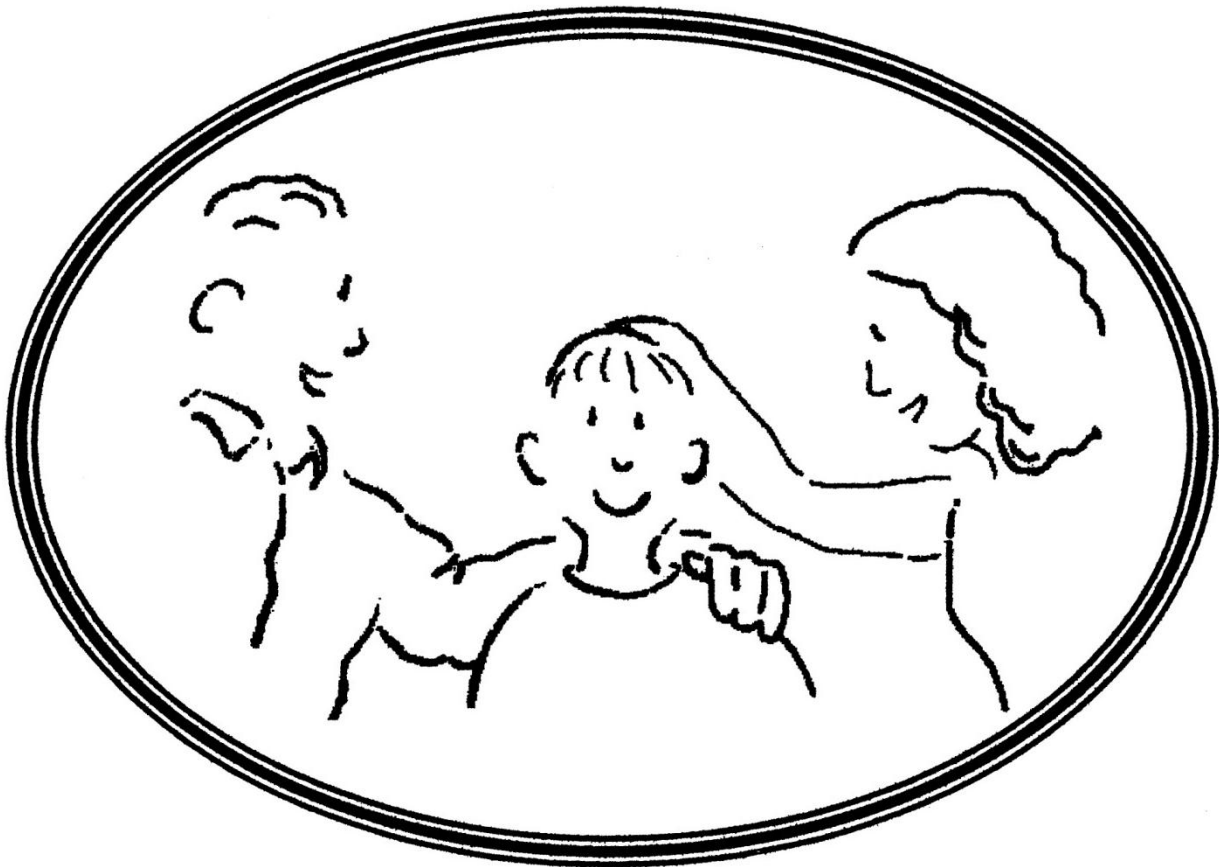


The Parent Talk System

Parent's Workbook



The Language of Response-Able Parenting

Chick Moorman

Thomas Haller

Sarah Knapp

About the Authors



Chick Moorman is an inspirational speaker who has addressed over 300,000 parents and educators while conducting over 2,000 talks on raising and educating children. Whether addressing one or one thousand his mission is to help people experience a greater sense of personal power in their lives, so they can in turn empower others.

Chick is a former classroom teacher with over 45 years of experience in the field of education. Mr. Moorman is the author of *Parent Talk: How to Talk to Your Children in Language That Builds Self-Esteem and Encourages Responsibility*, and *Spirit Whisperers: Teachers Who Nourish a Child's Spirit*.

Chick Moorman is the director of the Institute for Personal Power, a consulting firm dedicated to providing high-quality professional development workshops for parents and educators. He is the father of four children and has six grandchildren.



Thomas B. Haller, MDiv., LMSW, ACSW, DST is a widely sought after national and international presenter in the areas of child behavior management and verbal language skills. He is considered one of the world's foremost authorities on empowering individuals with effective verbal skills for creating interpersonal change and raising confident children. He is also the co-author of six highly acclaimed books, including *Parent Talk Essentials: How to Talk to Kids about Divorce, Sex, Money, School and Being Responsible in Today's World*.

Thomas has maintained a private practice for over 20 years in Bay City, Michigan, as a child, adolescent and couples therapist; a sex therapist; and a chronic pain counselor. He is a certified EEG biofeedback technician, an AASECT certified diplomate of sex therapy, and a certified sports counselor. He holds a Master of Divinity degree, a Master of Social Work degree and a

Doctorate in Child and Family Studies. Thomas has extensive training in working with highly aggressive, angry and impulsive children.

As a parenting and relationship expert, Thomas works closely with the media answering life's difficult questions on radio and television. He is the chief family and relationship correspondent for WNEM TV 5, where he has been addressing relationship concerns on television for over six years. Thomas's segment, *Family Matters* is now seen three times a week on WNEM.



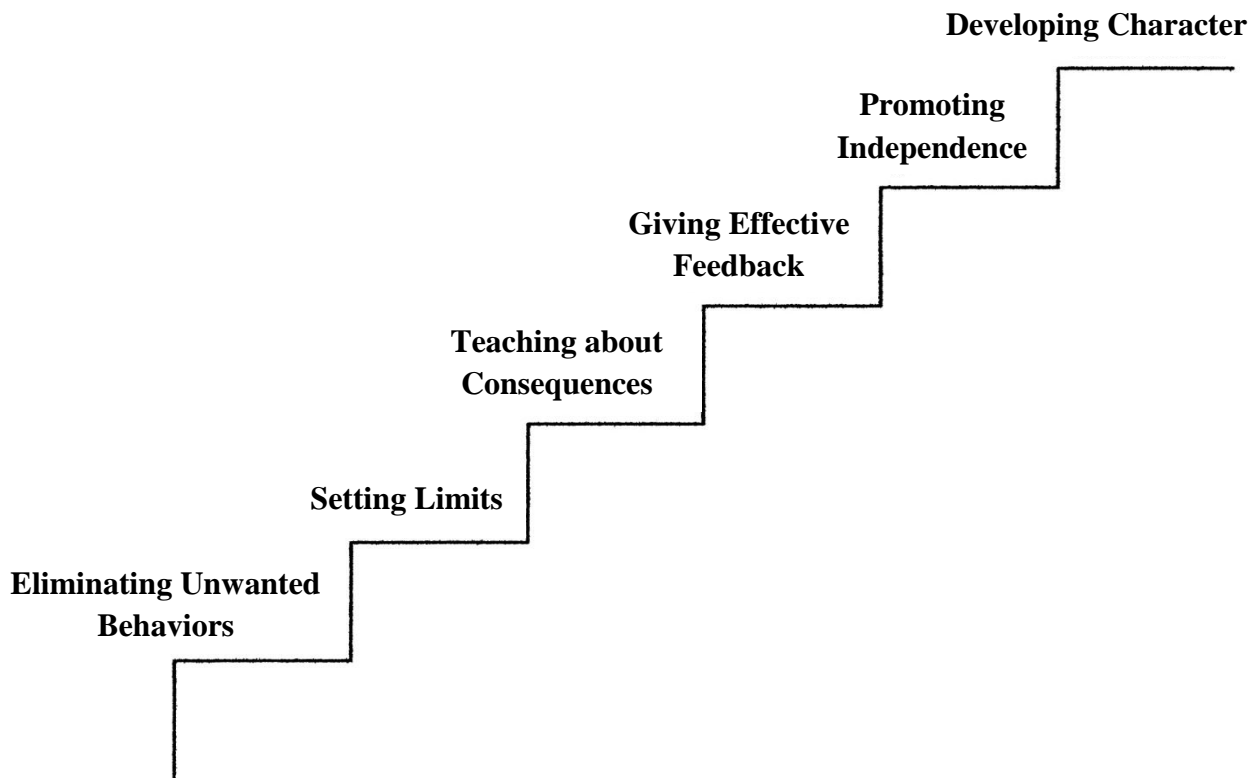
Sarah Knapp, M. S.W., C.S.W is a former school social worker who now devotes her time and expertise to helping educators and parents relate to children in positive and highly effective ways. Her workshops contain numerous strategies for promoting healthy self-esteem, developing interpersonal skills and encouraging responsible behavior in youth of all ages.

Sarah speaks regularly to parents and professional groups about issues children face currently in our rapidly changing society. Her book, *Profiles in Positive Discipline* draws from the numerous experiences Ms. Knapp has had with the children she has known both personally and professionally. It defines her vision of how a firm yet loving approach can enhance relationships between people of all ages, and especially between adults and children.

Sarah has co-authored *The School Counseling and School Social Work Treatment Planner* with Arthur Jongsma, PhD. and authored *The School Counseling and School Social Work Homework Planner*. She is in the process of co-authoring *The Parenting Skills Treatment Planner and The Parenting Skills* and *The Parenting Skills Homework Planner* which accompanies it.

Learn more about Sarah's classes for parents and educators by visiting her website: www.advantagediscipline.com.

Using Words that Empower



Parent Talk Language is the Foundation

All rights reserved. Printed in the United States of America. No part of this publication may be reproduced stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the written permission of the publisher.

Phone: 989-643-5059, Fax: 989-643-5156

All contents of this manual © 1999 - 2011 Personal Power Press

Session I

Eliminating Unwanted Behaviors

"Responsibility is not inherited. It is taught."

Sarah Knapp

Key Concepts:

- **The One-Minute Behavior Modifier.**
- **The Power of One.**
- **"Next Time," The Don't Alternative.**
- **Responses to "I Can't" Language.**



The One-Minute Behavior Modifier

Identifying a specific behavior allows parents to focus on one concrete situation they want to change. This technique will drastically reduce an undesired behavior by identifying it, making it conscious, and teaching an appropriate replacement behavior.

Behaviors I'd like to see eliminated:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**These must be behaviors, not inferences or judgments.

Inference (abstract, general)

Rude
Mean
Selfish
Conceited
Spoiled

Behavior (specific)

Put-downs
Hits
Grabs handfuls of cookies
Exaggeration
Demands things

Keys to the One-Minute Behavior Modifier

PREPARATION

- A. _____ a behavior.
 - B. Make a _____ to _____ it.
 - C. Give it a _____.
- ☀ If you can _____ it, you can _____ it.

IMPLEMENTATION

1. Name _____ . Name _____ .
2. A. Say, "It's _____ the family _____ ."
Or
B. Say, "It doesn't _____ with _____ ."
3. Give a _____ .
4. _____ the new _____ .

Activity I

- Jenny that's a put-down. We don't use put-downs in this family because people often get their feelings hurt and it can lead to physical violence. What we do here is tell the other person how we're feeling and what we'd like to have happen.
- Tevi, that's whining. Whining doesn't work with me because it hurts my ears and I can't make out what you are saying. What works with me is to state what you want using a normal tone. Sometimes you get what you want. Sometimes you don't. Using a normal voice is your best hope.
- Arwa, that's back talk. Back talk doesn't work with me because it creates more distance between us. Your best hope with me is to express your anger with an "I" statement and tell me why you feel that way.

The Power of One.

- 1.
- 2.
- 3.

The One-Minute Behavior Modifier Practice:

A. Brief description of the behavior you intend to eliminate.

B. The name you choose to give it. _____.

C. The Parent Talk you plan to use when you see or hear the behavior.

1. _____
2. _____
3. _____
4. _____

The Don't Alternative



Next time

Use "Next time," Parent Talk to plant a positive picture in your child's mind of what you want to happen in the future.

- *Next time, please wipe the peanut butter and jelly off the counter before you go out to play.*
- *Next time, please wait until I'm off the phone before you begin talking.*
- *Next time, ask in a soft voice.*

“Next time, use your indoor voice”, is more positive than, “Don’t be so loud!”

“Next time, finish chewing before you begin talking,” plants a more positive picture than, “Don’t talk with your mouth full!”

“Next time, take your shoes off inside the door,” is a friendlier way of speaking than, “Don’t track mud in here.”



Remember!

Don't Doesn't Work!

Appropriate behavior must be taught. The phrase, "next time," not only plants a positive picture in the child's mind, it also teaches positive behavior. By describing the desired behavior, parents give children useful skill instruction.

Activity II

Some don'ts I typically use

Rewrite the don'ts substituting
"Next time."

I Can't Antidotes

As parents, we hear "I can't" language frequently. Our typical response is: "Sure you can, come on try!" The "I can't" antidotes are designed to help our children replace "I can't" words, "I can't" thinking, "I can't" believing and "I can't" behaviors with response-able alternatives.

I can't antidotes:

1. _____ as _____.
2. _____.
3. _____ you can.
4. If you _____, what would _____?

Examples:

- "Billy, act as if you can."
- "Play like you've done this 10 times before, Ronnie."
- "How would you start on this if you did know how, Rachel?"
- "Just act as if you've done this before, Shannon."
- "Robert, pretend you can do it."
- "Just fake like you know how, Shingo."
- "Shantel, I want you to act as if you already know how to do this."

What if they start doing it wrong?

Sometimes you say, "Act as if," and your child starts doing it incorrectly. Don't worry. You can correct incorrect doing, whereas it's impossible to correct someone who is not doing anything. "Act as if," gets children doing. You can adjust from there. Until they start doing, corrective guidance and feedback are impossible.

Eliminate the stigma of failure.

"Act as if," is more effective than "trying" because trying implies struggle while acting is more playful and less serious. Some children won't try because if they don't succeed they consider themselves a failure. If they "pretend" or act" no stigma or failure is attached.

"Act as if" Practice:

- A. Briefly describe a situation that occurred in the past few weeks when you could have used "Act as if" Parent Talk.

What did you say at the time?

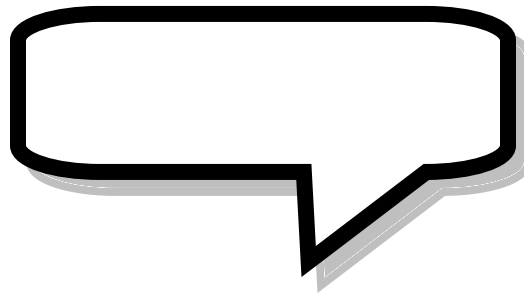
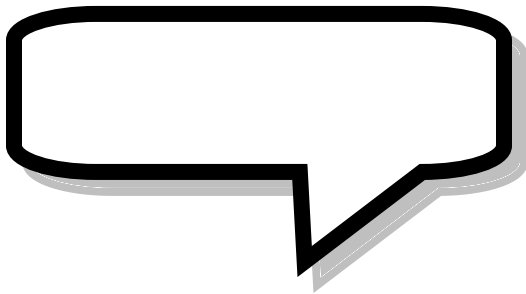
What would you say now?

B. Predict where and when you will use this skill next.

Construct the Parent Talk you would like to use when this incident occurs.

When you're not sure, "Act as if" will work with your children or not sure you can use it effectively, why not act as if you can?

Back Home Implementation: Two Parent Talk phrases I plan to use during the following week are:



Parent Readings:

1. **One-Minute Behavior Modifier Examples**, pages 12 - 14.
2. **"Next Time."** The don't alternative, pages 15 - 16.
3. **"Act as if..."** A response to "I can't" language, pages 17 - 18.

One-Minute Behavior Modifier Examples.

Situation I

Three-year-old Gabriella would occasionally hit the dog with her hand to signal him to move out of her way. Her parents thought it was funny and even laughed aloud a few times when it happened. They stopped laughing the day she hit a playmate because the neighbor was directly in her path.

That evening Gabriella's parents decided to use the One-Minute Behavior Modifier to teach her a more acceptable alternative to hitting. After designing a verbal statement together, they practiced saying it aloud until they could say it without looking at their notes. When they went to bed that night, Gabriella's mother and father felt confident and ready.

They didn't have to wait long to put their plan into practice. The next morning, Barkley, the family dog, was sitting in Gabriella's favorite chair when she came downstairs. The youngster went straight to the dog and hit him in the head with her hand. Both parents saw the incident. Gabby's mother spoke first.

"Gabriella, that is hitting. We don't hit animals or people in this family because it hurts them. What we do is call to Barkley, wait until he gets out of the chair, and then pet him for following directions." She then demonstrated the behavior that was preferred by calling to Barkley in a friendly voice. "Now, let me see you do it," she said to her daughter.

This determined mother put the dog back on the chair and gave her daughter an opportunity to practice the desired behavior. Afterwards, both parents gave Gabriella and the dog positive feedback for her efforts.

In this instance, Gabriella's parents added a new component. They had her actually practice the behavior. Hearing about the new behavior is important. Seeing it demonstrated by someone else is also valuable. Doing it yourself, with supervision, is another valuable step. Hearing it, seeing it, and doing it is a powerful combination that can be used to help your child learn valuable new skills as he or she moves through the ages and stages of childhood.

Situation II

Herman saw a toy on the top shelf of the store he was visiting with his mother. "I want a toy," he told his mother, pointing in the direction of a big metal truck. When she appeared to ignore his request and sped on down the aisle, Herman chose a new behavior, one designed to get his mom's attention and the toy he wanted. From his position in the front seat of the shopping cart, Herman began to scream and kick. He threw a tantrum.

"Herman, that's a tantrum," his mother informed him immediately. "A tantrum won't get you a toy because I don't respond to tantrums. If you want something you have to tell me with words and we can take it down and look at it and see how much it costs. Then we can see if you have enough money to get it. Say, 'I want to see that toy,' and see how that works."

Herman's mother correctly used the One-Minute Behavior Modifier when she became conscious of her son's tantrum behavior, but had this busy parent been alert earlier, she would have had no need to use it. Herman did use his words to ask for a toy. He said, "I want a toy." He actually used the precise behavior his mother desired.

Had she heard his request, this mother could have used that moment to reinforce the positive behavior by stating, "Thank you for using your words. Show me which one. Let's look at it and check the price."

Children often resort to using inappropriate behaviors when appropriate ones go unnoticed, are ignored, or don't get the results they had hoped for. Watch and listen for your children's efforts to use behaviors that are valued in your family. Help them see that these choices get them what they want some of the time. You might say something like, "Just because you use your words instead of whining doesn't mean you'll get more ice cream, but it ups your odds. When you tell me why you're angry without using cuss words, it doesn't mean I will immediately give you what you want. It does mean that we will have a mutually respectful discussion, the result of which is yet undetermined."

Situation III

Roberto and Arianna are adolescents, one year apart in age. Roberto is the oldest and also the biggest. He stands six inches taller and weighs forty pounds more than his sister. He uses his height, weight, and age difference to his advantage whenever he wants to exercise power at the expense of his younger sibling.

When Roberto wants his own way, he stands up, towers over his sister, waves his finger in front of her face, and occasionally pokes her. His parents have sent him to his room, yelled at him, ridiculed him, and put their fingers in his face. Not surprisingly, none of those maneuvers worked to eliminate the behavior on a long-term basis.

After attending one of our parent trainings, these parents switched tactics. They decided to use the One-Minute Behavior Modifier.

“Roberto, that’s intimidation,” his father told him when he next saw the behavior. “It’s not appropriate in our family because it creates fear in the person being intimidated. Fear is not a motivator in our home. What we do here is use our most skillful words to try to convince the other person to do things our way. If that doesn’t work, we accept their decision, sometimes reluctantly.”

Roberto’s parents had to use their verbal statement on several occasions before he figured out they were serious about creating a family environment free of fear-based tactics. Over time, he learned to speak up for himself skillfully while at the same time showing respect for the opinion of his sister.

The One-Minute Behavior Modifier is a useful way to communicate your family values and make them come alive in your home. Respect, responsibility, cooperation, charity, forgiveness, kindness, caring, love, integrity, and other important values can be incorporated into your home environment by teaching your children which specific behaviors demonstrate those character traits and which do not.

In the case above, fear-based manipulation was clearly not valued by Roberto’s father. He used his son’s attempts to intimidate his sister as a teaching opportunity to help Roberto realize he was living in an environment free of fear and was expected to demonstrate that value as well.

"Next time . . . "

"Next time, please wipe the peanut butter and jelly off the counter before you go out to play."

"Next time, please wait until I'm off the phone before you begin talking."

"Next time, ask in a soft voice."

"Next time" is a useful piece of parent talk that will help to plant positive pictures in your child's head of what you want to have happen in the future. The words you use to follow this sentence starter focus the child's attention on what you expect and enable her to picture the positive outcome of your desire rather than the negative behavior you wish to eliminate.

Adding the phrase, "next time," to your parent talk doesn't guarantee your child will choose the desired behavior at the next opportunity. But it does increase your odds that the behavior will occur. If nothing else, it helps you add positive phrasing to your style of parent talk.

"Next time, use your indoor voice" is more positive than

"Don't be so loud!"

"Next time, take your shoes off inside the door" is a friendlier way of speaking than

"Don't track mud in here."

"Next time, finish chewing before you begin talking" plants a more positive picture than

"Don't talk with your mouth full!"

When you use "next time" as a positive alternative to the word "don't," you activate the child's subconscious mind to work in your behalf. Consider the following:

As you read this paragraph, don't think of a large blue elephant. Now, don't see that large blue elephant sitting on a park bench eating an ice cream cone. What happened? If you're like most of the participants who attend my parent or teacher workshops, you've created some picture of a large blue elephant in your mind. This phenomenon explains why "don't" is largely ineffective with children. The subconscious mind doesn't hear the word "don't."

When you tell a child, "Don't run," what is the picture she sees in her mind? Running.

What word stands out and makes an impression? “Run.” When you say, “Don’t be late,” the words and the picture that enter the mind are, “Be late.” When you tell a child, “Don’t forget,” you’re actually sending that child instructions to “forget.” When your parent talk includes the word “don’t,” you are strengthening the exact behavior you wish to eliminate.

The phrase “*next time*” not only plants a positive picture in the subconscious mind, it also concentrates on teaching. The words that follow “*next time*” instruct. By describing the desired behavior, you give children useful information they can use later.

“*Next time, walk around Kristin’s blocks on your way outdoors*” is instructive and communicates the new behavior.

“*Next time, let me know a few days in advance that you need these supplies for school*” teaches by making your expectations clear.

Are you interested in developing a style of communication that gives your children clear instructions as to your expectations? Do you want them to create positive pictures of desired behaviors? Then, next time, strengthen your parent talk with the phrase, “*next time.*”



"Act as if . . ."

As parents, we hear “I can’t” language all too often. It may occur as our child struggles with a long division assignment. It could take place as he attempts to master a new Nintendo game. Or it might be uttered as he works at reading directions for a recipe or instructions on how to build a model airplane. Whenever it occurs, “I can’t” language signals an “I can’t” attitude toward learning and achieving. Often accompanied by a whiny tone, “I can’t” words are connected to “I can’t” thinking, “I can’t” believing, and “I can’t” behaviors.

How do you respond when one of your children looks up from his study table and verbalizes some version of “I can’t do it?” What do you say? If you’re like many of the participants who attend my parent seminars, you reply with words similar to, “Sure you can, come on, try.” Parents believe that if children would just try, they’d eventually prove to themselves that they can.

“Sure you can, come on, try” sounds like helpful parent talk. It is not because, most often, it doesn’t work. Typically, children respond to our efforts to get them to try with, “I’m trying” or “I tried already.”

What children and parents don’t realize is that *trying* doesn’t work. Only *doing* works. Anyone busy *trying* is not busy *doing*. *Trying* is often an excuse for giving up.

A strategic piece of parent talk to replace the “Come on, try” language is “*Act as if . . .*” The next time one of your children delivers a whiny rendition of “I can’t,” smile, look him in the eyes, speak from your heart, and give him these three words: “*Act as if.*”

“Billy, act as if you can.”

“Mary, I want you to act as if you already know how to do this.”

“Just act as if you’ve done this before, Shannon.”

After you’ve delivered your new parent talk, step back and go to another room. Watch from a distance as your child begins doing. I predict that you’ll be pleasantly surprised

by the effect of “*Act as if.*” It won’t work every time with every child, but it could be the most important phrase you add to your parent talk repertoire this year.

With young children, “*Pretend*” or “*Play like you can*” work well. “*Fake it*” and “*How would you do this if you did know?*” are effective alternatives with older children.

Sometimes you say “*Act as if*” and your child starts doing the task incorrectly. Don’t worry. You can correct incorrect doing, whereas it’s impossible to correct someone who is not doing anything. “*Act as if*” gets children doing. You can adjust from there. Until they start doing, corrective guidance and feedback are impossible.

“*Act as if*” is more effective than “trying” because trying implies struggle, while “*acting as if*” is more playful and less serious. Some children won’t *try* because if they don’t succeed they consider themselves a failure. If they “pretend” or “act as if,” no stigma or failure is attached.

Not sure *act as if* will work with your children? Not sure you can use it *effectively*? Why not *act as if* you can?

Session II

Setting Limits with Choices

"The ability to choose wisely can be encouraged at an early age!"

Sarah Knapp

Key Concepts

- **The Power of Choice.**
- **Controlled Choice.**
- **The Permission-Giving Alternative.**
- **Encouraging Appropriate Choices.**



The Power of Choice

"Choices are a powerful tool which allow parents to set reasonable limits for their children while, at the same time, promoting independence and healthy self-esteem."

Sarah Knapp

Choices benefit both parents and children by:

- Setting reasonable limits for children.
- Allowing for shared control.
- Increasing problem-solving and decision-making ability.
- Developing thinking skills.
- Promoting responsible behavior.



"MY PARENTS CALL IT CHOOSING TO SPEND THE EVENING WITH YOUR FAMILY. I CALL IT BEING GROUNDED."

There is power in choice. Giving kids some choice, some degree of influence over their own lives increases their sense of personal power. If they have no choice, they have no power. If they have too many choices, they can become overwhelmed.

Whenever feasible, use Parent Talk that gives children choices. This increases their decision-making ability and gives them an opportunity to exercise the power that is available to them. As they perceive and act on the choices they have, their perception of themselves as able and empowered individuals increases.

Parent Talk Examples that Offer Choice.

- *"Do you prefer toast or an English muffin this morning?"*
- *"Do you want to do the dishes now or after you call your friend?"*
- *"You can have a second piece of pie now, or save it till morning."*
- *"You can choose the red truck or the blue one."*

A thought from Chick:

"Responsible behavior, decision-making ability, and feelings of power and control are directly related to the number of decisions children make. The more practice they get, the more skillful they become."

Controlled Choice

Controlled choice is preferable to unlimited choice. When choices aren't limited, children often feel overwhelmed and have difficulty deciding. *"You can have any cereal on, the shelf"* is an example of unlimited choice. *"Wheaties or Cheerios, is the decision today"* reflects limited choice. Limited choice is an example of shared control in action. You have control because you control the number of choices. Your child has control because he gets to pick from the choices offered.

Activity I

Circle the number of Parent Talk examples that communicate controlled choice.

1. You can choose what to watch on TV.
2. Would you prefer a party for six or have two friends sleep over?
3. Your allowance is yours to spend however you see fit. You choose.
4. You can call grandma now or first thing in the morning.
5. We're getting ice cream cones. You can choose chocolate, vanilla or strawberry.
6. What do you want for breakfast?
7. Do you want the sweater or the sweatshirt with the hood?

Write three controlled choice Parent Talk statements appropriate for one of your children.

1. _____

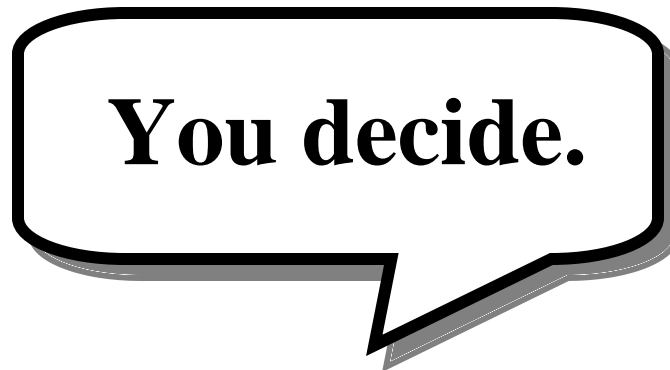
2. _____

3. _____

A thought from Thomas:

"Your child's ability to make choices begins with your decision to offer them. You can select Parent Talk that offers choices or not. It's your choice."

The Permission-Giving Alternative



A. Without conditions: To create self-confidence and self-reliance when either choice is fine.

Examples:

- *"May I call grandma?" "You decide."*
- *"May I do this later?" "You pick."*
- *"Can I try out for the softball team?" "That's up to you."*

B. With a condition: To give children an opportunity to think and decide if they can comply with the condition.

Examples:

- *May I watch TV now?" "If you can do it without disturbing others. You decide."*
- *"Is it OK if I use the shovel?" "If you can remember to put it away when you're finished. It's your choice."*
- *"May I have a cookie?" "If you can remember to clean the crumbs off the counter. You pick."*

Activity II

Respond to the following questions by using a Permission-Giving Alternative following a condition:

May I buy some Nike high tops? _____

Can Tommy come over? _____

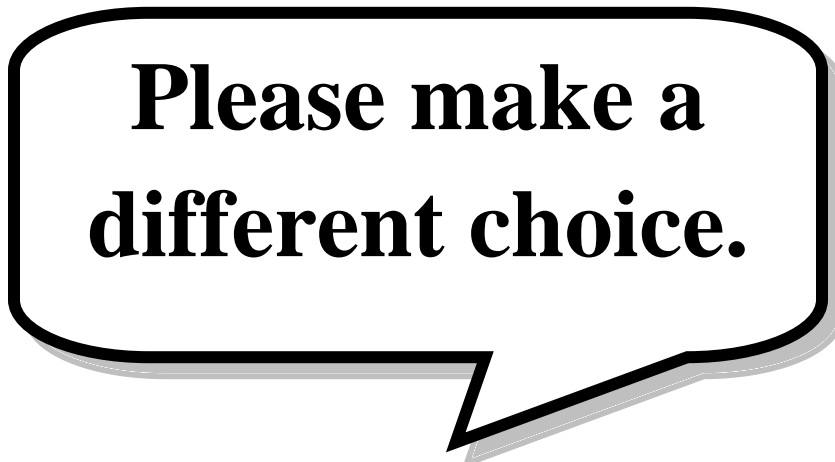
May I borrow the car? _____

May I watch cartoons? _____

May I wear my shorts to school? _____

May I have an advance on my allowance? _____

Encouraging Appropriate Choices



Please make a different choice is an effective method of re-directing behavior resulting from an inappropriate choice. This Parent Talk technique involves three steps:

1. State the problem.
 2. Say, "Please make a different choice."
 3. Let the child decide what "different" choice to make.
- When siblings are contemplating a fight, tell them, "You sound like you are heading toward a fight. Please make a different choice."
 - When a child is not playing by the rules, say, "You're choosing to go out of turn. That spoils the game for everyone. Please make a different choice."
 - "That loud voice is distracting to me. I want you to make a different choice," is a respectful way to communicate your discomfort with the noise level.

Practice:

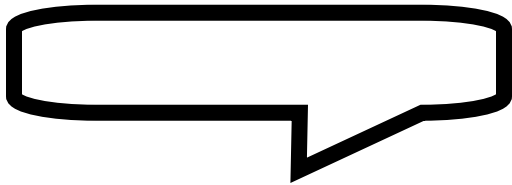
- A. Jamal was humming to himself at the dinner table while he chewed his food. His mom said:
- " _____
- _____ "

B. Jenny was tracking mud in the family room. As her father watched her, he responded:

" _____
_____ "

C. Write a scenario that would apply to your family.

Back Home Implementation: Two Parent Talk phrases I plan to use during the following week are:



Parent Reading:

"Please make a decision." A technique for setting limits, page 26 - 27.



"Please make a decision."

"Please make a decision to stay with us or to go to the break-time area."
"Please make a decision to follow the rules or to choose a different activity."
"Please make a decision to play quietly or to sit apart."

"Please make a decision" is a strategic parent talk designed to put the ball of responsibility in the child's court. It asks a child to examine her behavior and to take responsibility for changing it. It presents a choice that puts her in control of a portion of her life.

Most of the time children will choose the desirable behavior when asked to make a decision. They will choose to stay with the family, follow the rules, or play quietly. When they make these choices, it's important that their subsequent behaviors meet the criteria for the choice.

If a child makes a decision to play quietly but shrieks instead, or if she agrees to follow the rules and then doesn't, I recommend that you choose language which describes the behavior and refers to the decision. "I noticed that you didn't move back two spaces when the spinner directed you to. Your behavior shows me you've decided not to participate in the game." "When you yell during your brother's study time, you tell me you've decided to play in your room."

When you choose parent talk that focuses on the child's decision, you stay clear of the persecutor role. Both parent and child more clearly understand that the child herself is making a decision to choose a consequence, that you're not arbitrarily deciding to punish her. As the days unfold and your language patterns contain many variations of "I see you've decided not to," the child more clearly understands cause and effect. Many children come to realize that it is they themselves who control whether or not the consequences are implemented. They loosen their hold on the perception of themselves as victims and learn to see themselves as co-creators of their own circumstances.

One variation of “please make a decision” allows the child to decide when she is ready to resume the activity. Some examples are:

“When you decide you’re ready, you may rejoin us at the dinner table.”
“When you figure out what you’ll do differently and put it in writing, we can discuss your using the car again.”
“When you decide to follow the rules, you can ask Bill if he still wants to play the game.”

This style of parent talk not only helps the child see that she is responsible for ending the activity but clarifies her role in resuming it.

You, the parent, are responsible for the discipline structure within your home. Your language can help children realize the choices and controls they have within the structure. As you continue to use the type of communication described in this book, your children will grow to understand that the choices they make impact what happens to them. They will gradually develop the internal controls necessary for independence and self-responsibility, both of which are ultimate goals of discipline.

Session III

Choices and Consequences

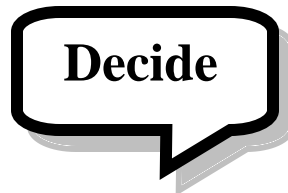
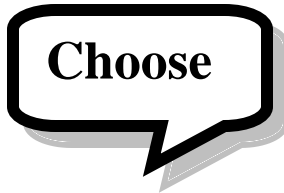
Key Concepts:

- **Choice Awareness.**
- **Controlled Choice and Consequences.**
- **The 3 R's of Consequences.**
- **The Dynamic Discipline Equation.**



"REMEMBER THE GOOD OLD DAYS WHEN ALL WE HAD TO DO TO GET OUT OF SOMETHING WAS TO SAY WE WERE SORRY?"

Choice Awareness



Choose, decide and pick can be used to teach children that they are in control of their own behavior and attitudes.

If you want to help your children see themselves as responsible for their own behavior, feelings and attitudes; add these three special words, "choose, decide and pick," to your Parent Talk.

- *I noticed you decided to be fired up today.*
- *How come you picked your grumpy mood?*
- *What response will you choose if the problems get tougher?*
- *How did you decide to act when your coach pulled you out of the game?*

Activity I

Design some Parent Talk that contains the important words choose, decide or pick to recognize that your child has or will be making a choice.

"I see you chose to _____."
_____.

"What will you choose when _____?"
_____?"

Controlled Choice and Consequences

All choices result in consequences. When parents use controlled choice Parent Talk, children either experience a positive or negative result. Either way they learn an important lesson.

Examples of how to present the consequence:

Teen:

If you choose to bring the car back with 1/2 tank of gas or more, you will have chosen to use it again tomorrow night.

Pre-teen:

If you choose to get less than a C in any class this marking period, you have decided to have tutor for 6 weeks.

An 8-year-old:

If you decide not to practice your music regularly this week, you have chosen to make it up Saturday morning.

Toddler:

If you choose to throw your crayon on the floor, you have chosen to put them away for awhile.

The 3 R's of Consequences

Related

Reasonable

Respectful

Related Consequences:

- *Spill milk at the dinner table:* Clean it up and practice pouring milk over the sink after dinner.
- *Leave your books at school:* Pay your parent to drive you there. If the school is closed, create a written plan to remember your books next time.
- *Regularly forget to feed the fish and clean the fish bowl:* Lose the opportunity to have fish.
- *Wet the bed:* Put the wet sheets and clothes in the washer before you go to school. Put them in the dryer as soon as you come home. Take them out and make your bed when they are dry.

Reasonable Consequences:

1. **Behavior: Throwing sand.**

Reasonable: Losing the opportunity to play in the sandbox for an hour.

Unreasonable: Losing the opportunity to play in the sandbox for a week.

2. **Behavior: Not putting your bike away.**

Reasonable: Losing the opportunity to ride your bike for two days.

Unreasonable: Losing the opportunity to ride your bike for two weeks.

3. **Behavior: Disrespectful communication to a grandparent.**

Reasonable: Creating a plan for making amends with your grandmother.

Unreasonable: Mowing your grandmother's grass for the summer.

Related, Reasonable Consequences Activity

Directions: Place an X in the appropriate column if you believe the examples below are related and/or reasonable. Some could be both. Some could be neither.

Related	Reasonable	
		1. If a four-year-old chooses not to put her toys away, she is deciding to have them thrown away.
		2. If a teen chooses to come home late, she chooses to spend the next evening with her parents.
		3. If a toddler chooses to throw a toy, he is choosing to have it rest on the shelf for an hour.
		4. If a seven-year-old decides to go over his allotted TV time, he is choosing to have no dessert for dinner.
		5. If a teen decides to slam the bedroom door regularly, she is choosing to have the door taken off the hinges.
		6. If a five-year-old chooses not to eat vegetables, she chooses to be in the naughty chair for a half hour after dinner.
		7. If a teen chooses to visit inappropriate sites on the internet, she is choosing tighter internet supervision.
		8. If a kindergartener chooses not to carry his dinner plate to the sink, he has decided to forfeit his bedtime story.

The Dynamic Discipline Equation

Opportunity Equals Responsibility

These three words can become the cornerstone of your family discipline policy. The important equation is a way to offer your children choices, a degree of control over their own lives, and an opportunity to learn about the relationship between cause and effect.

A Four-Step Process:

- 1. Explain the opportunity that the child has and the responsibility that goes with it before you implement any consequences.**

“Ozzie, you have the opportunity to play with your brother. Your responsibility is to touch each other gently. If you choose not to do that you are choosing to lose the opportunity to play with him. You will be deciding to play in your room for awhile.”

- 2. Allow the child to choose the behavior and thus the outcome which follows.**
- 3. Follow through immediately after the child’s choice by lowering the opportunity or acknowledging and affirming the responsible behavior. (Give no second chance.)**

“Ozzie, remember in our family opportunity equals responsibility. I see that you are choosing not to touch your brother gently and therefore choosing to alter the opportunity to play with him for now. Looks like you have decided to play in your room alone for awhile.”

- 4. Do give other opportunities to demonstrate responsibility later.**

The goal here is to have children play gently with each other. This can only be practiced and learned when the boys are together. Provide as many opportunities as are necessary. Follow through with the consequences as needed. BE CONSISTENT.

A thought and a question from Chick:

“The Dynamic Discipline Equation provides you with an easy to use formula for holding your children accountable in a loving and respectful manner. Are you willing to use it?”

Opportunity Equals Responsibility Practice.

1. Explain the opportunity that your child has and the responsibility that goes with it before you implement any consequences.

Is it reasonable?

Is it related?

2. Allow your child to choose the behavior and thus the outcome which follows.
3. Follow through immediately after your child's choice by altering the opportunity if necessary. (Give no second chance.)

4. Do give other opportunities to demonstrate responsibility later.

When would you give another opportunity?

Respectful Implementation of Consequences

Choice of Words

- Choose/Decide/Pick
- Both sides of the equation.
- Check for understanding.

Tone

- Set your angry feelings aside.
- Speak calmly, firmly, and seriously.

Attitude

- Listen as well as speak.
- Use empathy.

Be non-controlling. Do not make them wrong, bad, lazy, forgetful, cheap, dumb, or irresponsible. Just make them someone that gets to experience the consequences. And do it with love in your heart.

A thought from Thomas:

“Holding children accountable for their actions is one of the most loving things you can do as a parent.”

Multiple Choices

"You always have more choices than you think you have."

- Frequently a range of solutions is possible to solve problems.
- Awareness of several possible choices expands children's problem solving ability.
- "More choices than you think," reduces fear and anxiety and promotes seeking a solution through expanded thinking.

Allison complained bitterly to her mother about not being able to afford the dress she wanted for the senior dance. Megan couldn't figure out how to fix her bicycle. Paul had no clear idea of how to improve his social studies grade. Each discussed their feeling of frustration with a parent. Although the situations were different, the parent response was the same. Each parent informed his or her child, "You always have more choices than you think you have."

A thought from Chick:

"If your child does not perceive a specific choice, then that choice does not exist for him or her."

Parent Talk to help your child perceive multiple choices:

What are some other possibilities here?

How else can you solve this?

What other choices could you consider?

How can you increase your list of alternatives?

Our children occasionally forget how powerful and competent they really are. During those times they just might appreciate the friendly reminder. "You always have more choices than you think you have."

Back Home Implementation: Two Parent Talk techniques I plan to use during the following week are are:



Parent Readings:

1. **Your Attitude Matters**, pages 38 - 39.
2. **"You always have more choices than you think you have,"** page 40.

Your Attitude Matters.

The attitude you bring to implementation of the Dynamic Discipline Equation and use of the cause and effect connectors is critical. We suggest you adopt two critically important attitudes as you implement the ideas in this chapter. We recommend that you *don't care* and *see it all as perfect*.

Don't care?

Yes, don't care.

If you give your child a choices of using the red cup or the blue cup, *don't care* what cup he picks. If the decision is to do schoolwork before or after dinner, *don't care* if your daughter chooses to do it before dinner. Likewise, *don't care* if she chooses to do it after dinner.

Tell your son, "Opportunity equals responsibility. Your opportunity is to have some goldfish to enjoy and care for. Your responsibility is to feed the fish every night and clean the bowl once a week." Then *don't care* whether he follows through or not.

Explain to your daughter, "Opportunity equals responsibility. You have the opportunity to use the car tonight. Your responsibility is to put gas in the tank before you come home." Then *don't care* whether she puts gas in the tank or not.

How can we say, "Don't care?," you might be wondering.

We don't care because we *see it all as perfect*.

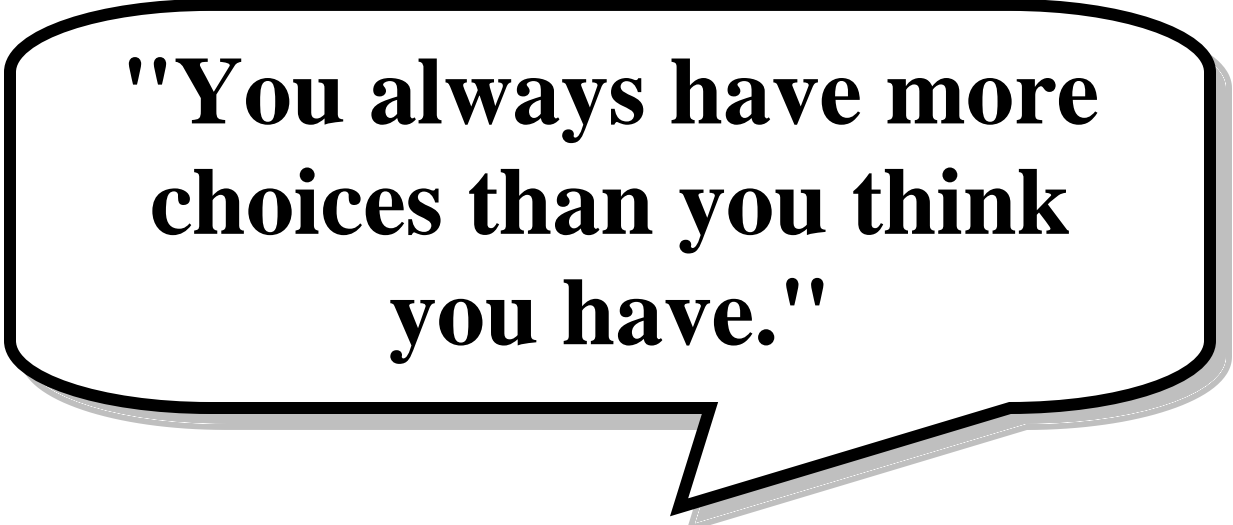
If your daughter puts gas in the car, it's perfect. You don't have to, and she is learning to be responsible and to handle her obligations honorably. If she fails to put as in the car, it's still perfect. It's the perfect opportunity to help her learn what happens when she

chooses not to put gas in the car, the perfect opportunity to help her learn about the connection between cause and effect. In fact, you can't find a more perfect opportunity to help her learn that lesson.

If your son feeds the fish and cleans out the fishbowl regularly, it's perfect. He's learning about caring for another living thing and the responsibility that comes with that. If he fails to feed the fish and clean the fishbowl regularly, it's perfect. Once again, it is the perfect time to help him see what happens if he chooses not to take the responsibility that is his. It is the perfect time for him to receive a lesson on the connection between opportunity and responsibility.

When you see it all as perfect, you don't invest in which choice your child selects. You don't care. And since you don't care, you won't get excessively upset when he or she doesn't select your preferred choice. That's because you no longer have a preferred choice. You don't have a preferred choice anymore because you realize it's all perfect and that the perfect lesson will be delivered regardless of the choice your child makes.

Article taken from *The Only Three Discipline Strategies You Will Ever Need* by Chick Moorman and Thomas Haller.



"You always have more choices than you think you have."

Allison complained bitterly to her mother about not being able to afford the dress she wanted for the senior dance. Megan couldn't figure out how to fix her bicycle. Raul had no clear idea of how to improve his social studies grade. Each discussed their feelings of frustration with a parent. Although the situations were different, the parent response was the same. Each parent informed his or her child. *"You always have more choices than you think you have."*

Children don't always see the alternatives that are present in their lives. Often, they focus on one solution and don't see beyond it. Their thinking becomes narrowed and possibilities cease to exist in their minds. The parent talk phrase *"you always have more choices than you think you have"* serves as a gentle reminder that thinking can be expanded and that more possibilities always exist.

If a child does not perceive a specific choice, then that alternative doesn't exist as a possible choice for him. To expand possibility thinking in your children and increase their range of options, use language that helps them tune into the alternatives which do exist in their lives. Helpful variations include:

"What are some other possibilities here?" "How else can you solve this?" "What are other choices that you can consider?" "What ways do you see of handling this?" "How can you increase your list of alternatives?" "What new choices have you thought of?"

As awareness of possible choices expands, problem-solving ability and feelings of competence increase along with it. Our children occasionally forget how powerful and competent they really are. During those times they just might appreciate the friendly reminder, *"You always have more choices than you think you have."*

Session IV

Praise, Criticism and Self-Esteem

Both Evaluative Praise and Criticism can damage children's self-esteem. To encourage healthy self-esteem and enhance self-confidence, use Descriptive Praise, Appreciative Praise, and Corrective Feedback.

Key Concepts:

- **Evaluative Praise.**
- **Descriptive Praise.**
- **Appreciative Praise.**
- **Corrective Feedback.**



"MY LIFE'S BEEN A LOT EASIER
AROUND HERE SINCE I HID MY
MOM'S PARENT TALK BOOK."

Praise Assumptions

Praise is _____.

Praise builds _____.

Praise builds _____.

What if _____?

Evaluative Praise

Evaluative Praise evaluates the child, her effort, her energy or her final product. Examples of Evaluative Praise include:

- You did a fantastic job.
- What a beautiful picture.
- This sure is a fabulous report card.

Evaluative Praise creates a dependency on another person's judgment. Kids can become praise junkies who are unable to rate their own performance without an outside opinion. Evaluative Praise is easy to disown.

My personal notes about Evaluative Praise video.

Two Parts of Praise

A. _____

B. _____

Descriptive Praise

**All of your letters are
right between the lines.**

Descriptive Praise describes the situation and focuses on the child's accomplishments. This style of Parent Talk affirms what has been done and allows the evaluation to come from the child.

Examples:

1. The family room is uncluttered and organized. All of the toys have been put away and the floor is clear of papers and books.
2. Your Lego structure is all the way up to my waist.
3. You returned the car with over three-fourths of a tank of gas.
4. You raked the entire yard in less than fifty minutes.
5. You jumped right in there and got going on that job.
6. You're ready for school with six minutes to spare.

Activity I

Create some Descriptive Praise Parent Talk in the following situation:

- A. Jimmy finished his English assignment before dinner.

- B. Janet took down the holiday decorations and put them all away.

- C. Peter helped his younger brother build a model airplane.

- D. Jean and her friends baked cookies and took them to the senior citizens' center.

Appreciative Praise

I appreciate your efforts. Thanks!

Appreciative Praise expresses our thanks for a specific behavior and describes the positive effect the child's behavior has had on your life. This allows the child to evaluate his or her contribution and personal worth.

Examples:

1. Thank you for watching your sister. It allowed me to get dinner without worrying about her.
2. Thank you for finishing the dishes and leaving the kitchen spotless. It was nice to be able to relax after dinner.
3. Thank you for returning the tools. It's nice to know I'll have them when I need them.
4. I was happy to see the clean sink and realize I didn't have to clean it again. I appreciate your efforts.
5. I appreciate your helping rake leaves. It saved me an hour in my day.

Activity II

Create some Appreciative Praise Parent Talk to respond to the following situations:

- A. You just returned from the grocery store and your child carried in all the bags.

- B. A teacher gave you an idea for helping your child with subtraction. You used the idea and it worked. Now you want to write a thank-you note.

- C. Think of a situation where you could use appreciative praise with your own family. Write it here.

Descriptive and Appreciative Praise Together

Descriptive and Appreciative Praise are often linked together in the same verbalization.

*That's the fifth box of books you've carried out to my car. (descriptive),
That saves my aching back. Thanks! (appreciative).*

Both Appreciative and Descriptive Praise allow the child to draw the conclusion and make the evaluation. With each positive statement the self-image becomes internal. The child becomes her own source of approval. She measures her own success. When praise comes from the inside out, rather than the outside in, it is harder to disown or discount.

Activity III

Write Parent Talk that includes both Descriptive and Appreciative Praise for the following:

- A. You are pleased with the job your babysitter did tonight. You want to praise him descriptively and appreciatively so that he can say, "I did a great job," to himself.

- B. Write a praise statement to yourself, describing and appreciating your efforts to implement the Parent Talk System with your family.

Corrective Feedback

Corrective Feedback is delivered using a descriptive rather than an evaluative approach. This Parent Talk technique gives specific information about what needs to be done instead of criticizing the child.

Remember when giving Corrective Feedback to your child, *speak to the situation and describe it specifically. Refrain from attacking his or her personality.*

Examples of Corrective Feedback:

- There is grass on the patio and sidewalk that needs to be swept back into the yard.
- Clothes need to be dried the same day they are washed.
- The rule is no TV until our homework is finished.
- It's difficult for me to concentrate when the music is so loud.
- Scissors need to be carried like this, with the point down.

Criteria for Corrective Feedback:

1. Corrective Feedback is _____.
2. It _____ the expected outcome _____ or _____ what you don't _____.
3. It does not _____ or _____.
4. Corrective Feedback speaks to the _____, not the _____.

Activity IV

Write some Corrective Feedback Parent Talk that gives guidance or re-direction to your child in the following situations.

1. Your daughter borrowed your hair brush without asking and has not returned it.

2. Your son missed several spots when he washed your car. Then he didn't put all the supplies away.

3. You observed an incident of poor sportsmanship from your daughter during her soccer game.

4. You don't like the way your adolescent left the family room after having friends over. It's a mess.

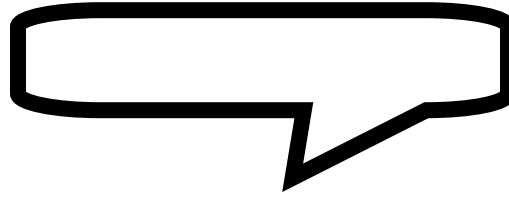
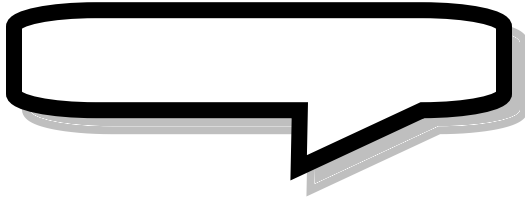
Construct some Parent Talk statements using Corrective Feedback which would help you share a concern with your child without creating resistance or a defensive attitude.

- ---

- ---

- ---

Back Home Implementation: Two Parent Talk phrases I plan to use during the following week are are:



Parent Readings:

1. "You did a good job," pages 49 - 50.
2. "All your letters are right between the lines," pages 51 - 52.
3. "I appreciate your efforts. Thanks." page 53.



"You did a good job."

Praise is the number one behavior modification tool employed by educators and parents alike. Teachers tell us that praise motivates students, builds self-confidence, and improves their self-esteem. The assumption is that praise is helpful. Yet, what if it is a false assumption? Perhaps praise is not always the esteem builder we have believed.

“You did a *good* job” is one example of evaluative praise. Others include:

“You’re a terrific speller.”

“That’s a beautiful picture.”

“I think it’s wonderful.”

“Fantastic!”

Evaluative praise evaluates. When you praise someone with this type of parent talk, you rate them with words like “good,” “excellent,” “supper,” “tremendous,” “fantastic,” and “superb.” In each case your words represent a judgment of what you think about the other person. Your praise is a judgmental interpretation of their behavior, accomplishments, ideas, appearance, character, effort, or energy.

Some parents protest. “Yes, but evaluative praise helps children feel good! What’s wrong with that?”

Evaluative praise helps the person being praised to feel good temporarily. In that sense, it works very much like a drug. It helps people feel good for the

moment -- and leaves them longing for more. Children are especially susceptible to the dependency induced by heavy doses of evaluative praise.

A frustrated art teacher once explained how she tried to wean praise-dependent children off evaluative praise by describing and appreciating their work. A child would finish a project, bring it to her, and initiate the following discussion:

Student: *“How do you like my picture? Is it good?”*

Teacher: *“I appreciate the diversity of your design.”*

Student: *“But is it good?”*

Teacher: *“Tell me what you think about it.”*

Student: *“I like it, but I want to know if it’s good.”*

The above conversation is not atypical. It occurs continually in classrooms or homes, initiated by children hooked on evaluative praise and looking for a quick fix. These children have learned to depend on others for their measures of success. They see others as the major source of approval in their lives, and they have come to “need” a regular shot of evaluative praise to maintain their sense of worth. They want others to tell them they are good, excellent, beautiful, or wonderful.

Without the constant reminders, evaluative praise-dependent youngsters are uncomfortable and insecure. They don’t know how to praise themselves. Excessive use of evaluative praise has reinforced a tendency to look away from themselves for evidence of their competence. They cannot enjoy an accomplishment unless somebody is around to approve of it. They rely on others for proof of their importance and ability and do not develop an adequate internal standard of self-worth. Evaluative praise encourages children to take their self-image from other’s perceptions and to become dependent on someone else’s opinion or approval.

The art teacher in the previous anecdote can succeed in weaning her students from evaluative praise, but it will take time and perseverance. Parents looking for ways to help their children develop self-confidence, self-esteem and self-motivation will not find evaluative praise helpful. The alternatives I suggest are descriptive and appreciative praise.

"All your letters are right between the lines."

This parent talk is an example of descriptive praise. Descriptive praise describes accomplishments or situations and affirms the child rather than evaluates what he had done. Other examples are:

*"The floor is clear of toys and clothes. I don't see one thing out of place."
"You worked on that for over an hour. I see you got two pages completed."
"The grass is trim and even. Every blade has been chopped off and cleaned up."*

Notice the absence of evaluation in descriptive praise. You won't find words like "good," "excellent," or "great." Descriptive praise simply describes the situation and allows the child to draw his own conclusions and evaluate himself.

Praise has two parts. The first is the words that are actually spoken. The second is the self-talk of the person to whom the praise is directed. It's the second part, i.e., what the person says to herself about the praise, that has the greatest effect on self-esteem, self-responsibility, and internal motivation.

When parents praise descriptively -- "*You made six trips up the stairs with those boxes of books*" -- they leave room for the child to draw his own conclusions. He says to himself, "I am strong" or "I sure am a good helper." The evaluation is internal and is given by a person the child believes: himself. When the praise is believed, self-esteem goes up.

When children develop an internal standard of excellence, they can then judge their own efforts against the standard. Knowing internally what excellence is at home or at school, they are more likely to achieve it. They become more self-directed.

If you want to help your child develop an internal standard of excellence, praise descriptively, leaving the evaluation to the child. When you hear yourself saying (or see yourself writing) “good job,” ask yourself: Just what is good about it? Are things in place? Is it accurate? What is it, specifically, about this effort that I think is good? Then use parent talk to communicate your observations descriptively.

Resist saying “excellent” when you look at the dinner table your son arranged. Say instead, “*Every utensil is in the correct place. You got it exactly.*” Drop “very good” from your parent talk when commenting on how your daughter cleaned your car. Use descriptive praise such as, “*I don’t see one spot of dirt. My car sparkles!*”

Monitor your children’s reactions to your new style of praising. Watch their expressions as they tell *themselves*, “I did a good job,” “My report was good,” and “My effort was superb.” Realize that your skillful parent talk with your children has a positive impact on their lives.



"I appreciate your efforts. Thanks."

Appreciative praise is a form of parent talk which is more empowering than evaluative praise. This alternative language tells the child what behaviors are helpful, explains any positive effects, and shares appreciation.

*"Thank you for offering to help rake the leaves. That takes a load off my back."
"I was happy to see the sink cleaned out. Now I don't have to do it before I relax.
Thanks."*

With appreciative praise, the parent makes a statement and the child is able to draw her own conclusion. For example, the parent says, *"Thank you for sweeping the garage. That saved me ten minutes."* The youngster concludes, "I really helped out." The parent talk is, *"Your help with the computer enabled me to get my budget finished. Thanks!"* The child's self-talk is, "I can make a difference. I'm worthwhile." In each case the parent's words leave room for the child to make the evaluation.

When using appreciative praise, it's important to comment on specific acts. If you tell children that you appreciate their honesty, dependability, or promptness, go on to describe specifically the ways in which they acted dependable, honestly or promptly. A comment like *"I appreciate you being here exactly when you said you would"* allows the youngster to say to herself, *"I am dependable."*

Begin to strengthen your praise by paying attention to how you verbalize it. Examine the comments you write on notes to your children. When you feel tempted to evaluate, ask yourself, "How can I arrange my words so they can draw their own conclusions? How can I arrange my parent talk so the child can evaluate himself?"

The act of praising is a skill. It can be developed and improved. Remember to praise yourself appreciatively as you accurately acknowledge and describe your children's efforts.

Session V

Promoting Independence

*"The best thing you can do for your children is nothing:
nothing that they can do for themselves."*

Thomas Haller

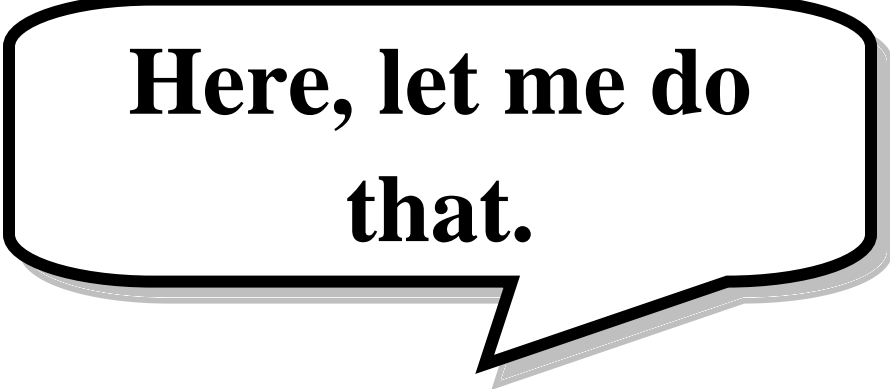
Key Concepts:

- **Recognizing Learned Helplessness Language.**
- **The "Check Yourself" Response.**
- **Promoting Independence with the 4-D Model.**



"YOU THINK YOU'VE GOT IT TOUGH!
MY PARENTS HAVE BEEN GOING TO
PARENTING SEMINARS!"

Recognizing Learned Helplessness Language



Here, let me do that.

Do you over-function?

Some parents over-function. They do things for their children so often, their children stop doing things for themselves. Consistent use of this behavior produces the phenomenon known as, "learned helplessness." Review the language below. Determine if it is language that promotes helplessness or independence. Put an X by the language that promotes helplessness.

1. Let me get that for you.
2. I'll do it.
3. Act as if you can.
4. Let me handle that.
5. Let me demonstrate for you.
6. Take a risk and see if you can do it.
7. I'll pay for it this time, but if it happens again you're going to have to handle the consequences.
8. Sounds like you have a problem. Any ideas?
9. I'll talk to your teacher and see if I can get her to change her mind.
10. It was raining so I put your bike in the garage.
11. What have you thought of so far?
12. What possibilities do you see here?

When your Parent Talk is "Let me handle that," your child's self-talk could likely be, "I can't do it right," or "I'm not good enough."

The Language of Independence:

Learned Helplessness

- "Let me do that for you."
- "I'll do it."
- "I'll talk to your teacher and see if I can get him to change his mind."
- "Let me handle that."
- "I'll fix it for you."
- "Don't say anything to your father. I'll see if I can convince him for you."
- "That's too difficult for you."

Promoting Independence

- "Let me show you how."
- "I'll teach you."
- "Sounds like you have a problem. Any ideas."

- _____

- _____

- _____

- _____

Whenever we take over a task that our child can do him/herself, we create helplessness in our child and more work for ourselves. It is frequently necessary to do direct teaching so our children can learn the required behaviors of everyday living. When it hardly seems worth the effort, remember that the energy spent helping our children become more self-reliant will contribute to their future independence and to our future peace of mind.

Check yourself.

"Check yourself," is Parent Talk that helps children of any age determine whether their behavior is appropriate and productive. This promotes independence by encouraging self-evaluation and re-direction of behavior.

Examples of Check Yourself Parent Talk:

"At camp you'll need these four things. Check yourself to see if you have them adequately covered."

"Sweeping off the sidewalk and making sure the gas can has been put away are two things that are important when mowing the grass. Check yourself to see if you have these handled."

Activity

Identify three situations when you could use the phrase, "Check yourself," and write your exact Parent Talk.

1. _____

2. _____

3. _____

Promoting Independence with the 4-D Model

"If you want a behavior, you have to teach a behavior."

Chick Moorman

1. Direct

Give directions.

Three to five items.

Model the desired behavior.

2. Do

Practice

Role play

Implement

3. Debrief

You don't learn from your experience. You learn from debriefing your experience. This step includes Debriefing Questions, Praise, and Corrective Feedback.

4. Decide how to BE when following through with the consequence.

Remember to teach first. Use *Opportunity equals Responsibility* if needed.

Before you implement any part of the *4-D model*, you have an important decision to make. Ask yourself, "Is it my job to do it for my children or teach them to do it for themselves?"

Direct Examples:

Brushing Teeth

- Squeeze a small amount of tooth paste on the brush.
- Put the brush under water.
- Put the brush in your mouth and rub up and down.
- Make sure you get top/bottom, front/back.
- Rinse out your mouth and the tooth brush.

Taking a Second Helping

- Check with your stomach to see if you are hungry.
- Ask if everyone has had a chance to have a first helping.
- Help yourself.
- Leave some for others.
- Or ask, “Is it ok if I finish this?”

Getting Ready for Study Time

- Get school books or related material.
- Get the study box with pencils, pens, etc.
- Go to the Study Table.
- Make a list of important tasks.
- Prioritize and begin.

Practice 1:

Skill: _____

3-5 steps:

1. _____
2. _____
3. _____
4. _____
5. _____

Practice 2:

Skill: _____

3-5 steps:

1. _____
2. _____
3. _____
4. _____
5. _____

Do Examples:

- A. “OK. Now watch as I brush my teeth. Tell me which step you see me doing. Now you do a dry run without tooth paste as practice. Now see how you do with the tooth paste.”
- B. “Let’s pretend like you want some more mashed potatoes at the dinner table tonight. What would you say? What would you do?”
- C. “Let’s say it is study time. Show me how to get ready. Yep, that’s it exactly. Now teach your brother what to do. How would you explain the steps to him?”

Debriefing Definition:

Debriefing is an opportunity for children to take a look at their behaviors and learn from them. Debriefing helps children become conscious of their behaviors and the effect that has on others, learn to think critically, make plans for improvement, celebrate their successes, and develop an internal standard.

Steps for Debriefing

1. Pick 2-3 questions/statements.
2. Have children react to them.
3. Share your opinions (Praise and/or Corrective Feedback).

Debriefing Examples:

- “How did you think you did with _____?”
- “What do you think you did best when you _____?”
- “Tell me one way you think you could improve for next time.”
- “How would you rate that job on a scale of 1-10? Why?”
- “What could you do better with _____?”
- “What did you notice about how other people reacted?”
- “Would you say that was a smiley face, a frowning face, or a straight face?”
- “What grade would you give yourself on that?”
- “What do you think would be a good goal for next time?”
- “What reaction did you like best?”
- “Tell me your favorite part.”
- “What evidence did you see that it was working?”
- “Can you sum up what you learned in one sentence?”
- “What part did you improve the most from yesterday?”
- “Would you say you are getting better, staying the same, or getting worse?”

1. _____
2. _____

1. _____
2. _____

Decide How to BE When Following Through With the Consequence

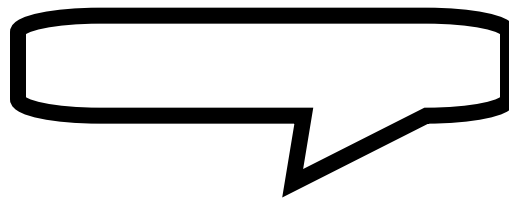
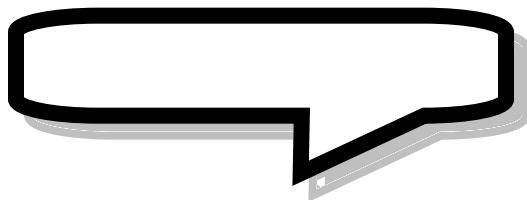
If you want a behavior you have to teach a behavior, and often you have to re-teach the behavior. It helps if children have a chance to act out the behavior—to practice it. Consistent *Debriefing* of the behavior is the glue that holds it all together and repetition of all steps is necessary.

Even after doing all of the above, some children choose not to behave as desired. When that happens, it is critical that you let them experience the legitimate consequences of their actions. Do not rescue. Do not save. Do not prevent children from getting what they have chosen: the consequences.

Move UP in consciousness before you Move IN with action.

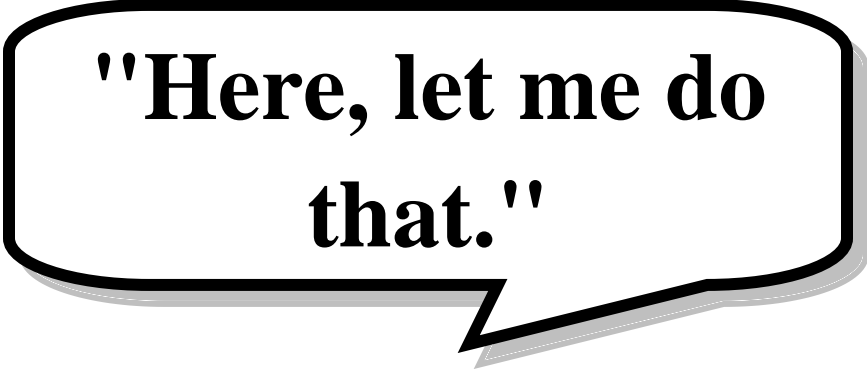
1. Talk to _____ before you talk to _____.
2. What _____, _____.
3. Make no _____.
4. See it all as _____.
5. Make a _____ choice.

Back Home Implementation: Two Parent Talk phrases I plan to use during the following week are are:



Parent Readings:

1. "Here, let me do that." *A cause of learned helplessness*, pages 63 - 64.



**"Here, let me do
that."**

"Let me get that for you."

"I'll do it."

"Let me handle that."

Some parents over function. They do things for their children so often, their children stop doing those things for themselves. Consistent use of this behavior produces the phenomenon known as "learned helplessness."

Use the language above as a clue. Do you hear yourself using these phrases frequently? Is "Here, let me do that" a regular part of your parent talk? If so, you could be contributing to the creation of learned helplessness in your children.

Sometimes parents are in a hurry. Other times they get impatient. Regardless of your motivation, taking over and doing for your child something she could do for herself disempowers her. It encourages her to view herself as incapable. When your out loud talk is "Let me handle that," your child's self-talk is likely to be, "I can't do it right," or "I'm not good enough."

To find out if you contribute to learned helplessness in your family, monitor your behaviors as well as your parent talk. Are you doing things for your children that they could be doing for themselves? Do you do laundry for a teenager? Do you pack your middle schooler's lunch? Do you tie shoes and zip the coat of a six-year-old? Do you look up phone numbers for your fourth grader? If so, you could be over functioning. Remember, the more you function, the less your child has to.

For example, no parent needs to do laundry for a teenager. Our job as parents is to teach our children how to do things for themselves. Their job is to do it. We give them a system. They use the system. Young children can be taught to place laundry in the basket. When they're a bit older, their responsibility can be to carry their dirty clothes downstairs to the laundry room. A couple of years later they can learn to sort the laundry. Still later, their responsibility could include folding the clothes. By the time

they're teenagers, the total job could belong to them. Parents who do for their teens by doing their laundry aren't helping them. They're doing them a disservice.

Certainly it takes an investment in time to wait while the child zips his own coat or ties her shoes. Yes, it is frequently necessary to do direct teaching so your adolescent can learn the required behaviors of operating the washer and dryer. There are times when it seems that the effort on your part isn't worth the hassle. Keep in mind, though that whenever you take over and do for your child, you create more work for yourself in the long run. If you do something for your child once, no problem, If you do something for your child twice, it's now expected that you'll do it in the future. If you do something a third time, congratulations, you now have a new job.

Session VI

Encouraging

Character

"Your choice of words and your style of communication are critical to the self-esteem, emotional health, and personal empowerment of your children."

Chick Moorman

Key Concepts:

- **Describe/Describe/Describe.**
- **Sum it Up in One Word.**
- **Encouraging Self-Monitoring.**
- **Parent Talk Pieces of the Puzzle.**



"I GUESS WE CAN SKIP HOW DO YOUR CHILDREN GET ALONG."

Describe/Describe/Describe

Chad, your coat is on the floor. I feel angry. It belongs on a hanger in the closet.

When faced with a child's behavior that is frustrating:

- **Describe the situation.**
- **Describe what you are feeling.**
- **Describe the desired outcome.**

Jerrod's mother noticed his brand new baseball glove lying outside in the rain. She was tempted to vent her frustration with words that scolded. Instead, she replied, *"I see your new glove getting soaked in the rain. I feel frustrated. Ball gloves belong in the sports box."* Jerrod immediately brought it inside.

Felicia's father felt his irritation kick in when he saw the library books scattered on the floor. He wanted to give one of his eloquent lectures about respect for materials. He resisted his urge to launch into Parent Talk full of reasons, consequences, and responsibilities and chose to say instead, *"The library books are on the floor. I'm feeling irritated. They belong on the shelf."* Felicia and her sister responded with the desired behavior and returned the books to the shelf.

How describing works:

- The problem is identified.
- Personal accusations are eliminated.
- The desired outcome is described without telling the child what to do.
- The child develops response-able behavior by determining how to handle the situation.

The Skills

I. Describe the situation.

"I see your brand new baseball glove getting soaked in the rain," describes the situation. This style of speaking is preferable to "Why can't you ever remember to bring in your ball glove?" which attacks the character of the person responsible. "The library books are on the floor," speaks to the situation at hand, while, "Can't you be more respectful with books?" points to the child's personality.

Practice describing the situation.

- A. Your children have left dirty dishes and uneaten food in the family room. To describe the situation, you say,**

" _____ "

- B. After your teen's shower you find wet towels and a wet floor in the bathroom. You go to her room and describe the situation with the following Parent Talk,**

" _____ "

- C. Your toddler has just marked all over the kitchen wall with crayons. You're about ready to boil over when you remember to describe the situation. You say,**

" _____ "

II. Describe your feelings.

"I'm getting angry and I feel frustrated," describe how the parent is feeling. Children deserve to get clear messages of parental feelings. This is done best by wrapping your feelings in descriptive rather than accusatory language. To do this effectively, concentrate on describing how you feel.

Examples of feelings descriptors:

Angry, Irritable, Frustrated, Annoyed, Flabbergasted, Furious, Mad.

Practice describing your feelings.

Using the situations on the previous page, describe how you would feel in each situation.

A. I feel _____.

B. I feel _____.

C. I feel _____.

III. Describe the desired outcome.

"Your coat belongs on a hanger in the closet," describes the desired outcome. So does, *"Books belong on the shelf."* When your language concentrates on the desired outcome, you are speaking to the situation. Your language points to the solution rather than to the person who created the problem.

Practice describing the desired outcome.

Using the same three scenarios, describe the desired outcome.

A. _____

B. _____

C. _____

IV. Putting it all together

When tempted to belittle, get after, lecture, or scold, remember to Describe/Describe/Describe. Describe what you see. *"I see dirty dishes on the dinner table."* Describe your feelings. *"I feel irritated."* Describe the desired outcome. *"The dishes belong in the dishwasher, rinsed and ready for washing."*

Practice putting it all together.

Example A.

You find an empty juice box stuck between the cushions of the coach. Your daughter, Rachelle, who has been snacking there earlier is now in her room. As your approach her door, you remember the Describe/Describe/Describe technique. You go in and Describe the situation: _____

Describe your feelings: _____

Describe the desired outcome: _____

Example B.

Your teen used the family car for a Friday night double date. When you use it Saturday morning you find empty pop bottles and food wrappers on the back seat. On your way home you decide to use Describe/Describe/Describe. You find your son and Describe the situation: _____

Describe your feelings: _____

Describe the desired outcome: _____

Conclusion:

The "Describe/Describe/Describe," technique is no guarantee that your child's behavior will match your desires. It is certain, though, that your words will refrain from attacking personality or character. It will mean that your Parent Talk shows the respect you hope to elicit from the receiver. Most importantly, it demonstrates that you are becoming increasingly skilled at non-judgmental, healthy, Parent Talk.

Sum It Up in One Word

Determination

Ranae's mother waited and watched while her five-year-old worked for over ten minutes putting her socks on. With the task complete, this parent gave her daughter a big bonding smile and uttered one word. "**Determination.**"

Gerardo's father assisted with his son's effort to master multiplication tables by using flash cards to give the boy practice. Following one week's worth of practice sessions, Gerardo presented his parents with a school paper that revealed 100% correct on a multiplication work sheet. His father's comment was short and to the point. "**Persistence,**" he said, as he placed his hand on Gerardo's shoulder and gave a light squeeze.

Pamela's grandfather observed in stunned silence as she constructed a vehicle from the pieces of the erector set he had given her on her birthday. "**Ingenuity,**" he responded, as Pamela moved the creation across the floor.

In each of these cases, the adult chose to use a highly effective Parent Talk strategy; "Sum It Up in One Word." To use this strategy, observe your child and determine which positive attribute she is displaying. Pick one word that summarizes that attribute and say it aloud with no other words attached. Any of these work well:

Caring, Self-control, Faith, Willpower, Effort, Follow-through, Love, Leadership, Service, Cooperation, Courage, Appreciation, Honesty, Responsibility, Respect.

Add a smile, a wink, or a pat on the back to your Parent Talk to increase its effectiveness.

Summarize the Attribute

Keys to using Attribute Parent Talk:

- Summarize the effort rather than evaluate the result.
- Avoid evaluative words such as *good*, *beautiful*, *excellent*, *tremendous*, *fantastic* and *super*.
- Emphasize the attribute observed with just one word.

Activity I

Read each scenario below. Identify the attribute being displayed and sum it up in one word. Write each attribute in the blanks provided.

Scenario A.

Ralph's mother watched as he demonstrated for his little brother the correct way to shoot a slap shot. Ralph modeled, watched his brother attempt the skill and gave corrective feedback several times. Soon his brother was consistently firing the puck on net using correct form. When Ralph came in the house his mother told him, "_____."

Scenario B.

Brandon and Shelby worked together for 20 minutes cleaning the family room. Upon completion their father remarked, "_____."

Scenario C.

Carlos earned \$10.00 mowing the grass. Later he bought himself and his sister an ice cream cone. His mother's one word response was, "_____."

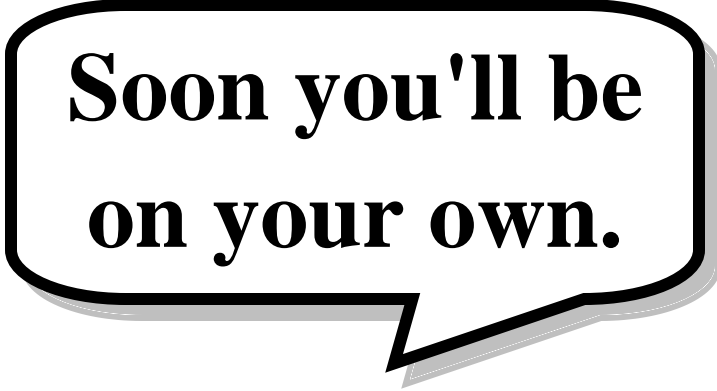
Scenario D.

Linda's mother overheard her daughter's friends taunt her at the front door, teasing her to come out and shoot baskets. Linda, in the midst of teasing, replied calmly that she had to finish her chores. When she walked by her mother, the word Linda heard was, "_____."

Recall a recent incident with your family when you could have used the "Sum it Up in One Word" technique. Describe it: _____

An appropriate one word response would have been, "_____."

Encouraging Self-Monitoring



**Soon you'll be
on your own.**

Monitoring is an important function of parenting. At times we have to monitor homework, chores, and other childhood responsibilities. Children, especially teenagers, don't always appreciate or understand the necessity of our performing that role. They complain, "Why do you always have to check up on me?" or ask, "Don't you trust me to do this myself?" That's when a good, "Soon you'll be on your own" speech becomes an important piece of your Parent Talk skills.

One Father's, "Soon You'll be on your own" speech.

Tanya, 12, complained to her father that she didn't like his checking up on her after she cleaned her room. His response was a classic, "Soon you'll be on your own," speech. He told her, *"Tanya, you have only a few more years here with your mother and me until you get out on your own. My responsibility as your father during that time is to teach you all the things that are necessary for you to live effectively on your own. One of the things I need to teach you during the few years I have left before you're grown and on your own is how to be neat, clean, and organized. If I check your room and find it meets the standard three times in a row, I'll figure you've got this one under control and you'll be on your own. Until that occurs, I'll assume you still need my help."*

The Real Message:

If you can show me you can do it yourself, I'm out of here. Want me gone? Then show me you can handle it by yourself.

Soon You'll Be On Your Own Parent Talk

- *"When you show me you can handle it, you'll be in charge,"*
- *"Want to be on your own? Prove by your behavior that you've got it."*
- *"The quickest way to get to do this by yourself is to show me you can do it without supervision."*
- *"Want to be on your own? Just show me you don't need me."*

Activity II

List three tasks you regularly monitor for your children.

1. _____
2. _____
3. _____

Pick one. What would your child have to do to prove to you that he/she doesn't need continued monitoring?

Construct a "Soon You'll be on Your Own" speech addressing this issue. Write it in the box.

Summary

Parent Talk Pieces of the Puzzle

1. One Minute Behavior Modifier
2. The Power of One
3. Next time...
4. Act as if
5. The Power of Choice
6. Controlled Choice
7. You decide
8. Please make a different choice
9. Choose, decide or pick
10. Controlled Choice and Consequences
11. The Dynamic Discipline Equation
12. You always have more choices than you think
13. Descriptive Praise
14. Appreciative Praise
15. Corrective Feedback
16. The Language of Independence
17. Check yourself
18. The 4-D Model
19. Describe/Describe/Describe
20. Sum It Up in One Word
21. Soon You'll Be On Your Own

Activity III

- A. Identify a parent-child concern which continues to interfere with your family harmony. The situation: _____

- B. Choose several Parent Talk techniques which may be effective in eliminating this problem situation and write the numbers below:

- C. Looking at the possibilities, which technique will you implement first? Write your Parent Talk statement now.

Product Order Form

	Price	Qty.	Total
<i>PARENT TALK: How to Talk to Your Children in Language That Builds Self-Esteem and Encourages Responsibility</i> by Chick Moorman	\$15.00		
<i>PARENT TALK ESSENTIALS: How to Talk to Kids about Divorce, Sex, Money, School and Being Responsible in Today's World</i>	\$14.95		
<i>PARENT TALK FOCUS CARDS</i> by Chick Moorman (52 card deck)	\$10.00		
<i>THE LANGUAGE OF RESPONSE-ABLE PARENTING</i> , CD series featuring Chick Moorman	\$39.95		
<i>THE ONLY THREE DISCIPLINE STRATEGIES YOU WILL EVER NEED: Essential Tools for Busy Parents</i> by Chick Moorman and Thomas Haller	\$14.95		
<i>TEACHING THE ATTRACTION PRINCIPLE TO CHILDREN: Practical Strategies for Parents and Teachers to Help Children Manifest a Better World</i> by Thomas Haller and Chick Moorman	\$24.95		
<i>THE PARENT ADVISOR: 60 Articles to Ease Your Parenting Concerns, CD (167 pages)</i> by Chick Moorman and Thomas Haller	\$19.95		
<i>10 COMMITMENTS: Parenting with Purpose</i> by Chick Moorman and Thomas Haller	\$20.00		
<i>COUPLE TALK: How to Talk Your Way to A Great Relationship</i> by Chick Moorman and Thomas Haller	\$25.00		
<i>TALK SENSE TO YOURSELF: The Language of Personal Power</i> by Chick Moorman	\$15.00		
<i>SPIRIT WHISPERERS: Teachers Who Nourish A Child's Spirit</i> by Chick Moorman	\$24.95		
<i>TEACHER TALK: What It Really Means</i> by Chick Moorman and Nancy Weber	\$15.00		

Subtotal	
Tax MI residents 6%	
Shipping and Handling (see chart below)	
Total	

Ship To:

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

American Express Discover VISA MasterCard Check/Money Order (payable in US funds)

Card # _____ Expiration Date _____ Signature _____

Please add the following shipping & handling charges:

\$1 - \$15.00 -- \$3.75

\$15.01 - \$30.00 -- \$4.75

\$30.01 - \$50.00 -- \$5.75

\$50.01 and up 10% of total order

Canada: 20% of total order. US funds only, please.

Mail to: **PERSONAL POWER PRESS, INC.**, P.O. Box 547, Merrill, MI 48637
 Phone: (877) 360-1477 - Fax: (989) 643-5156 - E-mail: IPP57@aol.com
www.personalpowerpress.com - www.chickmoorman.com - www.thomashaller.com

FURTHER TRAINING TO IMPROVE YOUR SKILLS

OPTION 1: TWO-HOUR SESSION

This introductory Parent Talk seminar is designed to acquaint parents with the basic concepts covered in this book: praise, criticism, the language of love, offering choices, conflict reduction, and stamping out learned helplessness.

OPTION 2: TWELVE-HOUR TRAININGS

This training is designed to help parents learn, practice, and refine the Parent Talk skills necessary to communicate effectively with their children. Emphasis is on developing a style of speaking that creates responsible, respectful, cooperative children. This training can be done in 2 six-hour sessions or 6 two-hour sessions.

TRAINING OF TRAINERS

This three-day seminar is designed for participants who want to train others in the Parent Talk concepts. Trainers acquire skills, materials, and the certification necessary to teach parents in their own neighborhoods.

To create a training in the Parent Talk System for your church, school, organization, service club or business contact the designers of the Parent Talk System"

Chick Moorman, P.O. Box 547, Merrill, MI 48637

Phone: 1-877-360-1477, email: IPP57@aol.com. Website: www.chickmoorman.com

Thomas Haller, 5225 3 Mile Road, Bay City, MI 48706

Phone: 989-686-5356, email: thomas@thomashaller.com.

Website: www.thomashaller.com

Sarah Knapp, 1749 Brenton SE, Grand Rapids, MI 49506

Phone: 616-949-3899, email: asksarahnow@aol.com.

Parent Evaluation Form



Date: _____

Strongly Agree Strongly Disagree

Course Facilitator:

Showed enthusiasm	5	4	3	2	1
Demonstrated knowledge of the material	5	4	3	2	1
Was prepared	5	4	3	2	1

Course Materials:

Were well organized	5	4	3	2	1
Were clear	5	4	3	2	1
Were helpful	5	4	3	2	1

Facilities:

Were comfortable	5	4	3	2	1
Were accessible	5	4	3	2	1
Were Conducive to learning	5	4	3	2	1

I can use the information in this course:	5	4	3	2	1	
I would recommend this course to others:	5	4	3	2	1	
Number of sessions I attended:	6	5	4	3	2	1

Comments/Suggestions: (These are especially helpful. Use back if necessary.)
