

PART 1. RESPECTT CHAPTER ONE:

CHILD ABUSE AND FAMILY VIOLENCE

The goals of this parenting program are:

- To help you help your child.
- To give you skills for developing awareness and sensitivity to the needs and changes in your children.
- To understand how trauma (of all kinds) can impact a child and what the long-lasting effects of the trauma can be.
- To prepare you with skills for recognizing the signs of trauma and for dealing with the trauma with your child.
- To recognize your own signs of being overwhelmed and unable to respond appropriately to your child and to be able to ask for help and guidance.

Traumatized children grow into traumatized adults. Traumatized adults lack energy and skills to deal effectively with the demands of life, and they often replicate their traumas onto others around them. This may have happened to you. The goal of RESPECTT is to stop that cycle and begin the healing from the trauma as quickly as possible in the child.

Traumas are crises that occur in life. They are extraordinary events that require a change from the normal routine, possible risk-taking, and may represent life-threatening challenges. Trauma can be repeated exposure to difficult events-such as war, gang violence, domestic violence. The result is that the child's life is in a state of chaos.

In the section below, there is a brief discussion of trauma and common childhood reactions to traumas. In a later section of the program, age-specific reactions and methods of helping the child will be presented.

There are three identified groups of childhood trauma; victimization, loss, and family pathology. (Trauma in the Lives of Children)

- **Victimization.** This would include assault, robbery, rape, incest, and serious accidents.

Victimization tends to be high intensity and short duration. Symptoms in the first stage include sleep disturbances, loss of appetite, oftentimes emotional numbness, feelings of vulnerability and helplessness, shame and guilt, fear, shock, and recurrent anxiety.

In the second stage, there is often a going back and forth between attempting to "forget" the event by avoiding any reminders of it and having intrusive thoughts and recollections of the event.

In the third stage, the event has been "absorbed" into the experiences of the child and it becomes less "real" and overwhelming.

It is important to remember that the ability to recover depends on several factors. They are; the extent of the violation-how "terrible" it is for the child, prior traumatization-the more traumatization, the more difficult the recovery, and the support and help that is given for recovery.

- **Loss.** This category includes losses due to death, divorce, illness, injury, and significant changes to the environment. With loss traumas, the child goes through bereavement. The stages of bereavement are;
 1. Initial awareness of the loss-which may include shock, loss of equilibrium, and a lowered resistance to infection.
 2. Attempts at strategies to overcome the loss-holding on and letting go behaviors.
 3. More in-depth awareness of the loss. This includes exploring to find out how much has been lost, feelings of loneliness, helplessness, and exhaustion.
 4. Completion. Accepting the loss and looking for replacements for the loss.
 5. Putting one's life back into balance.
 6. Growing beyond the loss.

Children under the age of ten years are not able to understand, recognize, and resolve loss. They often make incorrect assumptions and may blame themselves for the loss. These children are vulnerable to problems such as apathy, and withdrawal.

- **Family Pathology.** The family setting is where the child learns their “human” skills. How to interact, how to socialize, how to handle problems, and how to love and be loved. Families provide the basic structure for children’s values and expectations. Disturbed families provide faulty learning environments for children and do not provide the nurturing and safety that is fundamentally necessary for children. Some of the categories of family pathology are:
 - Inadequate families-family groupings that lack the physical and/or psychological resources for coping with normal life stresses. As a consequence, there is almost always a “crisis” going on.
 - Antisocial families-family groupings that have values and behaviors grossly different from the others in their communities. As a consequence, the children are perceived as “different” or “bad” and are often excluded from peer activities.
 - Discordant and disturbed families-family groups in which there are on going disturbances, clashes, and role conflicts. As a consequence, children may be taking on more responsibility than is appropriate for their age.
 - Disrupted families-family groupings whose configuration has been changed by separation, death, or divorce and in which the other members have not been able to appropriately adjust. As a result, many family members are living in the past or in the “what if” era, and little attention is being paid to the “now”.

FACTS ABOUT CHILD ABUSE

Nationwide statistics report that every 47 seconds a child is abused or neglected. - Sharp Health Care; October 1992.

90% of victims of abuse-related fatalities are age 5 or younger.

National Committee for Prevention of Child Abuse, USA Today; April 7, 1994

Each day, 229 children in the city of San Diego are reported abused or neglected. The number of children removed from their homes each year because of neglect and physical and sexual abuse has more than doubled in the past nine years, from 2,992 to 6,321 in fiscal 1992.

San Diego County Condition of Children report, county Office of Education, Children's Hospital and the county of San Diego; October 1992

Today and every day in America 90 kids are removed from their homes and shoehorned into the brimming foster-care system.

"Special Report: Children in Crisis", Fortune magazine; August 1992

There were 51 abused or neglected children per 1,000 in California in 1992, compared to a national average of 45.

National Center on Child Abuse and Neglect, USA Today; April 7, 1994

2.9 million children were abused last year in the United States, an 8 percent rise from a year earlier.

National Committee for the Prevention of Child Abuse, San Diego Union Tribune; April 8, 1993

1,299 children died in 1993 from abuse and neglect.

National Committee for the Prevention of Child Abuse, USA Today; April 7, 1994

In 1992, there were 615,602 Child abuse reports in California.

The Daily Californian; April 4, 1993

One out of every seven Children in San Diego County is the subject of a report of abuse, molestation or neglect.

Children Now report, San Diego Union Tribune; March 26, 1993

In 1992, San Diego County officials responded to 81,669 calls of child abuse or abandonment. More than 25,000 of the responses were for physical abuse and more than 17,000 calls were for child sexual abuse.

Department of Social Services, The Daily Californian; April 4, 1993

In 1992, Hillcrest Receiving Home admitted 5,322 children.

Department of Social Services, The Daily Californian; April 4, 1993

Three of five sexual assaults occur when the victim is 17 or younger. Nearly three of ten occur when the victim is 10 or younger.

National Victim Center report; San Diego Union Tribune, April 1992

Around 90 percent of the young abusers in her program had been molested themselves before repeating the offense on others.

Sandra Ballester, director of SPARK (Support Program for Abuse Reactive Kids), a program for children who molest children. Newsweek, March 1992

V1: Please watch this video: <http://bit.ly/2Hmx7M3>

Myths and Provocation about Discipline:

We all have reasons for disciplining our children. Some of them are beliefs that we have gotten from our parents, from our surroundings, or other places. Look at the following beliefs and see how many of them apply to you.

- ✓ A good spanking never hurt anyone.
- ✓ My child's behavior reflects how good or how bad a parent I am.
- ✓ My kids need to know who the boss is in our family.

- ✓ My children will show me respect no matter what.
- ✓ "Don't make me....."
- ✓ I've got to spank the badness out of them.
- ✓ That child is pure: evil, bad, dumb, stupid,
- ✓ They need to be afraid of me.
- ✓ You really made me angry
- ✓ This is the only way my child learns anything
- ✓ I have to show them I love them
- ✓ A good spanking never hurt me, it won't hurt my child
- ✓ My child wants/expects to be spanked when they are bad
- ✓ Timeouts don't work

E1. Exercise:

List the ones you have used.

When we use these provocations we often find that our anger increases, and we may be disciplining our children more severely than is needed. Discipline needs to be done for the purpose of teaching a child what not to do and what new (acceptable) behaviors can be substituted for the old (unacceptable) behaviors. Discipline is *not* to show our child how angry we are with them.

Think about and describe a time when you disciplined you child too harshly and later wished you could take it back. Describe the situation below. Tell what happened, what your reaction was, what myth you used, and how you then disciplined your child. Please include the aftereffects of how you felt, and how your child reacted.

Often, we believe we have a right to spank our children and discipline them the way we see fit. The problem with this belief we may not have had good role models in our growing up years and we were not given a course in school on how to raise a child.

Many of us have read books and asked others-some of us were embarrassed to do this and simply winged it. Very few parents in this country go to parenting classes.

Many new parents feel that how they were raised was good enough for them and should be good enough for their children. This is often not the case-especially if you came from a chaotic home.

As you read this come up with one time your parents said or did something you felt was wrong and promised yourself you would never do that to your children?

What do you want your discipline to accomplish?

V2. Please watch this video: <http://bit.ly/2GYkYh9>

Q1. Part One Questions:

1. Young children are not affected by trauma because their brain is not fully developed. False
2. Traumatized children grow into traumatized adults. True
3. There are three identified groups of childhood trauma; victimization, loss, and family pathology. True
4. 90% of victims of abuse-related fatalities are age 8 or younger. False
5. Discipline is for punishment only. F

Part 2

E2. Exercise: IS YOUR FAMILY ABUSIVE? LOOK AT THE FOLLOWING CHARACTERISTICS AND SEE WHICH ONES ARE OCCURRING IN YOUR FAMILY

1. Very often, the adults in the family will have come from abusive backgrounds. What kind of family did you come from? What kinds of abuse happen to you, your siblings? Are you repeating this in your family now? How?

Remember:

Hurtful experiences beget hurtful experiences. Children born to adults who were abused as children are often a reminder of the experiences that the parents had as a child.

2. The family tends to be very socially isolated, few friends, few experiences of "company coming over", and limited interaction with other families or people. How isolated was your family when you were growing up? Were there people outside of the family that you could confide in, who knew what was "really" going on in your family? How isolated is your family now? Do you have a strong support system to help in difficult times?

3. The identified child is the "target". Usually there is one child in the family who has some special meaning to one or both parents. Very often, the target child reminds the abusive parent of him or herself-the bad qualities of him or herself. Who was the identified target in your family of origin-how was that person treated by all the members in the family? Who is the identified target in your family now?

4. There is usually a crisis going on within the family. Is there a crisis in your family now? When was the last crisis? How does your family handle crises?

5. There is often a lot of role-reversal in the family. What role did you play in your family of origin? Is there any role reversal in your family now that you are aware of? If so, what?

Please watch the following videos:

V3. <http://bit.ly/2IXAA0z>

V4. <http://bit.ly/2HnxTIN>

V5. <http://bit.ly/2qy1QLL>

E3. Exercise: DEFENSE MECHANISMS

Defense mechanisms are tools we all use to avoid emotional pain. Below are descriptions of the most commonly used defenses. We all use defenses in our lives. The problem comes when we use these defenses to allow us to not look at the reality of our lives and keeps us from making changes to make our lives better. We get in trouble when we hide behind our defenses and don't look at the reality of our lives. When our lives become difficult or unmanageable we need to address which defenses we are using and make some changes so we can address our problems more realistically. Read them and see if you can identify which ones you use, which ones you have seen your partner use, and which ones your children use.

- **Denial**-this is the art of believing that something did not happen, something was not said, something was not done. It is like lying-only lying to oneself before we lie to anyone else. When we deny, we first deny to ourselves and then to the other people in our lives. How have you used denial in your life? How do you see others around you using denial? How is this causing problems in your life?

- **Minimization**-this is the art of making something smaller than it really is. A hit becomes a "slap", a kick becomes a "bump", and other actions become significantly smaller than they really are. We all do this with our children when they are small-we say things like; "you aren't really hurt, it is only a small cut". When it is used appropriately, minimization helps keep us from being emotionally stuck and unable to move forward because of the fear of what could happen to us.

How have you used minimization in your life? How do you see others around you using minimization? How is this causing problems in your life?

- **Rationalization**-this is the art of making something right-even when it is wrong. This is when we say things like "he hit me first", "it was only a small lie", "it wasn't my fault, because he/she told me to do it". We find reasons to explain why we have done things instead of taking responsibility for what we did. Things never get dealt with because responsibility is never taken for what has happened. How have you used rationalization in your life? How do you see others around you using rationalization? How is this causing problems in your life?

- **Forgetting**-this is exactly what it sounds like. We simply "forget" what we said, did, promised, etc. There is absolutely no responsibility taken for what has been done. If no one acknowledges any responsibility, then nothing can be dealt with, and progress cannot be made. How have you used forgetting in your life? How do you see others around you using forgetting? How is this causing problems in your life?

- **Externalization**-this is the art of blaming outside forces for unhealthy behavior. It is very much like rationalization except it is not as sophisticated. Externalization is blaming anything except oneself for what has happened. How have you used externalization in your life? How do you see others around you using externalization? How is this causing problems in your life?

- **Intellectualization**-this is the art of making everything "make sense". This is thinking without feeling and it helps us not address our emotional responses to what we do. We take the feeling component out of what is happening. How

have you used intellectualization in your life? How do you see others around you using intellectualization? How is this causing problems in your life?

- **Shifting**-this is the art of working to take attention from one situation and creating another situation as a diversion. This helps avoid unpleasant feelings about the original situation. An example of this is people who are always dealing with a crisis in their lives. When we are dealing with a crisis, we have no time to deal with the emotional issues of any situation. How have you used shifting in your life? How do you see others around you using shifting? How is this causing problems in your life?

- **Repression**-this is when we “stuff” feelings and do not deal with them on any level. We are too busy, too tired, or we “forget” about things and we never deal with them. The hope is that the problem will go away, and we will never have to deal with it. Unfortunately, this is not true, unresolved/stuffed issues simply lie in wait until we are weak, and they then appear to be addressed. How have you used repression in your life? How do you see others around you using repression? How is this causing problems in your life?

- **Projection**-this is when we put our uncomfortable feelings, motives, and desires onto another person or object. We are not angry or mad- "you are angry". This helps us never be responsible for what has happened. Our children "make" us angry or upset-it is never our fault. How have you used projection in your life? How do you see others around you using projection? How is this causing problems in your life?

E4. Exercise: Guideline Questions-on Parenting

1. What do you feel good about or like about your relationships with your children?

2. What don't you like or want to change about your relationships with your children?

3. What do you do when the children do something wrong? (E.g., explain rules; take away privileges, yell, scold, spank, hit, etc.)

4. If physical punishment is used, what kind? How often?

5. Do you ever feel like you lose control? What happens?

6. Have there ever been bruises or marks as a result of physical discipline by you? (If so, specify last incident, location of marks.) How did you feel when you saw those marks?

7. Do you ever use any objects? (E.g., belt, ruler, hairbrush, etc.)

8. What are your concerns about the way you discipline the children?

9. What does your spouse/partner do when the children do something wrong?
(E.g., explain rules; take away privileges, yell, scold, spank, hit, etc.)

10. If your spouse/partner uses physical punishment-what kind? How often? Most recent incident?

11. Do you ever feel like your spouse/partner loses control? What happens? How do you handle it?

12. Have there ever been bruises or marks as a result of physical discipline by your partner? (If so, specify last incident, location of marks.)

13. Do you ever have any uneasy feelings about how your partner touches the children?

14. Does any of your partner's behavior with the children seem inappropriate or sexual?

15. Have your children ever expressed to you fears or uneasiness about the way your partner touches them? If so, how did you respond to those concerns?

16. Do you ever feel your behavior with the children seems inappropriate or sexual?

17. Do you think or are you concerned that conflicts between you and your partner have affected your children? In what ways-school behavior, relationships with siblings and friends, acting out in school or in the neighborhood.

EG. Exercise: ASSESSMENT QUESTIONNAIRE

The purpose of this section is to help you identify any areas of difficulty that you may be currently experiencing, any traumas that your children may be dealing with, and any areas of change you want to make with your children. Please answer as honestly as possible.

- 1. Are you currently experiencing any feelings of helplessness, hopelessness, or inability to cope? If so, what kinds of things are going on in your life that you feel might be causing these feelings?

- 2. Who is the primary caretaker of the children? Who has been the main primary caretaker for most of their lives? Have there been any changes in the primary caretaker in the last few months? If so, in what ways?

- 3. What kind of support system do you have? How do you use it? How are you with your primary support system? What changes, if any, need to be made with your support system?

4. How do you show your children love? How do you want them to show love to you? Do you push them away when they want to hug or kiss you? Do you kiss and hug them a lot?

5. Do you reward your children for good behavior? How?

6. How do you punish your children?

7. What kinds of activities do you like to do with your children? How often do you do them? When was the last time?

8. Are you able to do things without your children? How often? What kinds of things do you like to do without the children?

9. What kinds of behaviors do you expect from your children? Please list as many as possible in a variety of settings.

10. When and why do you get really angry with your children? For example, talking back, demanding time and attention, not minding, ignoring the rules. What are your normal responses at these times? Do you feel these responses need to be changed in any way?

11. How often does this (getting angry) happen on a typical day? Are there are times that are more difficult than others, afternoon, weekends, late evenings vacations, etc.?

12. What methods do you use to discipline your children? Do they work?
How do you know?

13. Are you having any problems with your children? If so what are they?

How are you dealing with them? Do you feel it is working?

14. Have you or the person who cares for the children ever been physically or mentally abused? If so, what kind of abuse and by whom? (parent, relative, spouse)

15. Have you or your spouse ever been reported to Children's Protective Services for child abuse? If so, please provide details.

16. Are there any things that you would like to change about how you parent your children?

WHAT IS CHILD ABUSE?

The legal definition of child abuse as defined by California Penal Code Section 11165.6 is as follows:

- Child abuse means a physical injury, which is inflicted by other than accidental means on a child by another person. "Child abuse" also means the sexual abuse of a child or any act or omission proscribed by Section 273A (willful cruelty or unjustifiable punishment of a child) or 273D (unlawful corporal punishment or injury). "Child abuse" also means the neglect of a child or abuse in out-of-home care. "Child abuse" does not mean a mutual affray between minors. "Child abuse" does not include an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment as a peace officer.

A situation involving child abuse may result in a violation of one or more of the following sections of the Penal code.

- PC271-Child abandonment
- OPC 273d-Felony Corporal injury
- PC 278- Child abduction
- PC187-Murder
- PC271a-Failure to Provide
- PC273a-Abusing or endangering health of a child

Child abuse includes the following:

- **Physical**-fractures, lacerations, bruises that cannot be explained, or explanations which are improbable given the extent of the injury, burns (cigarette, scalding water, rope, iron, and radiator), facial injuries (black eyes,

broken jaw, broken nose, bloody or swollen lips), with implausible or nonexistent explanation.

- **Neglect-Failure**, refusal, or inability by a parent, guardian, or caregiver to provide necessary food, clothing, shelter, education, supervision or health care to seriously endanger the health of the child. Neglect occurs for reasons other than poverty. Includes the failure to thrive, malnutrition or poorly balanced diet (bloated stomach, extremely thin, dry flaking skin, pale, fainting), inappropriate dress for weather, extremely offensive body odor, dirty, unkempt, and unattended medical conditions (infected minor burns, impetigo).
- **Emotional**-refers to rejection, intimidation, or humiliation of a child that undermines his/her sense of self-esteem and well-being. It may include withholding love and affection. It is important to understand that emotional abuse is characterized by a pattern of negative behavior aimed at the child and not simply by isolated incidents or the normal ups and downs of parental emotions.
- Sexual-bruising around genital area, swelling or discharge from vagina, penis, tearing around genital area including rectum, visible lesions around mouth or genitals, complaining of lower abdominal pain, painful urination, defecation.

It is important to remember and be aware that children react in different ways to being abused. There are a number of possible behaviors, which have been found to be consistently correlated with abuse. The following behaviors should be looked at as possible warning signs of child abuse and certainly show the need to investigate further.

- **Physical**-hostile or aggressive behavior towards others, extreme fear or withdrawn behavior around others, self-destructive (self-mutilation, banging of head), destructive (breaking of things, setting of fires), verbally abusive, out of control behavior (seems angry, panics, and easily agitated)
- **Neglect**-clingy or indiscriminate attachment, isolated self, seems depressed or passive.
- **Sexual**- sexualized behavior (has precocious knowledge of explicit sexual behavior and engages self or others in overt or repetitive sexual behavior), hostile or aggressive, fearful or withdrawn, self-destructive (self-mutilates),

pseudo-mature (seems mature beyond chronological age) eating disorders, alcoholism/drug abuse, running away and promiscuous behavior.

- **Emotional**-lacks self-esteem, puts self down constantly, seeks approval to an extreme, and seems unable to be autonomous (makes few choices, fears rejection) hostile, verbally abusive and provocative

E7. Exercise: Write an example of each type of abuse. This could be something you have witnessed growing up or have read about from the newspaper.

Physical abuse:

Emotional abuse:

Neglect:

A PARENT'S PRAYER

May I have the strength and courage
to see when my child is in trouble
and to see when it is I myself who is in trouble;
to accept the limits of my children
and my own limits;
to forgive them
and myself,
to discipline them
and myself,
to respect them
and myself.

May I learn to show them respect in all things.

May I learn to be the person I want to be, so I can be the parent I want to be.

May I learn that their path is their own.

May I remember that they are already made and I cannot make them do anything.

I can open doors; they may not want to walk through.

I can sing; they may not want to sing along.

Each is unique--may I accept their uniqueness.

When they hurt each other, I hurt.

When they hurt themselves, I hurt even more.

I want to protect; they will not always let me.

I want to teach them a less painful way; they may not want to hear it.

I want to make them happy; they must find their own fulfillment.

May my life be an example to them so that by watching me they can pursue their own dreams.

And may I have the strength and courage to continue in my path, to trust my beliefs, and to listen to my children with an open heart.

Ellen Beck

E8. Exercise: CHILD ABUSE RISK FACTORS

The following are examples of situations that can lead to child abuse. Please remember that this list does not mean that child abuse will occur, only that the potential for child abuse is higher when these factors are present.

- **Poverty**
- **Loss of job**
- **Loss of home**
- **Mental problems**
- **Substance abuse**
- **Divorce, family problems**
- **Lifestyles**
- **Physical problems**
- **Family of origin issues**
- **Cultural background and beliefs**
- **Family strengths or lack of strengths**
- **Lack of support systems**
- **Lack of extended families to help**

Which ones of these have you and your family experienced? Please write about this in the following page? Which ones of these did your family or origin experience?

E9. Exercise: Wrap-up assignment for Part 2

What have you learned about yourself from this section? What changes do you intend to make to make your life better?

Q2. Part 2 Questions

1. Very often, the adults in the family will have come from abusive backgrounds. T
2. Families with strong support systems are likely to become abusive. F
3. Very often, the target child reminds the abusive parent of him or herself-the bad qualities of him or herself. T
4. Defense mechanisms are tools we all use to avoid emotional pain. T
5. Only unhealthy people have defense mechanisms. F
6. A fight between two children is child abuse. F
7. Child abuse is only physical. F
8. It is important to remember and be aware that children react in different ways to being abused. T

PART 3

E10. Exercise: WHY I BECAME A PARENT

➤ I wanted to be a parent because:

➤ I didn't realize:

➤ If I could, I would do over:

➤ I wasn't ready for...

➤ The things I didn't think about in being a parent were:

➤ I wish I had known...

➤ I wish I had more...I wish I had less...

➤ My parenting support system is...who, how I use it, what I need more of, what I need less of

➤ A person I admire as a parent is..._____ I admire this person because...

- In order to be more like _____, I need to make the following changes and adjustments:

- I am like my parents in the following ways...

- I am unlike my parents in the following ways...

- I need the following help/support to be a better parent:

Please watch the following videos:

V6. <http://bit.ly/2IXAA0z>

V7. <http://bit.ly/2ve3APW>

V8. <http://bit.ly/2qzaKIS>

V9. <http://bit.ly/2ELWjGv>

Part 4

SUBSTANCE ABUSE

PRE ADDICTION STAGE

Occasional consumption

Hasn't develop a pattern

Peer group pressure

Parents sometimes kiss children after drinking which is the child's first introduction to alcohol. The parent also can come home intoxicated and is unable to deal with the children's problems. A parent may spend more time with friends drinking than with children.

EARLY STAGE

Develop a pattern

Deceitful to self and others concerning use/consumption

Physical problems - with drinking, can have blackout or short-term memory problems
with drug use

Mood changes

Spends more time drinking than with children. Parent is missing functions with children, making promises and not keeping them because of addiction. Parent is having a difficult time interacting with children on an intimate level. Parent may lie to other about addiction and argues with them more and is irritable with children.

MIDDLE STAGE

Increased tolerance

Tries to change pattern to prove to self there is no problem, may try to stop for a short while.

Life revolves around use/consumption

Trouble with family or law

Increased anti-social behaviour

May have anger problems

Emotions can be erratic

May have been in detox or rehabilitation center

Parent is no longer a part of family. Family tries to protect intoxicated parent. Parent may disclose adult information to children. Boundaries in family become loose. Child may have to act as parent since intoxicated parent is acting like a child. Parents may separate.

Parent may have DUI or loss of job adding stress to family finances. Parent is having mood swings. Children may not want to bring friends home because of embarrassment. Parent may ignore children, so children don't receive acceptance from parent. Parent may encourage children to drink or use.

Children imagine a normal family and deny there is anything wrong with the way they were raised. They may keep this fantasy into adulthood. Parent may teach children to fear police and government from paranoia, a side effect of substance abuse.

LATE STAGE

Depression

Physical problems, but will not stop to save self, such as liver damage. Memory loss, paranoia, seizure, skin problems, tooth decay, cognitive impairment, psychotic episodes, mental illness, and other brain dysfunction.

Lost of family or friends

Financial problems

Parent has left home. Parent re-enters home and children are exposed to more anxiety. Parent is angry and children are exposed to yelling and out of control behaviours. Children have learned to numb out and don't express their feelings. Children fear loss of parent from physical problems developed by drug or alcohol.

ADDICTION AND FAMILY

The family becomes fully engaged with protecting the parent who is addicted. They develop lies and rules to maintain the family system. Rules such as don't tell others; only attend to the feelings of the parent with the problem; don't express feelings that can hurt the parent with the addiction; use children to communicate to other parent; do as I say not as I do; don't make waves; don't be selfish; unrealistic expectations; and maintain family secrets.

This family has poor boundaries, becomes a shame-based and rigid system, and children do not learn appropriate social skills.

The family members take on various roles to live in this system:

- **Selfish Parent** - This person is addicted to alcohol or drugs. Unable to meet the needs of self or others this person drops out and uses addiction to excuse their poor behaviour. This person often takes on the role as the victim, when in reality the person uses the victim role to control others.
- **Dependent Parent** - This person may blame self and feels responsible for the other parent's addiction. Also, she/he feels powerlessness over the other parent's addiction that can add to her/his repressed anger.
- **Scapegoat** - A child becomes the family dumping ground. This child is the troublemaker, the one that needs fixing, the one everyone focuses on because they cannot focus on the Selfish Parent or their own problems.
- **Overachiever** - A child becomes the perfect child, gets the athletic or academic scholarship, this child is the people pleaser.
- **Comic** - A child has learned to use humour as a defense in this family.
- **Shy** - One child becomes part of the wall, tries not to draw any attention to self, takes a more inward approach to coping with this family.
- **Enabler** - This can be an older child, who has taken on the role as parent.

RECOVERY

Recovery is a life change. If someone were to ask you to stop smoking or become a vegetarian you would begin to understand how difficult the recovery process is for an addict or alcoholic.

There are phases of recovery that most recovering addicts and alcoholics go through.

BOTTOMING OUT: This is when people are simply exhausted. They have broken all their promises to self and others. They feel there is no way out. Since everyone has a different bottom some, may arrive at bottom still with family and work intact, others could be living on the streets.

AMBIVALENCE: This is the sit on the fence phase. The past is too painful to go back and the future, too uncertain and challenging to feel confident about. People seriously consider the possibility of a drug-free life and may begin to feel it out. This phase is riddled with self-doubt and self-examination.

COMMITMENT: Now people begin to act on their ideas about recovery. Patterns of substance-free living emerge, and gradually things start to go right. Hard work, healthy risk-taking in doing new things, new supportive relationships, new satisfactions, and new stability in the face of problems all mark this period of major growth.

INTEGRATION: This phase describes recovering addicts in their new lifestyles. It is just another name for the universal process of finding one's place in the world - and it continues for a lifetime for every mature person.

Parent returning to family clean and sober - The problem is the family may have a lot of built up resentment. However, they are happy the person has stopped the behaviour. The family can feel uncomfortable around this person.

The recovering parent is now aware of noise around them; previously they numbed it out with drugs or alcohol. So, they are attending more to the children's behaviour.

The children will have a difficult time adjusting to another parent aware of their misbehaviour. The children have to adjust to acting different around the parent. The parent is aware the children ignore them and do their own thing or defer questions to the other parent. The recovering parent feels hurt and useless. The recovering parent

has to fight to become part of the family again. They have lost the trust of the family and must learn how to regain their trust.

E11. List ways this parent can re-enter the family.

1. _____
2. _____
3. _____

COMPUTERS: THE LATEST ADDICTION

The computer can be a good place to veg-out and get away from the family. However, it also can be the family's worst enemy. A parent spending 90% of their free time on the Internet will not be available to interact with the children.

Check off List:

____ I am on the Internet before dinner.

____ I like to work on my computer after dinner.

____ I have cut back on my computer use.

____ Someone has complained I spend too much time on the computer.

____ I am angry when someone interrupts my time on the computer.

____ I have been late to appointments because I was on the computer.

____ The Internet is my main source of entertainment.

____ I have looked at porn sites out of curiosity.

____ I have skipped meals because of my computer use.

____ My children know to leave me alone when I'm on the computer.

____ I can play computer games all night.

____ I spend at least 2 hours a night on the computer.

Please watch the following videos:

V10. <http://bit.ly/2vkpyAY>

V11. <http://bit.ly/2vcL22t>

Part 5

DOMESTIC VIOLENCE AND CHILDREN

FACTS

- ⇒ Very often, the problems in a family are being acted out by the children.
- ⇒ Look at the ripples from family violence.
- ⇒ Help the family discover the “cost” of the problem.
- ⇒ “Rollover effect”-how family violence creates school violence, connects with gang violence, and teaches children their responses to interpersonal conflict.
- ⇒ In a Canadian study, 50% of the women reported assaults (between ages of 18-65)
- ⇒ 29% of married women in this study reported one incident with harm or serious threat.
- ⇒ 25% reported being pushed, shoved, or slapped.
- ⇒ 19% reported being victims of threatening behavior.
- ⇒ Violence is the leading cause of injuries to women in any given year. This is a consistent statistic. Home is very often a dangerous place for women.
- ⇒ Impact on children-80% of the time when there is physical assault on a woman, children are present.
- ⇒ Children have trouble learning (PTSD)
- ⇒ For males 7 yrs and up and girls 10 years and up, there is a significant chance of severe emotional problems-due to witnessing family violence
- ⇒ Witnessing family violence leads to similar effects as those on children who have been physically abused.
- ⇒ PTSD symptoms-re-experiencing the trauma, hyper-vigilance, irritability, avoidance of stimuli, numbing of responsiveness, outbursts of anger, and secretive behavior.
- ⇒ Schools need to help because children cannot learn in this kind of environment-this could have long lasting and expensive financial costs to the system.

⇒ 28% of girls and 7% of boys report physical abuse when there is DV going on in the home.

⇒ 55% of girls and 34% of boys report emotional abuse when there is DV going on in the home.

⇒ 22% of girls report sexual abuse when there is DV going on in the home.

WHAT WE CAN DO

⇒ We need to help the children name the violence, understand the violence and it's inequality. Violence prevention programs need to be integrated into the school climate and curriculum.

⇒ Help schools develop mission statements that advocate safe school environment-expectations given to parents, students, and the community.

⇒ Develop codes of conduct

⇒ Expectations: RESPECT, RESPONSIBILITY, COOPERATION, DOING YOUR BEST.

⇒ Teach parents, teachers, staff to model the expected behavior.

⇒ Interrupt the undesired behavior, reward the positive behavior, offer consistent training, weave the no violence philosophy throughout all aspects of life and living.

⇒ Bring parents in as part of the solution, not part of the problem.

⇒ Reinforce and support the strengths of the teachers.

⇒ Respond to all acts of violence.

⇒ Adolescents need help in learning what is a healthy relationship and what is a violent and abusive relationship. Many of them may have never seen any aspects of a healthy relationship in their lives.

⇒ Rumor Mill exercise-showing how communication gets distorted-give message to one person and have them pass it along.

⇒ All members of an organization need to learn to recognize the internal and external cues of communication.

⇒ Learn to name the feelings and own the behavior. This is the way to make change.

⇒ Culture of terror:

Extortion

Insults

Threats

Slapping

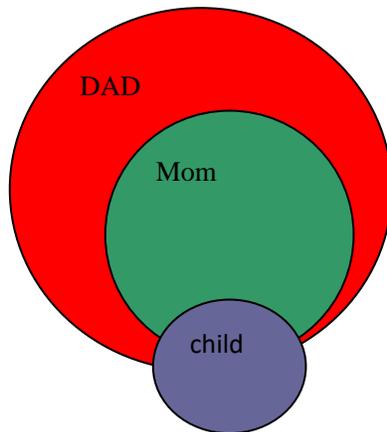
Thrashing

Whipping

Isolation

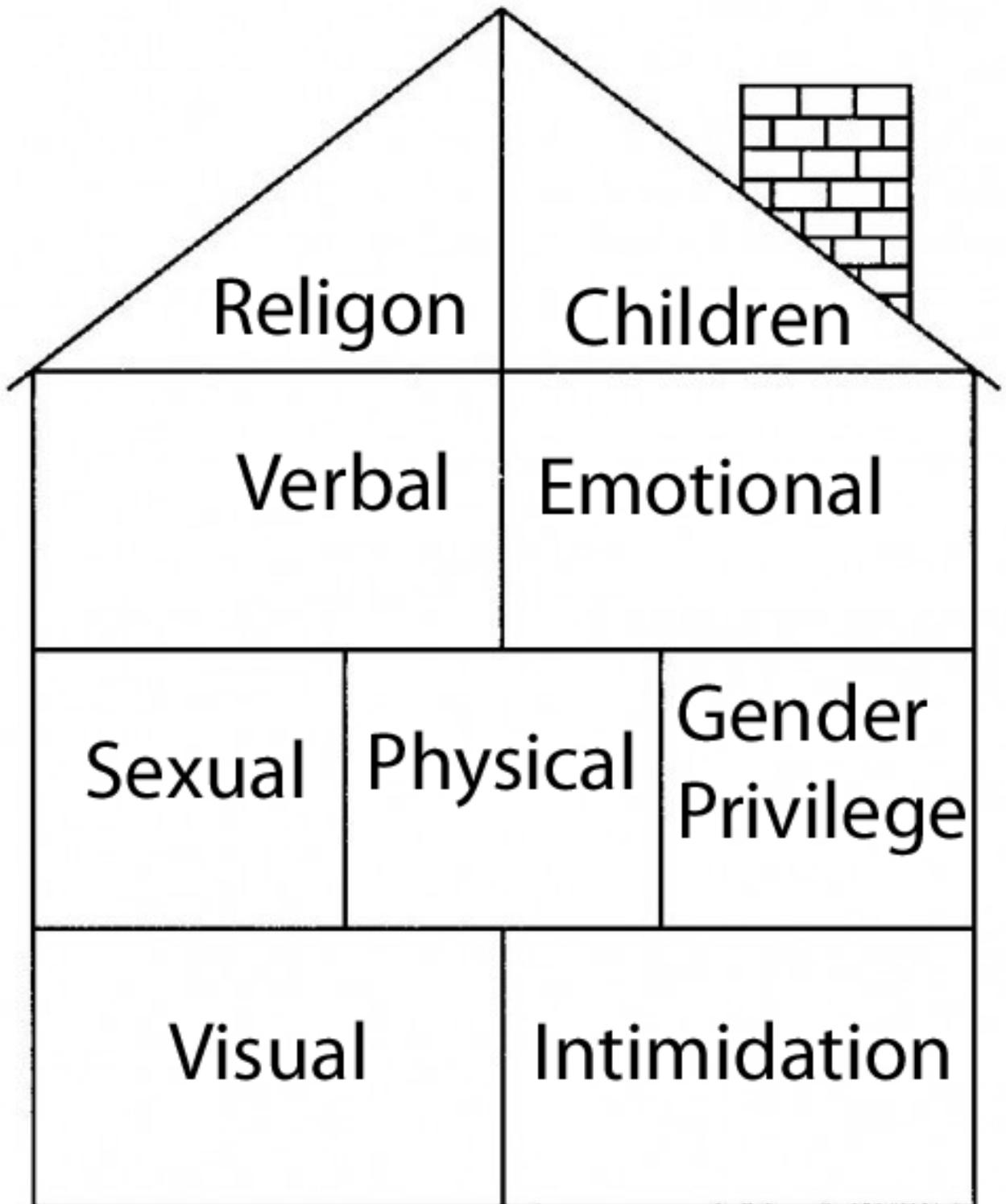
⇒ Families need to learn the meaning of punishment. What is it for, who is it for?

⇒ Look at the ripples from family violence.



E13. Domestic violence comes in many forms. Look at the following and assess if they have occurred in your relationships. List the many forms each of the categories may take.

HOUSE OF ABUSE



EFFECTS OF FAMILY VIOLENCE ON CHILDREN

The children are also affected by domestic violence even if they are not direct victims. Most children have told us that even if they never saw the violence, they knew it was occurring. Many of these children felt helpless, angry, frustrated, distrustful, fearful and confused. Why would daddy do this to mommy if he loves her? These feelings about violence become a barrier to their getting close to their father and mother and will interfere with their getting close to their partners when they become adults.

Some children try to intervene in violent episodes and as a result may be injured themselves. Boys may learn to become violent towards their mother when they become older and stronger; girls may become angry with their mother for not protecting them. Girls or boys may become the parental child- that is, the person who takes care of the adult responsibilities, while the mother or father is falling apart. Some children take out their frustrations in school or in social relationships by becoming either aggressive or withdrawn. At home some children may try to get between their parents and control the violence, while other children may withdraw and try to stay away from home and family activities.

Children may become unintentional victims of violence. The father throws a plate across the room and unintentionally hits his child. A battered woman may grab her infant to stop her partner from being violent. A man may batter his partner while she is pregnant which puts the unborn child at risk.

Some parents also take out their anger with each other by intentionally victimizing their child. The man will batter the woman and the child, or he will batter her, and she will batter the child.

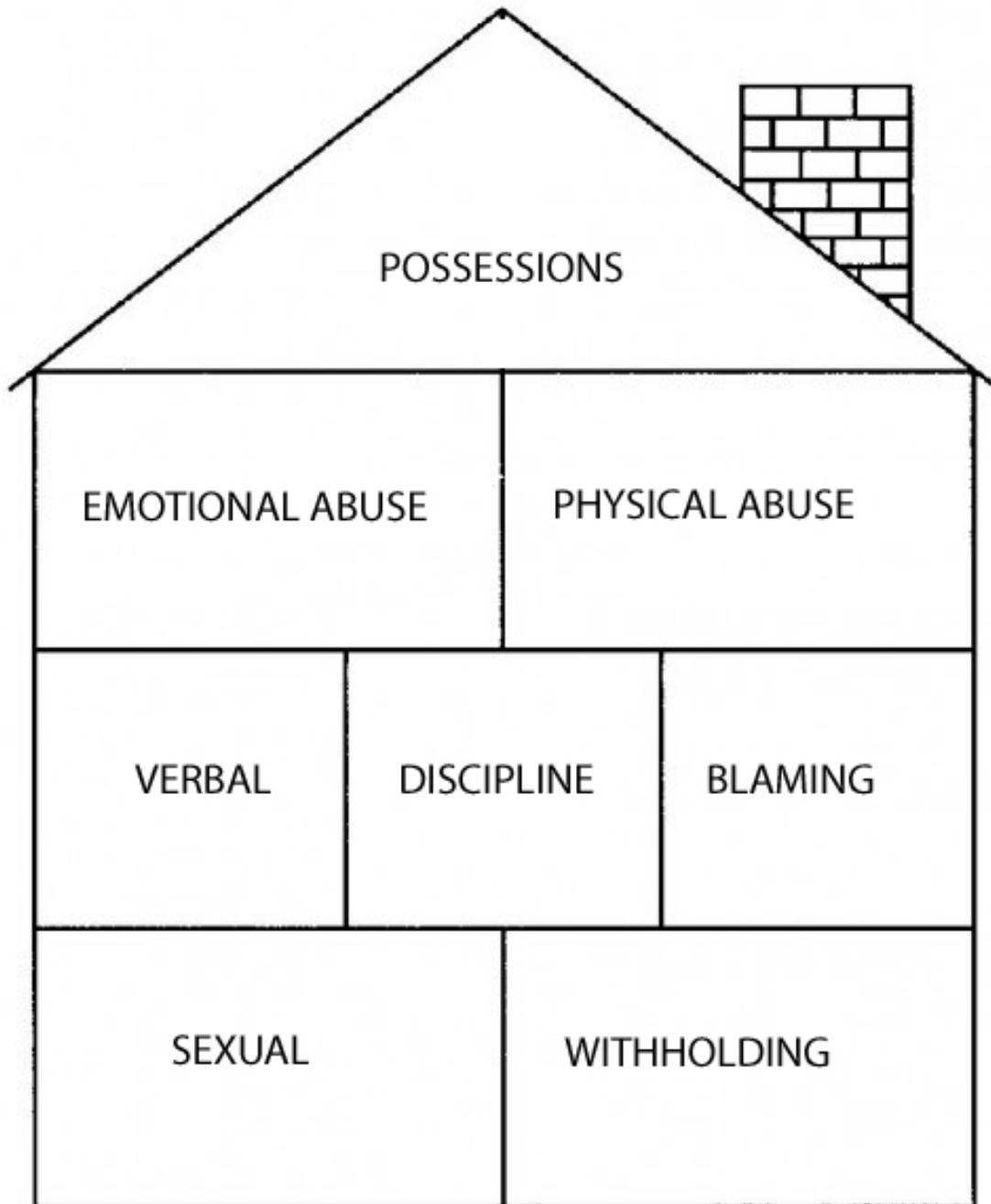
Whether the child is directly victimized, witnessed the violence or only hears about it from its room, this experience is terrifying, confusing and potentially damaging to his/her healthy psychological and intellectual development.

Look at the house below and fill in the ways that a child may live in his/her House of Pain

Then look at the House of Hope and Love and fill in the ways that a child may live there.

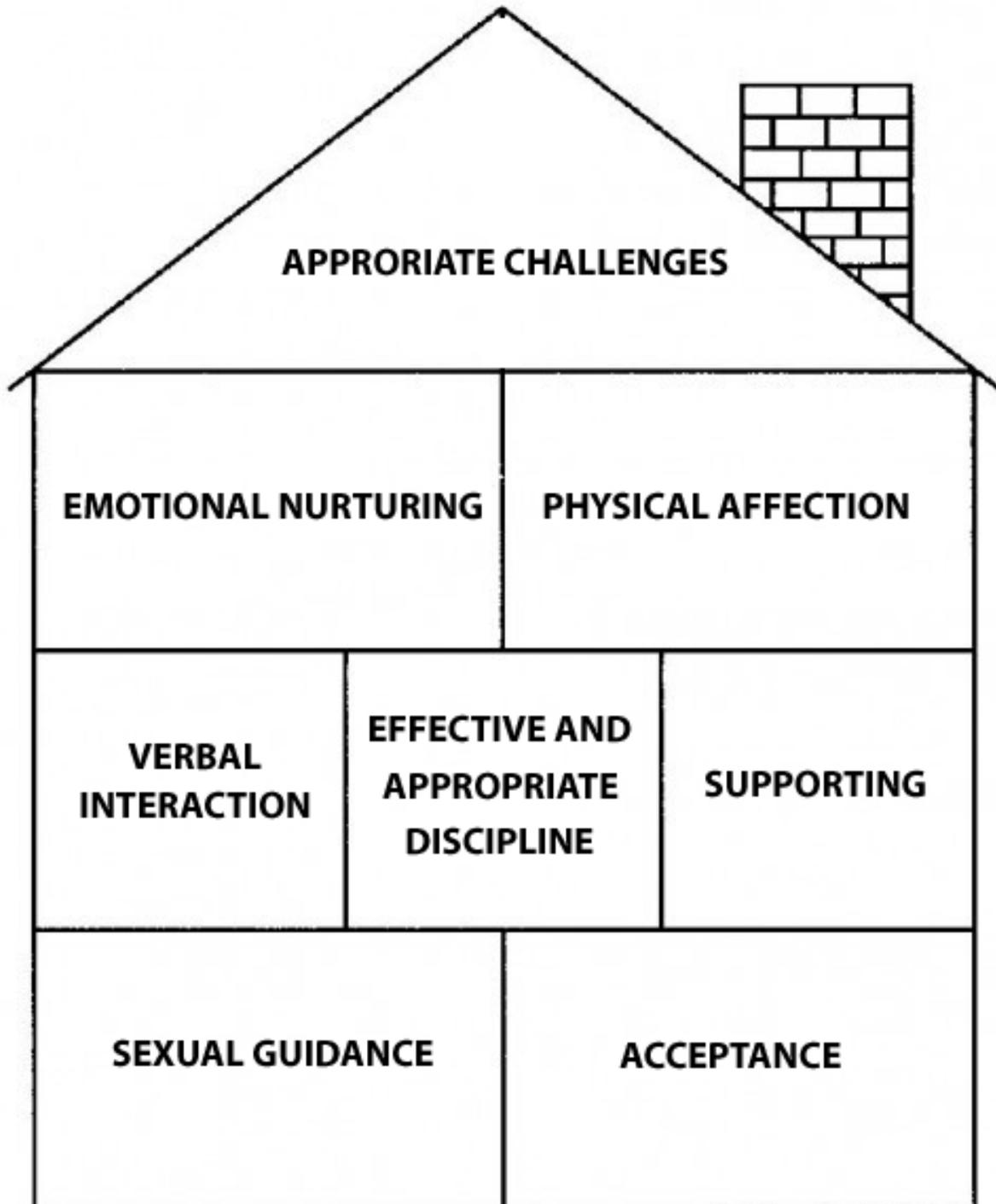
E14. A CHILD'S HOUSE OF PAIN

E14. A CHILD'S HOUSE OF PAIN



E15. A CHILD'S HOUSE OF HOPE AND LOVE

A CHILD'S HOUSE OF HOPE AND LOVE



ISSUES FOR CHILDREN IN VIOLENT HOMES

THE CHILDREN FEEL:

POWERLESS BECAUSE THEY CAN'T STOP THE VIOLENCE.

CONFUSED BECAUSE IT DOESN'T MAKE SENSE.

ANGRY BECAUSE IT SHOULDN'T BE HAPPENING.

GUILTY BECAUSE THEY THINK THEY'VE DONE SOMETHING WRONG.

SAD BECAUSE IT'S A LOSS.

AFRAID BECAUSE THEY MAY BE HURT, THEY MAY LOSE SOMEONE THEY LOVE,
OTHERS MAY FIND OUT.

ALONE BECAUSE THEY THINK IT'S ONLY HAPPENING TO THEM.

These children may experience some of the following symptoms:

- Failure to thrive symptoms
- General aggressiveness
- Pattern of over-compliance and fearfulness
- Low self-esteem
- Fear and distrust of close relationships
- Conflicted about taking sides with parents
- Confusion over right and wrong behavior
- Psychosomatic complaints
- Problems relating to authority
- Behavior problems usually blamed on the victim
- Likely to repeat the patterns they learned
- Post-Traumatic-Stress Disorder

E16. Exercise:

Has your child ever asked you about domestic violence? If so, what were the questions?

Has your child been exposed to domestic violence? If so, when, who was involved, and what kind of violence/abuse occurred?

What of the above signs have you seen in your child?

How can you keep your child safe from domestic violence?

Please watch the following videos:

V13. <http://bit.ly/2Hk8507>

V14. <http://bit.ly/2GYn5S5>

V15. <http://bit.ly/2qz6I3d>

Part 6

ANGER AND STRESS MANAGEMENT

UNDERSTANDING THE FUNCTION OF ANGER

What is anger for? Anger is a signal. It is a message to us that we need to do something about what is going on right now in our life. It may mean that we are being hurt-physically or emotionally, that our needs or wants are not being taken care of, that our rights are being violated. It may mean that we are not taking care of ourselves emotionally, that a relationship is taking too much and giving too little. Good healthy angry helps us learn about the trouble spots in our lives. Unhealthy anger keeps us stuck and keeps us from growing. Anger is a tool for change when it challenges us to become more of an expert on ourselves and less of an expert on everyone else. The more you understand about your anger, the more you can grow, the more you can have the people and things in your life that you want, and the more satisfaction you can have in your life. Good anger can motivate us and can become a source of creative energy. Unhealthy anger can create physical pain, illnesses, emotional problems, hurt our self-esteem, create work problem, relationship problems, and lead to violence.

One of the major functions of anger is to stop stress. This is done by blocking our awareness of painful levels of emotional or physical discomfort. There are four kinds of stress that anger works to cover. They are:

- 1. Painful emotions.**
- 2. Painful physical feelings.**
- 3. Frustration**
- 4. Threats.**

Each of these stresses sets off alarms inside of us that tell us something is wrong. As the alarms get stronger, so does the need to do something about the source of the problem. Anger is one (and only one) of the coping mechanisms that we have available to us to deal with this feeling.

1. Anger is often a preventive measure against uncomfortable feelings. Anger may help us:

Not deal with fear and anxiety

Keep us from facing loss and depression

Keep us from taking responsibility for something we have done

Cover up feelings of shame and guilt

Cover up feelings of embarrassment

Cover up feelings of hurt

Forget about what is going on with the others involved in the situation

Cover up feelings of failure, badness, and unworthiness

2. Some of the painful sensations that can lead to angry feelings are:

Feeling rushed or pushed

Actual physical pain

Overstimulation

Uncomfortable muscle tension

Tiredness and fatigue

When we use anger as a defense against other feelings we don't deal with what is going on and the problem does not get resolved. This can result in loss of relationships, feelings of sadness, feelings of emptiness, and being unaware of what we really need in our life.

3. Anger may be associated with frustrations in the following ways:

Having our "wants" blocked

Feeling forced to do something (often even something we may want to do)

Having things go against our "shoulds" or "ought to be's"

4. Anger can be associated with threats in the following ways:

Feeling attacked-physically or emotionally

Feeling controlled by others

Feeling abandoned

E18. Exercise:

List situations from each of the four categories above in which you might have angry responses

Let's look at what prolonged and unhealthy anger can cost us.

1. Loss of the ability to be flexible and to be able to look at a situation from many angles.
2. Angry people often feel helpless-nothing seems to go their way, no one likes them. Angry people don't feel nurtured in relationships, and often feel as though they will never be happy.
3. Loss of the feeling of satisfaction-the fun gets taken out of things.
4. Interpersonal problems.
5. Job related problems, up to and including loss of employment.
6. Isolation-no one wants to be around an angry person very long.
7. Loneliness-if no one is around us, then we may feel very lonely.
8. Illness. Anger takes a toll on our bodies and prolonged anger can lead to devastating illness.

Anger feeds on itself, if it is not handled properly. The angrier you feel, the more likely you are to act out in aggressive ways. The more you act out in aggressive ways, the angrier you become. So, the solution is to learn to detect our anger in the very early stages, deal with it, and then move on to happier pursuits.

What are some of the more common anger triggers?

***frustration**-from within ourselves and from outside ourselves

***excessive stress**-everyone has a breaking point. When we are experiencing a lot stress, we may become angry at situations that would not bother us at all if the stress weren't there.

***rejection**-rejection hurts most of us a great deal. Pain in something we usually don't want to feel, and we often cover pain up with feelings of anger.

***learning and experience**-most of us have situations we get angry at-just because we get angry about them. We learned these responses by watching others, or by having an uncomfortable experience. Any experience that reminds us of these prior situations often gets the same response instead of being thought through and looking for a new alternative.

***getting even**-someone does something bad to us-we often feel that we need to do something bad back. Isn't it ironic that most of us don't apply this same logic to something good happening to us?

***words**-almost all of us have certain words that we respond to in an angry fashion.

E19. Exercise: Look at these triggers and see if you can list as many as possible of your anger triggers

Remember, the more of your anger triggers you know the more control you will have over your anger!

Now, let's look at some of the other factors that influence anger.

1. **What you think of the situation.** Your anger depends on how you look at a situation. How what is going on involves you, what it does to you, and how much control you have are all important factors in how angry we get at situations.
2. **Your level of self-esteem.** Generally speaking, the higher one's self-esteem, the harder it is to provoke anger in that person. Low self-esteem individuals tend to personalize things and to feel that things that happen are aimed at them deliberately.
3. **Your temperament and personality.** Some of us are mellow and some of us are quick tempered, and some of us are in the middle. The more mellow individuals are usually slower to anger vice versa for those of us who are quick tempered. Knowing what kind of personality you have gives you an edge on handling your anger because you can be aware of your propensity to anger and make efforts to decrease the level of anger you will experience.
4. **The environment you are in.** The more secure we feel, the less likely we are to become angry. The more insecure we feel, the more likely we will react in an angry manner.
5. **How aware you are, and what your mood is.** It is much easier to become angry if you are already upset or in the early stages of anger. Remember, anger creates anger. If you are already angry and something else happens, it is very easy to become even more angry. In addition, situations that are more personal to us have a greater chance of creating anger than do those situations that are not as important to us.

6. **When it works.** When you get what you think you want by being angry, then you will use anger again to get what you want. Unfortunately, when this happens, you don't look at what it costs you.

E20. Exercise: ANGER AWARENESS EXERCISE

This exercise is to help you become aware of how you learned some of your anger responses, what you use anger for, and what anger costs you.

1. What relationships have you lost or damaged because of your anger?

2. What kinds of "angry" behaviors do you do over and over in relationships even though you know they don't work?

3. What benefits do you get from being angry?

4. Do you use anger as a tool to get power over others? How?

5. Do you ever feel afraid, and instead of admitting the fear, you get angry?
What kinds of situations create this?

6. Who would you like to apologize to for some of your angry behaviors? What do you think their response would be to your apology? What stops you from apologizing?

7. What have you learned about yourself, about your anger, about making changes so far in this program? What changes do you see in yourself, in others around you?

8. What is the hardest thing for you in changing your anger behaviors?

9. What is the best thing for you in changing your anger behaviors?

E21. Exercise: FOUR BEHAVIORS IN DEALING WITH OTHERS/CHOOSE THE ONE WHICH GETS THE BEST RESULT

When you are: Passive

You are:

emotionally dishonest
indirect, inhibited, reactive
self-denying (silent martyr)
blaming, apologetic

Your feelings are:

I'm not okay, you're not okay
I'm not okay, you're okay
hurt, anxious
victimized
possibly angry later

Beliefs about yourself:

I have to be perfect or I'm worthless
I don't count
Others are more important than I am

When you are: Passive-Aggressive

You are:

emotionally dishonest
indirect, self-denying at first
self-enhancing at expense of others later on

Your feelings are:

unconfident, fearful, then angry and vengeful

Beliefs about yourself:

I can't trust anyone
I can outsmart others to get what I need

When you are: Aggressive

You are:

inappropriately honest
direct, expressive, attacking
blaming, controlling, self-enhancing at the expense of others

Your feelings are:

I'm okay, you're not okay
I'm not okay, you're not okay
Righteous, superior
deprecatory at the time and possibly guilty later

Beliefs about yourself:

I am entitled
I must have control
I have to look out for myself
the world revolves around me

When you are: Assertive

You are:

appropriately honest

direct, self-enhancing

expressive, self-confident

Your feelings are:

respectful of self and others at the time and later

Beliefs about yourself:

I am happy because I can meet my own goals (take care of myself) while respecting the needs of others

E22. Exercise: QUESTIONS TO CONSIDER

1. Which of these styles describes your usual method of behavior?

2. How does this style get you what you want/how does it keep you from getting what you want?

3. Which of these behaviors bothers you most when your child shows it? Which of these behaviors is most difficult for you to handle in your child?

4. What behavior does your child use most when they are afraid? When they want something from you?

5. How can you teach your child to be more assertive?

6. Why are assertive children more difficult to deal with?

7. Describe how your child gets what they want. What is healthy and what is unhealthy about their behavior?

STRESS: may be seen as intense exertion, strain or effort-the wear and tear of life.

Stressors come from three sources-internal, cognitive, and external.

Internal stressors are changing body states such as hunger; thirst, changing biorhythms due to hormonal cycles, physical exercise, illness which causes pain and discomfort, drugs, and chemicals.

Cognitive stressors result from thinking and may be due to threats-either real or imagined, worry, fear, incongruity or ambiguity-things being non-rational or illogical, and emotional excitement-either positive or negative.

External stressors are felt through sensory organs and include heat, cold, sun, light, noise, smell, taste, touch and closeness, and vibes from others.

Each person copes with stress in a different way. Most people find that the following techniques are particularly helpful in reducing or avoiding stress. Find out which of these strategies is best for you and practice them.

Like yourself: You are a unique individual. Respect your abilities. Recognize your needs, forgive your errors.

Tips for removing the stressor:

- Identify the cause of the stress
- Find out what others think
- Break the problem down into manageable pieces
- Imagine yourself solving the problem
- Get necessary information
- Learn new skills needed to solve the problem

- Get others to help
- Be assertive
- Change aspects of your plan which are not working
- Know when to stop

Learn to accept what you cannot change:

Some circumstances are beyond our control.

Accept realistic expectations and go about achieving them

--with assistance if needed--.

Recognize your own limitations and the limitations of others.

Tips on avoiding the stressor:

Identify the cause of the stress

Avoid the stressful situation

Keep yourself physically involved with other activities

Keep yourself mentally involved with other activities

Think pleasurable thoughts

Count to ten before responding

Relieving the feelings of stress:

Identify the ways that you feel stress

Tighten and relax tense muscles

Imagine a serene, stress-free setting

Remember something that made you feel good

Listen to music

Discuss your concerns with a friend

Express the feelings (laugh, cry, exercise)

Strengthen your resistance:

Get enough sleep

Eat well-balanced meals

Exercise every day

Do something pleasurable every day-don't let anything interfere

Talk to a friend regularly

Think positive thoughts

Be optimistic

Love yourself

may prescribe medications which help relieve tension. Use only as directed. Do not take sedatives or tranquilizers prescribed for others.

Benefits of Relaxation Therapy

1. You may gain a better understanding of yourself and others, and it can be satisfying, enjoyable, and practical.
2. You learn to recognize and locate undue tensions and to relax them toward moderation during moments of stress.
3. You learn independently to recognize and control tension states.
4. With relaxation, people tend to become less worrisome, and less preoccupied with complaints.
5. Progressively diminished tension tends to become a matter of habit by day as well as by night, replacing former hyper- irritability and emotional over excitement.
6. You learn to adapt better to the conditions of life.
7. You learn to meet difficulties and misfortunes and become better prepared for life and living.
8. As a rule, you sleep better and avert fatigue better.
9. Work is done with less tension and, if necessary, longer work hours can be handled.
10. You tend to become more objective and can separate the stressor from your response. This decreases arousal to unpleasant events or surroundings.

11. Attention and concentration tend to improve. (excessive tension inhibits clear attention).

12. There is usually improvement in the digestive tract with increasing relaxation habits. In fact, many body and/or nervous conditions can be averted or lessened with the application of progressive relaxation.

13. It may be assumed that learning to relax better leads to a general sense of well-being in an individual.

Time outs

Time outs are one of the most important things you will learn from this program. It is very important that each partner knows the importance and value of time outs and respects the use of a time out by their partner.

Time outs are hard to do!

Why? Because most of us grow up to believe that only a coward will walk away from a fight. Your impulse is to stay and finish it or at least get in the last word.

Another fear is that ones' partner will be gone when we return.

This is part of the trust building that has to be done in your relationship-as each partner follows through with their part in taking a time out; trust in each other and in the relationship grows. This takes time and does not happen overnight, so be patient.

Another frequent problem with time outs is the use of alcohol during the time out-to deal with the pain, the loneliness, numb the feelings, etc. Just remember: **don't!**

The concept of time outs may be difficult initially, they do get easier with time and you will find that they work.

A good way to begin to use time outs is to practice them before you have to use the real thing. It is much easier to become familiar and comfortable with something when we are not angry and all worked up.

The time out is a guaranteed method of stopping the violence from now on. This method has been successfully used by many men and women and it works.

How to's

Whenever you feel your anger rising, your body getting tense, Feeling frustrated, or out of control, say out loud to yourself and to your partner:

"I'm beginning to feel angry and I need to take a time out."

Leave your home for one hour. During this time, you may not drink or use drugs. It is most preferable for you to go for a walk or a run, to do something physical. If you begin to think about the situation that made you angry, say to yourself "I'm beginning to feel angry and I need to take a time out". In this way you will be taking a mental time out as well as a physical time out.

When you return home in an hour, check in and tell your partner that you have come back from your time out and ask if they would like to talk to you. If both of you want to talk about the situation, take this time to tell each other what it was that made you angry. If one of you does not yet want to talk about the situation, respect that need and check with them again in another hour. If the angry feelings start to rise again, start over with another time out.

In the beginning, you may find that you have to take a whole bunch of time outs to resolve one problem. That's okay and it's normal for the beginning of learning this skill.

Some topics of conversation may be too emotionally charged to talk about. If this is true in your situation, put that issue on the shelf for awhile, acknowledging that it is too difficult for the two of you to discuss alone. You may need to consider taking these issues to a counselor to get some help in resolving them.

Always remember your priorities. Nothing can be more important than stopping the violence!

Aspects of a time out:
"I'm..."

1. An "I" statement. Begin by talking about yourself. This immediately puts you in charge of yourself.

"beginning to feel angry..."

2. You are now talking about how you feel. It's a direct communication. There is nothing unclear about this communication and saying you feel angry may in fact help you feel less angry.

"I need to take a time out."

3. Another "I" statement. You are also saying to your partner that you are not going to hit them: instead you are going to do something else-take a time out. This will help develop trust in the relationship and in you from your partner.

Leave for an hour

4. Staying away for the full hour should give you and your partner sufficient time to cool down.

Don't drink, use drugs, or do anything that will help your anger increase. The purpose of the time out is to bring your anger down!

5. Drinking and drugs will only make the situation worse.

Do something physical

6. Going for a walk, a run, a bike ride, etc. Will help discharge some of the angry tension in your body.

Come back in an hour-not sooner or later

7. If you agree to come back in a specific period, adhere to that-it helps increase the trust in the relationship and it shows your partner that you are not trying to avoid dealing with issues or manipulate them

Check in-talk about what it was that you felt angry about

8. Checking in is the completion of the exercise. Going on to talk about what you felt angry about gives you experience and practice in communication and in discussing emotional issues.

E23. Exercise:

What have you learned about yourself and time-outs that you didn't before. Many of us believe that time-outs are taking an easy way out or getting away from the problem. Not so, time-outs are one of the best tools for dealing with difficult issues because they give us time to calm down, look at all sides of an issue, and be ready for compromise.

What do you need to change in how you take time-outs to make them work better?

What obstacles are there to making these changes?

How can you become better at taking time-outs?

PROBLEM SOLVING

1. Encourage others to open up. Ask questions that show you are interested in what the other person has to say. Pay attention when the other person talks don't just wait for your turn to talk!
2. Try to discover attitudes. Use questions that try to elicit the opinion of the other person.
3. Keep to the topic at hand. Don't bring up long buried problems or resentments.
4. Direct the conversation. Others can be focused onto topics by the use of questions. Ask for the information that you want, in the forms of advice, opinions, or suggestions.
5. Handle insults. Resist the urge to fight back. Do not give insult for insult. When this happens, the opportunity to solve the problem is lost.
6. Verify questionable information. Always leave room for clearing up possible misunderstandings. Never presume guilt.
7. Clarify meanings. Don't accept implications, vague references, or hints. Use open ended questions. Open ended questions require more thought and give more information.
8. Get the pertinent fact. Don't jump to conclusions; rather, find out what is on the other persons mind.
9. Start with easy questions. Start slowly and build up trust.
10. Stay calm.
11. Preface your questions with the facts that you know.
12. Ask short questions and seal your lips after each question give the other person a chance to respond.
13. Let your partner know that you have listened them. This can be done by giving them eye contact, nodding as they speak, and paraphrasing what they have said when they are finished.

E24. Exercise:
STEP 1.

Identify the situation. Include the person and the situation. Be as specific as possible-the more general a conflict is stated, the more difficult it is to resolve. Try to include both sides of the conflict if possible.

Persons involved: who they are, what their relationship is to each other

Specific conflict: be as clear as possible about the conflict and what the difference is between the involved parties. The clearer the awareness of the problem. The higher likelihood of a good resolution.

STEP 2. SETTING AN APPOINTMENT.

Decide on an appropriate time and place to discuss the conflict. Remember that there are some very inappropriate times to bring up a conflict and which only insure that the conflict will continue and most probably escalate. Be sure to consider both members when setting the time and place. With children an appropriate time is when they are calm, not with other children, and they feel they are part of the solution.

WHEN _____ WHERE _____ WHO _____

STEP 3. THE "I." MESSAGE.

Once you are in an appropriate setting, the person who called the meeting (you) needs to begin with an "I" message. That is, you take the responsibility, express your feelings and let the other person know of the negative effect of his or her behavior. It is more effective to state the consequences of behavior than to confront the person with a wave of anger and blame. Remember, although this involves another person, this is essentially your problem, because it is your reaction. Be sure to criticize behavior, not personality. Use the following to work through what your "I" message should be. Several versions may be necessary until you find a comfortable way to state your message.

I _____ WHEN YOU _____ WHICH CAUSES
FEEL, REACT DO, ACT
_____.
CONSEQUENCES

STEP 4. CREATIVE LISTENING.

After the willingness to express feelings and emotions openly in a constructive way, the next important skill is open-minded reflective listening, with one person devoting complete attention to what the other is expressing. This requires a desire to understand the others' point of view. After you've stated your "I" message, you need to wait patiently for a response. You may be confronted with an uncomfortable silence at first. Remain quiet and the response will come. When it does, watch for defensive or open posture in addition to listening. Body language provides clues to the other person's feeling.

It is positive to have someone listen attentively. The common error most of us make is to be thinking of our own response while the other person is speaking. If we listen carefully and repeat back to the other person what we thought we just heard, we have a much better chance of clearing up any misunderstandings that may happen.

To prepare for this step, imagine the worst possible response you might get in reaction to your "I" message, then some milder ones. The chances are that you already know how the other person will respond-however you must be careful not to assume a certain reaction.

WORST REACTION: _____

HOW I WOULD HANDLE IT: _____

OTHER POSSIBLE REACTION: _____

HOW I WOULD HANDLE IT: _____

OTHER POSSIBLE REACTION: _____

HOW I WOULD HANDLE IT: _____

To any of these reactions, how could you respond in a non-defensive way? (for example, "can you give me an example of what I could do that would make you understand me better?")

STEP 5. SETTING THE GOAL

After both sides have expressed their feelings and listened openly, it is appropriate to state your goal. What changes in behavior do you want to see? What is your request? What does the other person want? Regardless of the length of the discussion and its tone, you initiated it because you want and need something resolved. A hidden agenda

won't work; your cards need to be on the table. Here, state what you want to accomplish through this discussion.

MY EXPECTATION IS

STEP 6. NEGOTIATION

Now that feelings and goals have been stated, the process of negotiation begins. The goal is a win-win situation. Alternatives can be presented with a close examination of the consequences. During negotiations, it is important to be willing to see the others' point of view. Reminder: during an actual meeting, too much may have surfaced for a resolution at that time. You may have to decide on another meeting to discuss how you will resolve the situation in a manner satisfactory to both of you. Here, think of ways that an agreement might be reached. The first step of this is to brainstorm all possible solutions without evaluating the merits of each solution.

The next step is to look at the pros and cons of each possible solution. Each side needs to be very honest in doing this.

Each side may now look at the list of solutions and decide which would be the ideal action. After that, decide which would be acceptable solutions. Compare each other's selections and see if there is any agreement. If not, the negotiation process can be redone. If you are going to repeat the negotiation process, it may be a good idea to stop at this point, take a break, and set another appointment to finish the process at a later date. Remember to not make the later date too long, one or two days at the most.

STEP 7. CLOSURE.

To close, once you have reached a mutually agreed-upon solution, restate it.

I have agreed

The other person has agreed

Make sure that each party knows who is expected to do what and when.

Trust each other to carry out their part of the agreement. Avoid reminders, nagging, and monitoring.

STEP 8. EVALUATION.

The result of the discussion and decisions need to be evaluated at a later date. Set up a reasonable time to do this, making sure that enough time will have elapsed to get a good idea of what is going well and what may need to be changed.

At the evaluation appointment; modify the solution if necessary, check out each persons' feelings about the solution, and if necessary, work out another solution.

The agreed upon solution worked/didn't work because:

Be very honest and thorough in this assessment; look at what was done, what wasn't done, who was responsible for what, how assigned tasks were carried out.

Changes that need to be made are:

You will need to modify this to fit the age of your child. The most important part is having the child be part of the solution and not having a solution “forced” on them.

Please view the following videos:

V16. <http://bit.ly/2JMA5rx>

V17. <http://bit.ly/2H2xhJu>

V18. <http://bit.ly/2ELZOYO>

V19. <http://bit.ly/2HsbHgy>

Q5. Part 6 Questions

1. . Good anger can motivate us and can become a source of creative energy. Unhealthy anger can create physical pain, illnesses, emotional problems, hurt our self-esteem, create work problem, relationship problems, and lead to violence. T
2. Anger is not used as a stress reliever. F
3. Anger can lead to illness and accidents. T
4. Passive aggressive behavior is a good style for dealing with problems. F
5. Each person copes with stress in a different way. T
6. Stress is often a cause of child abuse. T

Part 7

DEVELOPMENTAL ISSUES OF CHILDHOOD

Signs of Child Abuse

- Wary of physical contact with adults.
- Apparent fear of parents or going home.
- Inappropriate reaction to injury, such as failure to cry from pain.
- Lack of reaction to frightening events.
- Apprehensive when other children cry.
- Acting-out behavior, such as aggression, to get attention.
- Fearful, withdrawal behavior.
- Short attention span or learning difficulties.
- Regression into earlier stages of development.
- Sudden change in behavior.
- Fearful reaction to questions about injury.

CHARACTERISTICS OF ABUSED AND NEGLECTED INFANTS, TODDLERS, AND PRESCHOOLERS

1. Disturbed attachment to other human beings.

The child is unable or unwilling to start communication with others, has difficulty in responding to caregivers.

The child develops indiscriminate relationships with others-in other words; the child treats everyone in a similar manner and does not make distinctions between close and distant relationships. In addition, these children are not afraid when they are around strangers or when they are separated from people who are familiar to them.

2. Passive relationships with the environment.

This means that the child tends to not be active in getting what they want and need from others. They tend to isolate themselves and not start or join in with play with other children.

3. The child displays a limited amount of emotions and those emotions are usually mildly expressed. May be mistaken as a "good-natured" or "calm" child.

4. Delayed development in using language and other kinds of symbols. The abused child often tends to be slow in learning to talk and learning commonly used gestures. In addition, these children tend to not imitate adults, as do non-abused children.

5. Has difficulty responding to verbal praise and direction.

The child is often unable to respond when spoken to, has difficulty in sharing a sense of pride in their accomplishments with adults. These children tend to not respond to verbal praise.

6. Displays impulsive responses to conflict and verbal commands.

These children may be hyperactive; they may resort to biting, hitting, and tantrums when they have problems with other children.

They have a difficult time with cooperative playing.

7. Prolonged dependence and lowered self-esteem. These children often are very compliant, take directions, and do not show independent behavior. Their self-esteem tends to be low, and they often appear older than they are as they are imitating the adults around them.

8. Assumes the responsibility for family difficulties. These children blame themselves for the family problems and they work at making the family happier, and at solving the family problems.

9. Increased fears. These children often have a fear of abandonment which shows itself in nightmares, regressive behaviors (clinging, crying, thumb-sucking, excessive sleeping, bed-wetting)

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INDICATORS OF CHILD ABUSE/NEGLECT

Please note: Indicators of abuse are not conclusive evidence of abuse. They are "clues" and "red flags" that abuse or neglect may be occurring, and help is needed

Physical Indicators of Physical Abuse:

Unexplained bruises, welts, lacerations, or abrasions:

- on face, lips, mouth
- on torso, back, buttocks, thighs-may be in various stages of healing
- clustered bruises forming patterns of injuries
- showing shape of objects which may have been used to inflict the wound-for example belt buckle, hand marks, etc.
- on several different areas of the body
- may regularly appear after an absence such as weekend visits
- Unexplained Burns:
 - cigar, cigarette burns-often on soles, palms, back or buttocks
 - immersion burns-sock or glove like-doughnut shaped on buttocks or genitalia
 - patterned like iron, any instrument
 - zebra patterned burns from scalding water
 - rope burns on arms, legs, neck, or torso
- Unexplained fractures:
 - to skull, nose, facial structure
 - in various stages of healing
 - multiple or spiral (twisting) fractures
 - fractures in child under two years
 - Inappropriate dress-long sleeves in hot weather

Behavioral Indicators of Physical Abuse

- Wary of physical contact with adults
- Clingy and indiscriminate attachment-attaches to others too easily
- Seems frightened of parents or of going home
- Drastic behavior changes in and out of the presence of parents
- Seems overprotective of parent
- Exhibits extreme fear after making a mistake
- Apprehensive or frightened when other children cry
- Demonstrates extremes in behavior-aggressive/passive
- Inappropriate and frequent anger
- Inability to make friends
- School behavior problems
- Substance abuse
- Run away behavior
- Self-mutilation/suicidal attempts

Caretaker's behavior which may indicate physical abuse or neglect:

- Has history of abuse or neglect as a child
- Maintains a chaotic home-life
- Has long term chronic illness, is mentally ill
- Seems disinterested in the child, emotionally unavailable
- Uses harsh discipline, inappropriate to the child's age, and/or transgression
- Offers illogical, unconvincing explanations of what occurred
- Seems unconcerned or overly concerned about the child
- Significantly misperceives the child-sees them as "out to get them" or "just wanting to bug them"

- Misuses drugs and/or alcohol
- Attempts to conceal child's injury or to protect the identity of the responsible person
- Hits or verbally abuses the child in front of others
- Exhibits bizarre, out of control behavior

Situational Factors which may indicate physical abuse or neglect:

- Stress or poverty
- Poor, inadequate housing
- Unemployment
- Job pressures
- Death of loved one
- Absent mate
- Marital/mate problems-lack of communication, support
- Lack of support systems
- Isolated
- Presence of many crises

Physical Indicators of Neglect

- Consistently dirty, unwashed, hungry, or inappropriately dressed
- Without supervision for extended periods of time or when engaged in dangerous activities
- Constantly tired, listless
- Has unmet medical or dental needs
- Exploited, overworked, abandoned

Behavioral Indicators of Neglect:

- Begging, stealing food
- Extended stays at school-early arrival/late departure
- Truancy
- Constant fatigue, listlessness, falling asleep
- Alcohol/drug abuse
- Delinquency
- Says they have no caregiver
- Prostitution, stealing
- Suicide attempts

Physical Indicators of Sexual Abuse:

- Difficulty in walking, sitting, or running
- Pain on urination, defecation
- Pain or itching in genital area
- Torn, stained or bloody underclothing
- Bruises or bleeding in external genitalia or anal areas
- Genital discharge
- Venereal disease, especially in pre-teens
- Pregnancy
- Excessive masturbation

Behavioral Indicators of Sexual Abuse:

- Seems ashamed, self-conscious of body and hides themselves
- Unwilling to change for gym or participate in PE class
- Withdrawal, fantasy or infantile behavior
- School difficulties
- Sleeping and/or eating disorders
- Bedwetting or fecal soiling

- Seeks out or avoids adults
- Exhibits sexualized behavior towards adults or other children, often has specific sexual knowledge beyond their developmental age
- Is engaging in delinquent acts or runs away
- Attempts suicide
- Reports sexual assault by caregiver or other adult

Caretaker’s Behaviors that may indicate sexual abuse”

- Has been sexually abused as a child
- Extremely disinterested in the child
- Encourages child to engage in sexual acts in presence or with the knowledge of the caretaker
- Is experiencing marital difficulties
- Is sexually immature
- Is frequently absent from home
- Misuses drugs and/or alcohol

Physical Indicators of Emotional Maltreatment:

- Speech disorder
- Delayed physical development
- Emotional maltreatment, which is often less tangible and recognizable than other forms of child abuse and neglect, is more frequently indicated by the behaviors of the child and the caregiver-especially when they are together

Behavioral Indicators of Emotional Maltreatment:

- Constantly “seeking out” or “pestering” other adults for attention and affection
- Anti-social, destructive and having many “acting out” behaviors
- Repetitive rhythmic movements (sucking, biting, rocking)
- Sleep disorders
- Behavior extremes
- Overly adaptive behavior-overly mature acting or infantile acting
- Developmental lags (mental, emotional)
- Suicide attempts

Caretaker’s behaviors that may indicate emotional maltreatment:

- Blames or belittles child
- Is cold and rejecting
- Seems disinterested in child’s problems
- Does not support, encourage, guide, or show positive behavior towards child
- Has abuse in past

Courtesy of Project Safe

Please watch the following videos:

V20. <http://bit.ly/2HpQBQa>

V21. <http://bit.ly/2HBLFVW>

V22. <http://bit.ly/2vhp3aK>

V23. <http://bit.ly/2JMA5rx>

CHILD SEXUAL ABUSE MYTHS AND REALITIES

Child Abuse Myths and Realities

Myths

Child sexual abuse is rare.

Girls are molested more often than boys

Most molest occurs at the hands of strangers

Molest is more common in lower socio-economic groups

Child sexual abuse is usually violent, involves penetration

A child would naturally show fear and/or hatred toward his/her molester

Realities

About one of every four children is abused before the age of 18

Boys and girls are equally likely to be victims-but not equally likely to be investigated as victims

Only about 15% of sexual molest occurs at the hands of strangers. In more than 1/2 of the cases, the molester is a family member

The incidence of molest is equal among all ethnic and socio-economic groups-but not equally likely to be investigated

Most child sexual abuse does not involve intercourse and is not physically violent

Children often show love and loyalty toward a family member who is molesting them

A child would tell immediately if s/he was molested

Delays in reporting are the rule, not exception

Sexual abuse does not happen in "nice" families

Sexual abuse can happen in any family

Adolescence is the most common age group for molest to occur

The highest incidence of molest is in pre-pubertal children. Average age is 8 years

Women don't sexually molest children

New studies are indicating that women are perpetrators much more often than previously known

Please watch the following video:

V24. <http://bit.ly/2JLTYiH>

AXIOMS OF GROWTH AND DEVELOPMENT

1. The child is not a miniature adult.

It is very important to be aware of the developmental markers of each age. Expecting behavior that the child is not capable of-physically, emotionally, or mentally-can be damaging to the future growth of the child. It is also equally damaging to discourage learning when the child is "ready" and "able" to handle the learning.

2. Growth is both quantitative and qualitative.

This means that all growth is dependent on the growth and development that has come before. Each stage of growth prepares the child for the next stage. This is true in the physical, emotional, and intellectual arenas. Younger children are not only smaller than older ones-they are also simpler organisms, both physically and psychologically. For example, babies feel things with "all of themselves" They experience complete joy and complete misery.

3. Growth is a continuous and an orderly process.

In growth, there is an orderly sequence of stages and skill acquisitions. What happens at one stage carries over into and influences the next and ensuing stages. Each and every living thing has an innate need to grow and develop. This need for growth can be severely impaired or delayed by neglect or abuse.

4. The tempo of growth is not even.

In all living things, there are periods of accelerated growth and periods of decelerated growth. For example, in infancy and in early childhood growth happens swiftly-babies are expected to triple their birth weight in the first year- and in later preschool and school years the rate of physical growth slows down.

5. Different areas of growth develop at different rates.

Different areas of growth can be expected to absorb much of a child's capacity for growth at any given time. In early ages, physical skills development tend to be dominant and come before the learning of language skills.

6. **Both the rate and the pattern of growth can be modified by conditions within and without the body.**

For example, nutrition, activity, rest, psychological safety, challenge, opportunities to learn, security in affection, adequate and understanding discipline are important factors in providing a healthy atmosphere for growth and development. This does not suggest that it is best to set up an overprotected environment as this kind of environment robs the child of the ability to develop resilience. Some struggling is necessary.

7. **Each child grows in his/her own unique way.** There are "slow" and "fast" growers. Don't measure a child by his/her siblings, or other children.

7. **Growth is complex.** All its aspects are closely interrelated. When there is deprivation in one area, all other areas are affected.

Q6. Questions:

1. A child's growth is not impacted by abuse, neglect or trauma. False
2. Children need exposure to "difficult" situations in order to develop coping skills. True
3. Children grow and develop at the same schedule. False
4. It is difficult to recognize an abused child. False
5. All of the following are indicators of child abuse. T

Wary of physical contact with adults.

Apparent fear of parents or going home.

Inappropriate reaction to injury, such as failure to cry from pain.

Lack of reaction to frightening events.

Apprehensive when other children cry.

Acting-out behavior, such as aggression, to get attention.

Fearful, withdrawal behavior.

Short attention span or learning difficulties.

Regression into earlier stages of development.

Sudden change in behavior.

Fearful reaction to questions about injury.

Part 8

REACTIONS OF CHILDREN TO PSYCHOLOGICAL

TRAUMA

Although many feelings and reactions are shared in common by all ages of people, special attention is necessary to meet the needs of children.

Typical trauma reactions for children of all ages include:

fears of future disasters

loss of interest in school

regressive behaviors

sleep disturbance and night terrors

fears of events associated with the disaster

Specific Age Groups:

Different age groups of children tend to be vulnerable to the stress of disaster in unique ways. Below is have summarized typical responses for different age groups, and suggested responses to them.

Pre-school (ages 1-5)

Typical responses to stress and trauma in this age group include:

thumbsucking

bedwetting

fears of the darkness or animals

clinging to parents

night terrors

loss of bladder or bowel control; constipation

speech difficulties (e.g., stammering)

loss or increase of appetite

Children in this age group are particularly vulnerable to the disruption of their previously secure world. Because they generally lack the verbal and conceptual skills necessary to cope effectively with sudden stress by themselves, they look to family members for comfort. They are often strongly affected by reactions of parents and other family members. Abandonment is a major fear in this age group and children who have lost family members or even pets or toys will need special reassurance.

Suggestions for helping children to cope:

The goals of the following suggestions are to help the child deal with his/her experiences and reestablish a sense of security and mastery.

- Encourage expression of feelings through play
- Provide verbal on-going reassurance and physical comforting

- Give frequent and loving attention
- Encourage expressions of feelings regarding losses
- Provide comforting bedtime routines
- Allow children to sleep in the same room with parents (with the understanding that this is for a limited period of time)

Early childhood (ages 1-5)

Common responses to stress and trauma in this age group include:

- Irritability
- Whining
- Clinging
- Aggressive behavior at home or at school
- Competition with younger siblings for attention from parents
- Night terrors, nightmares, fear of darkness
- School avoidance
- Withdrawal from peers
- Loss of interest in school, poor performance in school

In this age group, the most common stress/trauma reaction is regression to earlier forms of behaviors. Losses of pets and/or friends can be particularly difficult for children of this age to handle.

Suggestions for helping children to cope:

- Patience and tolerance for the changing behavior
- Play sessions with adults

- Talking about what is bothering them-sharing of times when the adult was a child and had a similar experience
- Temporarily relax expectations for child for a time-at home and at school. Make sure that all concerned understand that this is only a temporary relaxation and that the normal routine will be resumed in a reasonable time.
- Provide opportunities for structured chores and responsibilities-give praise and support when they are accomplished
- Keep a routine-kids need predictability and a sense of stability in stressful times
- Discuss and practice ways to be safe

Preadolescent (ages 11-14)

Common responses to stress and trauma in this age group are:

- Sleep disturbances
- Appetite disturbances
- Rebellion in the home
- School problems (fighting, withdrawal, loss of interest, attention-seeking behaviors)
- Physical problems (headaches, vague aches and pains, skin eruptions, bowel problems, psychosomatic complaints)
- Loss of interest in peer social activities

In this age group, the peer relationships are very important. Children need to feel "like" and "liked" by their peers. This age child needs to know that their reactions are normal and like others. The responses to help them deal with trauma should be focused on lessening tensions and anxieties.

Suggestions for helping children to cope:

- Encourage discussions about what has happened
- Work towards quick resumption of normal activities
- Provide time for them to be alone and also encourage them to participate in peer activities
- Be emotionally available and make sure that the child feels listened to
- Ask them what they need to feel better and make attempts to provide those wants. (within reason)
- Ease up on expectations for a short period of time

Adolescent (ages 14-18) Common responses in this age group include:

- Psychosomatic symptoms (rashes, bowel disturbances, asthma)
- Headaches and tension
- Appetite and sleep disturbance
- Hypochondrias
- Agitation or decrease in energy level; apathy
- Decline in interest in the opposite sex
- Irresponsible and/or delinquent behavior
- Decline in struggles over parental control
- Poor concentration

In this age group, most activities and interests are focused on and with peers. This age group tends to be especially distressed by the disruption of their activities and the lack of access to adult responsibilities and privileges.

Suggestions for helping children to cope:

- Ask for input and help in restoring things to “normal”. Help them feel some power and responsibility in putting things together again.
- Encourage them to resume their social activities, athletics, clubs, etc.
- Encourage discussions of traumatic experiences with peers, and significant others,
- Temporarily reduce expectations for level of school and general performance

ADULT ISSUES OF TRAUMATIZED CHILDREN

Children who have been traumatized as children and who have not received help for the dealing with the trauma may have significant problems as adults. Following is a list of some of the long-standing problems that can occur.

- ◆ Difficulties with relationships-especially intimate ones. They tend to fear being abandoned and will often work to please their partner in order to not be abandoned. As a result, their needs are not taken care of. In addition, they often choose partners who are abusive.
- ◆ Strong need to be in control of their environment.
- ◆ Tends to see love as conditional-it may be taken away from them at any time.
- ◆ Have problems with setting limits and following through with consequences.
- ◆ May not know, be able to, or trust being honest in relationships.
- ◆ Has series of shallow and unfulfilling relationships.
- ◆ Becomes what they think others want them to be.
- ◆ Tends to see the world as a hostile place.

- ◆ Often displays poor judgment in a variety of areas.
- ◆ May seek a lot of attention.
- ◆ May tend to be in crisis much of their life.
- ◆ Poor self-esteem.

Please watch the following videos:

V25. <http://bit.ly/2JNvQMI>

V26. <http://bit.ly/2vee3uJ>

V27. <http://bit.ly/2H1iWJ8>

Q7. Part 8 Questions

1. Although many feelings and reactions are shared in common by all ages of people, special attention is necessary to meet the specific needs of children. T
2. Children of all ages have the same reactions to trauma. F
3. Typical trauma reactions for children of all ages include:
 - fears of future disasters
 - loss of interest in school
 - regressive behaviors
 - sleep disturbance and night terrors
 - fears of events associated with the disaster T
4. It is important to not talk about what happened with children. F
5. Children who have been traumatized as children and who have not received help for the dealing with the trauma may have significant problems as adults. T

Part 9:

WHAT IS GOOD PARENTING?

Parenting is a lot of work. It takes time, energy, commitment, love, and dedication. Parenting also takes a lot of skills. Skills such as patience, communication, negotiation, conflict resolution, and stress and time management.

We all want to be good parents. We hope to nurture our children, to love them, and to help them grow into healthy, happy adults.

Who are the best parents? The best parents are the ones who know how to take care of themselves so that they can take care of their children. Good parents are the ones who work at understanding their children and at meeting their needs. Good parents are the ones who know that they are the ones who must decide what is good or not good for their children even if the children disagree. Good parents are the ones who make and keep the rules, who change them to fit the child's age, and who are wise enough to know and accept that their child will be mad at them sometimes in their lives.

Children will learn about consequences and the rules of the world. It is much easier if parents teach them these rules. Parents will generally do it much gentler than the world will. So, good parenting is also teaching children about consequences, about living with and around other people, and about taking care of oneself. Children learn about love, about loving, and about caring for themselves and others by being parented. Children reflect what they have been taught, not told.

E25. Exercise:

Answer the following questions to the best of your ability.

A person who I admire as a parent

is _____

I admire this person because

The best thing I like about how they deal with their children

is _____

What they do “better” than I do is/are:

My strengths as a parent are:

My areas of concern as a parent are:

My "hot spots" with my children are:

When I feel I need help with parenting issues, I ...

I parent like my parents did in the following areas:

I don't parent like my parents did in the following areas

PARENTING TIPS

Birth to Six Months

A. Job of the Infant

- a. Learning to trust with caring adults
- b. Learning to trust self
- C. Learning to trust his world

B. Job of the Parent

1. Care for the child

- a. Respond to his needs
- b. Nurture and protect
- C. Think for the infant
- d. Verbally affirm and nurture the child

2. Take care of self

- a. Get positive feedback from others
- b. Understand what you need and want and take some time for yourself
- C. Understand that your sex life may change
- d. Allow the changes to happen and discuss with partner

Six to Eighteen Months

A. Job of the Child

1. Learning about doing things in their environment
 - a. Trusting them to experience environment
 - b. Trust themselves to get his/her needs met
 - c. Beginning to learn that there are options in all activities

B. Job of the Parent

1. Caring for the toddler in all aspects
 - a. Provide protection-physically and emotionally
 - b. Provide experience-showing "how" and helping them learn "how"
 - c. Offer options-how things can be done differently
 - d. Affirm child's "being" and "doing"
 - e. Allowing the child to take the lead and be "in charge"
 - f. Giving the child confirmation and encouragement by the use of the word "yes" Work very hard at finding ways to say "yes" to the child at least twice as much as saying "no"
2. Take care of self
 - a. Protect physical and mental healthy by doing things outside of being a parent
 - b. Find areas to get positive feedback
 - c. Don't worry about being a "bad" parent-do the best you can and get help from those you admire

- d. Protect self and child-both physically and emotionally. Keep away from negative people and experiences
- e. Make lots of memories of you and your child-for both of you
- f. Keep a journal of the growth experience-it will be a treasure for both you and your child when they are older

Eighteen Months to Three Years

A. Job of the Child

- 1. Learning to think and to figure things out
 - a. For themselves-the beginning of "cause and effect"
 - b. Learning to use feelings
- C. Beginning the process of separating feelings and thinking
- d. Becoming independent and doing things by themselves-not wanting any help.
- e. Separating from parents-developing the feeling of being separate from their parent
- f. Learning to say "no"
- g. Can continue to be dependent when needs to be-there will be times of clinginess and a need to be held and cuddled

B. Job of the Parent

- 1. Take care of self and child
 - a. Setting limits and boundaries for the child to learn
 - b. Use "do's" instead of "don'ts"
 - c. Help child learn about feelings and to learn about separating feelings and thinking

- d. Encourage separation, which leads to independence
- e. Affirm and give positive feedback to the child for thinking
- f. Allow and encourage the child to begin to figure things out for themselves
- g. Get nurturing for self
- h. Rework own feelings about feelings, separation, anger, dependence, and independence-learn to not take the child's actions personally
- I. Separate their emotions from the child-allowing the child to become their own person and not simply a reflection of their parent

Three to Six Years

A. Job of the Child

- 1. Learning who he is - identity!
 - a. In relationship to others-son, daughter, grandchild, student, sibling, etc.
 - b. Expanding and using their imagination
 - C. Acquiring information-learning by doing
 - d. Practicing socially appropriate behaviors

B. Job of the Parent

- 1. Provide support System
 - a. Help child establish identity
 - b. Encourage imagination
 - C. Help child acquire information

- d. Expect and reward socially appropriate behavior
- e. Affirm child's learning

2. Take care of self

- a. Keep a good support system for oneself
- b. Do "non-parent" things on a regular basis-develop and work at interests
- c. Adults need to go out and play by themselves-take time for yourself and do something you enjoy-and don't feel guilty

Six to Twelve Years

A. Job of the Child

- 1. Learning to do things their own way
 - a. Exploring and challenging rules
 - b. Learning and modeling values from others
 - c. Solidly incorporating their own rules
 - d. Needs to learn it's okay to disagree and that people don't go away when they disagree
 - e. Separating reality from fantasy
 - f. Developing a need for "privacy" and their own space

2. Job of the Parent

- 1. Continue to care for child-physically and emotionally

Raising Children

"Based on your personal experiences with your own children, what is the best advice you could give new parents about raising children?"

This question was asked of 50 parents who had "successfully" raised their children. The most frequent responses are classified under ten basic principles. These are:

- **Love abundantly:** Love is always present, even when the child is behaving in an unlovable manner. Parents should be lavish in praise and hugs.
- **Discipline constructively:** Set and adhere to standards of behavior. Be consistent and clear about rules. Administer punishment in private. Be reasonable and understanding, but flexible on occasion.
- **Spend time together:** Encourage family activities, through playing, talking together, modeling behaviors, teaching workday skills.
- **Tend to personal and marital needs:** A household in which love is openly expressed is one in which children flourish. Love, respect, and faithfulness between spouses provides security to the family.
- **Teach right from wrong:** Parents need to actively teach children basic values and manners in order for them to get along well in society.
- **Develop, model, and show mutual respect:** Parents must treat each other with respect and love. The same respect must extend to the children. Parents should expect the same respect in return.
- **Really listen:** Give undivided attention and really listen to your child as a person.
- **Offer guidance:** Make children understand that although your door is always open to discuss difficulties, before you will offer solutions you expect them to have thought about the problem and to have tried to come up with possible solutions themselves.
- **Foster independence:** Gradually allow children more and more freedom or control over their own lives.

- **Be realistic:** Realize that child rearing is a series of "tough times and tender moments." It has its sorrows and heartaches, but it also has its great joys and this is what makes it all worthwhile.

National Institute of Mental Health

U.S. Department of Health, Education, and Welfare

E26. Exercise:

Which of the above are you good at? How do you do these skills? Which ones do you need to work on? How will you get better at those skills?

Which of the above advice do you need to take seriously? How will you fit it into your life?

GUIDING YOUR CHILD

1. Know your child's temperament (activity level, persistence, distractibility, adaptability, regularity, etc.)
2. Know how children tend to act at your child's age.
3. Make clear rules that your child can understand. Limit the rules to those you feel are most important.
4. Avoid over-controlling or under-controlling your child's behavior. The tricky part is in recognizing what you are doing.
5. Decide what consequences you'll use. Try to relate the consequence to the misbehavior. Make sure your child knows what the consequences are, what they will be, and what they are for. Work at finding consequences that fit your child so that they will make an impact.
6. Carry through on applying the consequence. Don't just threaten.
7. Take action before the child's behavior escalates or you explode. The worst thing you can do is discipline when you are angry-the discipline may become out of proportion to the misdeed.
8. Tell or show your child **what to do**, not just **what not to do**.
9. Be as consistent and predictable as you can be. Your child will survive the times you fail, but consistency helps children figure out the limits and rhythm in their worlds.
10. Be careful not to reward undesirable behavior.

11. Use praise and recognition for desirable behavior. Be sure praise is sincere and not excessively over-used.
12. Give simple reasons for your expectations.
13. Help your child understand that misbehaving is making a choice. The goal is to develop self-direction.
14. Let your child learn to make choices by having experience in choosing among alternatives that are all acceptable to you and appropriate for your child's age.
15. If something must be done and your child balks- as if he/she wants to do it alone or with your help-be sure the job gets done. For example, take your child's hand and help him/her do it, or allow them to attempt to do it alone. Follow their lead as much as possible-this is helping them learn about needs and getting those needs met in appropriate ways.
16. A child might feel more cooperative if he/she knows something good is coming next after the required activity is completed. For example, "We can go for our walk when you put your shoes on."
17. Use a calm, firm tone of voice when you direct your child.
18. Allow your child time to make transitions. Give advance notice when there will be a change of activity.
19. Use guidance, not punishment, to help your child learn. Teach your child that we can learn from our mistakes and we can try to do something to put things right, such as wiping up spilled milk. Share and acknowledge with your child when you make a mistake.

20. Enjoy your child's company in many non-demanding situations, such as looking at books together, playing, and exploring. Build a warm loving relationship that can survive the strain of difficult behavior situations.

21. Enjoy your child as much as possible. They really do grow up fast.

San Diego Community College-Child Development Department

“Children who suffer neglect and abuse carry the scars into adulthood and, too often, re-create their pain in themselves and in others. Boys who are victims are far more apt to become violent in their homes, in school, and on the streets. Female victims, along with their children, may become further exploited and victimized. It is immensely important that we break this cycle of violence, and every one of us must be involved in the effort”

Dan Morales-Attorney General of Texas

Child abuse is most likely to occur when a parent is angry, overwhelmed, or upset. When one is angry, overwhelmed, or upset, there is a strong tendency to take those feelings out on whoever or whatever is handy, close and not well equipped to protect themselves. All too often, this means children. In order to be a good parent, one needs to learn about themselves, how to take care of getting their needs met, how to deal with uncomfortable feelings and situations, and how to get help if need be.

Things that parents can do to become better parents

- **Work at not being defensive**-if a child criticizes you, look for the truth and acknowledge that truth. Share and acknowledge your mistakes. These can be great time for strengthening the parent-child relationship
- **Share memories of your own childhood with your children.** Let them know the good parts and the mischievous parts. Let them know of your struggles, your accomplishments and how you handled those things. Share some of the frustrations you had with your parents-you might be surprised at how much your children will be able to relate!
- **Give lots of praise and feedback.** Children need to know and hear about the “good stuff” they do. This reinforces the behavior and shows the children that you do pay attention when they are good-not just when they are misbehaving.
- **Potential problem areas that parents may have:** Be aware of the following areas that could cause problems in your ability to parent effectively.
- **Immaturity.** Young or inexperience parents may not understand the child’s behavior or needs. They may not be able to respond effectively.

- **Lack of healthy parenting knowledge:** Not knowing the stages of development, not having good models of parenting to copy from.
- **Unrealistic expectations:** This goes along with the lack of parenting knowledge. Too often, parents expect children to behave in ways that are beyond their level of development.
- **Social isolation:** Not having family or friends to help with the demands of small children. Small children can be exhausting, and parents need to be able to have time away from them on a regular basis.
- **Emotional needs not met:** If a parent is not getting what they need emotionally from others in their life, they may expect their children to fulfill those needs. This is not fair to the child or to the parent.
- **Learned behavior:** We learn how to parent from being parented. If we were mistreated or abused as a child, we may consider that as the “normal” way of raising a child. In addition, adults who were abused as children tend to have a poor self-image and when their child misbehaves, they feel it is a reflection of their parenting, instead of simply a normal part of being a child.
- **Frequent crises:** In families where there are a lot of emergencies or problems, it is sometimes easy to take the frustration out on the children. Children are not aware when the parents are overwhelmed, and it is not their job to be aware. Their demands go on and this can often be overwhelming to the parent.
- **Drug or alcohol problems:** Substance abuse severely limits parental ability to care properly for children.

E27. Exercise:

What do you know about your child that you can use better to help them become stronger and happier individuals?

PARENTING STYLES THAT HANDICAP CHILDREN

Parenting Style	Parent's Behavior	Probable Reaction in Child
Overindulgence	The parent constantly showers the child with gifts, privileges, services, and attention. This parent places the child on a golden throne where s/he wants for nothing, and has to work for nothing	Outcome is indifference and boredom. Often grows up blaming others or life when things don't go their way. Tends to lose initiative and spontaneity.
Oversubmission	Meekly submits to child's whims, demands, temper tantrums, and impulses. Parent often disregards their own interests and rights and allows the child to be the boss.	Child (and as an adult) may become more demanding, more selfish. Tantrums and impulsive behaviors are common. Little consideration for others.
Perfectionism	Parent accepts child only when their performance is outstanding and better than other children's. Unless the child demonstrates behavior that meets the ultra high standards of the parent, s/he is looked down upon and possibly shunned.	Child may become abnormally preoccupied with physical, intellectual, or social accomplishments. Feels s/he can never meet the expectations of parents. Spends a great deal of their time feelings inadequate and unworthy
Overcoercion	Constant parent supervision, demands, and directions. Little or no trust in the child to pursue his/her own interests in their own way. Much scolding, criticizing and threatening	Child and adult may be submissive and rely on ideas and directions of others. Or s/he may resist directly or passively. May be a daydreamer, procrastinator or dawdler for most of their life
Punitiveness	Parents vent their own frustration, hostility, and aggression on child. Punishes, at slightest infraction of rules. Physical punishment often used. Rules by fear.	The excessively punished child develops a low self-opinion and may behave in ways that invite more punishment. May have a high need for revenge or put self in punishing situations
Neglect	Parent(s) frequently absent or preoccupied with personal activities-so little time or attention given to child at each stage of development.	Neglected children often lack the ability to form close, meaningful relationships. Problems with setting self-limits. Often anxious, lonely, and impulsive
Rejection	Parent does not want or like child. Child treated like nuisance or a burden. Comments such as "I never wanted you", "Why don't you just disappear" are frequently heard. Child's needs often ignored	May develop bitter, hostile, and anxious feelings. Very often, is self-depreciatory, and have difficulty relating to and getting close to others

DESIRABLE PARENTING TRAITS AND QUALITIES

A GOOD PARENT:

A good parent avoids making a child feel not "OK"

A good parent has and enforces a reasonable number of rules

A good parent makes time to play, pay attention, and listen to their child

A good parent includes their child in everyday activities

A good parent speaks to their child without anger and irritation much of the time

- Is nurturing
- Is flexible
- Is understanding
- Is consistent
- Allows growth
- Acknowledges the child as a unique individual
- Provides the basics and a positive emotional atmosphere-protection, safety, security, food, shelter
- Listens without judgment
- Is accepting
- Provides direction and age appropriate guidance
- Knows how to let go-is not possessive
- Establishes and maintains rituals
- Is an ally
- Is a role model who models harmony, balance, and self-wholeness

KEY WORDS FOR A GOOD PARENT:

- Attention
- Involvement
- Guidance
- Communication
- Comfort
- Validation
- Flexibility
- Understanding
- Education
- Cooperation
- Touch
- Consistency
- Structure
- Positive reinforcement
- Confidence-building
- Age-appropriate expectations
- Love
- Coping skills
- Hopefulness
- Trust

GROUND RULES FOR FIGHTING AROUND THE KIDS

- Don't enmesh your child in the quarrel. Don't make them a part of it, don't ask them for opinions, and don't make them take sides. Always make sure to not use them as go-betweens for the parents or whoever is quarreling.
- Make sure that your child does not feel that s/he is the cause of the fight. This is a common conception for children and must be addressed by the parents. They don't need to know the details, simply something such as "This is a difference between Mom/Dad and me. You really have nothing to do with it"
- Don't hide your quarrels altogether. This means don't act as if nothing is wrong if something is wrong. Acknowledge that there is a problem and tell the children that the adults will handle it. Kids know when there are problems. They often need to talk about it and not live in a "fake" setting.
- When the problem is over and resolved, let them know it. This can go a long way toward helping them not be fearful of what is going to happen.
- Don't let quarrels cause problems in your relationships with your children. Don't lash out at them for things they have done or not done, and don't become overly attentive to them. Keep things as much the same as possible so they know that this is not about them.
- Let them observe the conflict process-this may help you do it in a healthier manner, and it may help them learn how to handle conflicts in a healthy way.

Good parents Vs Responsible parents

"Good Parent" Beliefs and behavior:	"Good Parent" Possible Results for child	"Responsible Parent: Beliefs and Behaviors	'Responsible Parent: Possible Results for child
I must control: Demands child to be obedient. Uses rewards and punishes Insists parent is right and child is wrong	Rebels-must win or be right. Hides true feelings. Lies, steals. Feels anxious, seeks revenge, feels life is unfair, gives up.	I believe the child can make mistakes: Permits choices and encourages the child to do new and different things	Feels self-confident, takes chances. Contributes and cooperates with family and others. Becomes resourceful.
I am superior: Pities child, overprotects, acts self-righteous. May spoil and shame child	Learns to pity self and to blame others. Criticizes others. Feels life is unfair, inadequate or superior.	I am equal, not more and not less than others: Believes in and respects child. Gives choices and responsibilities. Expects child to contribute	Develops self-reliance and responsibility. Learns to make decisions. Respects self and others. Believes in equality.
I am entitled-you owe me: Is overconcerned with fairness. Gives with strings attached.	Doesn't trust others. Feels life is unfair, feels exploited and learns to exploit others	I believe in mutual respect: Promotes equality. Encourages mutual respect. Avoids guilt trips	Respects self and others. Has increased social feelings. Has the ability to trust others.
I must be perfect: Demands perfection from all. Finds fault frequently. Overconcerned with what others think. Pushes child to make parent look good	Believes s/he is never good enough. Becomes perfectionistic. Feels discouraged and worries about the opinions of others	I am human-I can be imperfect: Sets realistic standards. Focuses on strengths. Encourages and is not concerned with their own image. Is patient	Focuses on the task at hand, not on self-evaluation. Sees mistakes as challenges and learning. Will try something new. Is tolerant of others
I don't count. Others are more important than I am: Overindulges child. Becomes slave to child. Gives in to child's demands and feels guilty when says "no"	Expects to receive. Has poor social relationships. Does not respect the rights of others. Is selfish	I believe all people are important: Encourages mutual respect and contribution. Knows when and how to say "no"	Has good social relationships. Respects the rights of others. Is generous of self.

Q8. Questions Part 9

1. **The best parents are the ones who know how to take care of themselves so that they can take care of their children. T**
2. It is important to "know" your child and his/her temperament when deciding how to help them. T
3. It is possible to give your child too much love. F
4. When arguing, it is important to not include your child(ren) in the dispute. T
5. It is not important for children to see how their parents resolve issues in healthy ways. F

Part 10 Self-Esteem

BUILDING YOUR CHILD'S SELF-ESTEEM

Our self-image is the core of how our life will be. When we see ourselves as good, worthy, healthy, and able to meet and face challenges, we have a far better time in life than when we don't have this view of ourselves. Self-images are formed early in life. For those of us who developed poor self-images, much of our adult life may be spent working to change that image or living out that image.

As parents, we have the responsibility and the privilege of helping form our child's self image. Helping them developing a strong sense of themselves and what they are capable of achieving. Here are some suggestions for helping your child develop a strong and enduring self-image.

Spend time with your child and show them new things. This can be done on a walk, a trip to the mountains or beach. Don't rush, stop and explore, let them tell you what they think something is. Work at meeting their level of excitement. Remember, you may be seeing something for the umpteenth time-they are seeing it with new and untired eyes.

Listen to your child. Get down to their level and really listen to what they are saying. Pay attention; don't let your mind wander when they are telling you something. This makes them feel important and you might be surprised at what you can learn.

Let them attempt new challenges. Be there to provide support and help if needed. Encourage them to go beyond what they have already accomplished, to add to what they can do. Protect them from too much failure, but allow them to make mistakes and then help them learn from those mistakes.

Be patient with them. They are not as good as you are in explaining themselves. Help them with details and take the time to let them tell their story.

Make them feel important. Set aside special time for them, have family rituals, stop what you are doing and go down to their level to listen to them. Ask them for input on family decisions-like choosing a pet, or where to go, what to have for dinner.

Don't make promises you can't keep. Children remember that and often blame themselves when things don't go as they were promised. If you must break a promise, tell them, give them a reason and make an attempt to re-do the promise.

Praise them a lot. Children love to hear praise and the most wonderful voice it can come from is their parent's-at least in their early years. Let them know how good of a job they did, how proud you are of them, and how well they are doing. Share the praise in public with others.

Let limits and boundaries for them. Set up successes for them. Let them win at games and let them lose. They need to learn that losing happens and it isn't the end of the world. Allow them to experience the consequences of their actions-both positive and negative. Give them credit when they accomplish something, and make the credit public so that others know that your child has accomplished something. Positive credit is a great incentive to work hard and do even better. In addition, don't spoil them and have them learn that they will always get whatever they want. Life isn't that way, and it is much better for children to learn this from parents, instead of from the world.

Never, ever, ever, make fun of them as a person or attack them personally. If and when you are angry, let them know what you are angry about-the behaviors-what you want done differently, and what they need to do to change their behaviors. Children respond to intervention and change readily. Children also take to heart

attacks on them as persons and these attacks can become the foundation of their self-image.

Prepare your children for any changes that are going to happen in their lives, like having a sibling, moving, etc. The more information a child has about what to expect, the more capable they will be in handling the changes. Expect some regression to earlier behaviors when big changes happen and don't berate the child for the regressions. In any change, the more empowered the child feels-as though they are a part of the process and have some say so in the matter-the easier the transition.

Whenever you tell your child what you don't want them to do, be sure that you include in that what you want them to do. Always give them some options for changing their behavior-it has a strong impact on taking them away from the negative behaviors. Make sure that you know the difference between being firm and being mean. Being firm is being very clear about what is being discussed, what is expected, and what the outcomes will be if those expectations are not met.

Lastly, let your child see how you handle mistakes and obstacles in life. This helps them see you as a person, helps them understand that all of us have good and not so good times, and that obstacles can be overcome. Don't overly protect them from and don't overly expose them to real life. That is the tightrope of parenting!!

E28. Exercise:

SKILLS FOR WORKING ON MY CHILD'S SELF-ESTEEM

(If you have more than one child, do a separate sheet for each of them)

- My child is good at _____.
- My child needs support and encouragement in the following areas:
 - 1.
 - 2.
 - 3.
 - 4.
- My child responds best to the following kinds of behaviors:
 - 1.
 - 2.
 - 3.
 - 4.
- My child is most vulnerable when...

- My child is proudest when:

➤ I cherish (make them feel special) my child by:

➤ I celebrate my child's accomplishments by:

➤ I encourage my child's independence by:

➤ I give my child "special" time by:

➤ I pay attention to my child's feelings by:

➤ I help my child learn about and deal with losses, failures, mistakes by:

➤ I help my child learn the meaning of success and achieving by:

SELF-ESTEEM HINTS AND GUIDELINES

From: *Your Child's Self-Esteem*

By Dorothy Corkille Briggs

- Strong self-respect is based on two convictions- "I am loveable" and "I am worthwhile".
- How a child feels about being loved or unloved is what affects how s/he will develop.
- Everything you do with your child impacts their self-esteem. Children value themselves as they have been valued by their parents-we are teaching them how to love themselves by the ways in which we love them.
- Body language always speaks louder than words. How we say what we say is more important than what we say.
- It is the job of the parent to create positive life experiences for their child-these are the building blocks of a positive identity.
- Defenses are put up around weaknesses, not around strengths. Parents need to build the strengths of their children and help them overcome their weaknesses.
- Rigid rules foster poor self-esteem.
- Match your expectations to the development of the child, the skills of the child, and the interests of the child.
- Children need times of focused attention on an on-going basis-when they are the center of the stage.
- A child's psychological safety depends on feeling safe, on having consistency in their life, on having an honest relationship with their parent, and on being accepted for who they are.
- Children survive on acceptance, but they don't blossom on it-they need to feel cherished.
- Allow your child to have different perspectives and feelings from you.
- Provide opportunities for your child to be and to feel independent.

- Don't take things too personally when your child "hates" you or is mad at you.
- Support and encourage your child to have and keep friends. Honor the importance of the friendships they have.
- Allow the expression of negative feelings. Don't keep your child from expressing them. When negative feelings are expressed, they can be let go of. In addition, the expression of negative feelings may give you some important information about what is going on with your child. Remember, negative feelings exist before negative acts.
- Let your child talk-and really listen to them.
- A child who has high self-esteem tends not to be jealous.
- Don't compare your child to anyone or anything. Comparisons can help create feelings of inadequacy.
- Make rules that consider the needs of all members of the family.
- Give your child reasons for your rules and your actions.
- Work at understanding and meeting the emotional needs of your child. Intellectual growth and emotional growth are closely linked. A child who has unmet emotional needs will not flourish intellectually.

EMOTIONAL HEALTH

- How a child feels about him/herself affects how s/he lives life.
- High self-esteem is based on a child's belief that s/he is loveable and worthwhile.
- A child must know that s/he matters just because s/he exists.
- A child needs to feel competent to handle themselves and their environment. A child needs to feel that s/he has something to offer others.
- High self-esteem is not conceit-it is a child's comfort about being who they are.

Q9. Part 10 Questions

1. Our self-image is the core of how our life will be. T
2. It is not important to help your child get ready for challenges. It is better to let them learn for themselves. F
3. A child's psychological safety depends on feeling safe, on having consistency in their life, on having an honest relationship with their parent, and on being accepted for who they are. T
4. It is important for our children to see how we handle challenges-even when we fail. T
5. Sometimes a parent needs to be mean to help their child. F

Part 11 COMMUNICATION HINTS

- Use words that your child can understand. In addition, expose them to new words and explain what those words mean.
- Keep your voice low-don't yell. Yelling turns off most people and it turns children off even quicker.
- Get on their level to listen to them. Get on your knees; put them on your lap. Sit on a chair together. Let them feel more equal to you instead of having to look up.
- Answer the questions they ask, not the ones you think they are going to ask. Give them the information they need and follow their lead in how much information to give them.
- Allow them lots of time to ask or explain what they want-they are not as fast as you, they don't have the same words that you do, and they have different frames of reference than you do.
- Ask them for information-feedback. Watch their expressions, bodies, actions for the non-verbal feedback. The non-verbal feedback may be more reliable than the verbal-sometimes kids tell us what they think we want to hear. Make sure that your non-verbals match your verbal statements. Remember: 93% of all communication is non-verbal.
- Children like to touch. Let them touch you when you are communicating. Many children feel more comfortable when they are leaning against you. Don't push them away.
- Details may be difficult for small children. They remember in more global terms and forms than do adults. Listen to what they are saying and put in the details later.
- Remember that their truth is not always the same as your truth.
- Work really hard at not getting bugged by all the questions they ask. This is one of the ways that children learn. When you are tired and overwhelmed of their questions, tell them you are tired and tell them when you will listen to more questions.

- Set the limits for the conversations. Children don't have all of the social amenities we adults do (and sometimes they have more) and they may not know how to end a conversation.
- Be consistent. Do and say the same thing. Live what you say. Don't protect yourself by calling them a liar. Children may often reveal "secrets" that you don't want them to-if they do, live with it, but don't make them the scapegoat. Don't ever hide behind them. Not only is this not fair, but it teaches them to lie.
- Children learn best from modeling and experience. Let them experience communicating and being understood, of understanding. The more it happens, the more comfortable the child is in attempting to express him/herself, and in learning how to express themselves.
- Listen more for the content of the message, than in the quality of the delivery. The quality will improve with time and practice-if and only if the content is appreciated.
- Be willing to apologize when you are wrong or when you have done something that has hurt your child. An apology to a child is an acknowledgement that they are important, they have feelings, and that grown-ups can make mistakes too.
- Don't tell their secrets in public. Respect their confidentiality.
- If you aren't sure about what they are saying, ask for explanations.

Please watch the following video:

V28. <http://bit.ly/2H1iWJ8>

Q10. Part 11 Questions

1. Children learn how to communicate by being communicated with and not dismissed. T
2. Children ask questions to get information, not to "bug". T
3. You child should never know when you are "wrong". F
4. Ask your child questions, don't wait for them to tell. T
5. Always respect your child, their wishes and their feelings. T

Part 12

E29. GOOD PARENT EXERCISE

What, if you were a child, would be a good parent?

A good parent:

is...

has...

does...

needs...

What three qualities do you believe are most important in being a good parent?

- 1.
- 2.
- 3.

What three qualities do you believe are most destructive to being a good parent?

- 1.
- 2.
- 3.

What advice would you give to someone who is going to be a parent for the first time?

When I became a parent, I expected,

Those expectations were met/not met in the following ways:

I never considered the following:

My biggest blind spot was:

What I really like about being a parent is:

My strengths as a parent are:

Areas that I need to work on are:

My plan for working on these areas is:

PART 13

Discipline

E30. Exercise: DISCIPLINE

What is discipline? Use the following space to define this word.

I discipline my children for the following reasons:

A well-disciplined child is a child who:

Discipline gives me _____ with my children.

When I was a child, I was disciplined by:

I learned _____ from the way I was disciplined.

I am like my parents in the way I discipline in the following ways:

What I don't do that my parents did is:

My reasons for making these changes are:

The purpose of discipline

The purpose of discipline is to teach a child how to survive in the world. To take care of themselves, to understand rules, the meanings for the rules, and to be able to set limits and boundaries in their lives.

When we think about discipline, we need to think about what effects we are striving for when we discipline. Are we just wanting to get our children to mind us, to stop bothering us, to quiet down, to do what we want, or are we hoping to teach our children how to live healthy lives by how we discipline them?

The job of a child is to play. To learn and to grow. Children are supposed to challenge us, to ask for more than they have—more freedom, more time, more energy. Our jobs as parents are to protect them, to keep them safe, and to provide them with opportunities to grow and develop. Our job is to help our children be and become the best they can be.

Children learn by watching, by imitating, and by doing. They learn much more from what we do around them than by what we say to them. If we want to raise “good” children, then we have to be “good” parents.

The most important step in being a good disciplinarian is working at knowing and understanding your child. Children come into the world with some characteristics already in place. Some children are quiet, some are loud, some like a lot of attention, others don’t want as much attention, the point being that there are definite individual needs of each child. The better you know your child, the more effectively you can provide opportunities for them to flourish, and the more effectively you can design discipline strategies that will work for them. Answer the following questions about your child.

E31. Exercise:

1. The best way for me to get my child's attention is:

2. My child gets my positive attention by:

3. My child gets my negative attention by:

4. The worst times of the day for my child and I are...

5. The kind of discipline that works best with my child is...

6. The kind of discipline that works the least best with my child is...

8. The reinforcement which works best with my child is...

9. The reinforcement which works worst with my child is...

10. My biggest mistake in disciplining my child is...

11. My strengths in disciplining my child are...

11. The behaviors that I cannot stand in my child are:

_____ When my child does these behaviors, my
reaction is: _____

COMMON DISCIPLINE PROBLEMS AND SUGGESTED STRATEGIES FOR DEALING WITH THEM

The child...	It may mean to the child...	So, do not...	You might try...
Becomes angry	<ul style="list-style-type: none"> •Is not achieving something that is important to them •Has been told “no” and “don’t” too many times •Is having to do something he/she doesn’t want to do, or feels frustrated by too many demands from adults 	<ul style="list-style-type: none"> •Become angry •Allow a tantrum to become extreme 	<ul style="list-style-type: none"> •Remembering that anger is normal and may be expected •Watch for who and what the child becomes angry at and about, •Provide a safe outlet for the child’s feelings •Help the child learn to express anger in appropriate ways
Steals	<ul style="list-style-type: none"> •Wants something •Does not understand about property rights •Is imitating someone •Has hostile or unsatisfied feelings 	<ul style="list-style-type: none"> •Scold or shame the child •Punish or reject the child •Humiliate the child 	<ul style="list-style-type: none"> •Work at understanding what is going on with the child •Watch for frequency of stealing, from who, and reaction when caught. •Show respect for child’s possessions •Talk to the child about stealing •Help the child learn about “mine” and “yours”

Lies or fibs	<ul style="list-style-type: none"> •Has a vivid imagination •Is imitating someone •Wants to please •Fears punishment •Likes to exaggerate •Is seeking attention 	<ul style="list-style-type: none"> •Show anger •Punish, reject the child •Preach about how “bad” the child is •Make the child apologize 	<ul style="list-style-type: none"> •See if you can find the reason for the lie. •Make sure you tell the truth •Pay attention to child to see if this can be imagination and, if so, find opportunities to let them use their imagination. •Help child learn difference between fact and fantasy
Refuses to eat	<ul style="list-style-type: none"> •The child may be having a normal decrease in appetite. •Is not hungry. •Does not feel well. •Dislikes flavor or texture-children’s tastes are stronger than adults. •Is imitation someone •Is worried about being “fat”. •Wants independence or attention. 	<ul style="list-style-type: none"> •Make a scene. •Reward or bribe the child to eat. •Threaten the child •Punish the child for not eating. •Force the child to eat. 	<ul style="list-style-type: none"> •Stay calm. •Make food interesting and fun. •Eat with the child. •Introduce new foods a bit at a time and with favorite foods. •Allow child to feed and serve self. •Serve small portions. •Include child in making the food. •Serve in different ways.

<p>Won't share</p>	<ul style="list-style-type: none"> •Is too young to share. •Needs experience in sharing and owning. 	<ul style="list-style-type: none"> •Snatch from the child. •Scold the child. •Make fun or ignore or withhold affection from child 	<ul style="list-style-type: none"> •Be fair in deciding squabbles. •Watch situations in which child has difficulty in sharing. •Being sure child has things that are just his or hers-like a blanket or special toy-don't expect them to share this. •Have enough "things" for all present.
<p>Can't fall asleep</p>	<ul style="list-style-type: none"> •Is learning a new routine. •Is not sleepy. •Feels afraid. •Does not feel comfortable. •Wants attention. •Is interested in other things. 	<ul style="list-style-type: none"> •Completely darken the room. •Reward or bribe the child. •Threaten the child. •Scold or punish the child. •Use bed as punishment. •Tie or restrain child. •Disrupt the bed routine. 	<ul style="list-style-type: none"> •Plan a napping chart. •Avoid over-stimulation before bedtime. •Reading, singing, or playing with the child before putting the child to bed. •Play soft background music. •Have a bedtime ritual. •Allow "quiet time" activities. •Put child in bed and do not give in. •Offer reassurance.

Is jealous	<ul style="list-style-type: none"> •Feels replaced by a new person in the family-new baby, live-in adult, or stepparent. •Has been compared to others. •Has been given unfair treatment or favoritism. •Is or feels like an “outsider” 	<ul style="list-style-type: none"> •Shame the child. •Ignore the child. 	<ul style="list-style-type: none"> •Giving warmth, love and understanding. •Discuss feelings with child. •Observe how child copes. •Observe patterns of jealousy. •Build child up using their strengths and skills.
Has fears	<ul style="list-style-type: none"> •May be dealing with something for the first time. •Needs feeling of closeness and protection from someone they trust. •Had painful previous experience. •Is feeling guilty. 	<ul style="list-style-type: none"> •Shame or threaten. •Force child to encounter the source of fear. 	<ul style="list-style-type: none"> •Reassurance and comfort. •Being there for child. •Watch for patterns of fear. •Prepare child for new situations in advance. •Give extra time and attention. •Teach caution.

Hurts other children or you	<ul style="list-style-type: none"> •Is too young to understand. •Is inexperienced or rambunctious. <p>Is angry or troubled.</p>	<ul style="list-style-type: none"> •Get angry. •Punish or hurt child back. •Force an apology. •Shame the child. •Ignore or withdraw love. 	<ul style="list-style-type: none"> •Attend to hurt child first, involving child who did the hurt in the comforting. •Observe what and how happened before making judgments. •Talk to the child about what happened. •Divert attention. •Take “weapons” away and explain how they can hurt. •Teach that hurting others is not OK.
Destroys things	<ul style="list-style-type: none"> •Is curious •Is bored. •Does not understand how things work. •Has had an accident. •Is frustrated, excited, jealous, angry. 	<ul style="list-style-type: none"> •Scold, yell, or shout. •Tell child that they are bad. •Punish child 	<ul style="list-style-type: none"> •Provide guidance in how to use things. •Remove fragile items. •Put back together with the child. •Divert attention to different activity. •Listen to child. •Find place and things for child to be rough with.

Sucks thumb or fingers	<ul style="list-style-type: none"> •Enjoys the physical sensation. •Is relaxing. •Is troubled. 	<ul style="list-style-type: none"> •Force or restrain with mitts, bad tasting lotions. •Threaten or make fun of child. •Coax or bribe. 	<ul style="list-style-type: none"> •Relax, allow child to outgrow. •Give extra attention and love. •Look for patterns of sucking. •Attempt to fill needs of child so s/he doesn't need to suck thumb. •With older child, develop a cue that will alert them so they can stop.
Demands attention	<ul style="list-style-type: none"> •Is not good at independent creative play. •Is interested in you. •Is tired, hungry, scared, ill, insecure. 	<ul style="list-style-type: none"> •Ignore or isolate child. •Shame the child. •Scold or punish 	<ul style="list-style-type: none"> •See what they need and take care of it. •Show interest in them. •Watch for patterns of demanding attention. •Praise child for efforts. •Give more time and attention.

Runs away	<ul style="list-style-type: none"> •Wants to explore. •Feels bored. •Is afraid. •Needs privacy. •Is rebelling. •Feels unloved. 	<ul style="list-style-type: none"> •Make a scene. •Cry or make a fuss over the child. •Punish out of anger. •Take away privileges. 	<ul style="list-style-type: none"> •Let child know how this scared you. •Let child know you love them. •Take safety precautions. •Reassure child. •Provide privacy if child wants it.
Uses foul language	<ul style="list-style-type: none"> •Doesn't know any better and is imitating someone else. •Is trying something new. •Wants attention. •Is letting off steam. 	<ul style="list-style-type: none"> •Show shock or embarrassment. •Get excited. •Scold or punish. •Over-emphasize 	<ul style="list-style-type: none"> •Watch for patterns. •Offer substitutes •Check your language out and that of others who are around child. •Teach child new words.
Bites	<ul style="list-style-type: none"> •Still putting everything in mouth. •Is teething. •Using biting instead of words to communicate. •Doesn't understand that biting hurts. •Is angry or frustrated. 	<ul style="list-style-type: none"> •Bite child back. •Encourage another child to bite child. •Make child bite or eat soap. •Force an apology. 	<ul style="list-style-type: none"> •Provide supervision and watch for patterns. •Comfort victim first, let biter know that biting hurts. •Give another object to bite-in case of teething baby. •Help child learn to deal with frustration. •Watch for stress level of child.

SUGGESTIONS FOR GIVING INSTRUCTIONS TO CHILDREN

Give instructions in positive forms. Tell them what to do, not what not to do.

Only give a child a choice when you really mean to let them make a decision. Be sure that the choices the child can make are appropriate to their age and maturity.

Choose words and tone of voice that make a child feel confident and strong, not guilty and shamed. Don't label them "bad" or "naughty"-instead focus on the behavior that you are dealing with.

If possible, give reasons for what you want or are saying.

Focus attention on what emotions the child might be feeling and how those emotions influence the child's behavior.

Avoid comparisons between children.

Recognize and praise signs of growth and achievement.

Keep speech slow, simple, and direct.

Give only a few directions or instructions at one time.

Keep good eye contact with child.

Q11. Part 13 Questions

1. The purpose of discipline is to teach a child how to survive in the world. To take care of themselves, to understand rules, the meanings for the rules, and to be able to set limits and boundaries in their lives. T
2. Children learn by watching, by imitating, and by doing. They learn much more from what we do around them than by what we say to them. If we want to raise "good" children, then we have to be "good" parents. T
3. Don't worry about what you do, just worry about what you say. F
4. Different issues need different approaches in discipline. T

Part 14

Cheering and learning

WAYS TO SAY "GOOD FOR YOU!!!"

Thank you so much

That's great

That's clever

I'm proud of you

Keep it up

Good job

Wow!!!

Terrific

Fantastic

Beautiful

Excellent work

Marvelous

You are so good at that

I like the way you are working

That's right-good for you

You figured it out

You are waiting so patiently

It is hard to wait-you are doing a good job

You are really listening

That's a good point

Keep up the good work

I appreciate your help

You are really growing up

I am so proud of you for_____

(Add others that work for you)

HELPING CHILDREN LEARN

Children want to learn, they want to achieve independence. They learn by experiencing the world and testing things out. Part of healthy discipline is helping children learn how to handle themselves and safe ways to learn new skills. The job of being a child is to keep adding new dimensions to what they already know. The job of being a parent is to provide both safety and opportunity for children to keep adding those new dimensions.

Children are motivated by the three “C’s”. These are:

- **Curiosity**-how things work, are put together, and what happens when...
- **Challenge**-finding answers to problems and questions.
- **Competence**-the art of mastering a new skill.

The three “C’s” can be very demanding on parents. Children are often like magnets to trouble. This is where discipline becomes an art. If you do it effectively, you can help create a competent, comfortable, and happy individual. If you do it wrong, you can help create an individual who is afraid of doing something new, is stuck in certain ways, and who may not be very happy. Use the following hints to help your child discover and develop to the best of their ability.

- ❖ Pay attention to your child’s developmental stage. Provide challenges that are appropriate to the stage. Don’t push them to accomplish something beyond their developmental stage. Give lots of praise for efforts. Watch and provide safety.
- ❖ Follow the cues your child gives you. Don’t force your will on them. Let them work at figuring things out by themselves-don’t always teach them the “right” way to do things. Keep a watch for safety.
- ❖ Don’t pressure and don’t compare. Every child develops differently and at their own pace. There will be spurts of accelerated growth and times of limited growth. Don’t worry and don’t push.
- ❖ Encourage your child’s interests. Provide new challenges, show approval and pleasure. Understand that what you like may not turn out to be what your child likes.

- ❖ Make everyday activities into games. Let the child take over and participate in household activities. Make them into games. Give them love and praise for what they achieve.
- ❖ Listen to them-actively. Work at understanding what they are saying and respond to them. They want to be listened to and they want to be heard.

RULES FOR BEING AN EFFECTIVE PARENT

(FROM MENTAL HEALTH ASSOCIATION OF DALLAS COUNTY)

- Provide adequate supervision. Appropriate for age and situation.
- Encourage the “Buddy” system. Teach children to follow rules and to encourage others to also follow the rules.
- Teach your children to recognize and stay away from behavior that doesn’t make sense. For example, someone forcing them to do something or asking inappropriate questions.
- Make sure your children understand the language you are using. Ask them to tell you what the rules are and what they mean.
- Provide a good example for them to follow.
- Play “what if” games as a way of reinforcing the rules and of helping them figure out situations that could happen to them.
- Don’t teach them to keep secrets.
- Start early and talk as openly as possible about sex. Answer the questions that they ask. Define the parts of the body in clear terms. Teach your child that their body belongs to them.
- Allow your children to say “no”.
- Allow your child to express their feelings. Let them cry if they need to.
- Be aware of your own stress level and do something to take care of yourself if the stress is too high.

Q12. Part 14 Questions

1. The three "C's" can be very demanding on parents. T
2. Including children in activities is not important for helping them learn. F
3. It is important to know and understand your child when planning activities for them to learn. T
4. As a way of helping children learn, make everyday activities into games. Let the child take over and participate in household activities. Make them into games. Give them love and praise for what they achieve. T
5. Allowing a child to disagree is not a positive way of helping them learn. F

Part 15-Siblings

SIBLINGS

One of the nicest things a parent can do for a child is to provide them with a sibling. This is not always what children think. Siblings are often at odds with each other-for time, attention, and things. Helping siblings adjust to each other is very important.

Parents need to be aware of the needs of all of their children and to be able to respond to each child in ways that acknowledge their individuality and uniqueness. Parents must also be an important part of the development of the sibling relationship. Helping the siblings become friends, be loyal to one another, and valuing the relationships that exist between them is one of the nicest and longest lasting gifts a parent can give to a child. After all, the sibling relationship is most likely the longest relationship a person will have in their life.

The sibling relationship, the relationship that exists between brothers and sisters, is a very important part of our lives. Generally, this is a lifelong process and may cover periods of up to 80 years, we develop a "sibling underworld" that is secret and separate from our parents. Siblings spend twice as much time together as they do with their parents and they often share feelings and secrets that often cannot be shared or understood by any others.

The relationships between siblings are most intense from 0-20 years; there is usually a "down time" in the sibling relationship between the ages of 20-45 as we form our own lives and families and then a return to the intensity at ages 45-80+ years.

Many things influence the sibling relationship, such as the number of siblings, the sex and age differences among siblings, and birth order. The number of siblings may bring up loyalty issues, socialization skills, amount of time each child has individually with the parents, and each child having to deal with the "family reputation" that has been developed by the siblings before him or her.

Sex differences may influence how the siblings learn to deal with the same or opposite sex. Birth order may influence personality development, mate selection, and future happiness in relationships.

The amount of years between siblings (age difference) apart can influence an individual's ability to share, to co-exist, and to be cooperative.

SIBLING FUNCTIONS

Socialization

Siblings teach each other to listen and to talk, how to win and to lose, and how to give and take.

Direct Services

Siblings teach other skills, such as bike-riding, sports, etc, they introduce one another to peers and help each other with relationships. In addition, they act as a buffer with "outsiders" and help discipline each other.

Dealing with Parents

Siblings may often act as a protector against a parent's "abuse of power"; they may join forces against their parents in a united way. In addition, they may be the bearer of secrets, tattle on, or translate for each other to their parents. Siblings "pioneer" for each other in that the older one blazes the way for the younger in things like curfew, activities etc, the younger one may be used to ask for things or privileges. Lastly, siblings can be a source of validation for parents in that they can reinforce what the parent says or wants.

The sibling relationship is a very rich and potentially very rewarding and positive relationship in life. It is very important that parents both understand and not be threatened by this relationship. As much as possible, we parents should encourage and support this relationship, even if it sometimes feels like we get "ganged up" on unfairly. We should not try to destroy or interrupt this process by any means and we should look for ways to strengthen the sibling relationship bonds.

Siblings teach each other how to listen, to talk, how to win and lose, and how to give and take. Use the following guides to help you help your children develop and maintain good relationships with one another.

- Recognize the differences between your children. Allow for these differences.
- Give each child individual time.
- Understand that the siblings have different perceptions of what is going on in the family. This is because of birth order, how perceptive they are, intellectual and emotional stages of development, and how much the “want to know”. Some children are more curious than others; some are more withdrawn into themselves. These factors have an impact on how much they will take in, and how they will respond to what is going on in the family. In addition, older siblings may protect younger siblings and, as a result, they may have totally different perceptions of what goes on in the family.
- Realize that rules and expectations may change with the number of children you have. The first child is the “trail- maker”. There may be more expectations of the first child, and there may be more attention paid to the milestones that the first child accomplishes. In addition, there may be less worry and constant attention to every action the child is doing.
- Remember that the children will constantly be making comparisons about how they are being treated. No matter how hard you try, you will never be “FAIR” in their eyes. Don’t worry a lot about it, it is just part of the territory. Just monitor yourself for fairness instead of letting the children decide how “fair” you are being.
- Make sure that what is being asked of and allowed to each child is age and developmental appropriate. Don’t push the younger ones too hard to “keep up” with the older ones, and don’t hold the older ones back to match the pace of the younger ones.
- Be aware that the children may have different views of their relationships with one another. An older child may “tolerate” the younger one, while the younger one may “adore” the older one. Or vice versa.
- Expect fights between the siblings. It will always happen-no matter how hard you work to prevent it.
- Don’t make the elder ones constantly have to “take care of” or be responsible for the younger ones.

- Always prepare older siblings for the arrival of a new child. Let them know far in advance, give them extra time and attention-before and after the arrival- and allow them to vent all their emotions about the big change in their life.

Please watch this video:

V29. <http://bit.ly/2vefUzH>

E32. Exercise:

MY CHILDREN

USE THIS SHEET IF YOU HAVE MORE THAN ONE CHILD

1. My children are alike in the following ways:

2. Ways I can help them deal with these conflicts:

3. I want my children to have the following relationship, and I can help them by:

Q13. Part 15 Questions

1. The relationships between siblings are most intense from 0-20 years; there is usually a “down time” in the sibling relationship between the ages of 20-45 as we form our own lives and families and then a return to the intensity at ages 45-80+ years.
2. Siblings should be treated exactly alike in all ways. F
3. It is important to recognize and celebrate the differences between siblings. T
4. Healthy siblings do not fight. F

Part 16

Discipline and other strategies

E33. Exercise: DISCIPLINE DIARY

(PLEASE KEEP THIS DIARY ON A DAILY BASIS FOR ONE WEEK)

The purpose of this diary is to help you identify the kinds of discipline that you do, the kinds of things that you discipline for, areas where you become frustrated with your children, how much discipline your child needs, possible difficult times of the day, and discipline strategies that work/don't work.

1. Things my child did today that required discipline.

2. For each action, please list the discipline that you administered, and the result of the discipline.

3. My child frustrated me today by the following behaviors, and my responses were:

4. The discipline strategies that work best with my child are:

5. Discipline strategies that don't work well with my child:

6. My child's worst time of the day:

_____ because _____

_____ My worst time of the

day _____ because _____.

7. I did the best job of disciplining my child today by:

_____ It was good because:

_____.

8. I did the worst job of disciplining my child today by

_____ because:

9. Tomorrow, I need to work on and pay attention to the following areas in my discipline style:

10. Discipline is important because:

HEALTHY DISCIPLINE STRATEGIES

Use these rules when setting up discipline strategies for your children.

- Start gently; work at the level of your child. Don't expect perfection—it takes time to learn how to behave. Remember that small children see the world as if it revolves totally around them.
- Be realistic and fair in your expectations of your child—keep their age, developmental stage, temperament, and needs in mind.
- Don't set up rules that will frustrate both you and the child. For example, don't expect a curious toddler to stay out of the trash just because you tell them to, simply put the trash container out of their reach and out of their sight.
- Set up rules that encourage and help your child cooperate. If you don't want them to play with the TV control, get them a toy with buttons to push as an alternative.
- Work at saying "NO" as little as possible. Children need to explore in order to grow. Work at finding ways to help them meet these needs.
- Don't take things personally. When a two-year-old says "NO", it is because they are struggling with becoming their own person, not because they don't like you.
- Keep the rules simple, and let the children know what they are ahead of time. Let them know what the rules are for and what the consequences are for breaking the rules.
- Don't make everything a "big deal".
- Communicate clearly and matter of factly.
- Make your child a part of setting the rules—when possible and appropriate.
- Tie the consequences to the offense. Consequences need to be immediate, logical, and reasonable.
- Reinforce good behavior, follow through on what you say you are going to do, and be consistent.

- Use praise as a way of reinforcing the good behavior. Children want to please their parents. When they know that what they are doing is pleasing, they are more likely to repeat that behavior.
- Promote a positive and loving relationship with your child.
- Provide structure and reassurance through daily activities.
- Have a goal of increasing your child's self-esteem with the discipline you impose.
- Provide opportunities for your child to make choices and to learn from those choices.
- Model good behavior. Children pay attention to and copy what you do much more than what you say.
- Don't engage in power struggles with your child.
- Use positive reinforcement to encourage the behaviors you want from your child. Reward "good" behavior rather than punish "bad" behavior.
- Don't shame or humiliate your child. At any time, and especially not in public or in front of others.

Consistency means handling a situation in the same manner each time it occurs. In order to be consistent, you must decide what behaviors you want from your child, how you will give them that message, and how you will reward them for the desired behavior. Consistency allows a child to know what to expect, how to act, and what will happen if those conditions are not met.

Listening to your child is a very important component of good discipline. Paying attention to them, looking at them when they speak, and acknowledging them are positive ways of honoring and respecting your child. Many children misbehave as a way of getting a parent's attention—it is often the only way that they can get attention. If you spend some time really LISTENING to your child, you will learn about their needs, moods, fears, and hopes. Once you know these things, you can go about taking care of fulfilling those things—which helps create a happier and healthier child. Tell your child "thank you" for sharing their thoughts with you.

When you discipline,

1. Get the child's attention.
2. Let them know what the discipline is for.
3. Put the child in a calm place—allow them to quiet down.
4. Help them understand the negative consequences of the unwanted behaviors.
5. Let them know what behaviors you want instead of the unwanted behaviors. Don't just tell them what they did wrong or can't do—let them know what the right way is to do something and what they can do.
6. Help shape a child's behavior by;
 - Helping the child develop the skills necessary for the desired behavior.
 - Encouraging the child toward the desired behavior—starting in small steps.
 - Gradually increasing the level of expectation for the child—using praise as a means of reinforcement.

Time-outs

The purpose of a time-out is to interrupt unwanted behavior by removing him/her from the "scene of the action". This removal is to stop the behavior and take the child away from anything that helps the child continue the unwanted behavior.

The time-out needs to be used before the behavior becomes out of control or dangerous. Breaking of established rules should be a reason for a time-out. Children need to know about time-outs before they happen, what it is, what to expect, and what they are supposed to do while in the time-out. Let the child know that they are to stay in the time out until they are told they can come out. A child may have to be "walked through" a time-out for the first few times, until they understand what it is all about and what to expect.

A good measure of how much time to use for a time-out is one minute for each year of the child's life. This is for your information, not the child's. These minutes need to be spent in quietness, without nagging or begging to get out.

The time-out place should be removed from family interaction, because the child needs to not be able to try to get attention from others while in the time-out. On the other hand, place the child near enough so that he/she knows that they are missing out on whatever is going on with the family. Time-out places should not be places of fun; they need to be places where the child just must be quiet.

While the child is in time-out, ignore fussing, whining, and do not talk to or argue with the child. A "successful" time-out is when the child has been quiet for the set time. Keep in mind that several small time-outs may have more impact on a child than one long one. The several time-outs help the child make a link between the undesired behavior and the negative consequences.

Like all healthy discipline, time-outs only work when they are used consistently, early in the chain of undesirable behavior, and positive reinforcement is given for changes the child makes.

MAKING BEDTIME EASIER

Bedtime can be a horrible time in a family. Children often fight going to bed, and frustrations get built up quickly. Following are some hints for making bedtime less of a hassle.

- Have an established bedtime for each child.
- Develop a "bedtime" ritual. This may mean a story, a snack, a bath, quiet time with a parent, or something else. In other word, give the child something to look forward to as they approach bedtime.
- Slow things down as bedtime approaches. Don't fight, wrestle, or agitate the children. It takes children longer to calm down and being worked up can interfere with their sleeping capabilities.
- Don't allow yourself or the child to be distracted by unfinished business before bedtime. Check early in the evening to see if homework or any other thing needs to be done and get it taken care of. If the child comes up with last minute emergencies, deal with them on an individual basis. If this becomes a pattern, let the child suffer the consequences.
- Make sure the child is warm, safe, and comfortable. Say good night and let them go to sleep.

Dealing with Fears of the Unknown

Many children are often afraid of upcoming events, such as going somewhere new, staying overnight somewhere other than home, meeting a new person, having a new member of the family, or doing something that has not been done before. One way of helping them deal with things is to "practice" whatever they are concerned about. Talk to them about what they expect, how to handle anything they are worried about and let them try out ways of acting with you. Work out solutions to several different outcomes-the more information the child has, the more secure they are going to feel. For example, some children need to be taken to school before they start it. They can see the room, the kinds of chairs they will be sitting on, and where the teacher will be. This kind of "warm-up" can be very helpful for new and potentially scary situations.

Steps:

1. Identify the difficult or "special" situation.
2. Play out the situation. For a younger child, play out the situation close to the time it is really going to happen, for older children, give them several "run through's" to help them become comfortable.
3. Talk with the child to discover their anxieties, then discuss ways to handle those anxieties.
4. Help the child figure out their role in the situation, the safe places, and the places to go if they become overwhelmed.
5. Do role-plays with the child being him or herself and with you being the child.

After the situation has happened, sit down with the child to find out how it went. Always give praise for what they did, if things were not as good as they could have been you may need to do some more practicing-keeping in mind to praise the steps that were taken.

ANGER

Everyone gets angry at some point in his or her life. Children will become angry many times during their childhood. As parents, it is important to help them learn to deal with anger effectively. If children do not learn how to handle their anger, they will have many problems as adults.

Anger is an emotion, often caused by frustration. Anger can lead to aggressive behaviors, but anger is not aggression. Aggression is behavior that is aimed at hurting someone or something. Anger can be contagious, and an angry child can often lead to the adult in charge also becoming angry. This does not usually get good results. One of the important parts of dealing with an angry child is to monitor our own anger and not let it take charge of us. When a child is angry:

- Make a strong attempt to discover the source of the anger. Ask questions, look around, and check what is going on. Remember, what is being said is the source of the anger is not always the real source of the anger. Spend time to gather information to make sure you know the reason for the anger.
- Make sure to not immediately blame anyone for the situation. Get your facts first.
- Allow the child to express their feelings, without becoming out of control. Be accepting of the anger, even if it is directed at you. This is really where children learn that angry feelings are ok, the expression of those feelings has to be within acceptable limits.
- Offer to help-but only offer what you can do. Unkept promises will only increase the anger and frustration.
- Help look for solutions, making sure to include the child in this search. Be willing to be an advocate for the child if necessary-this means speaking for the child, speaking up for the child, taking over in situations where the child may be intimidated or not know how to protect or take care of him or herself.

- Make sure that the child knows what the boundaries are in terms of anger and how it is displayed.
- Praise the child for handling his/her anger effectively.
- If the child is willing, role play the situation happening again-play the part of the child and let them give you advice on how to handle things.

GRIEF

Unexpressed grief, grief that is not allowed to be dealt with and processed, becomes a lifelong burden. Children who have experienced trauma need to be allowed to and helped express their feelings. Sharing pain with others is part of the healing process.

Losses such as death, divorce, moving, etc, can have an impact on a child. Witnessing family problems, violence, and abuse can be distressing for children. Living in an atmosphere where something bad can happen at any time can create long-standing emotional disturbances in a child.

When children grieve they may show some or all of the following symptoms:

- anxiety
- depression
- regression to earlier forms of behavior
- sleep disturbances
- underachievement
- problems in schools and with peers
- aggression

In order to help children with grieving, the following suggestions are offered:

- Allow and encourage the expression of feelings.
- Share your own sadness-keeping in mind to not allow or encourage the child to feel that he/she must take care of you.
- Talk about happy memories.
- Lower your expectations for the time-being.
- Give extra time and attention.
- Recognize and allow for difficult times-such as bedtime, holidays, birthdays, and others.
- Make mementos of the lost object. Children cling to their memories and are afraid of losing the memory of sights, sounds, smells, and feels.
- Let them keep something of the lost person-such as shirt, hat, etc. This helps keep them in touch. Allow the anger to be expressed. Acknowledge it and help them deal with it.
- Understand that the process will take time, children will and need to do this on their own timetable, and that the grief may re-appear at strange time.

NIGHTMARES

When your child has a nightmare, offer them immediate comfort. Don't let them wallow in their fear. Give them the comfort of holding and talking to them in soft tones. Acknowledge the fear of returning to sleep. Stay with them while they go back to sleep, leave a light on, or let them be with you until the fear subsides. For all of us, dreams can be very powerful and scary. For children, they can be even more so. Never, ever, make fun of a child's nightmare.

Dealing with them immediately helps give the child power over the dream and helps them know that you are there to protect them.

It is often helpful to talk about the content of the nightmare in the safety of the day. Going through the nightmare and helping the child develop power over the nightmare can be a way of getting rid of the power of the nightmare. Don't force this on the child unless they agree they want to do it.

ACTING OUT- "BEING BAD"

Children-especially young children-tend to show their feelings in behaviors, instead of in words. They often don't have the words or the development to be able to articulate what is bothering them. So they "act out". This often happens at the worst times for parents-it can be embarrassing, and difficult, and anger provoking. In addition, if children have been exposed to violence, their acting out may take the form of hitting other children, destroying things, or hitting the parent.

In these situations, it is very important to not let your own anger at the behavior take over. Monitor your feelings very closely. If you need to walk away for a moment to calm down, do so. It will do neither you nor the child any good to become angry and do something you will be sorry about later on.

In these situations, immediate action is necessary. Stop the unwanted behavior and give the child a chance to calm down-in a time-out or in a quiet place. When the child is calmed down, sit down with them and talk to them. Don't preach, lecture, or scold. Simply talk to them, let them know that you are aware that something must be bothering them, and you would like to help them deal with it. Make it clear that the undesired behavior will not be tolerated, and also make it clear that you are there to help them deal with whatever unpleasant emotions they may be having. Remember that it may take some time for them to open up-be willing to listen whenever they are ready. Let them become aware that you value them enough to listen, and

that you will help them find other ways to express their uncomfortable feelings. This process may take time, be patient.

DEALING WITH ABSENT PARENTS OR FAMILY MEMBERS

When a parent or other family member is absent-either through death, divorce, or another reason, children may have a difficult time. Remember that their time frame is different than ours and that time is much longer for them than it is for us.

Help and allow the child to have some tangible reminder of the missing person. This may be a picture, an article of clothing, or some special memento. Don't take this away-even if it bothers you. Allow the child to talk about the missing person, to ask questions, and help them develop an explanation for the absence. If the absence is going to be long, help them develop a way to mark the time as it gets closer to when there will be a return. If this is a separation or divorce, help the child and the leaving person develop a schedule of visits and phone calls. This way the child has something to look forward to and is developing a new routine, which will replace the one that has been lost.

If there has been a divorce or separation, make sure to help the child understand that it is not their fault. Young children often feel responsible for family upheavals and need to be helped with understanding that it has nothing to do with them or the love that is felt for them by both parents. As parents, work at not demeaning one another in front of the child, but rather do whatever is possible to strengthen the bond the child has with both parents. Make sure that the child does not feel that they cannot talk about the absent parent, and that they are aware that they have access to the absent parent whenever they feel the need.

Be prepared that there could be anger on the part of the child when there has been this dramatic a disruption in their life. They may regress to earlier forms of behavior, push the boundaries that have been set, and test the caretaking parent. They may express blame at the caretaking parent for the traumatic change in their life. While this can be a difficult time, it will not last forever. As the caretaking parent, work at being emotionally available, listen to the

anger and concerns of the child, and help them develop new routines. If possible, the absent parent can help by being consistent with visits, phone calls, or mail. Making a video for the child of the absent parent can be helpful-they can "see" the absent parent whenever they want.

SAFETY AND HEALTH ISSUES POSITIVE SUPPORT SYSTEMS, AND SCHOOL INVOLVEMENT

Good effective parenting means knowing the right and healthy thing to do for a child. Some parents may have come from a home where they were abused and neglected. We learn our "Parenting Book" from how we were parenting. How would you rewrite your "Parenting Book"? In addition, when a parent is overwhelmed for some reason, they often neglect the safety needs of their child, or put unnatural responsibilities on a child. Think about the following questions as you develop your own "Parenting Book"

E34. Exercise:

1. When is a child old enough to be left alone? Think about emotional age as well as age in years?

2. How often does your child get a check-up?

3. If a child hurts themselves, what would alert you to take them to a Doctor?

4. What discipline do you prefer to use? What do you think works best with your children?

5. What kind of involvement do you have in your child's life?

6. What measures do you have in place to ensure your child's safety when they are not with you?

6. Who do you let your children spend time with on a weekly basis? How do you choose who they can spend time with? How do you enforce the rules?

7. When was the last time you talked to your child's teacher? Do you make this a regular routine or is it only when there is a problem?

8. In the past year, how many celebrations have you had with your child?

Q14. Part 16 Questions

1. Different issues may require different discipline approaches. T
2. The purpose of a time-out is to interrupt unwanted behavior by removing him/her from the "scene of the action". This removal is to stop the behavior and take the child away from anything that helps the child continue the unwanted behavior. T
3. It is important to talk to a child to help understand what they are going through when deciding how to discipline. T
4. Good effective parenting does not mean knowing the right and healthy thing to do for a child. F

Part 17

LOOKING AT OUR FAMILIES

In order to be a good and effective parent, it is important to understand what you want to achieve as a parent. How do you want your child to be as an adult? What kind of person do you want them to be? What dreams do you have for your children?

Many of us learned to be parents by being parented. Think about how many of the things you do as a parent are the same or very similar to the way your parent treated you. Is this what you want? Are there things you would like to change? Do you want your children to remember you differently than you remember your parents? If so, now is the time to make the changes.

E35. Exercise:

Please take some time and define what family means to you.

Let's look at your current family.

Number in the family-include everyone who lives with you. If your children are not currently living with you, please list who they are living with, what kind of relationship you have with the children and who they are living with, how long they have been gone, and when you expect them to come home.

How close in age are the children? How old were you when you had your first child?

Are there two parents in the home? If not, where is the absent parent and how much involvement does s/he have with the children?

Do you and the other parent(s) of your children have the same child-rearing beliefs? If not, what are the clashes and how do you handle them?

What do you remember as the best part of how your parents brought you up? How are you making sure that you pass that along to your child?

What do you remember as the worst part of how your parents brought you up? What are you doing to make sure that you don't do the same thing to your children?

E36. Exercise:

Now, let's look at how well you know your children.

Please answer the questions that apply to your children.

- Who is your child's best friend?
- What color would your child like his/her room to be?
- Who is your child's greatest hero?
- What embarrasses your child most?
- What is your child's biggest fear?
- In gym, would your child rather play basketball, do exercises, run relays?
- What is your child's favorite kind of music?
- What person outside the family has the most influence on your child?
- Who does your child look up to most?
- What is your child's favorite toy?
- What does your child like most/least about school?
- What is your child the most proud of?
- What is your child's biggest fear?
- What does your child dislike about the family?
- What is your child's favorite TV show?
- What sport, if any, does your child enjoy the most?
- Who does your child want to be like?
- If you could buy your child anything they wanted, what would it be?
- What makes your child angry?
- Does your child feel that other children like them?

- Is your child uneasy in new situations?
- What does your child want to be when they grow up?
- What is your child's biggest disappointment this year?
- Does your child feel too big or too small for his/her age?
- What chore does your child dislike the most?
- What gift from you does your child cherish the most?
- Where would your child choose to go for a family outing?
- What is your child's favorite family time?
- What foods does your child like/dislike the most?
- Which would your child prefer for a pet-cat, bird, dog or fish?
- What is your child's most prized possession?

The more you know about your child, the better you can parent them. Knowing what frightens your child, how they need and want comfort can help you help them get over their fears. Knowing what things make an impact on them can help you design good discipline strategies. Knowing their pains can help you help them get over them.

E37. Exercise:

Answer the following questions to the best of your ability.

1. I know my child wants attention when _____

2. My child want attention most
when _____

3. When I'm tired and my child wants attention, I _____

4. The most difficult time of the day for us is: _____

_____The reason for this
is _____

5. I wish I could _____ my child better.

6. The things my child does that bother me the most are: _____

7. The things that I love most about my child are:

8. The qualities (positive and negative) that my child has like me are:

9. The qualities (positive and negative) that my child has like their other parent are:

10. My strongest parenting skills are: _____

11. My weakest parenting skills are: _____

12. The most difficult part of parenting for me is: _____

13. The easiest part of parenting for me is: _____

14. What I need to do to become a better parent.

E38. Exercise:

In all relationships, there are certain qualities that will enhance the growth and development of all members. This is especially true of parenting. Those qualities are:

- Communication _____
- Affection-emotional and physical _____
- Compassion/forgiveness _____
- Honesty _____
- Acceptance _____
- Dependability _____
- Sense of humor _____
- Patience _____
- Freedom _____

Which ones of these are present in your family? How do they help keep the family strong and healthy? Which are the ones you need to work on adding? Why?

These qualities can only be passed on to the children we parent by example. We, as parents, must do all of these things to and for our children to ensure that they will grow up and also have these qualities. We have to model these qualities and treat our children with these qualities in order to ensure that our children become individuals with these qualities.

Substance Abuse Prevention with Children

Children as young as six start drinking alcohol on their own. Drug dealers want children as young as nine to use. Parents who feel it is all right to try drugs and only drink alcohol at home so they can monitor their children or teens are kidding themselves that their way is safer. Children will try anything their parents give permission to do and with drugs this can be a one-way trip.

Children need to know parent's feelings and values on these issues. However, in our culture we have fallen by the wayside when it comes to drug use. Teaching children your values, morals, and ethics, by saying it is OK to break some rules, but you can choose and pick which ones not to follow isn't helping the child understand a value system.

Some parents feel this value system conflicts with being honest with their children. This is an excuse for our own guilt at having past drug use. If they know you used drugs and came out OK, then they may think 'why shouldn't they try drugs for themselves?' Parents who give too much information can hurt the child. Such as, have you told your children all about your past sex life? Parents seem to understand it is inappropriate to disclose their past sex life with their children, however some parents seem to want to tell their children all about their drug and alcohol escapades. There is nothing glorious about drugs or alcohol. Teens who smoke pot or drink make poor judgments when not having protected sex or trying other drugs and when driving a car.

- The first part of prevention is a home where children feel listened to and valued.
- The second part is parents saying no to drugs and alcohol.
- The third part is letting the children know it is not ok to drink or use.
- Take advantage anytime you have an opportunity to express your views on drugs. Such as watching TV and the film is glorifying drug use. Show your disapproval.

- The fourth part is being pro active in your children's lives:

Know who your children hang out with....

Keep all your alcohol locked up like a gun cabinet.

Know where your child hangs out.

Listen to your child talk about school-most elementary schools have drug dealers.

Ask your child what he/she thinks about alcohol/drugs.

Some Signs of Alcohol/Drug Abuse

- Spends more time away from family....
- Develop new friendships.....but you never get to meet them.
- Attitude with anger and negative thoughts
- Isolates....
- Sleeps most of day....
- Lacks goals.....
- Making more excuses the behavior such as coming home late....
- Use to tell parents about her/his week doesn't share information freely...
- Change in temperament...use to be easily pleased now nothing is pleasurable.
- Challenges parents daily on most issues...
- Loss of respect for self and others
- May have lower grades or lack of interest in school activities...

- Skips school using illness as an excuse
- Burst of energy and sudden drop in 48-hour period....

If you feel your son or daughter is abusing drugs or alcohol, then take him/her to a drug and alcohol facility or hospital that works with drug and alcohol abuse and have an assessment done. Giving your child the home drug test may create more problems in your relationship with your child. The facilities can give the drug test for you.

Please watch these videos:

V30. <http://bit.ly/2IV0Kzx>

V31. <http://bit.ly/2veID7u>

V32. <http://bit.ly/2GXVv7E>

Q15. Part 18 Questions

1. Teaching children your values, morals, and ethics, by saying it is OK to break some rules, but you can choose and pick which ones not to follow isn't helping the child understand a value system. T
2. It is not important if parents don't share their feelings about issues. F
3. The first part of prevention is a home where children feel listened to and valued. T
4. Parents need to become aware of the signs of substance abuse and be willing to ask their kids questions. T

Part 19:

WHAT I'VE LEARNED, WHAT I NEED TO DO

Being a parent is an exciting and challenging responsibility. We never know what it is going to be like until we have become one. It is truly a twenty-four hour, seven days a week job. Being a parent is also one of the most rewarding experiences that can happen to anyone. To feel the love and the trust of a child is one of the most incredible experiences one can ever have. Earn that feeling, cherish that feeling, and bask in the feeling.

Part of being a good parent knows how to take care of you. You cannot bring up a healthy child if you are not a healthy individual. Take care of yourself; remember that you are _____ (your name) in addition to being _____'s (your child's name) parent. Allow yourself to have fun away from your children, to be a kid yourself sometimes. And know when the stress level is too high and it is time to step away from your children for a moment.

If you have a support system, use it. You don't have to be the Lone Ranger in order to be a good parent. Let others love your children, encourage healthy relationships with friends and family, use and rely on the wisdom of those who you respect as parents. Remember to take care of your other relationships. If you do this job of parenting well, your child will leave you, and it is important that you have other things in your life to help you deal with that eventual loss.

As the closing of this program, please use the following form to write a letter to your child. This letter is to tell them what you hope and want for them in their life. Tell them what is special about them, what they need to work on in order to be strong, what areas you see that could be their weak areas, and how to be strong loving individuals.

If your child is old enough, give them a copy of the letter. If not, wait until they are old enough. Keep a copy for yourself. Now-when things get tough, when this child is challenging you to your max and you think you want to give up-take the letter out and read it to yourself. Read it on every anniversary of the child's birth to see how on track you are. Read it and take heart, because this letter is why you are being a parent.

Good luck!!!

E40. Exercise: Please answer the following questions

1. My weak spots as a parent are:

2. I have learned to deal with these weak spots in the following ways:

3. My support system for being a good parent is:

4. My triggers for poor parenting are:

5. My plan for on-going help and support in being a good parent is:

6. The most important thing I learned from this program is....

7. I have changed in the following ways...

8. I still want to work on...

9. I plan on using the following supports to keep me focused and on the right path...

SUGGESTED READINGS

The Magic Years by Selma H. Fraiberg

Your Child's Self-Esteem by Dorothy Corkille Briggs

Please Don't Sit on the Kids by Clare Cherry