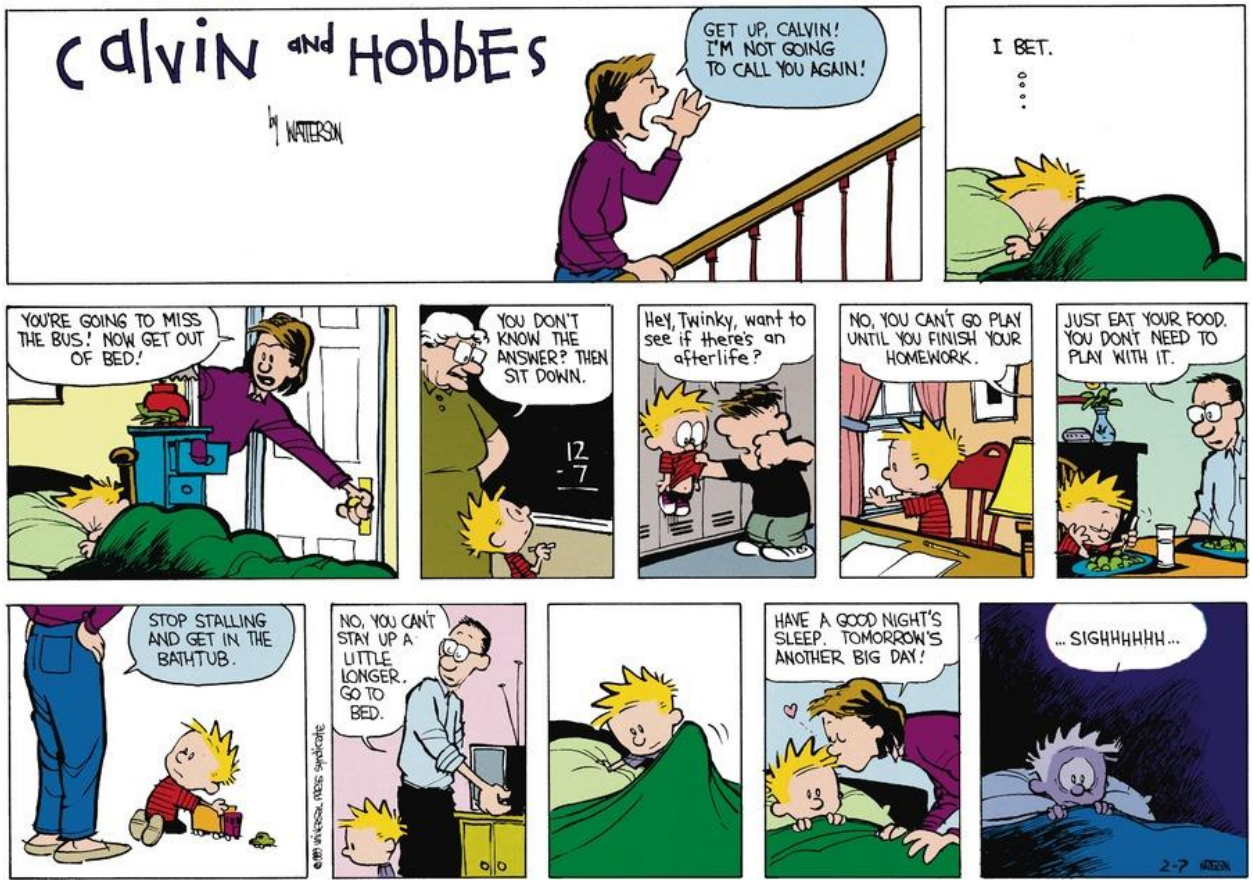
**Week # 1 - Relationship & Boundaries**

1) Which words characterize your current relationship with your children
   a. _____
   b. _____
   c. _____
2) How do you envision your ideal relationship with your children?
   a. _____
   b. _____
   c. _____
3) Focus & Connect
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____
   g. _____
   h. _____
   i. _____
   j. _____
4) Which personality traits or strengths do you have that you can utilize to build a relationship with your children?
   a. _____
   b. _____
   c. _____
5) Which personality traits or weaknesses are hindering the relationship?
   a. _____
   b. _____
   c. _____




| Trait | + Manifestation | - Manifestation | Best course of Action | Prevalent in me | Prevalent in child |
|---|---|---|---|---|---|
| Persistence | Strong effort, will stay with task even when difficult won't give up | Will resist authority with equal strength, intensity, stubbornness, & determination | Don't break the child. Remain firm and consistent but grounded. Give a way out without giving in | | |
| Intensity | Lives life fully and strongly. When happy = thrilled and ecstatic, can feel more for other people | When angry watch out!<br>When disappointed - devastated | Time, space, emotional understanding & Validation. Don't punish for the intensity!! Teach emotional regulation and self-calm techniques | | |
| Regularity | Does well with structure, schedule, routines, and school | Will often be inflexible, don't deal well with change | Create schedules & structure, prepare for changes, teach flexible thinking skills | | |
| Distractibility | Flexible, creative, spontaneous | Difficulty starting and finishing tasks, difficulty in school | Teach focusing techniques, provide breaks, use external supports like: charts, timers, non –verbal cues | | |

| | | | | | |
|---|---|---|---|---|---|
| Energy/ Activity Level | High – fun, popular, action packed<br>Low – well behaved, good student, calm | High – difficulty with sitting, learning, transitioning from high energy to low energy<br>Low- social difficulties, slow moving | Work with their temperament, provide high energy or toned down activities when possible, work with them on transitioning and going out of their comfort zone | | |
| Sensitivity (perceives sensory input more acutely) | Responds well with the right sensory input, can utilize sensory input for calming, and "energizing" | Will "overreact" to lighting, touch, sounds, fabrics, and tastes. Can be picky eaters and dressers. Can misread other peoples volume and tone | PATIENCE – figure out their individual sensory profile and work with them. Slowly expose to them to greater levels beyond their comfort point, train them to use sensory input to self-regulate | | |
| Adaptability/ Flexibility | High – flexible, easy going, cheerful, good with transitions<br>Low – organized, structured, systematic, planned | High – can be irresponsible, not take life seriously<br>Low – difficulty with transitions, change, handling disappointment | High – reinforce ☺, sensitivity towards others training<br>Low – prepare them beforehand! Train them to expect changes and to "think flexibility" | | |
| Initial Reaction (approach/ withdrawal) | A-Bold, friendly, gregarious<br>W- Makes though out long lasting relationships, respectful of peoples boundaries | A-Talk to strangers, misinterpreted as disrespectful to adult-boundary cross, too forward<br>W- shy, inhibited, ignored, perceived as snobby | A – stop and think, impulse control, reading a room and facial expression, channel it appropriately like visiting elderly, taking care of younger kids, teach them to be an effective leader<br>w- practice, prepare, role play, model, encourage, reinforce | | |
| Mood | Cheerful and positive<br>Serious & analytical | Negative & cranky moody | Work with their moods to match activities, reinforcement, & language. Low reaction to negative emotions & animated reactions to positive or neutral emotions | | |

Work **with** their temperament to build them up! The more we find strengths within them the more they can work on their weaknesses.

Research of Thomas, Chess, And Birch – 40% easy/flexible; 15% cautious/ slow to warm up 10% difficult/feisty. 35% combined. (1956-present)

**Quick Review - Relationship Building**

1) Spend time together – mutually enjoyable
2) Mindful interactions – use every day activities as a way to focus & connect
3) IGNORE A PHONE RING OR TEXT
4) When talking to them via phone – go to a private room and close the door
5) Secret codes – thumbs up, wow sign, "snuffleufagus"
6) Share a story that happened to you
7) Bring them home something from a Simcha, Dinner, party etc.
8) Massage, "chills"
9) High five
10) Hug
11) Kiss
12) Hair tousle
13) Affectionate physical touch during physical care activities like, seat belting child, taking them out of the bath, changing their diaper, getting them dressed, for older child checking out their suit/ dress, passing them an item,
14) Proximal zone – stay near them
15) Buy small gift like – sticker, eraser, pencil, chocolate bar = just because
16) Get involved in their interest – lego, back of the aim, garbage trucks, frogs, chavrusas
17) Bring them into your life – stories, opinions,
18) Positive thoughts
19) Welcoming words – I missed you today
20) Terms of endearment – sweetie, princess, love, handsome
21) Separate – niece/nephew for the day
22) Change expectations – he is 4
23) TAKE A BREAK – if you can't build at least don't break
24) Think it – don't say it
25) Write/text/share something positive about my child to someone else
26) Write/text/share something positive about my child to my child
27) Help child with a project or homework
28) Read them a book
29) Bring something to them
30) Set up the table nicely for them – pretty napkins
31) Take one child alone on an errand
32) Buy their favorite snack
33) Make a special breakfast/lunch/supper/snack
34) Bring them a drink of water
35) Make them cookies or microwave popcorn

36) Give a genuine compliment to the child
37) Tuck them in
38) Walk them to the bus stop/ drive them to school
39) Eye contact
40) Scheduled special time (daily, weekly, monthly)
41) Shut ringer off – put phone away (can do this for a set time every day without telling your child)
42) Watch them show off – bike, scooter, rollerblades, etc.
43) Act silly
44) Private jokes
45) Real jokes
46) Bake a cake or do a project with them
47) Encouragement /versus praise – (look at chart)
48) _____
49) _____
50) _____
51) _____
52) _____

**Differences Between Encouragement versus Praise**

| | Praise | Encouragement |
|---|---|---|
| **Dictionary Definition** | 1. To express favorable judgment of<br>2. To glorify, especially by attribution of perfection<br>3. An expression of approval | 1. To inspire with courage<br>2. To spur on : stimulate |
| **Addresses** | The Doer:"Good girl." | The deed: 'Good job." |
| **Recognizes** | Only complete, perfect product: "You did it right." | Effort and improvement: "You gave it your best." Or, "How do you feel about what you accomplished?" |
| **Attitude** | Patronizing, manipulative: "I like the way Suzie is sitting." | Respectful, appreciative "Who can show me how we should be sitting now?" |

| | | |
|---|---|---|
| **"I" message** | Judgmental: "I like the way you did that." | Self-directing: "I appreciate your cooperation." |
| | **Praise** | **Encouragement** |
| **Used most often with** | Children: "You're such a good girl." | Adults: "Thanks for helping." |
| **Examples** | Robs person of ownership of own achievement: "I'm proud of you for getting an A." | Recognizes ownership and responsibility for effort: " That A reflects your hard work." |
| **Invites** | Children to change for others: Approval junkies. | Children to change for themselves: "Inner direction" |
| **Locus of control** | External: "What do others think?" | Internal: "What do I think?" |
| **Teaches** | What to think. Dependence on the evaluation of others. | How to think. Self-evaluation. |
| **Goal** | Conformity: "You did it right." | Understanding: "What do you think/learn/feel?" |
| **Effect on sense of self-worth** | Feel worthwhile when others approve. | Feel worthwhile without the approval of others. |
| **Long-term effect** | Dependence on others. | Self-confidence, self-reliance. |

Carry Over Exercises Log

**Week # 1 Relationships** (keep log for a minimum of 6 weeks)

| Date: | Communication | Action | Thought |
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How does my CAT hinder my relationship? How can I change it to build my ideal relationship?

| CAT | OLD | NEW |
|---|---|---|
| C | 1)_____<br>_____<br>_____<br>2)_____<br>_____<br>_____<br>3)_____<br>_____<br>_____ | 1)_____<br>_____<br>_____<br>2)_____<br>_____<br>_____<br>3)_____<br>_____<br>_____ |
| A | 1)_____<br>_____<br>_____<br>2)_____<br>_____<br>_____<br>3)_____<br>_____<br>_____ | 1)_____<br>_____<br>_____<br>2)_____<br>_____<br>_____<br>3)_____<br>_____<br>_____ |
| T | 1)_____<br>_____<br>_____<br>2)_____<br>_____<br>_____<br>3)_____<br>_____<br>_____ | 1)_____<br>_____<br>_____<br>2)_____<br>_____<br>_____<br>3)_____<br>_____<br>_____ |

**Week # 2 - Compliance**

Quick Review of Rules & Procedures

1) Rule **CONSISTENCY & CLARITY**
    a. Command must be followed through – better avoid giving commands if you can't follow through
    b. Yes means Yes – No means No (calm, confident, broken record or "topic is closed"
2) Avoid giving command
    a. One word
    b. I wonder
    c. I wish
    d. Point
3) NOT DOING / STOPPING
    a. Prevent
    b. Stop it for them –Remove or Separate
4) LESS TALK MORE ACTION
    a. Stronger neural connections – more effective learning
    b. No talking = no power struggles
    c. Talking is positive reinforcement
5) TIMEOUT
    a. 1,2,3 – take 10
    b. Time out is not a punishment it is a TO from reinforcement
    c. Designated place
    d. Use a watch, clock, or timer
    e. TOA – withholding of something positive
    f. NO TALKING NO EMOTION
    g. Type 2 timeout
    h. Forgive and forget
6) DOING BEHAVIORS
    a. Clear communication – firm limits
    b. Developmentally appropriate
    c. Attitude
    d. Compliance training
    e. Think before you speak
    f. Clear & concise
    g. Ask & stare
    h. Positive reinforcement

i. Timers ***
j. Allowance with docking or alternative dockings ***
k. Charts ***
l. Routines ***

7) Avoid Power struggles
   a. Ignore – allow them to persist without affecting you
   **b. <u>Refuse to get hooked or baited</u>**
   **c.** Put yourself in time out
   **d.** Use an ending argument phrase

**<u>One Liner Verbal Solution</u>**

| | |
|---|---|
| When a child is nagging, arguing, persisting ex: why can't I go to sleep later? | **<u>The topic is closed</u>** *<u>(discussion is over)</u>* |
| When a child is begging | Not today Maybe in January, next year, when you are 20, when you are married |
| Tattling | Sara worries about Sara, Malka worries about Malka….. (MYOB) |
| When a child refuses to do something | Phrase it like a choice – you can either clean your room now or stay inside until your room is cleaned |
| | When/ Then – when the room is cleaned , then you can go outside and play |
| | Not Until |
| Speaking with disrespect | **<u>rephrase</u>** |
| Yelling or speaking too loudly | Indoor voice, hand motion pointing down |
| Inappropriate comments | Think it (don't say it)/ in your head |
| When a child says just or but | Just do it / no just or buts |
| When a child is physically fighting | Use your words |
| When a child is getting out of control | Take a breather/ get it together |
| ** | |

**Firm Limits/ Soft Limits**

| **Firm Limits** | **Soft Limits** |
|---|---|
| Please stop or Stop them physically | I really hope/wish you would stop now before I get angry |
| Say once follow through with an action | Repitition |
| 1, 2, 3 – time out | I don't like the way your bothering your sister |
| Please pick up your bag and put it on the hook – then stay there until it's done | Why is your knapsack on the floor? |
| Remove bike for the rest of the day/week | Next time remember to wear your helmet |
| Walk back into bed and close the door for 5 minutes | Threaten – if you come out of bed again |
| Check in | Warnings, reminders, threats |
| It's time to go to bed – walk them to bed, or state consequence | It's time to go to bed okay? |
| Staying firm with demands – ignoring tantrums | Giving in to tantrums |
| Concise, focus on behavior | Long, dramatic, personal |
| Demanding & expecting | Asking, begging, pleading for them to behave |
| Calm, Controlled, Confident, Firm | Yelling and screaming |
| Have them clean up after themselves | Cleaning up after children |
| Restating a rule – we don't eat ices out of the kitchen | Do you think I like when ices drip all over the carpet? Do you want me to never buy ices ever again? |

**Firm Limits/ Soft Limits**

| | |
|---|---|
| • **Characteristics**<br>Stated in clear, direct, concrete behavioral terms. Words supported by actions.<br>Compliance expected and required.<br>Provide information needed to make acceptable choices and cooperate.<br>Provide accountability. | Stated in unclear terms or as "mixed messages".<br>Actions do not support intended rule.<br>Compliance optional, not required.<br>Do not provide information needed to make acceptable choices.<br>Lack of accountability. |
| • **Predictable Outcomes**<br>Cooperation.<br>Decreased limit testing.<br>Clear understanding of rules and expectations.<br>Regard parents' words seriously. | Resistance.<br>Increased limit testing.<br>Escalating misbehavior, power struggles.<br>Ignore and tune out parents' words. |
| • **Children Learn**<br>No means no.<br>I'm expected and required to follow the rules.<br>Rules apply to me like everyone else.<br>I am responsible for my own behavior.<br>Adults mean what they say. | No means yes, sometimes, or maybe.<br>I'm not expected to follow the rules.<br>Rules are made for others, not me.<br>I make my own rules and do what I want.<br>Adults are responsible for my behavior.<br>Adults don't mean what they say. |

| Negative Behavior: | Ignored: | Stopped/ separated | Counted timeout | NO TALKING NO EMOTION | Duration of behavior | Date: |
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## Week # 3 – Effective Discipline

### 1) Instructive Discipline versus Punishment

Outline:

1) Instructive Discipline – Effective & Respectful
2) 7 guiding principles
3) Natural Consequences/Logical Consequences = Firm Limits
4) Create Structure, Rules, Schedules, Environmental Supports, Working Systems
5) Developing positive Habits & Routines
6) Teaching Skills
7) Dealing with Misbehavior
    a. Understanding the Voice
    b. Teaching skills/adding support – homework helper, less work, breaks

### 2) 7 guiding principles

1) **Hear the voice of the misbehavior** (Misbehavior is communication = hear the message come up with a plan)
2) **Teach Skills = create workable routines, develop good habits**
3) **Prevent Prevent Preven**t "Child Proof your home"
4) **Less talk more action**/ Teach don't preach
5) **Stop and Think = wait**.
6) **Capitalize on Teachable moments**
7) **Use Humor/ fun/silliness/ positivity/optimism**

Remember : THIS IS NORMAL AND DEVELOPMENTALLY APPROPRIATE!! IT IS NORMAL !!

### 3) Natural Consequences/Logical Consequences = Firm Limits

| misbehavior | Logical consequence | Teaching message |
|---|---|---|
| Ruining property/object/toys | Separating child from property/object/toy | I need to figure out a different way of using this property/object/toy |
| fighting | separate | I need to figure out a better way to interact or resolve my conflicts |
| Didn't eat supper nicely | No more supper / feeling of hunger | Next time I should eat if I don't want to feel hunger |
| Not studying for a test | Bad mark on test | I could do better if I study |
| Lost item | Not having the item for a fair amount of time | I wish I had the item – when I get it again I will be more careful to keep it safe |

| | | |
|---|---|---|
| Not putting laundry in the hamper | Clothes don't get washed | I need to put my clothes in the hamper in order for it to get washed |
| Miss the bus | Stay home/ take car service "parent car service" | I need to make the bus if I want to get to school on time for free. |
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**4) <u>Create Structure, Rules, Schedules, Environmental Supports, Working Systems</u>**

breakfast, chores, playtime in the house, play time out of the house, Leisure Activities – computer time, watching time, Homework, bedtime, snack rules, hygiene, personal/collective responsibility.

Samples: Schedules

| What? | When? | Where? | Responsibilities? |
|---|---|---|---|
| Good Morning | 7:30-8:00 | Upstairs, bedroom, hallway, & Bathroom | Get dressed, wash-up, pajamas in Laundry, make bed |
| Breakfast & Bus | 8:- 8:30 | Kitchen & Front door | Eat breakfast, stuff in sink, take snack, coat, knapsack, out |
| Welcome Home ☺ | 2:00, 3:00, 4:00, 5:00 | Front door & Kitchen | Hang up coat on hook, put knapsack in cubby, eat fruits or vegetables from the table |
| Play Time | Until supper @ 6 | Play room, Bedroom, outside **SEE RULES | Have fun, come back on time, be nice, one toy at a time, helmets for bikes and scooters |
| Supper | 6:00 – 6:30 | Kitchen | On time, wash up, right chair, plate cleared |
| Homework | 6:30- 7:30 | Every child in a designated spot | Complete homework, get it signed, return to knapsack |
| Bedtime | 7:00, 7:30, 8:00, 8:30 | Bathroom & bedroom | Pajamas, teeth, laundry **built in time reward – earns 15 minutes time with parent, book, DS, can bank them |

**DO NOW!! –Family or Individual**

| What? | When? | Where? | Responsibilities? |
|---|---|---|---|
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Rules - for Rules

1) Enforceable
2) Age/developmentally appropriate
3) Fair
4) Respectful
5) worthwhile

**ex:** biking without a helmet, cleaning up after yourself toys and meals, laundry, kitchen closed at 8:00, fruits & vegetables after supper, supper served or cereal/sandwich/grill cheese, bed time – earlier next night, curfew – indoors next night, Bike without helmet – lose bike for 1 week

| **Rule:** | **Consequence** |
|---|---|
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**5)Developing Routines**

- direct instruction – break down into smallest steps
- written illustration of the steps – include time and place
- teach each step
- practice steps (separately, wrong time, then right order and time)
- Morning routine – fourth grader

| Time | Activity | Done? |
|---|---|---|
| 7:30 - | Wake up right away | |
| 7:30-7:40 | Bathroom and Negel Vasser | |
| 7:40-7:55 | Get dressed on my own, including making hair | |
| 7:55-8:00 | Make bed, put away pajamas | |
| 8:00 | Go downstairs | |
| 8:00-8:15 | Serve myself breakfast and clean it up | |
| 8:15-8:20 | Pack up my snack on my own | |
| 8:20-8:35 | free time – can read | |
| 8:35-8:40 | Look in mirror, get my stuff | |

- Evening routine – 10th grader

| Time | Activity | Done? |
|---|---|---|
| 5:30 | Chill time | |
| 6:00- 6:30 | supper | |
| 6:30- 7:30 | All homework except for studying for tests (includes studying for quizzes) | |
| 7:30- 8:00 | Chill time | |
| 8:00- 8:30 | JOB – either bathe kids, or clean up after supper etc | |
| 8:30-10:00 | Study for any tests that week | |
| 10:00- 10:30 | Pack up my snack, and fully prepared lunch like cut up salad fruit etc. – can schmooze on the phone while doing this | |
| 10:30 – 11:00 | Shower and ready for bed<br>Phone closes at 11!! | |
| 11:00 | In bed – can read for a little | |
| 11:25 | Shema and lights out | |

- * Sample rewards : 2 weeks straight with one missing – I drive you to school and we stop off on the way to buy you breakfast or lunch; One month with 2 allowable mess-ups and I pick you up from school and we go out for lunch

- * * Weekly allowance free but lose money when responsibilities not followed through

| Time: | Place: | Responsibilities | ✓ |
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Reward:_____

6) Teaching Skills
    a. Define:
        i. Making bed, answering the phone, interrupting, coming shopping, acting with a friend – host skills, clean up skills, personal space, etc.
    b. Teach – explain – childrens books funny pictures examples
    c. Practice – model, role play
    d. Reinforce

Which Skills do you want to teach this week?

| Specific Skill? | Which Child? | How? |
|---|---|---|
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**Firm Limit**

Reminders: 1) Logical Consequence that DO NOT require child's cooperation

2) While following through with consequences DO NOT get hooked in!!

| Firm Limit | Logical Consequence | Child comply | If x in previous box did you follow through with L.C |
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One tool I used this week:_____

**List of tools you have**

1) Ignoring
2) Waiting – in the meantime think about what you want to do, come up with a plan, discuss with sister, spouse friend etc
3) Time out
4) Time out alternative – loss of phone, dessert, "chauffeuring rights", electronics, etc. our children receive many things from us including many acts of service. When they act spoiled or irresponsible we can temporarily stop giving "something for nothing"
5) Natural consequences without rescuing
6) Logical consequences
7) Making amends
8) Putting yourself in time out
9) Nothing until – withholding everything else
10) Collaborative problem solving – minimum 24 hours later
**11) Positive reinforcement**
**12)** Encouragement/ praise/ noticing the positive
**13)** Patience = next week
**14)** Can add something positive just so you can take away – random trip to ice cream store etc.
**15)** Allowance with a docking system
**16)** Prevent – child proof your home
**17)** Humor
**18)** Zero tolerance policy for specific behaviors like physical aggression, cursing parents etc.
**19)** Establish procedures – routines – habits
    **a.** Evening & morning routines
    **b.** Meal time procedures
    **c.** Homework – time, place, plan
    **d.** Holidays
    **e.** Clean up

**The more parents build a relationship, stay calm and respectful, expect and demand compliance, the less discipline they need to do.**

**Week 4 = Self – Control & Sibling Rivalry**

The secret to successful parenting and success in life ☺

**Part 1 - Ourselves** :

1) What is Self – Control?

- **Self-control** is the ability to control one's emotions, behavior, and desires in order to obtain some reward or avoid some punishment. In psychology it is sometimes called self-regulation.
- **Patience –** the capacity to accept or tolerate delay, trouble, or suffering without getting angry or upset.

2) Inhibition – Regulation – Response

3) 3 Step Plan for maintaining self-control
   a. Identify triggers
      i. Observe bodily reactions to emotional charges
   b. "create a calming moment" (Mackenzie 2012)
      i. Change mindset

OldMindset_____

_____

New Mindset _____

_____

      ii. Change bodily reaction
   c. RESPOND THOUGHTFULLY instead of reacting

4) How do we obtain it?
   a) Change your expectations
   b) Reframe your mission – understand you goal is about changing yourself not your child
   c) Ask yourself "grounding" questions
      **i.** Ask will this bother me in a few weeks, few months, few years?
      **ii.** What will I gain from getting angry what will I lose?
   d) **Take care of yourself** – breakfast, coffee, alone time etc

5) Practical Techniques
   a. Take a break – walk away (put yourself in time out)
   b. Repeat positive affirmation

_____

_____

_____

c. Count to 10
d. Laugh out loud – find the humor ☺
e. Smile
f. Chocolate
g. Sensory change- wash your face, go out in the cold, take a drink
h. Physical movement
i. Small pain (pinch yourself)
j. Sublimation – channel energy in a positive way

What works for me?

1) _____

2) _____

3) _____

**6) <u>Create a Plan for yourself – include logs, exercises, and rewards</u>**

| **Goal/ Triggers** | **Plan** | **mindset** | **Reward/consequence** | **Practical Techniques** |
|---|---|---|---|---|
| Not to lose it in the morning | Push off first client so can drive kids, wake up earlier | It's no big deal if I come late to work – I don't want them to start off the day like that | Latte – French Press | • Walk away<br>• Count to ten<br>• Deep breathing |

| **Personal Triggers** | **Prevention Plan** | **Post it Plan** |
|---|---|---|
| Biological needs – sleep, eat, drink | Keep fast healthy snack around just for you, private stash: granola bars, cheese sticks, yogurts, pretzels and chummas, grapes) | Say out loud I am hungry I need to eat something first |
| Time pressure/coming late etc. | Plan less things for a day, give yourself time pockets for unplanned events | Repeat the self-talk |
| Perfectionist | | |
| Overworked/ over whelmed | Work less, get help | |
| Big parties | Don't do it – family comes first | |
| Holidays | Buy take out | |
| **Situational Triggers:** | | It's not about me - depersonalize |
| Kids Fighting | Separate them, keep them busy, temporarily remove what they are fighting about | Separate them, yourself, the item |
| Disrespect | Ground rules, avoid sarcasm, 24 hour rule | Rephrase or walk away |
| Tantrum | Set fair and age appropriate limits; DAP of Self-control | Ignore |
| Ethics cross – steal, lie | Remove temptation, don't interrogate | A mistake is not a life time character defect |

**E**very **P**erfect **P**arent **C**an **S**how **S**elf- **C**ontrol

## E- Expectations

## P – Perspective

## P – Plan

## C- Calm Down Actions

## S – Separate

## S – Self-Talk

## C – Cognitive Reappraisal

| **Goal/ Triggers** | **Plan** | **mindset** | **Reward/consequence** | **Practical Techniques** |
|---|---|---|---|---|
| | | | | |

| **Personal Triggers** | **Prevention Plan** | **Post it Plan** |
|---|---|---|
| | | |
| | | |
| | | |

Session 4 - Part 2 - **Sibling Rivalry**

Practical Techniques:

1) Understand it – jealousy, competition
2) Avoid comparisons
3) Avoid placing children in roles
4) Different but equal
    - Love
    - Attention
    - Material objects
    - Responsibilities
    - Expectations

| **Avoid:** | **Instead:** | **Like:** |
|---|---|---|
| Comparing Negatively | Describe what you see | I see a coat on the floor |
| | Describe what you feel | That bothers me |
| | Describe what needs to be done | This coat belongs in the closet |
| Positive Comparisons | Describe what you see | I see you hung up your coat |
| | Describe what you feel | Thank you. I like seeing the hall way neat. |
| Giving equal amounts | Give according to individual need | How much milk do you want? |
| Showing equal love | Show love uniquely | You are the only you in the world |
| Giving equal time | Give time according to need | I know I am spending a lot of time going through Sara's Birthday Plans. That is |

| | | |
|---|---|---|
| | | important to her after we finish I want to hear what is important to you |
| Labeling and generalizing | State your expectations | Your brother want's his ball back |
| Putting child in a role | Point out his ability to act contrary to his role | You can be very kind – I know I see you with your friend and with Grandma |

(Adele Faber & Elaine Mazlish)

5) Cooperative teamwork – have them work together to accomplish a goal
    - Come up with an idea and plan for surprise party for your sister
    - Come up with a good trip that you all agree on and we are on
    - Come up with a solution to who is getting the prize from the cereal box
    - When they are giggling together and making trouble together – after the fact you can reprimand but do not punish – say because you worked together I am not punishing you
    - Activities where both enjoy different parts
        a. Pushing baby in stroller
        b. Blowing bubble letting baby pop
        c. Playing music for younger child
        d. Baking

6) Build up individuals strengths – allow them to feel useful and competent notice their individuality and enjoy it! Take pleasure in their uniqueness
    - With descriptive praise that describes positive deeds and interprets it as positive attributes
        i. I love the way you come up with such great ideas and get everyone excited to play
        ii. I love how small things don't bother you – you are easy going
        iii. I love the way you ask such deep questions – you are a real thinker
        iv. I love your gentle way with the baby
    - Spending more time speaking about their strengths than their weaknesses
    - Recognize that even inherently kind people act mean, honest people lie, flexible people get stubborn, calm people get angry. Expect recognize and normalize mistakes and don't allow it to color your positive perception of child
    - Give them age appropriate responsibilities
    - Treat all children with respect
        i. Speak kindly
        ii. Use manners – please and thank you

iii. Respect their privacy
iv. Avoid speaking about one sibling to another sibling

7) Sharing
- Don't force kids to share
- You can put them in charge of sharing
- Point out advantages of sharing
- Show appreciation for sharing
- modeling
- Toys that they outgrow – provide one shelf

8) Build up the relationship
- Pointing out wow you are such a kind sister you gave her one of your candies when she was crying
- You guys sure were having fun today
- Wow together you made a huge pile of leaves
- You guys are some team ☺

9) When children fight = combine everything we know Relationships, compliance, instructive discipline & anger management ☺
- Level 1 – normal arguing
  i. Ignore
  ii. Consider it an opportunity for them to problem solve
- Level 2 – intense arguing
  i. Collaborative problem solving – you can get involved if necessary but never take sides.
  ii. Separate them from each other
  iii. Separate item if necessary
  iv. Young children can distract
  v. Can count both
- Level 3 – harmful (only getting involved from the harmful angles)
  i. Zero tolerance for physical acts of aggression
  ii. Name calling
  iii. Separate physically for a cool down period
  iv. Avoid placing a child in a role even then so say in this house "everyone needs to feel safe" take a time out for ten minutes

*** Use humor and drama

*** encourage communication

*** recognize their triggers and prevent with having schedules, keeping them occupies, supervising, feeding them etc.

**Fun Fighting Facts**

1) They are a process and can escalate from a level 1 – to a 3
2) Most of the time when ignored they will die down in the end
3) **Parental involvement is only effective if parents are calm and in a place of control**
4) The more you want your children to be best friends the more they will fight
5) So instead focus on the goal of children growing up to be healthy and competent individuals who respect all people siblings included
6) When we address complaints of tattling – children tattle more
    - Only address tattling of real danger
    - Never punish based on another Childs' report even if it's a danger report
    - If it's danger address child and ask them matter of fact – if they admit it praise their honestly and ask them if they know why its' dangerous
7) When people live together they get into each other's space and that cause fighting
    a. Provide children with physical space
    b. Privacy
    c. Provide children with emotional space
8) Recognize and Respect the age differences
9) Stress is the flammable material that small nonsenses can ignite into a full fledged war
    a. Recognize that children go through stress
    b. Validate stress of children and teach them to manage and cope with stress
10) Be aware of the item of the day
    a. Computer, x-box, desk, marker board, electric scooter, snow blower