

**Antelope Springs  
Advanced Parenting  
Session 10**

Agenda

1. Review Ellis, finish “4 Horsemen”, general couple issues, The Fathers Crucial role and Keys for Fathers (handout from last week)
2. Small group exercise
3. Divorce and impact on kids (what does the research say?)
4. Stages of Development (Piaget and Kohlberg, Erickson)
5. Using the Couple Report Card
6. Review

*“Fathers typically relate to children differently than mothers do, which means their involvement leads to the development of different competencies, particularly in the area of social relationships. . . Many researchers believe that fathers influence their children primarily through play. . . Studies of three and four year old children conducted by Ross Parke and Kevin MacDonald provide evidence of this link (that how dads PLAY with their children influences how the child interacts in society) and an interesting and significant qualifier emerged in this study, however; Kids with highly physical dads were only rated as popular if their dads played with them in ways that were NONDIRECTIVE AND NONCOERCIVE. The children whose dads were highly physical but also highly bossy received the lowest popularity scores. . . such discoveries fit in with my own findings, which highlighted the importance of dads avoiding criticism, humiliation, derogation, and intrusiveness with their kids.”*

Gottman

## **Piaget's Stages of Cognitive Development**

**Sensorimotor** birth – 2 In this period (which has 6 stages), intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited (but developing) because it's based on physical interactions / experiences. Children acquire object permanence at about 7 months of age (memory). Physical development (mobility) allows the child to begin developing new intellectual abilities. Some symbolic (language) abilities are developed at the end of this stage.

**Preoperational** 2 – 7 In this period (which has two substages), intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in a nonlogical, nonreversible manner. Egocentric thinking predominates.

**Concrete operational** 7 – 11 In this stage (characterized by 7 types of conservation: number, length, liquid, mass, weight, area, volume), intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions that are reversible). Egocentric thought diminishes.

**Formal operational** 11- 18 In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought. Only 35% of high school graduates in industrialized countries obtain formal operations; many people do not think formally during adulthood

## **Kohlberg's Stages of Moral Development**

### **I. Preconventional**

**Stage 0: Egocentric Judgment:** The child makes judgments of good on the basis of what he likes and wants or what helps him. He has no concept of rules or of obligations to obey or conform independent of his own wishes.

**Stage 1: Punishment/Obedience Orientation:** The physical consequences of an action determine it's goodness or badness regardless of the human meaning or value of these consequences. Avoidance of punishment and unquestioning deference to power are values in their own right, not in terms of respect for an underlying moral order supported by punishment and authority (which would be stage 4)

**Stage 2: Utilitarian Orientation:** Right action consists of what serves to satisfy one's own needs. Human relations are viewed in terms such as those of the market place. Elements of fairness, reciprocity and equal sharing are present, but they are always interpreted in a physical pragmatic way. Reciprocity is a matter of "you scratch my back and I'll scratch yours", NOT loyalty, gratitude or justice.

### **II Conventional Level**

At this level the individual perceives the maintenance of the expectations of his family, group or nation as valuable in it's own right, regardless of immediate and obvious consequences. The attitude is not only one of conformity, but loyalty to it, actively maintaining, supporting and justifying the order and identifying with the persons or group involved.

**Stage 3: The Interpersonal concordance (good boy, nice girl):** Good behavior is what pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is

majority or “natural” behavior. Behavior is frequently judged by intention, “he means well” . . . one earns approval by being nice.

**Stage 4: The Law and Order Orientation:** The individual is oriented toward authority, fixed rules and the maintenance of the social order. Right behavior consists of doing one’s duty, showing respect for authority and maintaining the given social order for its own sake.

**III Post – Conventional, Autonomous or Principled Level**

The individual makes a clear effort to define moral values and principles that have validity and application apart from the authority groups.

**Stage 5: Social Contract Orientation:** Right action tends to be defined in terms of general individual rights and standards that are agreed upon by society as a whole. Personal values and opinions are taken into account but considered relative to each person. The “official” morality of the American government and constitution is at this stage.

**Stage 6: The Universal – Ethical Principle Orientation:** Right is defined by the decision of conscience in accord with self chosen ethical principles that appeal to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical, (the Golden Rule), they are NOT concrete moral rules like the 10 commandments. At heart, these are universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons.

**ERICKSON'S STAGES OF DEVELOPMENT**

CONFLICT	AGE	CONSEQUENCE
<b>1. BASIC TRUST VS MISTRUST</b>	0-18 MONTHS	HOPE
<b>2. AUTONOMY VS SHAME/SELF DOUBT</b>	18-36 MONTHS	WILL
<b>3. INITIATIVE VS GUILT</b>	3-7 YRS	PURPOSE
<b>4. MASTERY VS INFERIORITY</b>	7-12	COMPETENCE
<b>5. IDENTITY VS IDENTITY CONFUSION</b>	12-18	FIDELITY
<b>6. INTIMACY VS ISOLATION</b>	18-30	LOVE
<b>7. GENERATIVITY VS STAGNATION</b>	30-60	CARE
<b>8. EGO INTEGRITY VS DESPAIR</b>	60-death	WISDOM

- Lack of hope in my life suggests...
- Lack of will in my life suggests. . .
- Lack of purpose in my life suggests...
- Lack of competence in my life suggests...
- Lack of fidelity/being trustworthy in my life suggests...
- Lack of love for myself and others in my life suggests...
- Lack of caring for myself and others in my life suggests...
- Lack of wisdom in my life suggests...

**Study Questions**

Looking at the above answers about yourself;

1. What do you find that is unresolved in your own development?
2. What steps might you take to resolve the issue and more effectively meet your needs?
3. Using your needs map, what structure might you use to move through the issues in development that you need to address?
4. Looking at your needs, describe the type of "parent" that you need in your life right now.
5. What do you need to do to treat yourself that way, and who can assist you in reinforcing that type of parenting?

## Couple Report Card

Please treat this exercise with gentleness and caring. Work hard to be as objective as you can, and mark answers that reflect your experience of your partner, rather than marking them to hurt or punish your partner. BE OPEN and HONEST.

Grade your partner with either a letter grade, ie A, B, C, D or F or a number grade 4, 3, 2, 1, or 0. The key is as follows;

**A or 4 = Outstanding** in this area, very consistent and accomplished at this

**B or 3 = Good effort**, not as consistent or accomplished as an A, but still doing well

**C or 2 = Average effort**, not bad but not outstanding, either inconsistent or not accomplished

**D or 1 = Below average**, this area may bother you and needs improvement. Interferes with your partners functioning in society, with friends, family and co workers.

**F or 0 = Failure** to do much or well in this area to the point of really negatively impacting the relationship. Very high costs to this behavior or attitude.

- \_\_\_ 1. Speaks respectfully to me.
- \_\_\_ 2. Uses words that show caring to me.
- \_\_\_ 3. Voice tone is kind, caring.
- \_\_\_ 4. Takes the time to really hear what I am saying.
- \_\_\_ 5. Doesn't criticize me.
- \_\_\_ 6. Offers constructive suggestions when appropriate.
- \_\_\_ 7. Validates my feelings generally.
- \_\_\_ 8. Allows my anger without trying to repress me/it.
- \_\_\_ 9. Celebrates with me when I like myself.
- \_\_\_ 10. Avoids put downs of me.
- \_\_\_ 11. Avoids put downs of others.
- \_\_\_ 12. Encourages me when I cry.
- \_\_\_ 13. Is comfortable with my vulnerability.
- \_\_\_ 14. Offers problem solving when asked.
- \_\_\_ 15. Takes responsibility for his/her own feelings, not mine.
- \_\_\_ 16. Takes extra time to show caring for me.
- \_\_\_ 17. Shows caring for me in ways that are meaningful to me.
- \_\_\_ 18. Remembers my birthday, anniversary, and other meaningful dates.
- \_\_\_ 19. Celebrates those dates in ways that are meaningful to me.
- \_\_\_ 20. Touches me affectionately.
- \_\_\_ 21. Encourages my individuality.
- \_\_\_ 22. Is fair when we argue/discuss.
- \_\_\_ 23. Supports me in my other relationships.
- \_\_\_ 24. Confronts me (appropriately) when needed.
- \_\_\_ 25. Respects my boundaries/personal space/privacy.
- \_\_\_ 26. Is committed to my personal growth.
- \_\_\_ 27. Grooms well, is clean and neat.
- \_\_\_ 28. Cooperates with me in problem solving.
- \_\_\_ 29. Helps with household/yard chores.
- \_\_\_ 30. Works on co-equality in the relationship
- \_\_\_ 31. Stays involved with me, even when things are tough.
- \_\_\_ 32. Allows enough time for our relationship.
- \_\_\_ 33. Is spontaneous and fun with me.
- \_\_\_ 34. Really likes me.
- \_\_\_ 35. Is loyal to me and our relationship.
- \_\_\_ 36. Doesn't demean me or use sarcasm.
- \_\_\_ 37. Is ok with my difficulties in life.

\_\_\_ **TOTAL OF ALL 37, divided by 37 = GPA** \_\_\_\_\_

Advanced Parenting Session #10  
Small Group Exercise

In your small group discuss and write on the following questions.

1. List the “Four Horsemen” as described by Gottman. Why does Gottman say it might be important to understand this concept?
2. Talk briefly about what you’ve experienced in your couple relationship as far as the “Four Horsemen”. How did do they presently impact you? Or if you’ve experienced them in the past, what was that like for you?
3. In Ellis’s paradigm there are four important parts. . . we list them as A B C D, talk in your group about each part and what it means. Also give some examples about how understanding this idea can enrich your parenting.
4. We know that fathers have a “crucial role” as explained by Gottman. Talk in your group about what this role is and how it works.
5. There are usually 3 basic ways that we can be defensive. List all three, define each one and then give real life examples of each. What is the way that you usually get defensive? Look at the impact on your relationships, both with children and adults. (share with your group)
6. Emotions are powerful indicators of \_\_\_\_\_? (hint: remember where feelings come from)
7. If you want to change your experience of a situation or another person, you most likely will want or need to change the \_\_\_\_\_ \_\_\_\_\_. What does this look like?
8. Talk briefly about the changes you have made as a direct result of your work and learning in parenting class. . . please be specific, concrete and detailed.