

Creating a Starfish Heart



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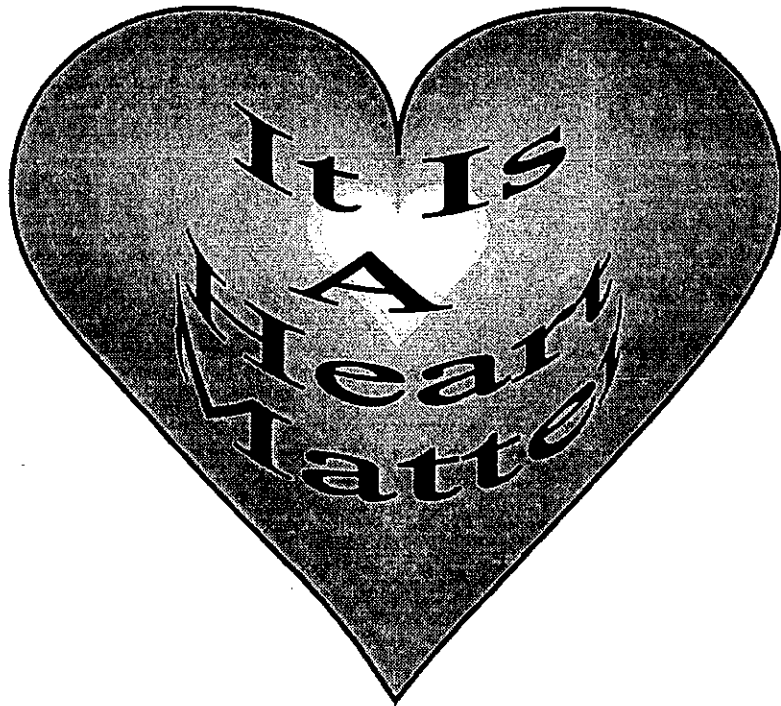
**Dealing with
and
Eliminating
Putdowns!**

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Dennis Barger, Consultant, Help For You Consulting

Change the Heart



Change the Person

Workshop Description
“Parenting in the New Millenium--It’s Still a Heart Matter”

This workshop is designed to actively involve the parents in a variety of interactive learning/sharing activities that enhances the development of better communication skills, resiliency building, creating second-order change, anger management, understanding and eliminating putdowns, time management, building support teams, having a “family” sense of humor--“belly” laughing, building walls of “rubber,” and working on the concept of “progress not perfection” in the home. This presentation is **preventive** in nature and will hopefully help the participants avoid the need for intervention practices in parent/child, child/child, parent/parent relationships.

All Children
are gifted



Some just open
their presents later
than others.

We cannot be so blind that we do not see that meeting the most basic needs of so many of our children condemns them to lives and futures of frustration, chronic underachievement, poverty and violence.

We must invest in the skills and intellect and character of our children, not because we know that if we do, they will be more likely to graduate from high school and less likely to be involved in crime, although that is true. We must invest in children not because they will be more likely to go on to college and to lead more productive lives, although that is also true. We should invest in the skills and intellect and character of our children because they are all under four feet tall, they are all beautiful and we should be nice to them.

Senator Paul Wellstone (1944 - 2001)

GOOD HOMES HAVE THESE.....

....Sense of Humor—Fun/Laughter

....Real Communication—Listen/Heart

....Time—Be Truly There/Pleasurable

....Love—Emotions/Feelings/Anger

....No Comparisons

**....Value Each Other From
the Inside-Out**

....Know Your Child/Their World

....Make Sure Your Child Knows You

**....Space For Everyone—Progress
Not Perfection**

....Build a Home Not Just A House



- ✓ Anger is a normal reaction.
- ✓ Anger is a feeling, therefore you cannot discount it (not in you nor in others).
- ✓ It is not bad nor wrong to be angry.
- ✓ It is what we do with our anger that becomes positive or negative.
- ✓ Sometimes angry actions (reactions) are:
 - disappointment
 - regret
 - shame
 - embarrassment

CLARIFY!

"You sound angry and upset."

"DO you regret making that choice?"

"You look furious!"

Staying Calm

The first step is to know what makes you angry!

Recognizing when you start to get angry:

- Tight muscles
- Sweating
- Speak faster
- Face feels flush
- Grind or clench teeth
- Heart pounds
- Lips quiver when you speak
- Ringing in your ears
- Tremble or shake

Calming Down



1. Count to ten
2. Put hands in pocket
3. Sit down
4. Take a deep breath
5. Leave situation for a short while
6. Exercise
7. Call a friend or family member
8. Write down your feelings

Tips for Staying Calm

- Don't take what your child says personally.
- Tell yourself to take five minutes to think.
- Focus on behavior instead of what you think the reasons are for your child's misbehavior.
- If you get angry and say or do something you regret, go back and apologize.
- There are times when you will raise your voice - but make it firm with specific descriptions.

Summary:

- ✓ Stay Calm
- ✓ Look at your own behavior
- ✓ Identify what makes you angry
- ✓ Know what you are going to say and do
- ✓ Control negative responses and deal with them quickly
- ✓ Your own self-control is a key to effective teaching

FAMILY PUT DOWNS

- Distrust
- Ignoring/Not Listening
- Communication Problems
 - Silence
 - Never letting others speak
- Anger
- Never Say I'm Sorry/Wrong/My Fault
- Denial
- Dishonesty
- "Control" Issues
- Roles
- Name Calling
- Labels
- Unanswerable Questions
- Divorce Issues
- Material Issues: Money; Clothing
- Where "We" Live
- Housing

Questions:

What do you wish parents (understood/would do/change)?

What do you wish teachers (understood/would do/change)?

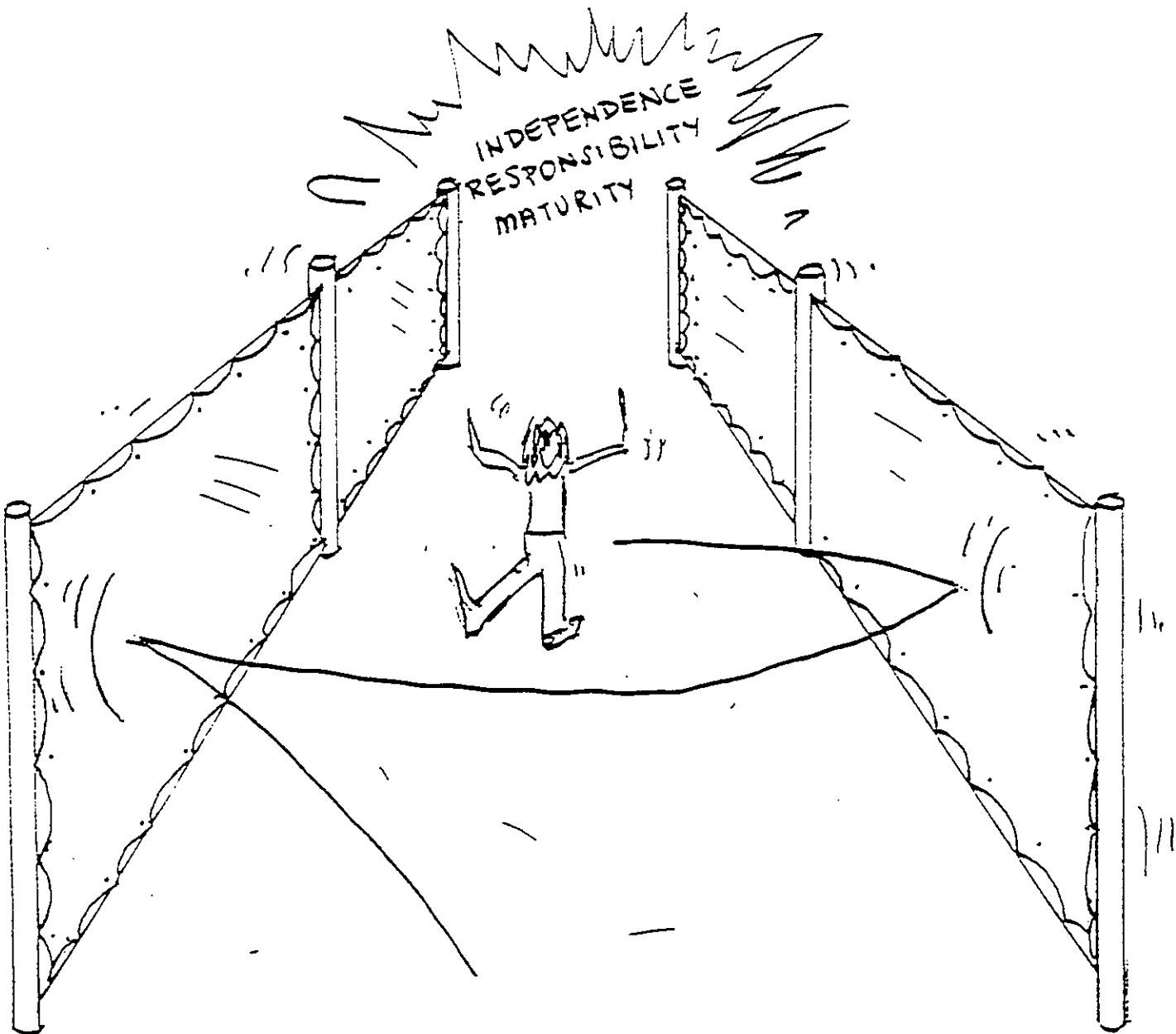
What do you wish the administration (understood/would do/change)?

CREATE WALLS OF RUBBER

Children need boundaries. They want boundaries. It is your job to create those boundaries through which your children will pass. Know that those boundaries will be tested...over and over again.

Therefore, make those boundaries of rubber; somewhat flexible, but only to a point. As your children bounce off those walls, be consistent and caring.

Show them the way to RESPONSIBILITY!



DIFFERENT DRUMS and DIFFERENT DRUMMERS

- If I do not want what you want, please try not to tell me that my want is wrong.
- Or if I believe other than you, at least pause before you correct my view.
- Or if my emotion is less than yours, or more (given the same circumstances) try not to ask me to feel more strongly or more weakly.
- Or yet, if I act, or fail to act, in the manner of your design for action, let me be.
- I do not, for the moment at least, ask you to understand me. That will come only when you are willing to give up changing me into a copy of you.
- I may be your spouse, your parent, your offspring, your friend or your colleague. If you will allow me any of my own wants, or emotions, or beliefs, or actions...then you open yourself so that some day these wants of mine might not seem so wrong, and might finally appear to you as right - for me.
- To put up with me is the first step to understanding me. Not that you embrace my ways as right for you, but that you are no longer irritated or disappointed with me for my seeming waywardness.
- And in understanding me you might come to prize my differences from you and, far from seeking to change me, preserve and even nurture those differences.

GETTING HELP

UP AGAINST THE WALL?
THERE'S HELP! GET IT!

Call your doctor, clergy, friend, or school for the name(s) of those who can help you.

CARS GET TUNE UPS.

TEETH GET SIX-MONTH CHECK-UPS

FURNACES GET CLEANED ONCE A YEAR

If the family needs a little maintenance, it doesn't mean anyone has failed!

Giving Clear Messages

Describe:

- Who - "you and your brother"
- What - "screamed"
- When - "just now"
- Where - "at the dinner table"

Key points when giving clear messages:

1. Have your child look at you.
2. Look at you child.
3. Use a calm voice tone.
4. Be aware of your facial expressions and body language.
5. Eliminate distractions.
6. Positions yourself at eye level.

How to give clear messages:

1. Describe what happened.

“Right now you....”

2. Describe what you want done.

“You should...”

OR

1. Show your approval.

“Thank you, super” (with a smile)

2. Describe what was done well.

“You...”

Clear Messages

Keys to appropriate teaching:

1. Tell children what needs to be done and how to do it.
2. Tell children when they've done well.
3. Correct children when they've made a mistake and help them learn from it.
4. Teach children to think for themselves and solve problems.

Unclear messages:

"you've got a bad attitude"

"shape up"

"you were good at the mall"

"you're driving me crazy"

"quit bouncing off the wall"

"super job"

Developing Family Rules

Qualities of Rules:

1. Include a clear message.
2. State in the positive.
3. Include or imply a consequence.

Involve children in developing rules, when possible!

Steps to Developing Family Rules:

1. Think of what rules you want and why.
2. Decide on rules for your family.
3. Include positive and negative consequences.
4. Review when necessary.

Benefits of Rules

1. Increase more positive behaviors.
2. Produce change.
3. Home runs smoother.
4. Happier family because of clear expectations.

Discipline Myths

- ☛ Good parents don't need to know about discipline.
- ☛ Discipline is separate from teaching.
- ☛ The goal of effective discipline is obedience.
- ☛ It is always BAD for a student to break a rule.
- ☛ Learning discipline methods is easy and fast.
- ☛ A discipline method must be new to be good.
- ☛ "It worked for my parents, it should work for me."

Ineffective Discipline Techniques

- Pleading or Persuading
- Threatening
- Scolding or Lecturing
- Sarcasm or Embarrassment
- Having the Last Word
- Assigning Unrelated Punishments
- Ignoring Inappropriate Behavior
- TAKING Away Privileges

Why do these strategies fail?

Don't teach an alternative behavior

Attack a students' dignity

Externally based

Lead to power struggles

A STARTING POINT

- **WHO IS YOUR CHILD'S ALL-TIME HERO?**
- **WHAT IS YOUR CHILD'S MOST PRIZED POSSESSION?**
- **WHO IS YOUR CHILD'S CLOSEST FRIEND?**
- **WHAT CAUSES YOUR CHILD THE GREATEST STRESS?**
- **WHAT WAS YOUR CHILD'S PROUDEST ACCOMPLISHMENT THIS LAST YEAR?**
- **WHAT WAS YOUR CHILD'S BIGGEST DISCOURAGEMENT THIS PAST YEAR?**
- **WHAT IS THE MOST IMPORTANT THING YOU NEED TO DISCUSS WITH YOUR CHILD IN THE NEXT SIX MONTHS?**
- **WHAT WOULD YOUR CHILD LIKE TO DO WHEN HE GROWS UP?**
- **WHAT'S YOUR CHILD'S FAVORITE TELEVISION SHOW?**

REPROGRAM YOUR DOS

(Daily Operating Style)

CONFRONTATIONAL

OPEN COMMUNICATION

So...Where have you been?
(accusing)

I've been worried. You said
you would call if you were
going to be late.
(concerned)

Go clean up your room! It's
a pig pen!
(ordering)

When I went by your room, I
noticed how messy it was.
(observational)

Turn down that stereo!
(ordering)

When the stereo's that loud,
it hurts my ears.
(informational)

You're just trying to get back
at me.
(psychoanalyzing)

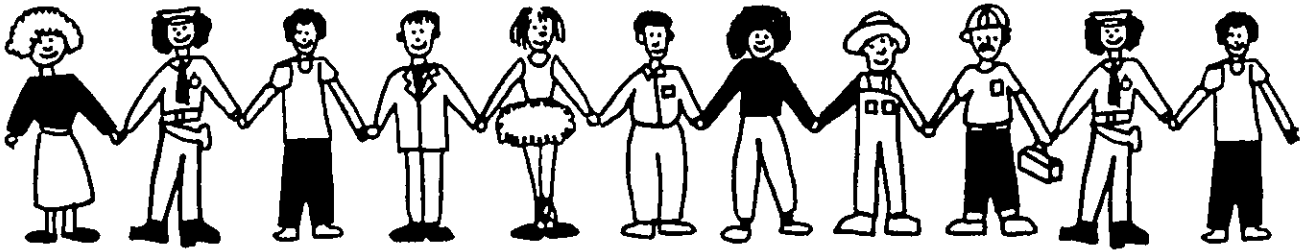
Why did you choose to do
things that way?
(neutrality)

What's your problem?
(accusing)

You seem upset.
(observational)

UNANSWERABLE QUESTIONS

1. How could you be so stupid?
2. Why don't you listen?
3. Why don't you use your head?
4. You want something to cry about?
5. Where were you when they passed out brains?
6. Do you think money grows on trees?
7. WHY CAN'T YOU ACT YOUR AGE?
(act my age?)



Building Positive Self-Esteem

DO'S AND DON'TS FOR PARENTS

DO

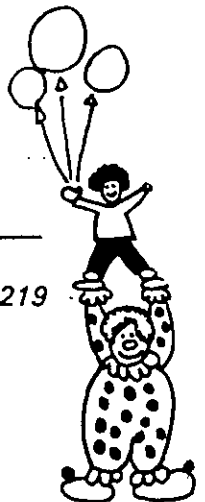
- Listen to your child.
- Treat your child as an individual.
- Take your child seriously.
- Allow your child to make choices.
- Encourage your child to express his/her feelings.
- Emphasize “YOU” when talking with your child.
- Give your child responsibility.
- Help your child set realistic goals.
- Encourage your child to tackle small and large challenges.
- Make sure that your child always feels that you are his/her ally.
- Be specific when praising your child.
- Always notice a job well done.

DON'T

- Hide your own faults, fears and failures.
- Equate love with accomplishments and success.
- Criticize your child for things he or she can't control.
- Compare your child to others.
- Put too much stress on accomplishments and success.
- Use negative language or phrases when speaking with your child.
- Set your expectations of your child too high or too low.

Virginia Coalition for Child Abuse Prevention, 224 E. Broad St., Suite 302, Richmond, VA 23219

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Dominion Hospital Esteem Team



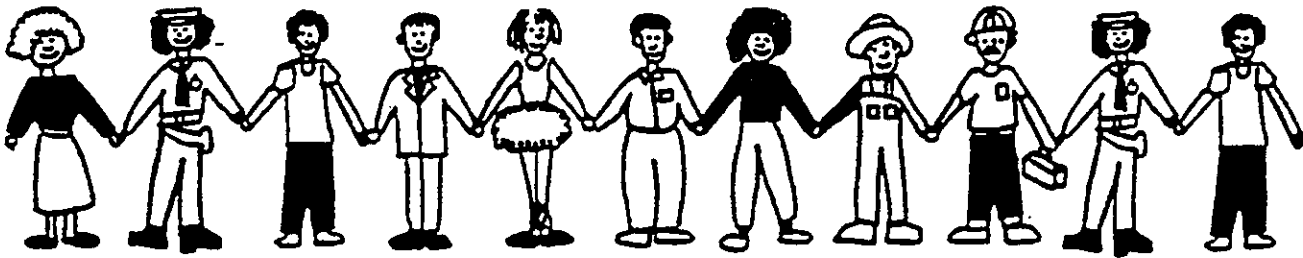
20 THINGS YOU CAN SAY TO MAKE KIDS FEEL GREAT

1. You're the best.
2. I like you the way you are.
3. I'm so proud of you.
4. You're my favorite person in the world.
5. I love the way you did that.
6. My heart feels happy when you say that.
7. I'm the luckiest mom/dad in the world.
8. I know that you tried your best.
9. Accidents happen... Let's clean it up together.
10. Let's play a game together.
11. Tell me a good thing that happened today.
12. Your hugs make me feel great.
13. I know that you can do it.
14. Can I help?
15. You've really learned how to do that well.
16. I love you!
17. Let's take a walk together.
18. You get bigger & better every day.
19. I am happiest when we're together.
20. Let's read a story together.



ACTION POINTS

- **LISTEN TO YOUR CHILD'S FAVORITE TAPE OR CD. ASK HER WHAT SHE LIKES ABOUT THE MUSIC.**
- **VOLUNTEER TO COACH YOUR CHILD'S SPORTS TEAM OR HELP SUPERVISE A FIELD TRIP.**
- **CHECK IN REGULARLY WITH YOUR CHILD'S TEACHERS, COACHES AND MUSIC INSTRUCTORS TO GAIN FROM THEIR PERSPECTIVE.**
- **WRITE A LETTER TO YOUR CHILD DESCRIBING WHAT YOU'VE NOTICED IN THE LAST YEAR.**
- **INSTEAD OF ASKING "YES" OR "NO" QUESTIONS, DRAW YOUR CHILD OUT WITH, "WHAT DO YOU THINK..." OR "WHAT WOULD YOU HAVE DONE..."**
- **TAKE YOUR TEEN TO LUNCH, AND ASK HIM WHAT HE'D LIKE TO BE DOING IN 10 OR 15 YEARS. THEN LET HIM ASK, YOU.**
- **AT THE DINNER TABLE, TELL EACH CHILD ONE QUALITY THAT YOU APPRECIATE IN HIM OR HER.**
- **VISIT YOUR CHILD'S SCHOOL TODAY TO BETTER UNDERSTAND HER WORLD. IF POSSIBLE, HAVE LUNCH IN THE SCHOOL CAFETERIA.**
- **PRAISE YOUR CHILD'S ACCOMPLISHMENTS AND LISTEN TO HOW HE REACTS.**
- **THE NEXT TIME YOUR CHILD'S FRIENDS VISIT YOUR HOUSE, SPEND TIME GETTING TO KNOW THEM.**



Building Positive Self-Esteem

DO'S AND DON'TS FOR PARENTS

DO

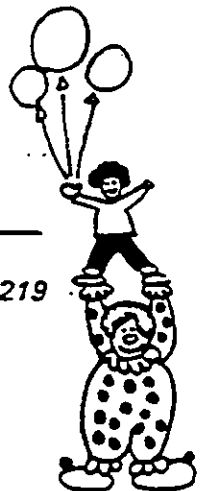
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Our Teenagers: What's Missing?

There's a teenager in your home, maybe more than one. What is your household like? See if you can find some points of identification in George Barna's description of today's typical adolescent:

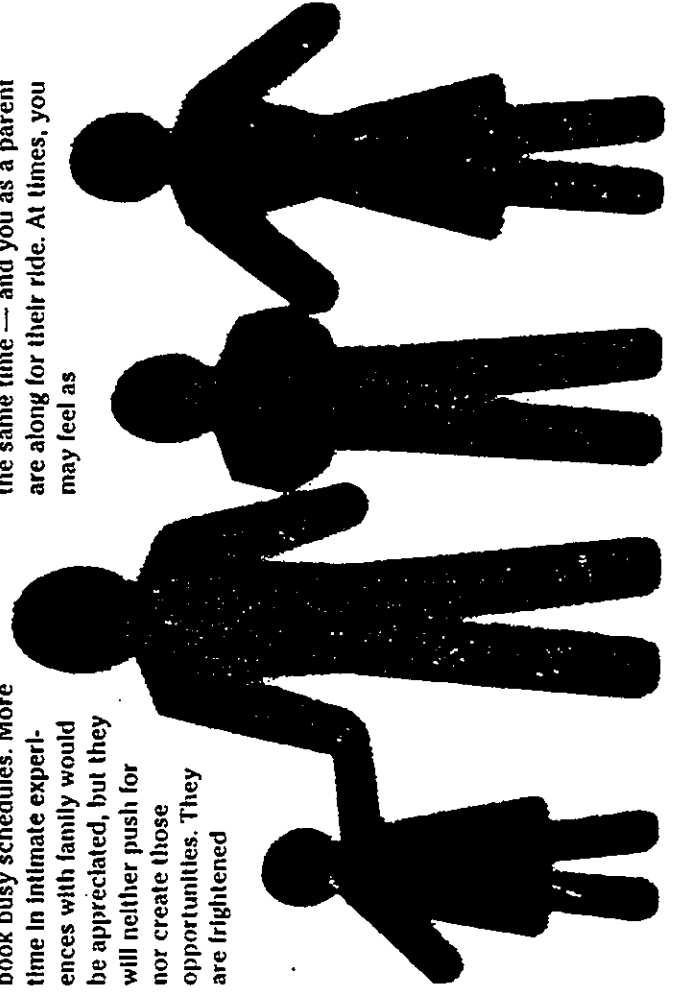
"Teenagers would like to have more structure provided, but without having their independence or their freedom to experiment impeded. They want to learn from the experiences and wisdom of their parents, but they're not willing to allow their elders the latitude to impart those lessons in a manner that fits parents' needs and styles.

"They struggle with the effects of stress, but they continue to book busy schedules. More time in intimate experiences with family would be appreciated, but they will neither push for nor create those opportunities. They are frightened

by the potential consequences of many at-risk behaviors, yet they flirt with those dangers regularly" (*Generation Next*).

Does this description sound familiar? Many parents would like to borrow Winston Churchill's words for their teenagers — they're a riddle wrapped in a mystery inside an enigma. With minds and bodies on the move, they careen through their up-and-down days with emotions running high. They're not children anymore, and they know it, but they're still searching for their grown-up identities.

Your teenager's search can be frightening, fun, exciting, and desperate all at the same time — and you as a parent are along for their ride. At times, you may feel as



DO'S & DON'TS WITH TEENAGERS

DO

- Acknowledge appropriate or desirable behavior with praise or rewards.
- Model the type of behavior you want from your teenager.
- Ask your teenager how his/her day was and how he/she is feeling.
- Give undivided attention when your teenager wants you.
- Compliment your child when he/she makes an effort to look nice and take pride in his/her appearance.
- Be consistent with rule setting.
- Allow your teenager to make decisions.

Don't

- Criticize every little thing your teenager does "wrong".
- Say one thing and do another.
- Change you mind several times about rules.
- Ignore or deny your mistakes.
- Ignore teenagers' moods.
- Judge or tell your teen what he/she should or shouldn't do or feel.
- Busy yourself with other tasks when your teenager needs you.
- Focus on flaws or characteristics of appearance that the teenager cannot help. For example: pimples, maturing, chubby cheeks, etc.



Source: Kentucky Council on Child Abuse, Inc. Spring 1993. Written by Jill Warren Elliot, OTR Occupational Therapist.

How-to Tips for Decision Making.

1. Give your child the facts he/she needs to make decisions. Sexuality information is learned through many sources. Make sure you are one of them.
2. Have your child make decisions on his/her own. Start with small decisions, and build on them.
3. Help your child see alternatives to a situation. Try a few "what ifs" with him/her to think through situations with friends.
4. Acknowledge your own fallibility. Don't demand that you be perfect and don't ask your child to be perfect.

For more information on these and other topics call the WARMLINE at 1-800-641-4546.

TEEN COMMANDMENTS

- I. Thou Shalt Accept Thy Limitations
- II. Thou Shalt Provide a United Front
- III. Thou Shalt Be Consistent
- IV. Thou Shalt Not Bear False Guilt
- V. Thou shalt Offer Boundaries, Choices and Consequences
- VI. Thou Shalt Not Own Thy Teen's Consequences
- VII. Thou Shalt Be Human
- VIII. Thou Shalt Show Thy Love
- IX. Thou Shalt Not Overreact
- X. Thou Shalt Smile