

**Antelope Springs
Advanced Parenting
Session 1**

Agenda

Discussion:

1. Welcome, Structure, Outline, enhancing your experience.
2. Concepts from Dinkmeyer/MacKay, Gottman, Glenn/Nelson
3. Assignments for next week: read chapter one in Gottman, become familiar with the concept of “Emotion Coaching. Read chapter one in Dinkmeyer and understand the basics of children’s behavior. Discuss with at least two other people how you understand “Emotion Coaching” and how it might be useful in your life. Share with at least two others the influences on children. (Heredity, environment, self-concept, etc.) Write a brief paper on the mistaken beliefs of parenting, (as discussed in class) and address directly where you think your vulnerabilities are in those 4 areas. Please give examples that are concrete, specific and detailed to support your conclusions. Read the introduction and Chapter 1 in Glenn/Nelson’s book, write a 1-3 page paper on how you feel about “Families in Transition”

Class Structure:

We will **meet weekly for 10 weeks +** and discuss the topics outlined below. No registration is necessary and there is no roll. If you need proof of attendance you are responsible for having me sign your note, agenda or scrap of paper.

Class Outline

Class will consist of discussions that will center on the concepts and themes that are introduced in:

1) Raising an Emotionally Intelligent Child, by John Gottman

(ISBN:0684838656)

2) Raising a Responsible Child by Gary D. McKay & Don Dinkmeyer Sr.

(ISBN: 0684815168)

3) Raising Self-Reliant Children in a Self Indulgent World by H. Stephen Glenn & Jane Nelson (ISBN: 0761511288)

These books can be ordered from local bookstores. You might also want to consider ordering it from **Amazon.com** or any online bookstore.

We will follow the chapter outlines loosely but be aware that information and handouts will be presented that isn’t in the books. I encourage you to take notes, **buy the books and read the assigned chapters in the books prior to the weekly meeting**, and then be prepared to participate in the discussion.

Other books that are recommended reading to flesh out the class are; Discipline Without Tears, (Dreikurs) Care of the Soul (Moore), Healing the Shame That Binds You (Bradshaw), and The Path With Heart (Kornfield)

For teachers I would also recommend that you consider reading the following books; Setting Limits in the Classroom, (Mackenzie), Maintaining Sanity in the Classroom, (Dreikurs), The Schools Our Children Deserve, What to Look For in a Classroom (both by Kohn) and Positive Discipline in the Classroom (Nelson)

Our philosophy is that parenting effectively **is less about learning techniques** for controlling kids and **much more about learning who WE ARE** so that we can have a positive, encouraging influence with our children and youth. Learning to be more effective guides and mentors is vital in our interaction with youth. This class is designed to help you look into the mirror of who you are and then address your parenting techniques.

Basic concepts from Dinkmeyer/McKay

- 1) **Understanding children's behavior and misbehavior** (what motivates them) is essential to be in a position to help them become responsible.
- 2) **Building self-esteem through encouragement.** (Learning how to encourage self and others is vital to effective parenting)
- 3) **Giving children responsibility**, learning to give age appropriate responsibility is a key to promoting good self-esteem as well as ego esteem.
- 4) Learning to **determine problem ownership.**
- 5) Using **natural and logical consequences** effectively.
- 6) Learning how to **listen and validate** our children is not only important; it is foundational for intimacy with our family.
- 7) Learning how to **send I-messages (assertiveness)** not only models good techniques for our children, it establishes a pattern of connection that promotes emotional honesty between family members and lays the foundation for effective problem solving.
- 8) **Exploring alternatives and learning conflict negotiation.**

Basic concepts from Gottman

- 1) Research suggests that **LOVE ISN'T ENOUGH**
- 2) 10 years of laboratory research suggests that there are some **common denominators of effective parents.**
- 3) Daniel Goleman's **research suggests that emotionally intelligent children tend to**; be much more able to regulate their own emotions, better able to soothe themselves when upset, have fewer infectious illnesses, better at focusing attention, relate better to others, better at understanding others, better friendships with other children, and actually developed better academic performance. In short they develop a type of IQ about the world of people and emotion.
- 4) Teaching emotional intelligence can be accomplished through **incorporating 5 specific steps** in your interaction with your children/family members. (Emotion coaching)
- 5) **3 types of parents that tend to fail in teaching emotion coaching,**
 - a) Dismissing, b) disapproving, c) Laissez-Faire.

Basic Concepts from Glenn/Nelson

Introduction

Habilitation: The process of growing from weak to strong, from dependent to independent, from incapable to capable.

Declining Achievement, Motivation and Discipline: from 1963-1983 lower scores in achievement, motivation, and discipline, plus increased destructive behaviors.

Historical Overview: *“Today, increasing numbers of children have fewer and fewer opportunities to experience a meaningful role in family life and social institutions. Without a meaningful role, it is difficult to develop a sense of meaning, purpose, and significance through being needed, listened to and taken seriously.”*

Stressful Relationships

The Fading of the American Dream

Hopeful Outlook

Breakthroughs

Slow Acceptance of New Knowledge

Fathers Joining the Team

Baby Boomers as Fathers: fathers are spending 4-5 times the amount of personal time educating two children than their fathers devoted to 5 children.

A Turning Point 1983-1995

Limited Only by Our Ability to Dream

Need for Learners: *“In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”*

Must Be Learners rather than Learned:

Tools of the Learner, The Significant Seven, 3 beliefs and 4 skills that are the essence of fully functioning human beings.

Our Focus: Blueprints for strategies to encourage young people to develop those significant perceptions and skills.

A Brief Look at "Mistaken Beliefs"

One basic concept of parenting is that of "mistaken beliefs". That means that all of us tend to behave each day in ways that reflect what we believe, or what we say inside to ourselves about how life is. When children misbehave it is usually because they have certain mistaken beliefs. Following is a summary of what some myths might be for young children, teens and parents. When a degree of irrationality or cost to growth is involved, we call these "mistaken beliefs" because the belief is based on conclusions with cognitive distortions in it.

Myths of Younger children...

1. "I must be the center of attention."
2. "I don't count unless I get things my way."
3. "Since people have hurt me and don't love me... since I am unlovable... the only way I can get any response from others is by hurting them."
4. "I am inadequate."

Myths of Teens...

Any of the above may apply and also the following,

5. "I am O.K. only when I experience excitement."
6. "I don't count unless I have friends that really like me."
7. "I belong best by being the best and knowing more."

Myths of Parents...

1. "I must be in control." Parents who believe that they must be in control or have to be right often don't let their children experience natural or logical consequences. These parents have a tendency to interfere, argue or attempt to show who's the boss. Their children may be inclined to rebel, seek revenge, give up, or become evasive. Caught up in reacting against a controlling parent a child may have trouble developing true independence and self discipline.

2. "I am superior." Parents who spoil their children or interfere, who pity them or try to over protect them, may be acting on the belief that they are superior. The children in situations like this often feel inadequate and learn to blame and criticize others. Like their parents, they may end up believing that they are better than other people. These people are likely to learn self-pity, entitlement and arrogance.

3. "I must be perfect." Parents who believe that they must be perfect usually demand such perfection from others. The children of parents who demand perfection often feel that nothing they do is ever good enough. They may become perfectionists themselves, or they may give up. They frequently get discouraged and are likely to worry too much about what other people think.

4. "I must please others." When parents act on the belief that they don't count, or must please others in order to be O.K., they often teach their children to expect others to give in to them and to wait on them. The children may be selfish and have poor social relationships as a result. They are usually passive-aggressive and have a hard time getting their own need met.

5. "I must be comfortable." Parents who fall into this category usually avoid conflict, responsibility and risk-taking. They believe that in order to be OK they must be comfortable.

OUR MISTAKEN BELIEFS DON'T JUST AFFECT OUR CHILDREN. WE GET DISCOURAGED OURSELVES AT NOT BEING ABLE TO LIVE UP TO THESE BELIEFS, AND THEN END UP REINFORCING THE VERY BELIEF THAT IS CAUSING THE PAIN.

Identifying mistaken beliefs that may be influencing your parenting is the first step toward becoming a more effective parent. Your next step is to replace the unhelpful beliefs with more constructive ones.

Your view of the world influences how you experience everything that happens to you. Fortunately, there is always more than one way to look at any experience, perceptual alternatives always exist!! **By choosing how you interpret events you can find constructive ways to look at yourself, your life and your relationships.**

Understanding your children and their goals is important, but it is also very important to understand yourself. The following information on perception may be helpful in further clarifying your beliefs.

Remember that **PERCEPTION IS ALL THAT THERE IS, or in other words, the meaning that you choose to attach will produce your experience.**