



"Represents parental protection, mercy and nurturing"

Presented at: **The Good News Church**
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1. **Communication, Active Listening, Acknowledging Feelings**
Comunicación, Escuchando con oído activo, Reconociendo sentimientos
2. **Family Meetings, Effective Praise and Rewards /Conflict resolution**
Reuniones familiares, Elogio y recompensas
3. **Parental Function, Defining My Parenting Style**
Función de padres, Definiendo mi estilo de crianza
4. **Five-Step Problem Solving / Children's Court /Parent's Rights**
Cinco pasos para resolución de problemas, Corte de menores
5. **Single Parent and Multiple Parent Families**
Padres solteros y de ambos padres
6. **Domestic Violence, Self Control, Anger Management**
Violencia domestica, Autocontrol, Control de Ira En Español
7. **Teens and Gangs**
Adolescentes y Pandillas
8. **Teaching Principles, Values / Family Rules / History of my Family**
Ensenando principios, Valores, reglas familiares y la historia de mi familia
9. **Education Guidance / Show & Tell**
Orientación educacional, Enseñar y demostrar
10. **Natural & Logical Consequences / Structure**
En Español
11. **Mild Social Disapproval, Ignoring / Point System, Contracts and Bargaining**
En Español
12. **Structure, Establishing Limites & Boundaries**
En Español
13. **Humnan Sexuality and Teens**
Sexualidad Humana, El desarrollo sexual en los adolescentes
14. **Family Health Nutrition and Child Safety**
Salud familiar, Nutrición, Seguridad de niños
15. **Teens, Gangs, Drugs and Alcohol**
Adolescentes, Drogas, Alcohol y Tabaco
16. **Family Group Support, Skills Evaluation, Potluck**
Grupo de apoyo familiar, Habilidades de evaluación, Platillo para compartir

Daily Homework:

Active Listening and acknowledging feelings
Five Step Problem Solving
Hug and Kiss your child

Homework Review

Principles, Values & Family Rules/My Family History

New Material

Lesson # 9 Education Guidance/ Show & Tell

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Education and Guidance

The arguments for and against physical discipline will continue for a long time to come. There are some aspects of both that cannot be disputed. Physical discipline works. However, it works for a short time and becomes less effective as it is used more often and requires more pain to remain effective. Violence also teaches violence to resolve problems. On the other hand non-physical means of discipline calls for the use of words and communication to resolve problems. Non-violent methods teach children how to behave appropriately and to do so with confidence.

Discipline: the practice or methods of ensuring that people obey rules by **teaching** them to do so.

Punish: to treat somebody or something harshly, causing damage or pain. To treat unfairly, to inflict injury upon.

The greatest tool a parent has to assure a child's obedience is the love and respect the child has for his parent. Many people comment that all their parent had to do was to look at them. Did they obey out of fear or respect? There is a fine line between the two but they each have their own psychological effects which are more clearly defined.

If hitting or hurting doesn't work and it's the only parenting technique one knows, what are the options? a) to hit harder b) to hit more often

Parent as Role Model

You are your message to your child. The way you live and everything you do, say, think and feel, teaches your child about life and how to live it. We invite you to reflect on your own childhood, to keep what was good and helpful in your life and to address problem areas, make a change and if necessary stop some generational cycles. We all become better parents not by just learning parenting techniques but by constantly seeking new ways to improve ourselves. Growth does not exist without change. Even a plant's evidence of growth is a subtle daily change. A daily change that may not be evident until after some time has past; but rest assure a change is taking place.

Consider these factors in your household:

- Physical surroundings and circumstances.
- Physical treatment, i.e. physical affection, hugs, spankings.
- Nonverbal cues i.e. Body language, facial expression, eye contact / avoiding eye contact.
- Verbal messages i.e. tone of voice, what you say, how you say it.
- Mutual respect by all household members.

- Repeating family of origin ways of doing things.
- How anger is expressed.
- How love is expressed.
- Educational standards.
- Family rituals.
- Your values and beliefs i.e. religious, spiritual, atheist
- Social interaction with the community.
- Consistency

Ask yourself:

- What could I do to become a better parent?
- Am I quick to anger?
- Do I listen to other points of view or am I opinionated?
- Do I scream?
- Am I organized?
- Do I demonstrate impulse control?
- Do I have chaotic relationships?
- Do I know how to get cooperation without threats or end up doing it myself?
- Am I honest, can I admit being wrong?
- Are some of my personal habits harmful to me or my children?
- Do I live a healthy lifestyle?

How We Learn

1. **Hearing:** direction, demands, lectures, orders.
2. **Seeing:** watching, reading, observing.
3. **Doing:** working, action, practice, playing.
4. **Modeling:** a combination of 1, 2, 3 is most effective.

If the child gets the same message, consistently, by what he sees, hears and experiences, he will not be confused about the message. What a parent does (action) will have more influence on a child than what a parent says.

Are the following some of the characteristics you want your child to have? Do you model this behavior? No one can be all of these things all of the time so we have to be patient with ourselves and with our children. Remember that children go through developmental stages and will gain these characteristics over time.

Honest, considerate, neat, happy, empathetic, achievers, kind, self-confident, intelligent, reliable, creative, independent, optimistic, inquisitive, capable, sociable, adaptable, moral,

efficient, problem solver, law abiding, hard worker, fun loving, spiritual, honorable, seeks social change.

Things to Remember and ask ourselves

Remember, we also learned from what our parents said and did. There were some good things and there were some not so good things. I am sure they did their best, just as we are. Remember what they modeled to us as children. That's typically what we become, as parents...even when we say, "I'm never going to be that way!"

We should ask ourselves, what do we remember most about our caregivers? What were our caregivers parenting styles like when we were growing up? Were rules different for each family member? How and why? What do we want to keep? What do we want to be different? What do we want our children to learn? How do we want them to conduct themselves? Do we model that behavior?

The Show and Tell Method

This method helps parents to teach children how to do tasks the way parents want them done. This will reduce the frustration parents typically experience when trying to get a child to complete a task the correct way the first time.

Steps to Show and Tell

1) The first step is to train. Verbally explain what you want done and how you would like it done. This requires that you explain why you do things in a particular way.

For example:

When washing the dishes I want the glasses washed first in soapy water rinsed in clean water and then placed in the rack to be dried and put away. Then wash the dishes and then the pots and pans. The reason for washing glasses first is because it's easier to clean the glasses, when there is not so much grease in the water from the dishes, pots and pans. When the water gets too dirty then you must change the soapy water and the clean water for rinsing. Understand? Okay, now you explain to me what I would like for you to do.

Listen to the child explain, making corrections (gently) when necessary until the child gets the explanation right.

2) The second step is to demonstrate how the task is done, shoulder-to-shoulder. With the child by your side you wash some glasses, pots and pans demonstrating how to

do it safely, so as not to break the glasses or get cut by knives and forks. You have to demonstrate with the child at your side, explaining why you do what you do, as you do it.

3) The third step is to let the child try it out. With the child still shoulder-to-shoulder, allow the child to demonstrate what he has learned. Let the child explain to you just as you did to him while making gentle corrections along the way. Let the child wash first the glasses then the plates then the pots and pans until you are satisfied that the child understands your way of washing the dishes. Praise is a must during this technique (and plenty of it). Patience is a must, as well (and plenty of it).

4) The fourth step is the solo. On this step allow the child to complete the task on their own. Leave the child alone to wash the dishes and to call you when they are finished. Once again, praise is a must even while giving constructive criticism about the job. On many cleaning tasks, parents can make the job fun by making a “white glove inspection” at the end. Young kids enjoy it when you make cleaning fun.

When to Use Show and Tell

Sometimes children do not meet specific expectations because they are not sure what is involved. For example, a child who does not get ready on time for bed may not be sure of what “getting ready” means. In this instance, it is necessary to be very explicit and to, “Show and Tell”, the child exactly what he needs to do.

How to Use Show and Tell

- 1. Find a calm time to discuss the expectation.** It is important that both the parent and the child are calm when discussing unmet expectations. Otherwise, Show and Tell will not result in the type of renewed commitment that is needed to meet the expectation. Discussing unmet expectations in anger often results with the parent coming up with unrealistic and improper expectations or becoming physically violent. Additionally, as we discussed in earlier sessions, kids don’t listen when we’re angry, they mostly watch!
- 2. Be specific about the expectation.** For example, if the unmet expectation has to do with not getting ready for bed, part of the problem may be that the parent has not been specific enough. The parent may have reminded the child by only saying “get ready for bed”, but that could include any of the following: putting on pajamas, putting away dirty clothes, brushing teeth, bathing, laying out clothes for the next day, putting away toys etc.

It would be better to remind or instruct the child what it means for that child to get ready, like saying “when it’s time to get ready for bed, don’t forget, we expect you to brush your teeth and put on your pajamas.”

In terms of not changing the dirty dishwater, we can remind the child, “Don’t forget to change the water, remember what I showed you”. Of course reminders

are most effective without yelling, shaming or blaming but with a pleasant, encouraging tone.

3. ***Explain the reasons for the expectation.*** Children, like all people, are more likely to comply when they have been told reasons why their compliance is necessary. In terms of the getting ready for bed example, it would be helpful to explain to the child that by getting ready, the child is helping everyone in the family to end the day on a positive note. The child is helping the family do something in a positive and efficient way.
4. ***Model the respectful behavior.*** This can take the form of some physical and verbal modeling, such as when it is necessary to show a child what to take on a trip to the dentist: “You need to take some play things so that you will have something to do while we wait to see the dentist. Your books are on the shelf in your room and so are your toys. Go get them now and put them in your back pack just the way I showed you.” Physical and verbal modeling is not only necessary to be sure the child knows what he must do but also to let the parent know if the child is capable of doing it. We must be sure that our expectations are not too great for the child’s capabilities. Sometimes we must give them only a few tasks at a time until they become proficient enough to complete the entire task on their own.

What’s My Motivation?

Let’s say we have standards and expectations for the child’s performance of a task and they have proven they get it and know how to do it. Why then, won’t they do it the way they’ve learned? Any deviation from these standards indicates there could be a motivation issue causing the deviation.

Often a child knows what we expect of him but starts to slip or becomes lax in completing the task. For example, the child knows to change the water after it becomes dirty when washing dishes but stops this part of the process. The child believes this is a waste his time and of water (Trying to be logical like you). When this happens, the child’s motivation could be an issue. Often times we think, “It’s easier to just do it myself” and we re-wash the glasses. Although this attitude it may save time, this can also create ill feelings towards the child.

In order for a child to understand that this part of the process is not an option, we may need to revisit the reason for this part of the process. Try a demonstration with a dirty glass washed with dirty water and one washed with clean water. A demonstration can serve to help a child remember the reason and importance of each step in a process. Who wants to drink from a dirty glass?

Praise is still the most effective way to maintain standards and expectations.

What if you have tried all of the techniques and the child still does not or will not meet expectations?

Do something good for yourself!

BE PATIENT!

Do not give up!

Try again...they will get it.