



Parent Education & Encouragement Group
"Represents Parental Protection, Mercy and Nurturing"

Presented at: **Good News Church**
239 W Washington Blvd Pasadena 91103
English and Spanish classes on Thursday 6:30pm- 8:30pm

- 1. Communication, Active Listening, Acknowledging Feelings**
Comunicación, Escuchando con oído activo, Reconociendo sentimientos
- 2. Family Meetings, Effective Praise and Rewards /Conflict resolution**
Reuniones familiares, Eulogio 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
- 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**
- 11. Mild Social Disapproval, Ignoring / Point System, Contracts and Bargaining**
- 12. Structure, Establishing Limits & Boundaries**
- 13. Human 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, 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

Lesson # 10 Natural & Logical Consequences / Structure

New Material

Lesson # 11 Mild Social Disapproval, Ignoring / Point System, Contracts and Bargaining

Homework Assignment

Try out the point system or other technique. Write paragraph about how it worked.

Facilitators:
Horacio Garcia / Myles Williams / Elvia Casas
Program Director: Dr. Janice Woods

Lesson 11

Mild Social Disapproval

Mild Social Disapproval is another parenting technique that is familiar to most of us. As we sharpen our parenting skills, we will see as with all techniques, that we can become more effective by looking a little more closely to the details involved.

Most of us can remember a situation, as a child, when we were in a quiet place that required our cooperation with an adult. We may have been inside a church or a business or during a ceremony requiring that everyone remain quiet and still. This is when Mild Social Disapproval becomes the best tool (technique) for the job. **Mild** because it is very subtle, not requiring much talk or action. **Social** because it is typically used in social places or gatherings where more serious discipline is not appropriate or possible. **Disapproval** because the parent disapproves of the child's inappropriate behavior at that time. Many of us know this technique as "the look".

Those of us who had a strong parental figure in the family (grandmother etc) can remember when grandma gave us "the look" whenever she disapproved of our behavior. If you recall, teachers were also good at this technique. When the teacher turned around from the chalkboard, all she did was stare at the class or child. The whole class froze without a word. Grandma usually got our attention by snapping her fingers, clearing her throat or just by a simple waggle of her index finger. Other typical ways to get the child's attention are calling the child's name. Even better than that, call the child's whole name, first, middle and last (that was the worst). Grandma got our attention quickly and quietly and then began to apply "the look". This was a penetrating stare with no smile of any kind. They say "if looks could kill" that was the look we got. Grandma actually gave us directions without saying a word. She would simply nod her head in one direction or the other and we knew where to stand, sit or pay attention.

In order to become effective with this technique we must first have the rules of acceptable behavior in place. We must explain **in advance** and it must be clearly understood by the children, exactly what behavior is expected and what is unacceptable behavior. Second, we must practice making the most serious (almost scary...without being funny) face we can make that gets the child's attention. Children need to know that when you make this expression or gesture, they need to stop immediately before somebody has to suffer consequences, and the children need to know that there **will** be consequences. This technique is very effective when children get excited

while socializing or playing with other children and behave as if they have a free pass for unacceptable behavior. Children often say, “the other kids were doing it”. It is also effective when children are bored and engage in distracting, annoying behavior. This technique is **not** appropriate for stopping dangerous activity where someone could be hurt without direct physical intervention. Remember this is **Mild** social disapproval, meaning mild intervention.

If the child continues with the inappropriate behavior, there must be consequences. The consequences could be “logical consequences”, meaning the child won’t be allowed to go with the family on the next outing until the child demonstrates that he can better control his behavior. The consequences could be “time out”, meaning to remove the child from the situation immediately. You may have to physically grab the child’s hand and lead the child away from social interaction. If logical consequences or time out become necessary, don’t hesitate to apply them immediately.

Remember that consistency and keeping your word will deter the child from repeating the behavior. We can probably recall, as a child, timeout may have been embarrassing, as well as an unpleasant place to be. The technique will be much more effective if the child **knows** by experience exactly what the consequence for not heeding “the look” will be. Children will actually begin to warn other children of “the look” if they become aware of it before the other children catch on.

As with all techniques, praise and keeping your word is what makes this technique more effective. All children need to know that appropriate behavior gets praise and reward while inappropriate behavior will have negative consequences.

THE IGNORING TECHNIQUE

Ignoring Works Best

- 1. With Annoying and Persistent Behavior (behavior that bugs you)**
- 2. With Bad Habits**
- 3. With First Time Violations**
- 4. When Used With a Lot of Praise**

IGNORING's five steps

- 1. Look away from your child.**
- 2. Move away from your child.**
- 3. Neutral facial expressions.**
- 4. Ignore your child's verbalizations.**
- 5. Ignore immediately.**

1. **LOOK AWAY FROM YOUR CHILD.** You need to look away from your child. If you maintain eye contact with the child you are giving the child attention. By not maintaining eye contact, you are telling the child that the behavior is unworthy of your attention or respect.
2. **MOVE AWAY FROM YOUR CHILD.** You also need to move away from your child. Just being close to a child is a form of attention, therefore, you must move away. Moving at least three feet away from a child's annoying disrespectful behavior will make ignoring maximally effective.
3. **NEUTRAL FACIAL EXPRESSION.** You need to keep a straight face. It can be satisfying for a child just to get a reaction from the parents, any reaction, including a facial reaction. Therefore, it is essential that your facial expressions remain matter-of-fact as you ignore. Neither smiling or frowning.
4. **IGNORE YOUR CHILD'S VERBALIZATIONS.** You need to ignore your children's verbalizations. It is important that you don't respond to what they are saying. If you do, you are giving attention and encouraging your children to continue with the annoying behavior or bad habits. You might want to engage in another activity, like humming or whistling, to help you go about your business as if no one else was there.
5. **IGNORE IMMEDIATELY.** Once you have decided to use ignoring as a method for dealing with the annoying behavior, you must immediately ignore the annoying behavior the next time it happens. The ignoring should begin as soon as you notice the annoying behavior or bad habit.

IGNORING: BASIC CONSIDERATIONS

- A. Be Consistent.**
- B. When Old Annoying Behaviors are First Ignored, They Will Get Worse Before They Get Better.**
- C. When New Annoying Behaviors are Ignored, They Rarely Get Worse.**
- D. Other People in the House Need to Ignore the Behavior.**
- E. Behaviors that Lead to Personal or Property Damage Should Not be Ignored.**
- F. Only Ignore if You Can Stay Calm and Follow Through.**
- G. Ignoring is Important for the Effective Use of Other Methods.**

THE POINT SYSTEM: A Special Incentive Method

The Point System is a motivational system where children earn points for behaving in respectful ways. The points become savings that they eventually can turn in for fun activities, for things that they want, for going on trips and for being with people they like. If the child behaves, there are positive consequences. If a child misbehaves, the child doesn't receive anything good. It's as simple as that.

How to set up the Point System

1. **Chose the behaviors you want to see more of in your child.** If your child is extremely messy, for example and rarely puts his things away, pinpoint some specific tasks that you would like to see him do: putting his dirty clothes in the hamper, or picking up toys off the floor. Make a short list, and be clear and specific.
2. **Count the behaviors.** In order to see if the point system is working you have to know how often your child is doing the things you want right now. So you may want to count each of these behaviors for at least a few days-preferably a week to see how often they are taking place right now.
3. **Make a Reward List-**a list of the persons, places, things and activities your child likes. These are the activities and items your child can get by earning points with good behavior. You may want to sit down with your child and ask him what he likes to do for fun, or what would he by if he had a small amount of money?
4. **Determine the exchange ratio-** how many points the child can earn by behaving the way you want him to behave. (For example in "Exchange Chart", 2 points to put away clothes.) Next determine how many points it takes to earn various items and privileges on the "Reward List". (In the sample reward list, child needs only 1 point to earn a fruit bar)

Rewards Chart

1 point	Fruit bar / other snack or treat
10 points	Park playtime with mom or dad / video game/ playtime
20 points	Favorite meal at home / pizza take out
50 points	Movies / visit with favorite cousin

Contracts and bargaining

Teenagers and pre-teens are typically more sophisticated and wish to be treated as if they were adults (Or more like adults). We all can recall the mostly difficult times we had in middle school and high school. Sometimes with social awkwardness, sometimes with growing physically, changing bodies and hormones. Most report a time when they felt everyone was watching and judging them...embarrassed by everything. This is a time when children are trying to behave more like adults and hope they're pulling it off. Learning about contracts can help build a teens confidence they can function as an adult.

Helping our children mature at appropriate ages a parental function. We have to know their maturity levels during all the different stages of their lives. Without monitoring their maturity level, we cannot function as a guide for them to mature safely. Treating teens and pre-teens more like adults is actually a good idea since we really want our children to behave and become more like adults before they actually become adults.

Teen age and pre-teen aged children are at a time in life when we should allow them to mature and learn more about adult life. Face it, at that age; we need something we can finally agree on.

Contracts and bargaining is an excellent tool for our parenting toolboxes. When our children are ready, we can teach them a lesson they need to learn that will probably benefit them for much of their adult lives. To become a person of your word, accomplish goals and achieve the lifestyle you wish to have, can be taught when honoring a basic contract. A contract can be a win / win situation!

We all have things we need and want our children to do and there are always things our children want to do themselves. When our teens want to do something, try something, to be allowed some privilege, we can help them grow and experience life safely while we have our needs met also.

Develop a contract indicating your wants and the teen's wants. Parents can negotiate a contract with the teen utilizing the want lists. If, for example, your teen wants to borrow your car. When we believe the teen is mature enough to drive alone safely, we can develop a contract for this to happen. The teen must do what you want or meet a criteria (Grades, chores, conduct) then they get what they want (Borrow the car). A win / win situation. Much like the, '1st and Then', technique discussed last week.

The contract can be a 1-1 exchange or a 1-5 exchange, depending on the value of what teen wants. Borrowing the car is more than likely going to be more than a 1-1 exchange. For example, "Please do this this and this and then you can borrow the car".

Finally, write or type the contract. The contract should be worded and appear as professional as possible. Provide as much detail as possible; describing what the agreement is, the date everyone is expected to complete his or her end of the bargain. Include consequences if the contract is breached. The contract should be discussed for fairness. The contract should be signed and dated. Each party is to have a copy signed by each party.

Everyone should learn something at the end of the contract. Parents will learn the maturity level of their teen. This could include what the teen is ready and not ready for. Teens will learn how mature adults get their needs met, including keeping their word and working towards a goal. They will learn the value of sacrifice in order to achieve and obtain what they want. These characteristics and skills will undoubtedly serve them well as adults.

Homework: Try out the point system, contract and bargaining, or any other special incentive methods that you have tried during the week. Write a paragraph discussing how it worked (pros and cons). Bring the Behavior chart you developed for your elementary aged child and the contract you developed for your teenaged child.