and Problem Solving to help the child find other ways to get his/her needs met.

Change the situation by removing things involved in the behavior.

D. PHYSICALLY STOP THE UNWANTED BEHAVIOR

For young children - Use PHYSICAL RESTRAINT to stop harmful behaviors

- Pick up the child and **quietly hold or restrain** him/her until s/he calms down or regains control.
- While you are holding the child, **Active Listen** his/her feelings.
- When the child has calmed down, **help** him/her **plan** how to re-enter the family or play situation.

For older children - Use a COOLING OFF PERIOD

- Remove children from the scene by **sending them to their room** for a minimum amount of time, or until they feel calm and ready to behave in a specified manner.

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E. SEND THE CHILD TO TIME-OUT FROM ALL REINFORCEMENTS

Select and prepare in advance a TIME-OUT PLACE which is:

- **Safe** - contains nothing which the child can use to harm him/herself or property;
- **Free from enjoyable activities** - toys, games, music, etc.;
- **Well-lighted** and not frightening;
- **Accessible** - so the child can go there quickly and easily;
- **Capable of being locked** if the child will not stay in otherwise.

Decide on the length_ of time which is appropriate for the child.

- **For younger children**, usually two to five minutes. No more than one minute per year of age.
- **For older children**, start with ten minutes.

Explain about Time-Out to the child ahead of time. Say:

- *I care about you.*
 - *You are doing something that is causing a problem. (Describe the behavior exactly, and why it is a problem).*
 - *Every time you do this behavior, I will put you in Time-Out.*
 - *This will last X minutes, and I will tell you when time is up, -(or, I will set a timer for you.)*
 - *If you stay quietly, you can come out when the time is up. If you yell or kick, you will have to stay one minute longer for each time you do it.*
- (For older children, add that if Time-Out reaches more than thirty minutes, there will be an additional negative consequence.)

Carry out Time-Out EVERY TIME the specified behavior occurs.

- When the behavior begins, tell the child in a calm voice:
- *That's... (describe behavior). Go to Time-Out.*
- Lead the child to the Time-Out place.
- Repeat the explanation about Time-Out to the child.
- Do not nag or scold. Ignore complaints or comments such as *I like Time-Out*. Ignore misbehaviors during Time-Out, except to add time to the Time-Out period, as suggested above.
- Start time as soon as the child is in Time-Out.
- Release the child when Time-Out is up.

Use Time-Out only after warning the child ahead of time. Give the child plenty of

reinforcement when s/he is not misbehaving..

F. WITHHOLD REINFORCEMENTS FOR BEHAVIORS NOT PERFORMED

When you have made a REINFORCEMENT PLAN with your child, and s/he **fails** to do the behavior specified, DO NOT GIVE the **reinforcement**. For example:

- You-promise to take your daughter to the pool if her room is cleaned by 1:00 PM. She doesn't get it cleaned by then, so you don't take her to the pool.

G. REMOVE OTHER PRIVILEGES OR REINFORCEMENTS

Make BENEFITS **_contingent on behavior**. Most parents freely give many privileges and material things to their children. As a punishment, you can STOP giving **certain privileges** or material **benefits freely**, and can **give them in exchange for behaviors** you want done. For example:

- *You will be pennitted to go out at night as long as you are home by 10:30 PM. If you come home later than 10:30 PM, you may not go out the next night.*

Add an extra cost for repeatedly failing to perform the desired behavior doubling the penalty or removing an additional privilege. For example:

- *If you stay out later than 10:30 PM on more than two nights, you will have to stay in the rest of the week.*

H. INFLICTING PHYSICAL OR PSYCHOLOGICAL PAIN

Physical and psychological pain are punishments.

- **Physical pain** includes spanking, hitting, withholding food.
- **Psychological pain** includes removal of love or acceptance, nagging and yelling, shaming the child or inducing guilt beyond what the child would normally be expected to feel if he had done something which hurt another person.

These punishments have the MOST NEGATIVE EFFECTS on the **child's self-image and the parent-child relationship**. They also MODEL destructive behaviors. Therefore, WE DO NOT RECOMMEND using this kind of punishment except in extreme situations where a behavior therapist has recommended a particular technique to stop self-destructive behaviors.

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I. STRATEGIES FOR USING REINFORCEMENTS

A REINFORCEMENT is anything that feels like a POSITIVE CONSEQUENCE to the person receiving it. By offering reinforcements for specific behaviors, you can **motivate** your children to try do what

you want them to do. {See *Suggestions for Reinforcements*, **Resource Sheet 10**, page 210.)

The 4 WAYS of giving **reinforcements** which are described in this section DO NOT involve the use of any **punishment** EXCEPT **withholding the reinforcement** if the required behavior is not done.

A. MATCH SPECIFIC BEHAVIORS AND REINFORCEMENTS

One way to give reinforcements is to MATCH a **specific reinforcement** to a **specific behavior**. This method works best for:

- **Behaviors that need to be done** only ONCE, or INFREQUENTLY. For example when:
 - Your child has to do something unpleasant like having a shot or a blood test
 - You want help with a major clean-up event.
- **Long term projects**, where the child works for a long time accumulating points, or reaching some specified level of achievement or mastery and to get something special. For example:
 - Working for a particular grade point average
 - Achieving a weight loss goal.

Generally, this method does not work well if you give the **same reinforcer** for a **behavior that has to be done repeatedly**, because the child soon gets bored with the reinforcer.

You CAN use this method with behaviors that have to be done repeatedly, IF you use:

- Reinforcers which come in sets, such as G.I. Joes, My Little Pony, model cars, baseball cards, etc.,
- or **money** as a reinforcer.

Money can be used for a variety of things, and the desire to add another one of a set to his/her collection will also continue to MOTIVATE a child.

B. GRANDMA'S RULE, OR THE PREMACK PRINCIPLE

GRANDMA'S RULE is simply **Work Before Play**. In more sophisticated terms, it is called the Premack Principle. Either way, it means you ARRANGE the **timing of behaviors** YOU WANT the child to do so that **they occur immediately** BEFORE some behavior the CHILD WANTS to do.

For example:

- When you **finish the dishes**, THEN you can **watch TV**.
- As soon as you **put your clothes on**, you can **go out and play**.

Grandma's Rule can be used on the spur of the moment, especially with younger children. It will work only if:.

- The child really WANTS TO DO the **reinforcer activity**.
- The child KNOWS HOW to do the behavior you want done, and is perhaps procrastinating but not **actually rebelling against** doing it.
- You have the POWER TO PREVENT the child from doing the **reinforcer activity** UNTIL you **give permission**.

If the child does not care much about the **reinforcer activity**, or is strongly opposed to doing the behavior you want, s/he may hold out indefinitely, doing things other than the behavior you want, and substituting other activities for the reinforcer activity.

C. SET UP A TOKEN REINFORCEMENT PLAN

A TOKEN REINFORCEMENT plan involves giving your child tokens for behaviors you want the child to do. A **token** is anything which can be accumulated and exchanged for **reinforcements**. Some examples of tokens are: **checkmarks, points, poker chips, stickers, money**.

The tokens are **exchanged** for items on a REINFORCEMENT MENU. The **menu serves as a price** list for objects or privileges the child would like to obtain, and gives the number of tokens each will cost.

This plan provides great FLEXIBILITY because you can easily **change both behaviors and the reinforcement menu** as the child's need and interests change. The child does not lose interest in the process, and tokens will continue to motivate a child for a long time.

Tokens and a reinforcement menu are particularly useful when you want to motivate a child to do:

- ONE behavior **repeatedly**.
- **MANY** different behaviors **regularly**, as in a daily routine.

STEPS TO USE IN SETTING UP A TOKEN REINFORCEMENT PLAN

1. List the **Behavioral Objectives** you want your child to accomplish. (See page 203.)
 - **For young children**, include a **MAXIMUM** of 2 or 3 behaviors in a plan.
 - **Older children** can cope with 4 or 5 behaviors a day, or **several** routines which involve **sequences of 4 or 5 behaviors each**. (See: *Establishing Routines*; Resource Sheet 12: **Applying Strategies for Managing Consequences to Specific Problems**, page 229).

2. **Set up Pay Periods** - The amount of time a child must work before cashing in tokens.
 - **A weekly Pay Period** is a good time period for most children.
 - **Younger children or hyperactive children** may need pay-offs on a more frequent daily, or even hourly, schedule.

3. **Set up a Pay Schedule** giving the number of tokens you will pay for each behavior. You can pay the same amount for each behavior, or more for hard behaviors, and less for easy ones.
 - In addition to the tokens paid for each behavior, sometimes it is useful to offer extra

BONUS TOKENS for **doing specified behaviors** EVERY DAY during a time period.

4. **Decide How Much Money** you are willing to spend during each PAY PERIOD to get your **behavioral objectives** accomplished. The amount you choose must be sufficient to

maintain the child's motivation.

5. Set up a Reinforcement Menu - Work with Your Child to develop the list of material reinforcers and privileges which will make up the REINFORCEMENT MENU.
 - It is important for the MENU to include **items of varying costs** or value. Then

the child can choose whether to get a small immediate reward or a bigger delayed reward.

6. **Determine the Cost of Items on the Reinforcement Menu**
 - ADD the total possible number of tokens that the child could earn by doing **every behavior**, and **earning all bonus credits** during the PAY PERIOD.
 - ESTABLISH A MONETARY VALUE for each token by **dividing** the amount of money you want to spend in a PAY PERIOD by the total number of possible tokens the child could earn during that period. For example:
 - *Amount you are willing to spend in a week = \$2.00*
 - *Total possible tokens child could earn in a week = 50 tokens*
 - *Monetary value of each token = 4 cents.*

- **ASSIGN A TOKEN COST** to each item by dividing its real cost by the value of your tokens. For example:

- *A G.I. Joe costs \$2.99.*
- *Your tokens are worth 4 cents each.*
- *The G.I. Joe will cost 75 tokens.*

D. RESPONSE COST

A RESPONSE COST strategy involves giving the child a **number of tokens** in ADVANCE, and then **taking away** one or more **each time** the child does a PROHIBITED BEHAVIOR.

A response cost strategy is especially useful for eliminating UNDESIRABLE BEHAVIORS which occur **randomly or unpredictably**, and/or those which occur **so often** that it is difficult to designate a particular alternative positive behavior as an objective. Some examples are:

- **Messiness** - Leaving clothing or other personal objects all over the house
- **Swearing**
- **Getting out of control** and behaving **aggressively** by attacking others verbally

or physically.

Response Cost is most **effective** with OLDER CHILDREN. YOUNGER CHILDREN, or immature children, **will get so upset** by having to give back their chips or credits that the plan will be counterproductive.

STEPS TO USE IN SETTING UP A RESPONSE COST PLAN

1. **Set up a Time Period** to use as the basis for the plan.
 - For behaviors which occur very frequently, use a short time period such as a day, or even an hour.
 - For less frequent behaviors, use a week as the time period.
2. **Set up a Reinforcement Menu.** (See page 217.)
3. **Give the child the number of tokens you have allocated for the time period** at the beginning of each time period, either as credit on an account sheet, or as chips.
4. **Keep a Record** of the **number of times** the PROHIBITED BEHAVIOR occurs.
5. At the end of the Time Period, **COLLECT BACK** one token for each time the child has done the PROHIBITED BEHAVIOR.

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II. STRATEGIES FOR USING BOTH REINFORCEMENTS AND PUNISHMENTS

A. BEHAVIOR CONTRACTS

A BEHAVIOR CONTRACT is a **Negotiation approach** to managing consequences. It involves making an agreement with your child to give particular reinforcements in exchange for specific behaviors

you want the child to do.

- If the behavior in the contract is NOT DONE, you **do not give the** reinforcement.
- The CONTRACT may also include **other punishments** for failure to perform the agreed upon behaviors.

STEPS IN MAKING A BEHAVIOR CONTRACT

A. PREPARE FOR THE NEGOTIATION

1. **Decide on Behavioral Objectives** for your child. (See page 203.)
2. **Make a List of Reinforcements** you are willing to offer to MOTIVATE the child to do the **behaviors you want done**. You will probably need to use **material** reinforcements or **privileges**. (See *Suggestions for Reinforcements*, **Resource Sheet 10**, page 210.)
Consider both:
 - Things you are NOT GIVING NOW which you **would be willing to give** as part of this contract,
 - Things which you are NOW GIVING FREELY which you are willing to stop giving freely, and give only as part of the contract.
3. **Make a List of Punishments** you could use to DISCOURAGE **unwanted behaviors** which the child is doing or might do instead of the behaviors you want.
 - **Loss of the reinforcement** will automatically be one punishment for not performing the behavior.
 - If you think you will need additional punishments, see *Suggestions for Punishments*, **Resource Sheet 10**, page 211 for ideas.
4. **Tell Your Child** you want to negotiate a contract.
 - Use FEELING MESSAGES to **describe your concerns**.
 - Explain **what** a BEHAVIOR CONTRACT is, and why you want one.

5. Find a mutually agreeable time to work together on the contract.
 - If your child **refuses to negotiate**, go back to PROBLEM SOLVING and figure out a **different way** to deal with the problem.

B. CARRY OUT THE NEGOTIATIONS

1. When You Negotiate:

- Stay in your **Adult Ego State**.
- **Avoid kitchen-sinking** - dragging up past behaviors and all the other things that are bothering you.
- **Stick to the immediate issues** and only discuss those. If your CHILD starts **complaining about other things, Active Listen**, write down the child's concerns, set another time to deal with them, and then come back to the topic at hand.
- If you and your child CANNOT carry out the negotiations without getting into arguments, **ask someone else to act as negotiator**.

2. Show the Contract Form at the end of this Section to your child and explain it.

3. -Negotiate Reinforcements:

- Ask your CHILD for **ideas about privileges** s/he would like. This will show him/her that s/he can get some things which s/he wants, and will create a POSITIVE ATMOSPHERE
- **Compare** your child's ideas with your list of reinforcements, and NEGOTIATE until you reach an agreement on several which are important to the child and which you are willing to offer.

4. Negotiate Responsibilities:

- TELL the child the **behaviors you want** the child to do.
- ASK *How do you feel about each behavior, and which of them are you willing to undertake in exchange for some of the privileges you want?*

5. Match Privileges to be received with behaviors to be done, and write them into the contract.

- Consider the possibility of adding BONUS PRIVILEGES, additional privileges which would be given after a behavior has been done a certain number of times.
- If you are willing to offer bonus privileges, negotiate the details and write them into the contract.

6. Explain Punishments:

- *If the behavior is not performed, the privilege will not be given.*

- If you think you will need **additional punishments** for failure to fulfill the contract, negotiate them with the child and write them into the contract.
7. **Set a Trial Period** of one to two weeks, and **plan to meet** after the trial period to EVALUATE the contract.
 8. **Sign and date the Contract**, making copies for you, your child, and anyone else involved.
 9. **Negotiate a method for MONITORING** the contract to see if the behaviors are performed.
For example:
 - **Inspect work** which has been done
 - **Get reports** from teachers on **school work**, or from Guidance Counselors on **attendance**.

C. FOLLOW UP ON THE CONTRACT

1. **Keep a Record** of both BEHAVIORS done and PRIVILEGES given, by using a checklist such as the one at the bottom of the page.
2. **Hold the Evaluation Meeting**, as agreed upon, **after the trial period** and revise and/or continue the contract.

BEHAVIOR CONTRACT RECORD SHEET

DATE	BEHAVIOR PERFORMED?		PRIVILEGE GIVEN?		PUNISHMENT GIVEN?	
	Yes	No	Yes	No	Yes	No

BEHAVIOR CONTRACT FORM

BEHAVIOR CONTRACT BETWEEN _____ AND _____

TO RUN FROM _____ TO _____ TO BE RE-EVALUATED ON _____

METHOD OF MONITORING TO DETERMINE COMPLIANCE _____

PRIVILEGES TO BE RECEIVED

1. _____

2. _____

3. _____

RESPONSIBILITIES TO BE UNDERTAKEN

1. _____

2. _____

3. _____

BONUS PRIVILEGES

1. _____

2. _____

REQUIREMENTS FOR BONUS PRIVILEGES

1. _____

2. _____

, SANCTIONS TO BE IMPOSED FOR FAILURE TO CARRY OUT RESPONSIBILITIES

If responsibilities are not carried out, it is understood that the privileges above will not be received.

In addition to loss of listed privileges, the following punishments will be imposed:

1. _____

2. _____

SIGNED (Parent) _____

{Child} _____

SAMPLE BEHAVIOR CONTRACT

BEHAVIOR CONTRACT BETWEEN

Jerry

AND His Parents

TO RUN FROM 2/28

TO 3/14

TO BE RE-EVALUATED ON 3/14

METHOD OF MONITORING TO DETERMINE COMPLIANCE

School Guidance Counselor will call mother if Jeny is absent. Parents will keep a record of times when Jeny comes in at night and # of hrs. car is used.

PRIVILEGES TO BE RECEIVED

- 1. Jeny will receive \$2foreach day he gets to school on time. (No other allowance to be given.)
2. For every night Jeny comes in on time, he will receive pennission to use the family car for 1 hr. Otherwise, he may not use the car.

RESPONSIBILITIES TO BE UNDERTAKEN

- 1. Jeny will get to school every day on time.
2. Jeny will come in by 10 p.m. on Sun., Mon., Tues., Wed., Thurs., and by 12 p.m. on Fri., Sat., and nights before school holidays.

BONUS PRIVILEGES

- 1. \$5 clothes credit toward any item of clothing Jeny wants.
2. Jeny may stay out until 1 a.m. one weekend night.

REQUIREMENTS FOR BONUS PRIVILEGES

- 1. Get to school on time every day in a week. This means in Home Room by 8:45 a.m.
2. Come in on time every school night in a week.

SANCTIONS TO BE IMPOSED FOR FAILURE TO CARRY OUT RESPONSIBILITIES

If responsibilities are not carried out, it is understood that the privileges above will not be received.

In addition to loss of listed privileges, the following punishments will be imposed:

- 1. For every hour that Jeny comes in late, 1 hr. of car use time will be subtracted from his weekly total.

SIGNED (Parent)

(Child)

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B. BEHAVIOR MANAGEMENT PLANS

A BEHAVIOR **MANAGEMENT PLAN** is a **Power** approach. YOU **set the behavioral objectives** for your child, and YOU **choose the reinforcements and punishments** you will use to MOTIVATE the child to do these behaviors.

STEPS IN MAKING A BEHAVIOR MANAGEMENT PLAN

1. **Set a Behavioral Objective** for your child, following the instructions in Resource Sheet 10, page 203.
2. **Choose the Reinforcements** you will give the child when s/he performs the behavior.
 - Consider adding a BONUS REINFORCEMENT, after the child has done the behavior a certain number of times.
3. **Plan How to Give the Reinforcement.** For example:
 - *U'hen Roger has made his bed, I will check it.*
 - *If the bed is made according to my standards, I will give him a sticker to paste on his chart.*
 - *U'hen he has 5 stickers, his father will take him to the comer store and he can buy anything he wants up to a total of 50 cents.*
4. **Decide on the Punishments** you will give if your child fails to do the desired behavior, and/or continues to do a problem behavior instead.
 - **Withholding the Reinforcement** you planned to give will be one automatic punishment.
 - If you think you will need an **additional punishment** to stop a competing problem behavior, look at *Suggestions for Punishment*, **Resource Sheet 10**, page 211.
5. **Tell Your Child** about your plan:
 - Use a FEELING MESSAGE to **explain** WHY you want the child to change his/her behavior.
 - EXPLAIN your plan.
6. **Use Listening Skills** to DRAW OUT your **child's reaction** to the plan.
 - Be open to the possibility of **modifying the plan** if your child raises valid objections or thinks it is unfair.
7. **Keep a Record** of how your plan works by using a RECORD SHEET such as the one on the next page.

RECORD SHEET FOR BEHAVIOR MANAGEMENT PLAN

Describe Behavior to Encourage	Describe Behavior To Discourage
Reinforcement for doing desired behavior	Punishment for doing unwanted behavior

#	BEHAVIOR TO BE ENCOURAGED		BEHAVIOR TO BE DISCOURAGED	
	Behavior Occured	Reinforcement Given	Behavior Occurred	Punishment Given
1.				
2.				
3.				
4.				
5.				
6.				
7.				
TOTALS				

C. MAKING RULES

A RULE is a special kind of Standard of behavior set up to PROTECT the health or welfare of family members and to guide them in living together comfortably and productively. RULES may be imposed by the parent, or the details may be negotiated with the children.

STEPS IN MAKING A RULE

1. **Develop Your Rule** by specifying the BEHAVIORAL OBJECTIVE or standard you want to set up and enforce by making a rule. (See **Resource Sheet 10**, page 203.) For Example:
 - *All children must clean their rooms once a week.*
 - *The cleaning must be done by 12 noon, Saturday.*
 - *Cleaning includes: Change sheets and make bed, vacuum rug, dust furniture, pick up clothes, put dirty clothes in clothes basket, return any dirty dishes to kitchen.*
2. **Check Your Rule** against the following criteria for an effective rule:
 - **Stated Clearly** - Child will know exactly what is expected.
 - **Reasonable** - Child can do it; time limits are realistic.
 - **Enforceable** - You will be able to observe the behavior and thereby monitor the rule. You have enough power to enforce the rule.
 - **Defines Specific Behavior** - A stranger could tell if the rule was being obeyed.
 - **Necessary** - Child will admit need for rule for: self-protection of others, needs or convenience of others.
 - **Commands or defines** limits of acceptable positive behavior as well as forbidding negative behaviors, whenever possible.

If your RULE does NOT MEET **all the criteria listed**, REVISE it until it does. If you cannot revise your rule so that it meets all the criteria, use Problem Solving to find some other solution to your problem.

3. **Set up an Enforcement Plan for your rule.**
 - For a REINFORCEMENT, try to give a **privilege** which is **logically connected** to the rule.
 - For a PUNISHMENT, withholding the **related privilege** is usually the most appropriate.

4. **Tell Your Children about the rule.**

- Choose a **quiet place** and a **convenient time** for both you and the children.
- **Explain reasons** for making the rule, **WHY** it is important to you, and to the health or welfare of the children or the family.
- **Explain the rule and the enforcement plan clearly.**
- Ask for **QUESTIONS** if children feel rule is unclear; ask for reasons if children object to the rule.

5. **Consider Modifying the Rule** if children have **REASONABLE OBJECTIONS** so you can accomplish your objective in a way which is acceptable to the children. If you need time to think about it, say so, and set a time to talk again.

6. **Keep a Record of children's compliance and your enforcement** of the rule, using a Record Sheet like the one below.

DAY OF WEEK	#TIMES RULE IN EFFECT	COMPLIANCE		ENFORCEMENT	
		# Times Rule Was Obeyed	# Times Rule Was Disobeyed	# Times You Enforced Rule Privilege given	# Times You Enforced Rule Not given
TOTALS					

I. ESTABLISHING NEW BEHAVIORS

SHAPING is a process used to **teach** children **behaviors** which they are CAPABLE of doing, but have NOT YET LEARNED how to do. We use this proces to teach children to talk, go to the toilet, read, write, and do many other behaviors. To **teach new behaviors** to your children, use the steps below.

STEPS IN SHAPING A NEW BEHAVIOR

1. **Demonstrate the complete behavior** to SHOW the child what you want him/her to do.
 - **Describe** what you want the child to do in **words the child can understand**.
2. **Divide** the actions needed for the behavior into a series of small steps.
 - **Demonstrate and explain** the FIRST step.
3. **Encourage the chil** to ATTEMPT the **first step** by:
 - **Talking** to the child in a **supportive, encouraging way**.
 - **Offering a small material reinforcement** for DOING the first step.
 - **Promising a larger reinforcement** which the child will earn when s/he does the COMPLETE BEHAVIOR.
4. **Praise** the child for **each bit of progress** toward mastering the step.
5. **Give the material reinforcement** you have promised when the child DOES the first step.
6. **Repeat Steps 2 through 5** above for each succeeding step in shaping the behavior.
7. **Give the larger reinforcement** you have promised when the child has MASTERED the whole behavior.
8. **Continue to praise** the child and **give small material reinforcements** EACH TIME s/he does the behavior, until the behavior is well established.
9. **Gradually phase out** the MATERIAL REINFORCEMENTS by **increasing the number of times** the child must do the behavior to get the reward, and by continuing to use SOCIAL REINFORCEMENTS to maintain the child's **MOTIVATION**.

The **only punishment** which is useful in SHAPING is to **withhold reinforcement** when a child DOES NOT use a behavior s/he has learned in situations where the behavior is expected. Any other punishment will only upset children, and make it harder for them to learn.

II. ESTABLISHING ROUTINES

In most families, there are certain **times of day** which BREED PROBLEMS, times when both parents and children are stressed, and irritable. Three of the **most common stress** times are:

- Getting up, dressed, and off to school, **work** or play.
- After school, through the supper hour.
- Bedtime.

Developing ROUTINES for these **stress times will drastically cut down on problems**. A ROUTINE is a series of behaviors that are **done each day at a specified time**. A **reinforcement plan** is used to MOTIVATE children to follow the routine.

STEPS IN ESTABLISHING A ROUTINE

1. **List the behaviors** that have to be done during the TIME PERIOD in the order that they have to be done.
2. **Teach the child** to do EACH BEHAVIOR on the list.
3. **_Make up a TIME SCHEDULE** for the behaviors by **discussing** with the child the amount **of time needed** to accomplish each behavior
4. Set up a Token Reinforcement Plan to MOTIVATE the child to carry out the routine.
(See *Steps to Use in Setting up a Token Reinforcement Plan*, page 217.)
5. **Make a Chart** to keep a RECORD of the child's performance.
 - Make sure that either you or the child **mark the chart** AS SOON AS a behavior_ is done.
6. **Use verbal reinforcements** in addition to token reinforcements to encourage the child.
7. If a child FAILS to **do a behavior** for that day, DO NOT GIVE THE TOKENS but DO NOT ADD any **other punishments**.

See page 230 for an example of a plan for a ROUTINE.

If your **reinforcement plan is adequate**, the behaviors in the routine SHOULD GET DONE at least 80% of the time. If failures are more frequent, you need to revise your plan.

APPLYING STRATEGIES FOR MANAGING CONSEQUENCES
TO SPECIFIC PROBLEMS/RESOURCE SHEET 12

EXAMPLE OF MORNING ROUTINE FOR TOMMY

Who will do the Routine: *Tommy, age 7*

Purpose of Routine: *Get Tommy ready for school on time.*

Behavior to be discouraged: *Tommy may not watch TV before breakfast.*

Behaviors to be done: *Put on clothes, brush teeth with toothpaste, wash face & hands, comb hair.*

Time limits: *Be finished and downstairs by 8 AM.*

Place where Routine is to be done: *Get dressed in own room, brush teeth, comb hair, and wash in bathroom.*

Standards: *Tommy will put on clothes he and mother have selected the night before. Hair combed neatly. No dirt on hands or face.*

SAMPLE RECORD CHART FOR TOMMY'S MORNING ROUTINE

TIME	BEHAVIORS TO BE DONE	POINTS EACH	DAYS OF THE WEEK							TOTALS	
			MON	TUE	WED	THUR	FRI	SAT	SUN	TIMES	PTS
7:30	Brush Teeth	1	X	-	X	X	-	X	X	5	5
	Wash face/hands	1	X	X	-	X	-	X	X	5	5
7:45	Put on clothes	2	X	X	X	X	X	X	X	7	14
	Comb hair	1	X	-	-	-	X	X	X	4	4
8:00	Downstairs	3	X	X	X	X	X	doesn't apply		5	15
TOTAL POINTS FOR WEEK											43

III. STRATEGIES FOR HANDLING HOMEWORK

A. GENERAL PRINCIPLES

It is always desirable for children to be SELF-DIRECTING with regard to getting their own HOMEWORK done. They learn to accomplish this at different rates:

- **Some children** are able to ASSUME RESPONSIBILITY for doing their own homework without any support or direction from parents from the time they **first have** homework.
- **Some need a period of training** in HOW TO MANAGE homework before they can become self-directing.
- **Others** who have **ongoing problems** such as **learning disabilities** or **Attention-Deficit Hyperactivity Disorder (ADHD)** may need parental supervision and support for a number of years before they are able to manage on their own.

You can combine HOMEWORK **supervision and support** with **training for self-direction** by using one or more of the following strategies to make plans for your child. To MOTIVATE your child to carry out the activities suggested, use one of the REINFORCEMENT strategies from Section I of this Resource Sheet (see page 215);

B. ORGANIZING TO GET ASSIGNMENTS HOME AND HOMEWORK BACK TO SCHOOL

Some children need help organizing themselves **just to accomplish the mechanics** of **getting homework assignments home** and the **completed homework back to the teacher**.

To deal with this problem, you will need to collaborate with the school. Work out the following steps WITH THE CHILD in precise detail. Have the child write down the steps.

EACH DAY, give **reinforcement points or tokens** for each step that is accomplished.

STEPS IN GETTING ASSIGNMENTS HOME AND, HOMEWORK TO SCHOOL

A. HOW TO GET HOMEWORK ASSIGNMENTS AND MATERIALS HOME

1. **Keep An Assignment Notebook.** - Have the child keep an ASSIGNMENT NOTEBOOK or assignment sheets in **one special place** in his/her notebook and/or book bag.

- **Help the child plan** WHERE in his/her notebook or bookbag to put the assignment notebook or sheets. Sometimes, it is helpful to clip it **to the cover** of the notebook.

2. Write Down Assignments in the Assignment Notebook - Have the child write assignments in the notebook AFTER EACH CLASS.

- Help the child PLAN HOW to get the assignment written in the assignment notebook.

- If the child **has trouble** writing **fast enough**, arrange with the TEACHER to check at the end of each class period, or the end of the day to be sure the assignments have been completely and accurately copied.

3. Put **Books/Materials Needed** for **Homework** in **Bookbag** - At the END OF THE DAY, have the child check his/her Assignment Notebook and put the books and materials needed for homework in his/her bookbag.

8. HOW TO GET COMPLETED HOMEWORK BACK TO THE TEACHER

1. **Parent Check Homework to Be Sure it is Completed**

- 2.. **Put Completed Homework in a Special Place** - Have child put the completed homework in the POCKET of **one specific divider** in a notebook, or in a FOLDER in the **bookbag**.

3. Give Homework to Teacher in Class - Ask the TEACHER to send home a daily or weekly _report sheet indicating HOW MANY times child turned in homework.

C.. DETERMINE YOUR CHILD'S CONCENTRATION SPAN

A CONCENTRATION **SPAN** is the **amount of time** a child can **STAY FOCUSED** on a homework task WITHOUT **getting restless, or daydreaming**. Some children may only be able to concentrate for

10 or 15 minutes at a time. Others can maintain attention for an hour or more.

A child's concentration span MAY VARY somewhat from day to day, or for different subjects. It is

sure to be **shorter for homework than** it is **for watching TVI**

. **When concentration fades**, it is best to have children **take a brief break**.

- If a child's concentration span is 15 minutes, a 5 minute break would be appropriate between concentration periods.
- If a child's concentration span is an hour, a 15 to 20 minute break between concentration periods is reasonable.

Keeping a child at a task after concentration has faded is COUNTERPRODUCTIVE and only trains the child to **study ineffectively** and to **hate to do homework**.

It is often possible to **TRAIN A CHILD** to lengthen his/her concentration span by using one of the following techniques:

- Teach the child to **recognize the internal signals** that mark a LOSS OF CONCENTRATION.
- Teach the child to use Self-Talk to bring his/her mind back to the task when s/he NOTICES THESE SIGNALS. The child could say something like:
 - *What's happening to me? My mind is wandering.*
 - *What am I supposed to be doing? Get back to the task.*
- Set up a REINFORCEMENT PLAN which provides points or tokens for EACH TIME the child is able to **use Self-Talk to maintain concentration**. The child can keep his/her own record, and demonstrate the outcome to the parent by showing an increase in concentration span.

D. TEACH CHILDREN TO CHUNK HOMEWORK

Children easily **feel overwhelmed** when they have a **long list of homework tasks** to do. They will feel **less reluctant** to begin homework if you help them ORGANIZE their homework into small, manageable CHUNKS of material.

STEPS IN CHUNKING HOMEWORK

1. **Make a separate pile of books and assignment sheets** for each SUBJECT for which homework has to be done.
2. **Choose one subject** to tackle first.
3. **Look at the specific pages** for that SUBJECT and see EXACTLY what has to be done.
4. **Estimate how long** it will take to DO THE WORK in that subject.
 - At first, the child **may not be able to judge** how much time it will take.
 - You can HELP him/her **make a guess**, and by **trial and errors/he** will learn to make more accurate estimates.
5. **Determine the Child's CONCENTRATION SPAN** for this subject. You can help the child **estimate the span** based on past experience, and adjust by trial and error.
6. Divide the reading, questions, or problems into CHUNKS that fit the length of his/her concentration span.

7. **Make a** TIME SCHEDULE with the child for **doing the chunks** s/he has to do, allowing a suitable break between chunks.

8. **Set up a** REINFORCEMENT PLAN by which the child earns:

- 2 points or tokens for **completing each chunk correctly** within the ALLOTTED TIME.
- 1 point or token **if s/he completes** H, but TAKES LONGER than the allotted time.
- The parent should check the work after it is done.
 - **If there are mistakes** which the child has to correct, s/he gets points or tokens based on whether or not s/he finishes the corrections within the allotted time.
- Additional points/tokens can be given when the child learns to do the initial .
CHUNKING by him/herself.

E. **SETTING UP A PLACE FOR THE CHILD TO DO HOMEWORK**

Conventional wisdom says that children should DO THEIR HOMEWORK at a well-lighted **desk in a quiet room**, away from distractions. This may be an ideal setting for some children, but MANY CHILDREN prefer to be **closer to the rest of the family** while they work.

The **best place to do homework** is the **place that works best** for that child.

- **If the child wants to be near the family**, set up a place in the kitchen, or dining room. Try to **keep other children away** from this place while the child is studying.

WHh regard to noise level:

- Some children can actually CONCENTRATE BETTER with **background music** playing. It **soothes them**, and **blocks out other distracting noises**.
- It is UNLIKELY that any child can **concentrate** on written work **while watching TV**.

F. HELPING THE CHILD MASTER THE CONTENT OF THE HOMEWORK

Children may need VARIOUS KINDS OF HELP in actually **doing the homework** itself. Some kinds of help may require coaching from tutors or others who are specially trained. PARENTS can generally **help their children** in the following ways:

- Help children obtain **necessary resources** by taking them to the library, or getting supplies needed.
- **Interpret instructions** from the teacher, or in books, which may be CONFUSING to the child.
- **Drill the child** in ROTE LEARNING TASKS by giving spelling words, going over multiplication tables, etc..
- Type or copy papers for children who have difficulty writing quickly and/or **neatly**. It is also **advantageous** to teach children with these kinds of problems to use a TYPEWRITER or COMPUTER with a word processing program as soon as possible.

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A HEALTHFUL DIET is the **foundation of good health**. The dietary suggestions in this Resource Sheet are based on the following sources:

- J. Leonard and E. Taylor, *The Live Longer Now Cookbook*.
N.Y.:Charter Books, 1977 (paperback).
- Mountainview Medical Associates, Nyack, N.Y.

For additional information on healthful diets, see:

- *Prevention Magazine*
- *Nutrition Action*, a bi-monthly newsletter published by **Center for Science in the Public Interest**, Washington, D.C.

SEVEN RULES FOR HEALTHY EATING

1. **Drastically reduce fats and oils.** Avoid fatty meats, cooking oils, shortening and dairy products (except nonfat products). Include one or two tablespoons of cold-pressed vegetable oils (in salads), daily.
2. **Avoid sugar.** Don't use sugar, honey, molasses, corn syrups, and foods made with them. This includes desserts, many condiments (e.g. ketchup, sauces), most breads and cereals, many canned fruits and vegetables. Soft drinks and most fruit drinks are heavily sweetened. You have to read the labels to find out.
3. **Limit salt intake.** Try not to add salt to your cooking or to food on your plate. Avoid salted snacks (e.g. pretzels, chips, nuts). Use herbs instead of salt to season foods (your taste buds will soon become accustomed to this change).
4. **Reduce cholesterol.** Limit meat intake to 1/4 lb. of lean meat, poultry or fish per day. Avoid animal organ meats (brains, liver, etc.), and use egg yolks and shellfish sparingly.
5. **Avoid caffeine.** Instead of regular tea and coffee, use herbal teas and water process decaffeinated coffee. Be aware of caffeine in other sources such as soft drinks and chocolate.
6. **Eliminate or drastically curtail alcohol.** Alcohol is a concentrated source of sugar, and has no nutritional value. It depletes the body of vitamins and minerals. If you do drink alcohol regularly, It is especially important to add B vitamin supplements to your diet.
7. **Don't eat processed foods.** Avoid artificial flavoring, coloring, nitrates, and other chemical additives. Sausages, frankfurters, bacon, and smoked meats are prime sources of nitrates and additives.

FOODS TO USE

- Proteins** Chicken and turkey (skinless white meat), veal, lean beef, pork and lamb. Fish, egg whites, dried peas and beans of all kinds. (Limit meat, fish and poultry to 4 oz./day.)
- Vegetables** All vegetables except olives and avocados. Try to have at least one raw salad a day.
- Fruits** Fresh fruit (limit to 3 or 4 pieces/day), water pack canned fruit, raisins and prunes (limit to 1.5 oz./day), fruit juices (limit to 6 oz./day).
- Dairy** Nonfat skim milk and buttermilk, low-fat cottage cheese, yogurt, and hard cheese.
- Products**
- Grains** Stone ground whole wheat, corn, rye breads and or crackers made without sugar or shortening. Try Scandinavian-type crackers, whole wheat pita bread and whole grain rice crackers. Use brown rice, whole wheat pasta, corn tortillas. Choose hot and cold cereals made without shortening or sugar (oatmeal, Grape-Nuts).

NUTRITIONAL SUPPLEMENTS

Many nutritionists believe that nutritional supplements, as well as a healthful diet, are important for optimal well-being. The intake amounts suggested below are based on information in: H. Rosenberg, M.D., *The Book of Vitamin Therapy*. N.Y.:Berkley Publishing, 1974 and *Pathways to Living*, Vol. 14, #8. N.J.: American Health Education Foundation, 1975.

VITAMIN	Suggested Intake for			MINERAL	Suggested Intake for		
	Late Teens and Adults*				Late Teens and Adults*		
A	15000	30000	IU	Calcium	1000	2000	mg
B-1	100	300	mg	Chromium	200	300	mcg
B-2	100	300	mg	Copper	2	5	mg
B-6	100	800	mg	Iodine	150	300	mcg
B-12	50	75	mg	Iron	10	25	mg
Biotin	300	600	mcg	Magnesium	500	1000	mg
Choline	250	1000	mg	Manganese	3	20	mg
Inositol	500	1000	mg	Phosphorus	1000	2000	mg
FolicAcid	400	2400	mcg	Potassium	2.5	5	gm
Niacin/Niacinamide	200	2000	mg	Selenium	200	300	mcg
Pantothenic Acid	50	300	mg	Sodium	.6	3.5	mcg
PABA	50	400	mg	Zinc	15	30	mg
B-15	50	150	mg				
C	1000	5000	mg				
D	800	1200	IU				
E	200	1600	IU				

* For information on children's nutrition, see Lendon Smith, M.D., *Feed Your Kids Right*. New York: Dell Publishing Co., 1979.

This chart is designed to help you see at a glance some of the TYPICAL ACCOMPLISHMENTS a child will achieve **during a given period.**

While **every child will** go through **every stage of development**, it is important to remember that **each child reaches a given stage at his/her own rate of development.** Keep in mind that **normal development is based** on **STATISTICAL AVERAGES.** **At any given age**, approximately 1/4 of the **children will NOT YET have reached the developmental level** described in the chart, and approximately 1/4 of the children will **ALREADY HAVE moved beyond the accomplishments** indicated.

HOW the child goes through the stage depends on the child's **unique inborn temperaments** well as his/her **state of health.** For example, a child who was born two months prematurely may take five years to catch up to a full-term baby born on the same day. A child with an EASY temperament may go through the stormy 2 1/2 year old period very differently from a child with a DIFFICULT temperament. (See Chapter 13.)

AGE PHYSICAL

0-12 Mos. Goes from uncontrolled to controlled, movement:

- accidental grasping,
- purposeful grasping,
- changing objects from hand to hand
- grasping with finger and thumb.
- lifts head,
- rolls stomach to back,
- creeps backward,
- sits unsupported,
- crawls on all fours,
- pulls self upright,
- stands unsupported.

1-2 yrs. Walks alone, unsteadily.
Crawls upstairs.
Pushes, pulls toys.
Drinks from cup unaided.
Can use spoon, but prefers fingers.

2-2.5 yrs. Walks well.
Climbs stairs.
Runs.
Continuously active.
Beginnings of bladder control.
Removes own clothing.

INTELLECTUAL

Lacks specific knowledge of world but has inborn ability to observe and imitate behaviors.
By end of year:

- responds to simple commands,
- places objects in container,
- finds hidden objects,
- puts everything in mouth.

Imitates words.
Uses words meaningfully.
Enjoys naming objects in picture books.
Speaks in two-word sentences.
Understands me/not me.

Obeys simple commands.
Uses language to get needs met.
No concept of time.
Serious player - exploring world to understand it.

SOCIAL/EMOTIONAL

At birth, has no sense of self.
Turns toward picture of human face at few days.
Smiles socially at 2 mos.
Recognizes caretakers.
Smiles at familiar people.
Withdraws from strangers at 6 mos.; cries when parent leaves.
Enjoys simple games such as bye-bye, peek-a-boo.find the hidden toy under the blanket.

Major task: Learning to trust, and become attached to, significant adults.

Reacts to name.
Recognizes self in mirror.
Attracted to other babies, but does not know how to play with them.
Enjoys cuddling.
Continues to respond with total emotion to fear, pain, anger, etc.

Loving, affectionate.
Easily frustrated.
Attracted to other children, but can only interact for short periods of play time..
Not yet able to share toys.

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AGE	PHYSICAL	INTELLECTUAL	SOCIAL/EMOTIONAL
2.5-3 yrs.	<p>Gradually improving skills of 2 yr. old.</p> <p>Ready to begin toilet training..</p> <p>Right or left hand preference becoming stronger.</p>	<p>Short attention span.</p> <p>Expanding vocabulary.</p> <p>Confuses real/imaginary.</p> <p>Understands concepts needed for bladder/bowel control.</p>	<p>Rigid, demanding.</p> <p>Becomes attached to rituals.</p> <p>Wants to <i>do it myself</i>.</p> <p>Difficulty making choices and staying with them.</p> <p>Masturbates for comfort.</p> <p>Testing separation of self</p>
3-4 yrs.	<p>Increasing large motor skills:</p> <ul style="list-style-type: none"> - rides tricycle, - throws and catches large ball, - hops on one foot, - pours from pitcher. <p>Developing fine motor skills:</p> <ul style="list-style-type: none"> - uses scissors, - draws/copies simple shapes, - buttons coat, - washes, dries own hands. <p>Note: 3.5 can be a temporary period of stuttering. Don't call attention to it.</p>	<p>Talks in complete sentences.</p> <p>Recognizes some written symbols (brand names on boxes).</p> <p>Understands some time concepts (tonight, tomorrow, yesterday).</p> <p>Understands size relationships (big/small, big/bigger/biggest).</p> <p>Matches colors and shapes.</p> <p>Relates parts to whole (fingers to hand, pieces of puzzle to picture).</p> <p>Beginning to understand consequences (if...then).</p> <p>Note: 3.5 can have a temporary of incoordination (stumbling, eye-crossing).</p>	<p>from significant grown-ups.</p> <p>Likes to conform.</p> <p>More sure of self, can let go of some rituals (blanket, toy).</p> <p>Can share with friend (briefly!).</p> <p>Can negotiate with friend.</p> <p>Enjoys making friends.</p> <p>Likes dramatic play (pretending to be animals, playing house).</p> <p>Note: 3.5 can be a set-back period of emotional insecurity (whining, masturbating, thumbsucking.)</p>
4-5 yrs.	<p>Large motor skills:</p> <ul style="list-style-type: none"> - climb ladder, - walk up and down stairs, one foot after the other. <p>Fine motor skills:</p> <ul style="list-style-type: none"> - completely dress and undress, except for tying shoelaces, - good control of pencil, - manipulates small toy pieces. 	<p>Can follow two-step commands.</p> <p>Can complete simple tasks (set table, put away toys).</p> <p>More self-motivated.</p> <p>Can classify objects by one characteristic (shape OR color).</p> <p>Enjoys language; experiments with silly words and profanity.</p> <p>Interested in details.</p> <p>Knows difference between fantasy and reality but often 'forgets'.</p>	<p>Uses toilet independently.</p> <p>Likes dramatic play with others, using costumes, blocks, etc.</p> <p>May have frequent nightmares.</p> <p>Explores sex differences with other children.</p> <p>Sometimes lies to express wishes or escape punishment.</p> <p>Likes to talk things over; asks <i>why?</i> constantly.</p>

AGE yrs.	PHYSICAL	INTELLECTUAL	SOCIAL/EMOTIONAL
5-6	<p>Well coordinated in large motor skills:</p> <ul style="list-style-type: none"> - uses skates, sleds, jungle-gym, - attempts two wheel bike-riding. <p>Fine motor skills:</p> <ul style="list-style-type: none"> - can learn to tie shoes - can bathe self - can use thinner crayons <p>Craves physical activity</p>	<p>Talks like an adult but does not think like an adult.</p> <p>Uses language to communicate with family, friends, and strangers.</p> <p>Can substitute words for action to express anger or fear.</p> <p>Counts to 10 by rote.</p> <p>Understands concept of counting out 1, 2, or 3 objects.</p> <p>Names letters and numerals.</p> <p>Can retell a simple story but may have some confusion of sequence.</p> <p>Draws pictures with meaning.</p>	<p>Shows distinct personality and style.</p> <p>Beginning to shift from parent/self world to peer/self world.</p> <p>Hungry for friends but may lack techniques for getting along.</p> <p>Cooperative with adults; likes to run errands, perform tasks.</p> <p>Plays simple table games.</p> <p>Can walk to school or friend's house unsupervised by adult.</p> <p>Child's self-esteem comes from sense of physical not mental, achievements.</p> <p>Major task: learning social and sex roles expected of him/her.</p>
7-8	<p>Tires easily, but will spend much energy</p> <p>learning skills:</p> <ul style="list-style-type: none"> - jumping rope, - riding bike, - roller skating, - playing baseball, - swimming. <p>Can sit still for longer periods of concentration.</p> <p>Less prone to illnesses that affect younger children.</p>	<p>Period of rapid changes</p> <p>Beginning to understand conservation (things remain the same even if shape changes, e.g. wad of clay from snake to ball still has same amount.)</p> <p>Clearer sense of time: can learn to read a clock, but long ago may be last year.</p> <p>Can classify things which are more abstract (how things are used, what jobs people have, how seasons are different).</p> <p>Like to collect facts about things observed or imagined.</p>	<p>Developing conscience.</p> <p>Aware of right and wrong but doesn't always act on it.</p> <p>Conforms to avoid punishment.</p> <p>Tattling is aimed at showing adults s/he knows right from wrong, not to get others in trouble.</p> <p>Desire for privacy in the home comes from need to separate from, yet be protected by, parents.</p> <p>Self-absorbed; doesn't hear when called while playing.</p> <p>Curious about sex; wants to know where babies come from.</p>
9-11	<p>No dramatic physical changes, rather a time of strengthening skills:</p> <ul style="list-style-type: none"> - good eye/hand coordination, - very good fine motor control, - strong large muscles. 	<p>Understands how to classify things according to various physical characteristics.</p> <p>Can relate parts to whole.</p> <p>Can reverse operations mentally. (e.g. If $2+2=4$, then $4-2=2$).</p> <p>Very literal minded; has no patience with (is not ready for) abstract ideas.</p> <p>Good memory and strong perceptual skills.</p> <p>Understands the concept of the past but lives very much in the present.</p>	<p>New-found sense of order in world affects development of conscience; does the right thing to be fair and be treated fairly.</p> <p>Can take the other's point of view; can negotiate with friends.</p> <p>Enjoys peer groups, clubs, and making rules for games.</p> <p>Needs adult approval but often rejects adult help.</p> <p>Describes self in terms of his/her physical abilities; compares self to abilities of friends.</p>

AGE	PHYSICAL	INTELLECTUAL	SOCIAL/EMOTIONAL
11-16 yrs.	<p>Onset of puberty, varies within a wide range.</p> <p>Girls usually begin to mature from 11-13, boys from 12-14.</p> <p>Rapid period of height and weight gain. Hormonal changes bring on primary and secondary sexual characteristics.</p> <p>Girls: breasts develop, hips widen, underarm and pubic hair grows, uterus enlarges, menstruation begins.</p> <p>Boys: shoulders broaden, voice deepens as larynx enlarges, facial, underarm and pubic hair begin to grow, penis and testes grow larger, ejaculations begin.</p> <p>Often tired, requires more sleep and more frequent meals.</p> <p>Susceptible to colds and infections like acne.</p> <p>Reaching peak athletic skills.</p>	<p>Actively engaged in the world of ideas.</p> <p>Able to deal with abstract ideas.</p> <p>With training and experience, is able to combine sets of symbols and draw logical inferences which can be applied to mathematics, science, politics and planning for the future.</p> <p>Can generalize from own or others' experiences.</p> <p>Able to concentrate on learning for sustained periods.</p>	<p>Hormonal changes often cause wide mood swings.</p> <p>Early 9r late pubescence may cause problems with peer group. Attracted to opposite sex but needs the support of own sex.</p> <p>Less affectionate to family. Preoccupation with development of self leads to worries about sexual development, what peers think about him/her, school ' performance, and conflicts with parents.</p> <p>Enjoys jokes involving play on words, appreciates irony. Can become passionately devoted to causes that have broad application (e.g. will work for a clean environment but won't value a clean room).</p> <p>At beginning of adolescence wants to identify with a group, obey legal authorities and be law abiding.</p> <p>By mid-adolescences/he is testing many of these values as s/he struggles to achieve autonomy.</p> <p>By end of adolescence may be able to make decisions based on his/her own conscience. Can recognize that others' values may differ. Can form deep and lasting friendships.</p>

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Resources:

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I. ORGANIZING YOUR HOME ENVIRONMENT

A. ARRANGE THE PHYSICAL SURROUNDINGS FOR EFFECTIVE FUNCTIONING

Arrange the furniture and equipment in your home so that your children can be SELF-DIRECTING, and so it will be easy for them to comply with your **standards and expectations**.

For Young Children

- **Put stepstools in the bathroom** so children can reach the basin and wash their own hands.
- **Make shelves for toys** and SORT THEM into **baskets or plastic dishpans**, instead of using a toy box. Then toys can be taken out one at a time and put away neatly.
- Limit the number of toys that may be out at a time. Tell the child:
You can have this toy when you've put those away.
- **Set up an area for messy play** (painting, clay, etc.). Use plastic and other means to protect the room, and to make clean up easier.
- **Provide hooks for clothing** in convenient places at the child's height.

For Older Children

- **Encourage them to organize their room** so it meets their needs.
- **Set up convenient storage areas** for books, hobbies, clothes.

B. CHILDPROOF YOUR HOME

For Young Children

- **Protect your valuables.** Put breakables up high so you don't have to say,
Don't touch a thousand times a day.
- **Protect your child** by LOCKING UP TOOLS and POISONS which can damage the child. Use fences or other physical restraints to keep the child in a safe play area.

For Older Children

- Lock your liquor cabinet to protect children from the temptation to experiment.
- **Have an adult present** at all PARTIES to help children **maintain** SAFE STANDARDS of behavior.

C. SET UP ROUTINES FOR DAILY ACTIVITIES

Young children have a lot to learn, and short memories. They need PREDICTABLE ROUTINES to guide their development and behavior. By setting up routines, you also save yourself from the necessity of making decisions about the SAME PROBLEMS every day, or 25 times a day.

Some ideas are:

- **Post a picture list** of things a child MUST DO before going to bed or when getting up in the morning.
- **Make a specific plan for snacks;** so children know WHEN and WHAT they CAN have. This ELIMINATES teasing for food or juice all day long.
- **Set a timer or play clock** to show children when it's **time to clean up** or do whatever comes next.

Older children can also benefit from **regular schedules for daily activities** such as eating, sleeping, doing homework. They usually respond best when they PARTICIPATE in planning the routines. (See Resource Sheet 12, page 229 for directions for setting up ROUTINES.)

D. PLAN AHEAD FOR CHANGES AND TRANSITIONS

MOST CHILDREN **resist changes** in surroundings or routines, and **transitions** from one activity to another. They also **DEPEND** on the **structure** of familiar surroundings **to cue and control** their behavior.

When you take young children out in the car, or to visit other families:

- Take some of the **child's own toys or activities** to play with.
- Talk to the child **ahead** of time, EXPLAINING what will happen, and DESCRIBING BEHAVIORS s/he will be expected to do.
- Rehearse behaviors you want the child to do when you are out.

- Time your trips so you go when the child is NOT hungry or tired. (Don't go to the supermarket just before meal time.)
- **Make** healthy snacks so you won't be driven to use sugar fixes.

When a change is coming at home (a move to a new house or room, a new baby, a new step-parent):

- Talk it over with your children. HELP THEM make their own plans for COPING.
Ask, What do you need to help you make the change?
- **Respect children's fears**; ENCOURAGE them to TALK about feelings.
- **Transfer or retain treasured possessions** as symbols of continuity and security.

To Ease Transitions From One Activity to Another:

For Young Children

- **Play games:** *See if you can... (get upstairs, finish eating, etc.) by the time I... (count to 5, open my eyes, etc.).*
- **Warn ahead of time:** *Pretty soon it will be time to put your toys away and eat supper. Finish up what you're doing now.*
- **Give the child a CHOICE** of two ways of doing the thing you want done next:
Do you want to walk upstairs to bed, or do you want Daddy to carry you?
- **DON'T ASK,** *Do you WANT TO... (eat, go to bed, come, go) now?*, unless you are truly willing to give the child a choice between doing or not doing the activity.
Instead say, NOW it's TIME to ...
- Distract children from an activity you want STOPPED by giving them something else that you are willing to let them do.

For Older Children

- **Give a ten or fifteen minute warning** before it is time to STOP activities which they have CHOSEN to do (playing, reading, watching TV etc.) and to START activities which you WANT them to do (eating, studying, preparing for bedtime etc.).

II. DEVELOPING FAMILY RULES TO DEFINE LIMITS

AND RESPONSIBILITIES

REASONABLE RULES protect children from themselves and each other while they develop the ability to control themselves and to choose responsible behaviors on their own.

A. EXAMPLES OF BASIC FAMILY RULES

For Young Children

- *Come when I call you.*
- *Play in your own yard (or on your own side of the street).*
- *Get permission before going to someone's house or having someone come to your house.*
- *No hitting (kicking, biting, etc.) other people.*

For All Children

- *Get approval about what to eat, and when and where to eat it.*
- *Be in the house and/or in bed by specified time.*
- *Don't borrow or use other people's things without permission.*
- *No swearing or name-calling.*
- *Everyone does their share of the chores.*

B. MAKING RULES WORK

To make rules that are effective:

- READ more about rules in **Chapter 12: Making and Enforcing Rules.**
- FOLLOW the instructions in **Resource Sheet 11: Methods to Use in Managing Consequences**, Section 11-C: Steps In Making a Rule (page 226).

Some additional suggestions for making rules work are:

- **Help the child comply** until he has LEARNED the BEHAVIOR. For example, if your rule is *Come when I call* and YOU CALL, but the CHILD DOESN'T COME, then you MUST go and physically bring the child to you.
- **Remind your child of the rule** EACH TIME it will be needed. Ask the child to repeat the rule:

• *Remember the rule about playing outside. "What is it?"*

STRATEGIES TO USE IN ACTIVATING YOUR DISCIPLINE
STRUCTURE/RESOURCE SHEET 15

- **Rehearse complying behavior** with the child. For example, say :
 - *When I call you, what are you going to do? How will you remember to come right away? What can you say to yourself so that you will remember?"*
- OR
- *Let's see, what time is your curfew tonight? Do you anticipate any problems in getting home on time?*

Tell children ahead of time what the **ENFORCEMENT PLAN** for the **RULE** is.

- **Reinforce children** when they DO OBEY the rule. For example:
 - tell them you are pleased.
 - Give tokens or stickers on a chart.
 - Give privileges:
After you have cleaned your room, you can have Billy come over for lunch.
- **Plan a Punishment** to use if the child fails to obey. For example:
 - *The rule is put your bike away. When you don't put your bike away, you may not play with it the next day.*
 - *The rule is be in at 10 p.m. Last night you came in a half hour late. Next time you'll have to come in a half hour early.*

III. HANDLING PROBLEM BEHAVIORS WHEN THEY FIRST OCCUR

The following suggestions will help you STOP PROBLEM BEHAVIORS with the **least risk of negative - negative side effects.**

A. RESPONSES TO MAKE IMMEDIATELY WHEN A PROBLEM BEHAVIOR OCCURS

The **FIRST TIME** a problem behavior occurs, **keep your cool** and use a **LOW INTENSITY** response.

Try **ONE** or **MORE** of these ideas:

- ■ **Ignore the behavior** if it is **NOT SERIOUS** and the child knows better. Children **like attention**, and sometimes **act out to get** it. If you respond to the behavior even by scolding, the child gets attention and may repeat the behavior to get more attention.

■ **Guide your child through Self-Evaluation:**

Encourage your child to **evaluate his/her own behaviors** and to see connections between his behavior and consequences. (See **Resource Sheet 5: Guidelines for Helping Children Become Self-Directing**, page 188.)

C. **HELP YOUR CHILDREN PLAN ACCEPTABLE ALTERNATIVE BEHAVIORS**

Children behave in **NEGATIVE WAYS** because they can't think of any better way of getting their needs met. Show that you respect your children's needs, and **HELP THEM PLAN** acceptable ways

of getting these needs met:

- **Tell the child** exactly **WHAT** you want him/her **TO DO** in the future **INSTEAD** of the **unacceptable behavior**
- **Guide the child** through **PROBLEM SOLVING WITH CHILDREN** so/s/he can make his/her own plan. (**Resource Sheet 5: Guidelines for Helping Children Become Self-Directing**, page 189.)

IV. HANDLING PROBLEM BEHAVIORS WHICH RECUR

A. GO THROUGH THE PROBLEM SOLVING PROCESS (Resource Sheet 1)

Look for changes you can make in the Antecedents and Consequences of a behavior.

B. CHANGE ANTECEDENTS

Plan to **INTERVENE** at the **earliest possible point** in the **ABC SEQUENCE** and change those antecedents which you **CAN** change which lead up to the problem behavior.

- **Situation factors** (things in the environment or the way it is set up) and **Interpersonal interactions** are often major contributing factors, and are also the easiest to change.
- **Internal Antecedents**, such as Belief System (values, self-image), feelings, and decision process are more **DIFFICULT** to change, and Personal Characteristics such as temperament and stage of development are **IMPOSSIBLE** to change.

Skills for GROWING as a PARENT



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Since 1975, more than 7,000 parents have participated in Fairfield-Formica parenting workshops based on the materials in **SKILLS FOR GROWING AS A PARENT**. Participating parents have reported:

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