

Understanding & Managing Difficult Behavior in Children



USELESS PARENTING QUESTION #1.

***Donald A Lichi, Ph.D.
EMERGE Ministries, Inc.
900 Mull Ave.
Akron, OH 44313
330-867-5603
dlichi@emerge.org
www.emerge.org***

UNDERSTANDING & MANAGING Difficult Behavior in Children

Donald A. Lichi, Ph.D.

Psychologist

EMERGE Ministries, Inc.

- ◆ Biblical Basis of Parenting (establishing the authority); Ephesians 6:1; Colossians 3:20. *What are some warning signs?*
- ◆ Pray *for* and *with* your child.
- ◆ *God Doesn't Make Mistakes!*
- ◆ Train Up a Child --- Finding their "Bent" (Proverbs 22:6)
 - ◆ *Is my child more Realisit, Investigative, Artistic, Social, Enterprising or Conventional?*
- ◆ Three F's of Good Parenting
 - ◆ Be _____
 - ◆ Be _____
 - ◆ Be _____
- ◆ Four Basic Types of Parents (handout)
 - ◆ *Am I Neglectful, Permissive, Authoritarian, or Authoritative?*
- ◆ Four Types of Communication...There's more than one way to say the same thing! (handout)
- ◆ Four Goals of Misbehavior (handout)
- ◆ Five Steps of Positive Discipline (handout...thanks Dr. Dobson)
 - ◆ Non-Conflict Time
 - ◆ Expect to be tested
 - ◆ Follow through with consequences (no nagging allowed!)
 - ◆ Re-assure
 - ◆ Re-teach
- ◆ Focus on "What" not so much on "Why"
- ◆ Four Steps to Effective Behavior Mediation – *Tying Consequences to Choices*
 - ◆ *See some of the samples enclosed and have fun writing your own essays!*
- ◆ Techniques of Discipline (handout)

- ◆ Help Your Child To Learn Responsibility
 - ◆ *"Inspect What you Expect"*
 - ◆ *Some Sample 'Responsibility' charts (handouts)*

- ◆ Let's Get Specific – *What Behaviors Do You Want to Change?*
 - ◆ "Put off" – "Put on" – *This is God's method of behavior change!*
 - ◆ List behaviors you want to decrease and those you want to increase (handout)

- ◆ **REMEMBER!** There are four things God wants every child to know!
 - ◆ **Lovable**
 - ◆ **Valuable**
 - ◆ **Forgivable**
 - ◆ **Changeable**

- ◆ Speaking of Encouragement...Here's 86 ways! (handout)
 - ◆ But there are new words to add:
 - ◆ "Tough!"
 - ◆ "Because I said so!"
 - ◆ "I see you have decided...!"

- ◆ References: John Rosemond 1-800-211-2267
 - ◆ Affirmative Parenting
PO Box 4124
Gastonia, NC 28054
jrosemond@aol.com

NOTES:

TRAIN UP A CHILD...

***“TRAIN UP A CHILD IN
THE WAY HE SHOULD
GO, AND WHEN HE IS
OLD HE WILL NOT
TURN FROM IT.”***

PROVERBS 22:6

1 Realistic

2 Investigative

People who have athletic or mechanical ability prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

The Party!

People who like to work with data, have clerical or numerical ability, carrying things out in detail, or following through on other's instructions.

People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.

3 Artistic

6 Conventional

People who like to work with people – influencing, persuading or performing, leading or managing for organizational goals or for economic gain.

People who like to work with people – to inform, enlighten, help, train, develop, or cure them, or are skilled with words.

5 Enterprising

4 Social

DESCRIPTION OF THE SIX GENERAL THEMES

The following paragraphs represent a theoretical description of Dr. Holland's six vocational orientations.

REALISTIC – This theme represents a practical, physically oriented type of person. They prefer activities such as electrical, mechanical, agricultural, and outdoor endeavors. They are typically conservative and aggressive and generally prefer being alone. They work well with their hands and around tools and machinery. They are most comfortable with objects.

INVESTIGATIVE – This theme represents people who emphasize thinking rather than acting out. They typically are involved with the sciences and tend to enjoy analyzing and problem solving. They also prefer to be alone. This type would usually focus on abstract, logical and scientific thought. They are most comfortable working with ideas and concepts.

ARTISTIC – This theme represents the emotional, sensitive, creative type of person. Their interests and talents typically are in the arts. They are highly original and prefer to be alone. They focus primarily on abstract thought and self-expression through artistic means. They are typically nonconformists. They are most comfortable working with creative objects and concepts.

SOCIAL – This theme represents humanitarian, outgoing type. They place high priorities on contributing to the welfare of others. They enjoy close, interpersonal relationship and tend to be popular and optimistic. They are affectionate and sympathetic and function best when they are with other people. They focus on feelings more than thoughts and usually express themselves well. They are most comfortable working with people, particularly in a helping fashion.

ENTERPRISING – This theme represents the verbal, dominating type of person. They typically excel as conversationalists and public speakers. They are self-confident, persuasive and prefer leadership. They place high value on economic returns, prestige, and power. They prefer communication to intellectual endeavors and typically have strong achievement needs. They are most comfortable working with people, especially when they are in a dominating role.

CONVENTIONAL – This theme represents the type of person who prefers to follow and who is very conscientious about rules and expectations. They are orderly and organized and function best in structured, well-defined situations. While they admire and respect power, they do not seek it. Economic returns, dependability, and conservatism are primary values. They are self-controlled and not usually self-initiating. They are most comfortable working with people and especially when they are in a position to follow.

FOUR BASIC TYPES OF PARENTING

1. NEGLECTFUL - Low in love, low in discipline.
He avoids his children.
Example: Lot, Genesis 19

2. PERMISSIVE - High in love, low in discipline.
His children lead him.
Example: Eli, Isaiah 3:13

3. AUTHORITARIAN - Low in love. Often cannot recognize himself. High in discipline.
He pushes his children.
Example: Saul

4. AUTHORITATIVE - High in love. Love balances discipline.
He leads his children.
Example: Abraham

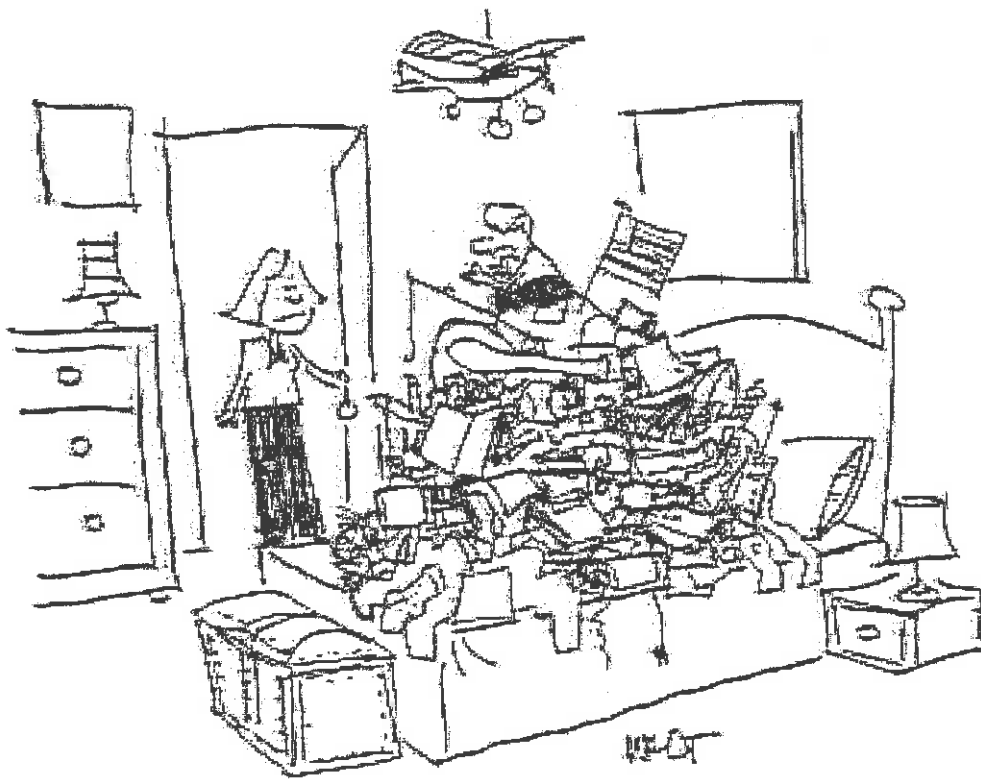
“Train up a child in the way he should go and when he is old he will not depart it.”

“Train” in the Hebrew meaning of the word means to tame something wild, and to develop a taste for things good and nourishing.

Scriptures for Reflection: Proverbs 13:24; 19:18; 20:11; 22:15; 23:13,14; 29:15,17; Ecclesiastes 8:11; Hebrews 12:11 (parent and child both!)

FOUR TYPES OF COMMUNICATION

1. *You are not going outside if you don't pick up your toys!*
2. *If you don't pick up your toys, you are not going outside!*
3. *If you pick up your toys, you can go outside!*
4. *You can go outside....after you have picked up your toys!*



"But mom, all you said was 'get all your stuff up off the floor!'"

THE GOALS OF MISBEHAVIOR

Child's Faulty Beliefs	Child's Goal	Parent's Feeling/Reaction	Child's Response	Alternatives for Parents
I belong only when I am being noticed or served	Attention	Feeling: Annoyed Reaction: Tendency to coax and remind.	Temporarily stops misbehavior. Later resumes behavior or disturbs in another way.	Ignore misbehavior when possible. Give positive attention when it is not expected. Teach child "good" behaviors to get attention. Remember that coaxing, reminding, and punishing are undue attention.
I belong only when I am in control or am boss, or when I am proving no one else can boss me.	Power	Feeling: Angry provoked, as if one's authority is threatened. Reaction: Tendency to fight or give in.	Active or passive-aggressive misbehavior is intensified, or child submits with "defiant compliance."	Structure child. Allow for freedom to choose and act responsibly. Enlist child's help and cooperation. Realize arguing and giving in put the child in control. Stay calm.
I belong only by hurting others as I feel hurt. I cannot be loved	Revenge	Feeling: Deeply hurt. Reaction: Tendency to retaliate and get even.	Seeks further revenge by intefifying misbehavior or choosing another weapon.	Refuse to feel hurt. Discipline, but avoid punishment and retaliation, which put child in control. Build trust, convince child he/she is loved.
I belong only by convincing others not to expect anything from me. I am unable. I am helpless.	Display of Inadequacy	Feeling: Despair, hopelessness. "I give up." Reaction: Tendency to agree w/ child that nothing can be done	Passively responds or fails to respond to whatever is done. Shows no improvement.	Stop all criticism. Encourage any positive attempt, no matter how small. Focus on assets. Above all, don't be hooked into pity, and don't give up.

BEHAVIOR MEDIATION TRAINING

DIRECTIONS: You are to write _____ copies of the essay in your own handwriting. If it is not completed when due, you will double the assignment.

Begin Copying:

1. What do I sometimes do that isn't very smart (wise)?
(List *specific* behavior that needs changed)

2. When I do _____, what happens that I don't like?
(List specific negative consequences)

3. When I am tempted to do _____, what should I do instead?
(List specific, alternate, positive behavior)

4. When I do _____, what happens that I like?
(List specific, positive consequences)

LATE WORK ESSAY

DIRECTIONS: You are to write _____ copies of this essay in your own handwriting. Write both the question and the answer on your own paper. If it is not completed when due, you will double the assignment.

Begin copying

1. When I have an assignment due, what do I sometimes do that isn't very smart (wise)?

I don't complete the assignment on time. This assignment I did not complete today was _____

2. When I don't complete my assignment on time, what happens that I don't like?

I get a lower grade on my assignment. I still have to complete the assignment but because it is late I won't learn as much. My grades go down and I feel sad, discouraged, and disappointed because I know I can do my work on time. My mom, dad, and teachers are disappointed in my choice. I have to write this essay. School seems harder and harder and my friends may think that I don't care about my work.

3. When I have an assignment at school, what should I do?

I should do the assignment. I should use any free time I have at school to get started on my work and if necessary, finish the assignment at home. If I need help, I can ask my teacher for assistance. If I do take my assignment home to complete, I will remember to bring it back to school the next day so I can get full credit.

4. When I complete my assignments on time, what happens that I like?

My grades improve and I feel very good about this. School seems much more enjoyable and pleasant. I feel very good about my ability to learn. My parents and teachers are impressed by my wise choice to complete my work on time. I don't have to write this essay! I know that the Lord is pleased with my choice since He gave me a good mind and has allowed me to be able to attend this school.

WORK NOT IN ESSAY

DIRECTIONS: You are to write _____ copies of the essay in your own handwriting. If it is not completed when due, you will double the assignment.

Begin copying

1. What did I do that wasn't very smart (wise)?

I did not complete my assignment (list the specific assignment).

2. When I don't complete my assignment when it is due, what happens that I don't like?

When I do not finish my work, I do not get the extra practice I need to learn that particular skill. I fall behind the other students and won't know as much as they know. The next lesson seems harder and my grades go down. I have to write this essay. I still must complete my work anyway but now I won't get full credit. I know the Lord is not pleased by my choice.

3. When I have an assignment to complete, what should I do?

I should get right on task and complete my work. If I need help, I can ask my teacher to help me when he/she has time to do so.

4. When I finish my assignments on time, what happens that I like?

I understand the assignment and lesson better. I become better at my work and my grades improve. I feel proud of my efforts. I don't use valuable time copying this essay. My teacher, parents, and friends can see that I am a hard worker. I know that the Lord is pleased with my work habits.

STEALING ESSAY

DIRECTIONS: You are to write _____ copies of the essay in your own handwriting. If it is not completed when due, you will double the assignment.

Begin copying

1. What do I sometimes do that isn't very smart (wise)?

I might take something that isn't mine and don't return it. I steal.

2. When I steal something that isn't mine, what happens that I don't like?

People get mad at me and they don't trust me. I might lose some of my privileges. I feel bad. God does not want me to steal and I have to say I'm sorry.

3. When I am tempted to steal, what should I do?

Look at something else. I can think of the owner's feelings. Don't steal.

4. When I respect others' property and don't steal, what happens that I like?

I will be more trusted. If I ask, I may get what I wanted anyhow. My parents will be happy. I'll get more privileges. God will be happy with my choice to be honest. I will feel proud that I made the right decision.

GETTING ALONG WITH MY SISTER/BROTHER ESSAY

DIRECTIONS: You are to write _____ copies of the essay in your own handwriting. If it is not completed when due, you will double the assignment.

Begin copying

1. What do I do sometimes that wasn't very smart (wise) when I should get along with my sister/brother?

I hit, I kick, I push, I tease, and/or I call names.

2. When I hit, kick, push, tease, and/or call names, what happens that I don't like?

My mom or dad yell at me and I get frustrated. I get privileges taken away like telephone time and time with my friends. I may get grounded.

3. When I am told to get along with my sister/brother, what should I do?

I should get along with my sister/brother. This means talking kindly, playing together, treating each other with respect and not getting into each other's stuff.

4. When I talk kindly, play nicely, and treat my sister/brother with respect, what happens that I like?

The atmosphere at home is calmer. Mom and dad are much happier. I get more privileges. Everything would seem much better. Also, I wouldn't have to write this essay and I can use my time talking with my friends or doing other things.

Attitude Essay

DIRECTIONS: You are to write _____ copy (ies) of this essay in your own handwriting. If it is not completed when due, you will double the assignment.

Begin Copying:

1. What do I sometimes do that isn't very smart (wise) when I should have a positive attitude?

I have a bad attitude. I'm ticked off. I talk back, hit or hurt someone.

2. When I have a bad attitude, hurt someone and/or am ticked off, what happens that I don't like?

My mom gets upset at me. I get yelled at. I may get in trouble. My mom and grandparents are really disappointed in me. I know Jesus is disappointed in me since he gave me a good mind and self control. Plus....I have to write this essay.

3. When I'm tempted to have a bad attitude and get ticked off, what should I do?

I can punch a punching bag (or pillow). I can choose to have a positive attitude. I can be thankful that God gave me a good mind. I can play basketball or run around outside. I can draw a picture of how I feel.

4. When I choose to have a positive attitude and am thankful for my good mind, what happens that I like?

My mom doesn't go on and on and my grandparents are impressed by my maturity. I know that Jesus is happy. I don't have to write this essay. Home seems much calmer and I get more privileges. I feel good about being a leader.

CLEANING MY ROOM ESSAY

DIRECTIONS: You are to write _____ copies of this essay in your own handwriting. Write both the questions and the answer on your own paper. If it is not completed when due, you will double the assignment.

BEGIN COPYING:

1. When I am assigned to clean my room, what do I sometimes do that isn't very smart (wise)?

I don't clean my room. I may partially clean it but it isn't up to the high standards of my parents.

2. When I don't clean my room or don't clean it up to the high standards of my parents, what happens that I don't like?

I feel bad that my parents are disappointed in me. I feel bad that I have not chosen to fulfill a reasonable responsibility that is a part of any healthy family. My room may stink, have germs and/or look disorderly. My friends and family may think that I don't care enough about orderliness and cleanliness and may see me as an irresponsible person.

3. When I am tempted to not clean my room to the high standards of our family, what should I do?

I should clean my room anyhow. I will go above and beyond what is expected. I will make sure that my room is free from germs, mess and clutter. If I am not sure what to do, I will consult the list that my parents have prepared for me.

4. When I assume the responsibility to clean my room to the high standards of our family, what happens that I like?

I am relieved that I can enjoy a clean, germ free and clutter free bedroom. I feel good that I have helped our family by assuming responsibility for this task. My friends and family are impressed that I have learned that taking care of small responsibilities like cleaning my room will allow me greater privileges in our family. Plus, my room looks and smells great!

PICKING UP AFTER MYSELF ESSAY

DIRECTIONS: You are to write _____ copies of this essay in your own handwriting. Write both the questions and the answer on your own paper. If it is not completed when due, you will double the assignment.

BEGIN COPYING:

1. When I should clean up after myself, what do I sometimes do that isn't very smart (wise)?

I don't clean up after myself. I may partially clean it but it isn't up to the high standards of my parents. I sometimes leave things laying around.

2. When I don't clean up after myself or don't clean it up to the high standards of my parents, what happens that I don't like?

I feel bad that my parents are disappointed in me. I feel bad that I have not chosen to fulfill a reasonable responsibility that is a part of any healthy family. I may contribute to a house that looks disorderly. My friends and family may think that I don't care enough about orderliness and cleanliness and may see me as an irresponsible person. I know that Jesus would want me to be orderly because He is orderly.

3. When I am tempted to not clean up after myself to the high standards of our family, what should I do?

I should clean up my mess anyhow. I will go above and beyond what is expected. I will make sure that my room and other areas of the house are free from germs, mess and clutter. If I am not sure what to do, I will consult the list that my parents have prepared for me or just use common sense.

4. When I assume the responsibility to clean up after myself to the high standards of our family, what happens that I like?

I am relieved that I can enjoy a clean, germ free and clutter free home. I feel good that I have helped our family by assuming responsibility for this task. My friends and family are impressed that I have learned that taking care of small responsibilities like cleaning up my messes will allow me greater privileges in our family. Plus since Jesus is an orderly creator, I'm sure He is impressed as well.

TECHNIQUES OF DISCIPLINE

- Anticipate trouble
- Give gentle reminders
- Distract to a positive model
- Inject humor
- Offer choices
- Restate the rule
- Give praise or compliments
- Offer encouragement
- Clarify messages
- Overlook small annoyances
- Deliberately ignore provocations
- Reconsider the situation
- Point out natural or logical consequences
- Provide renewal time
- Give hugs and caring
- Arrange discussion among the children
- Provide discussion with an adult
- Use time out (sparingly)
- If you spank, follow up with hugs and reassurances of love

Behaviors you want to see decrease

EXAMPLE:

1. Fighting with siblings.
2. Not cleaning up messes.
3. Not taking a bath, fussing.
4. Not writing homework assignments down or doing them.

Behaviors you want to see increase

EXAMPLE:

1. Getting along with siblings.
2. Keeping things clean and tidy. Picking up after self.
3. Taking bath without a fuss.
4. Doing homework assignments.

Understanding and Managing Difficult Behavior in Children

Examples of Behaviors You Want to See Decrease

- Refusing to take a bath
- Refusing to pick up toys
- Throwing clothes around room
- Getting food/drink without asking
- Not cleaning up messes when child spills food/drink
- Fighting
- Talking back
- Climbing the fence in the backyard; climbing to top of swingset
- Changing channels on TV without asking
- Playing with the computer without permission
- Refusing to get shoes and coat when asked
- Writing in books that aren't meant to be written in
- Whining when does not get own way
- Yelling
- Going into Mom and Dad's room without permission
- Going through Mom's purse, taking candy, gum, cough drops out without permission
- Getting into parent's coat and taking candy or gum
- Sneaking food and hiding under dining room table while eating it
- Jumping on furniture
- Running through the house
- Opening bedroom windows, hanging out of them, throwing toys out of them
- Playing with sewing machine
- Cutting things with scissors without permission or supervision
- Going to the bathroom in the sandbox, flower boxes
- Crossing street without an adult
- Hanging on freezer door
- Responding to requests/directives/instructions: "uh-h-h" and rolling eyes; acting "put out" or "I just started something"
- Responding or requesting in a loud, disrespectful voice to anyone
- Hitting, nudging, pushing, kicking, slapping, etc....siblings or other kids
- "Foul" mouth
- Name calling or saying "I hate you!"
- Not using manners already taught (i.e., knees up at dinner table, belching loud, or passing gas)
- Being too loud and talking too loud without regard for others
- Cracking knuckles, biting finger nails
- Procrastinating or ignoring requests (i.e., "Clean your room before dinner, please")
- Not taking good care of things, most of which cost a lot and were paid for by someone else
- Does not assume share of family responsibilities

86 WORDS OF ENCOURAGEMENT FOR CHILDREN*

If there is any single bit of advice to give parents to improve child behavior, it is positive reinforcement. In order to never run short of appropriate words for this purpose, use this list.

1. You're on the right track now!
2. You're doing a good job!
3. You did a lot of work today.
4. Now you've figured it out!
5. That's RIGHT!!!
6. Now you have the hang of it!
7. That's the way!
8. You're doing fine.
9. Now you have it!
10. That's coming along nicely.
11. That's great.
12. You did it that time!
13. GREAT!
14. FANTASTIC!
15. TERRIFIC!
16. TREMENDOUS!
17. How did you do that?
18. That's better.
19. EXCELLENT!
20. That's a good boy/girl.
21. That's the best you've ever done.
22. Keep it up!
23. That's really nice.
24. WOW!
25. Keep up the good work.
26. Much better!
27. Good for you!
28. Good thinking!
29. Exactly right!
30. SUPER!
31. Nice going.
32. You make it look easy.
33. Way to go!
34. You're doing much better today.
35. I've never seen anyone do it better
36. Superb!
37. You're getting better every day.
38. WONDERFUL!
39. I knew you could do it.
40. Keep working on it; you're getting better.
41. You're doing beautifully.
42. You're really working hard today.
43. That's the way to do it!
44. Keep on trying!
45. You're the best!
46. Nothing can stop you now!
47. You've got it made.
48. You're very good at that.
49. You certainly did well today.
50. I'm very proud of you.
51. You're learning fast.
52. You've just about got it.
53. That's good!
54. I'm happy to see you working like that.
55. I'm proud of the way you worked today.
56. That's the right way to do it.
57. You're really learning a log.
58. That's better than ever.
59. That's quite an improvement.
60. That kind of work makes me very happy.
61. Now you've figured it out!
62. PERFECT!
63. FINE!
64. That's it!
65. You figured it out fast.
66. You remembered!
67. You're really improving.
68. I think you've got it now.
69. Well look at you go!
70. You've got that down pat.
71. Good work!
72. Outstanding!
73. I like that.
74. Couldn't have done it better myself.
75. Now that's what I call a fine job.
76. You did that very well.
77. Congratulations!
78. That was first class work.
79. SENSATIONAL!
80. That's the best ever.
81. You've haven't missed a thing.
82. It's a pleasure to teach you.
83. You really make my job fun.
84. You've just about mastered that!
85. One more time and you'll have it.
86. You must have been practicing.

Understanding and Managing Difficult Behavior in Children

Examples of Positive Reinforcers

- Rent a video or Nintendo game
- Go to a movie
- Play video games (Nintendo or Game Boy)
- Swim at local pool
- Ride bike
- Play on soccer team
- Play soccer or baseball at home
- Watch specific TV shows
- Go out to dinner, especially if child can bring a friend
- Boombox
- Go to mall—purchase a tape, jewelry, clothes, shoes (even better if child can bring a friend and sibling does not come)
- Shoot hoops
- Be with Mom or Dad; no interference from sibling
- Go on vacation with grandparents
- Talk on phone
- Have a friend stay overnight or stay overnight at a friend's
- Receive unexpected gifts
- Go fishing with Dad or Mom
- Eat out on the deck
- Have popcorn and watch TV, especially with Mom or Dad when sibling is not near
- Do something with an aunt or uncle
- Parent goes to school or goes on field trip
- Parent picks child up after school instead of riding the bus
- Help set the table for supper
- Help make Kool-Aid for supper
- Help bake/prepare foods when parent is baking something
- Help grandparent do something
- Pick out own clothes for the day
- Go to the park
- Play on the computer
- Play board game
- Food treats (soda, Kool-Aid, french fries, watermelon, cookies, chips, etc.)
- Have a bedtime story read
- Watching favorite video
- Go to the grocery store with parent (pushing own little cart)
- Play in the backyard; in the sandbox
- Play with specific toys

A FAMILY OF VALUE

(Freely Adapted from John Rosemond¹)

REARING “THREE R’S” CHILDREN

• *The Respectful, Resourceful, Resilient Child*

Rule 1 (from parent to child) “From this point on in our relationship, you will pay much more attention to me than I will ever again, as a general rule, give to you.” This rule, if adhered to will draw the child out of infantile self-centeredness. See Proverbs 20:22 on the topic of foolishness being bound up in the heart of the child. This process not only helps with self-centeredness but also with spiritual growth as well.

- “I will always give you the attention that you need, understanding that you will need less and less as time goes on. You, however, will give me all the attention I want, regardless of when or why I want it, and by the way, I am under no obligation to justify any request for your attention. I will also continue to give you all the supervision you require. When you are as tall as I am, and are in possession of a driver’s license, I will still expect you to inform me as to your whereabouts, your companions, and your doings.
- Command your child’s attention by knowing (or at least pretending to know) exactly what you are doing.

Rule 2 “You will do as I say.” Basically, this let’s the child know that we are all under someone’s authority.

- We are all but small fish in a big pond
- We can’t get something for nothing
- We can’t always get what we want but we will usually get what we need
- We can’t have our cake and eat it too
- The best things in life aren’t free...there’s a price to be paid for everything
- Bad things do (at times) happen to good people
- “Screaming is a natural reaction to being bitten by reality. After all, reality has very sharp teeth”
- When your child screams....say, “If I was your age, I’d feel exactly the same way.”...then turn around and walk away, *leaving the child to stew in his own juices.*

Rule 3 “You will do what I say not because of bribe, brutality, threat, or persuasive explanation. You will do as I say because I say so. Period.”

¹ Rosemond, J. (1995). *A Family of Value*. Andrews and McMeel; Universal Press Syndicate Company. Kansas City, MO.

- Children do not (repeat not) need reasons...about the decisions that adults make.
- Remember...children rarely if ever ask for “reasons” when an adult makes a decision to their liking...thus they are not really asking for “reasons” for adult decisions...they are simply wanting to know the reasons for decisions that adults make that they don’t like. The truth is...children don’t need explanations...they want them because they have learned that adults who are foolish enough to try to explain themselves to children, can be lured into arguments...and an adult who can be lured, can be defeated. This “giving in” is intermittent reinforcement for the child and will only serve to strengthen the behavior.
- If a child doesn’t like a limit you’ve set or an expectation you’ve described, the child is not going to like any reason you use in defense of your decision, either.
- **Parents would probably like to hear this from their child;** “Oh, now I get it, Mom! I see the light! I understand perfectly! This is amazing! A minute ago, I disagreed with you and thought you were the stupidest person on the face of the earth and that your feet stank, and with just a few words you’ve been able to prove to me how foolish I was! Oh, thank you, Mom! You’re the greatest and I love the smell of your feet!” Do you really think this will likely happen due to your great “reason”?
- A child will understand adults...only when the child *is* an adult!
- It’s O.K. to give a (single) reason for a decision...but don’t under any circumstances expect the child to agree with either the decision or the reasons! It is better to say something like, “Oh, I know you don’t agree with me. Why, if I were you, I wouldn’t agree with me either.”
- **BE WILLING TO TURN AROUND AND WALK AWAY!**
- There is no such thing as an “augmentative child”, only parents who don’t know when to walk away.
- Most “hatred” toward parents lasts (at most) for just a few days. Why? Because the child in question has got to come and ask his parents for permission to do something...and in order to elevate the likelihood that the permission will be granted, he must pretend to like his parents again!
- Child should be allowed to “stew in their own juices” but the parents don’t (and shouldn’t) get in the pot with them.
- **GIVE ‘EM THE LAST WORD!** Don’t insist on having it since it only leads to further power conflicts.
- Parents need to be willing to trade a few hours (or days) of the “silent treatment” for a lifetime of them respecting us.
- If a child really insists on disobeying...then go ahead and do the task at hand but then wait for a “strategic opportunity.” This is a delayed consequence...instead of shooting from the hip when misbehavior occurs, you wait for an opportune time to follow through with consequences. In other words...act from a position of total self-control.

Attention-Deficit/Hyperactivity Disorder Rating Scale

CHILD'S NAME _____

COMPLETED ON _____ BY _____

INSTRUCTIONS: Please consider the last _____ (day, week, month) only in filling out the checklist. Check the appropriate box for each item: Not at all, Just a little, Pretty much, or Very much, which best describes your assessment of the child. Please complete all items.

Observation	Degree of Activity			
	Not at all	Just a little	Pretty much	Very much
<i>Inattention</i>				
1. Fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities				
2. Has difficulty sustaining attention in tasks or play activities				
3. Does not seem to listen when spoken to directly				
4. Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)				
5. Has difficulty organizing tasks and activities				
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)				
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)				
8. Is easily distracted by extraneous stimuli				
9. Is forgetful in daily activities				
<i>Hyperactivity</i>				
1. Fidgets with hands or feet or squirms in seat				
2. Leaves seat in classroom or in other situations in which remaining seated is expected				
3. Runs about or climbs excessively in situations in which it is inappropriate				
4. Has difficulty playing or engaging in leisure activities quietly				

Attention-Deficit/Hyperactivity Disorder Rating Scale
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Observation	Degree of Activity			
	Not at all	Just a little	Pretty much	Very much
5. Is "on the go" or often acts as if "driven by a motor"				
6. Talks excessively				
<i>Impulsivity</i>				
1. Blurts out answers before questions have been completed				
2. Has difficulty awaiting turn				
3. Interrupts or intrudes on others (e.g., butts into conversations or games)				

At what age were hyperactive-impulsive or inattentive symptoms first present? _____

Are the symptoms present at school? Yes No

Are the symptoms present at home? Yes No

Describe the child's impairment in social and academic functioning.

**13 things our children say before they go to bed at night
(Our family's core values):**

- 1. Failure is not an option**
- 2. I am destined to succeed**
- 3. I will never give up**
- 4. I will never procrastinate**
- 5. Decisions determine my destiny**
- 6. I can do all things through Christ who gives me strength**
- 7. I will never fear my circumstances I will only fear my God**
- 8. I will thrive under pressure and I will live for the challenge**
- 9. The definition of success is the progressive achievement of God's goals in God's time but the enemy of success is mediocrity**
- 10. Therefore I will not settle for status quo
I will never give place to second best
Nothing can keep me from achieving my dreams
No one can keep me from accomplishing my goals
Because I am a blood bought, Holy Spirit filled, child of God,
that cannot and will not be defeated**
- 11. So, you can take away all my worldly possessions and you can even take away my life, but you can never take away my joy, my integrity, or my Jesus**
- 12. I will be a creative problem solver when difficult times come and I will trust in God to take care of my every need.**
- 13. I am a smart, special, valuable person, I respect myself and I respect others, I will do my best in all that I do, I am glad to be me.**