

**Antelope Springs  
Advanced Parenting  
Session #11**

*“If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed”*

Albert Einstein

*“Feelings of security are necessary for satisfying life experiences. These feelings are subjective and not necessarily related to the actual situation. **Security is an INNER FEELING of strength.** A child, to feel secure, needs to develop the following qualities;*

1. *Courage – “I’m willing to take a chance”*
2. *Confidence – “I’ll be able to handle it”*
3. *Optimism – “Things will turn out all right”*

*Parents can influence children in these directions by encouraging them, by valuing them and setting examples of courage, confidence and optimism. Courage is as contagious as anxiety.”*

Agenda

- 1 Review- finish Fathers crucial role (Gottman’s book)
- 2 Divorce and impact on kids (what does research say?)
- 3 Finish use of the Couple Report Card
- 4 Finish Keys for Fathers (handout from last week)
- 5 Discipline Strategies (10 Common Sense Guidelines)
- 6 Setting the stage for effective discipline.

*“Don’t do for the child/youth what he can do for himself. A dependent child is a DEMANDING child. Most adults underestimate the abilities of children. Give children opportunities and encouragement to become contributing members of the family and other groups. Children tend to BECOME IRRESPONSIBLE when we fail to give them opportunities to take on responsibility. In doing for the child, we deprive him of the opportunity to learn. Don’t give undue service which not only takes away from your child’s independence, but it also takes away from your independence as you become a slave to a demanding child.”*

Dr. G. Hugh Allred

## 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. If you feel safe to discuss with your partner the grades, then do so without attacking, but rather work for understanding and an exchange of feelings and information.

Grade your partner with either a letter grade, 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.

- \_\_\_ 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 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. A groom well, and 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 our relationship and me.
- \_\_\_ 36. Doesn't demean me or use sarcasm.
- \_\_\_ 37. Is ok with my difficulties in life.

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

## 10 Common Sense Discipline Strategies

1. **Listening** – Keep communication with your child open. Recent studies indicate that parents spend less than 15 minutes per week in meaningful communication with their children. Taking time to listen to your children prevents future discipline problems and eases the impact of crisis situations.
2. **Be Firm but Positive** – Standards for your child's behavior should be established and followed conscientiously. These are broad guidelines for your children to follow and are not intended to discourage your child's responsibility for his own behavior. Children need firmness. Firmness provides limits without which they feel uncomfortable.
3. **Natural or Logical Consequences** – should replace arbitrary punishment. This allows the situation to be a learning experience. Children respond to natural consequences, they fight back to punishment.
4. **Respect your child as a person and his/her individuality** – A parent cannot expect a child to respect him, if he, in turn does not respect the child's feelings, attitudes, and beliefs. Respect for a child means that he/she is regarded as a human being with the same right to make decisions, as do adults. Those decisions are made within the framework set up by parents/society. Similar rights do not mean that children get to do what adults do. Everyone in a family has a different role to play, and each has the right to be respected in their role.
5. **Realize your child's strengths and limitations** – Give your child recognition for his strengths and help him change his limitations to strengths. Competition between siblings should not be encouraged, as this fosters rivalry rather than individual growth.
6. **Recognize the effort and not the products** – Help the child to feel good about what he/she is doing. When mistakes occur or when a child fails to accomplish a certain goal, avoid words or actions' implying the child is a failure. The child's actions may have failed, but he is not a failure.
7. **After disciplining a child, forget about the incident and carry on** – It is important to repeatedly provide the child with the opportunity to try again. This allows them to feel that they still have a chance and shows them that the parents trust in their ability to improve.
8. **ENCOURAGEMENT IS MORE IMPORTANT THAN ANY OTHER ASPECT OF CHILD RAISING.** A misbehaving child is a discouraged child. Half of the job of encouraging is avoiding discouragement, and the other half is knowing how to encourage. This two-fold job is a continuous process that provides the child with a sense of self-respect and accomplishment.
9. **Understanding** – All human behavior has a purpose and is a movement toward a goal. The best way to prevent discipline problems is to understand the child's feelings and what motivates him. Too often parents and teachers react to the child's behavior without looking to the underlying goals for the behavior.
10. **You as a parent or teacher are the role model for your child.** Remember, your actions speak louder than your words. Being a good role model means the following; a) taking responsibility for your own actions, b) being prepared as a parent/teacher, c) developing an attitude of patience.

## Review Questions

1. What does Gottman say (we discussed in class) about the “father’s crucial role”?
2. How does this information impact you directly?
3. What changes are you making in your family as a result of this awareness?
4. What are some of the typical responses of children to divorce?
5. Why does the research suggest that children have more trouble with their father during/after the divorce, compared to having trouble with mother?
6. What does Hetheringtons research suggest about children and divorce? Why is this important to consider?
7. Gottman states that when there are elements of the “four horseman” in the couple relationship, it can significantly interfere with parenting. What are the four horsemen? How do they impact the kids?
8. Gottman suggests that there are a number of positive strategies to manage your marital conflict. Which of the following is NOT part of his list?
  - a. Don’t use your children as weapons in marital conflict.
  - b. Never let your children see you fight.
  - c. Don’t allow your kids to get in the middle.
  - d. Let your kids know when conflicts are resolved.
  - e. Establish networks of emotional support for your children.
  - f. Use Emotion Coaching to talk about marital conflict.
  - g. Stay engaged with the details of your children’s everyday lives.
9. Being aware of Piaget and Kohlberg’s stages of development can be very helpful in working with children. Name at least 3 ways that you can use that information.
10. List at least 4 of the “Keys for father” from your handout.