

**Antelope Springs
Advanced Parenting
Session # 3**

Agenda

1. Review and discuss, Adlerian Lifestyles Priorities, Emotion Coaching, Styles of parenting (Gottman-Dinkmeyer)
2. Gregoric Style Delineator test (in class)
Gottman's Parenting Styles test (from his book)
3. How does your personality influence your parenting style?
 - a. Gregoric Style Delineator
 - b. Inner Sentence
 - c. Suggestions for enhancing your parenting style
4. Glenn/Nelson "Lost in the Shuffle" (overview of chapter 2)
5. Dinkmeyer/McKay "Becoming the Parent You Want to Be."

"The family constellation refers to the psychological position of each child in a family in relation to sisters and brothers. Each child in a family is born into a different set of circumstances: the firstborn in the family is an only child for a time, and then the oldest; any children born thereafter have to deal with an older and usually more advanced sibling. A child's psychological position in relation to siblings has a significant effect on psychological development. Constellation position is usually based on birth order, but that is not the sole determining factor – a child's position also depends on how the child sees herself or himself in relation to sibling."

Dinkmeyer

Chapter 2 Dinkmeyer/McKay
“Becoming the Parent You Want to Be”

1. *“Nag, remind, serve, threaten – all the things that well intentioned parents do. Good intentions, faulty methods. We call such methods faulty because they take away the child’s responsibility. The point is, simply, that responsibility begins when we allow children to be accountable for what they can handle.”*
2. The Controlling Parent: *“A controlling parent believes that everything he does is for the sake of his children. However if his motives were truly altruistic he’d be less concerned about his image as a parent and more devoted to promoting a sense of adequacy in his children.”* Possible inner sentences of this parent might include? (superiority, control, ?)
3. What’s Your Style?
 - a. Autocratic; disrespects children, ignores children’s rights, lectures, orders, threatens, makes all decisions, gives advice, responds to misbehavior by punishing, withdrawing privileges, spanking.
 - b. Permissive; disrespects self, ignores own rights, pleads, lets children do what they want, reasons as response to misbehavior.
 - c. Democratic; respects children and accepts them as they are, encourages mutual respect, respects all rights, allows children to be responsible for their own problems, gives choices within limits, involves children in decisions that affect them, explores alternative solutions, permits children to experience consequences of their decisions.
4. *“A lot of people buy parenting books hoping that they’ll learn some new tricks to make their children behave. If you haven’t gotten the point yet, let us make it very clear: THE ONLY PERSON YOU CAN CHANGE IS YOURSELF. The good news is that once you change yourself, your children will most likely change theirs.”*

Chapter 2 Glenn & Nelson

“Lost in the Shuffle”

1. 4 “critical factors” demand our attention if we are to restore the dialogue, collaboration, and basic training in capabilities for young people.
 - a. Networks
 - b. Meaningful roles
 - c. On the job training for life
 - d. Parenting resources

2. Parenting Resources – the Significant Seven
 - a. **Perceptions of personal capabilities**: capable of facing problems and learning through challenges and experiences.
 - b. **Perceptions of personal significance**: capable of contributing in meaningful ways and believing that life has meaning and purpose.
 - c. **Perceptions of personal influence over life**: capacity to understand that one’s actions and choices influence one’s life and hold one accountable.
 - d. **Intrapersonal skills**: capacity to manage emotions through self-assessment, self-control and self-discipline.
 - e. **Interpersonal skills**: capacities necessary to deal effectively with others through communication, cooperation, negotiation, sharing empathizing and listening.
 - f. **Systemic skills**: capacity for responding to the limits, consequences and interrelatedness of human and natural systems with responsibility, adaptability, flexibility and integrity.
 - g. **Judgment skills**: capacity for making decisions and choices that reflect moral and ethical principles, wisdom and values.

Four Styles of Parenting

Overview

Gottman

The Dismissing Parent

- Treats child's feelings as unimportant, trivial
- Disengages from or ignores the child's feelings
- Wants the child's negative emotions to disappear quickly
- Characteristically uses distraction to shut down child's emotions
- May ridicule or make light of a child's emotions
- Believes children's feelings are irrational, and therefore don't count
- Shows little interest in what the child is trying to communicate
- May lack awareness of emotions in self and others
- Feels uncomfortable, fearful, anxious, annoyed, hurt or overwhelmed by the child's emotions
- Fears being out of control emotionally
- Focuses more on how to get over emotions than on the meaning of the emotion itself
- Believes that negative emotions are harmful or toxic
- Believes focusing on negative emotions will "just make matters worse"
- Feels uncertain of what to do with the child's emotions
- See the child's emotions are a demand to fix things
- Believes negative emotions mean the child is not well adjusted
- Believes the child's negative emotions reflect badly on the parents
- Minimizes the child's feelings, downplaying the events that led to the emotion
- Does not problem solve with the child; believes that the passage of time will resolve most problems.

Effects of this style on children: They learn that their feelings are wrong, inappropriate, not valid. They may learn that there is something inherently wrong with them because of the way that they feel. They may have difficulty regulating their own emotions.

The Disapproving Parent

- Displays many of the dismissing parents behaviors, but in a more negative way
- Judges and criticizes the child's emotional expression
- Is over aware of the need to set limits on their children
- Emphasizes conformity to good standards or behavior
- Reprimands, disciplines, or punishes the child for emotional expression, whether the child is misbehaving or not.
- Believes expression of negative emotions should be time limited
- Believes that negative emotions need to be controlled
- Believes that negative emotions reflect bad character traits
- Believes the child uses negative emotions to manipulate; this belief results in power struggles
- Believes emotions make people weak; children must be emotionally tough for survival.
- Believes negative emotions are unproductive, a waste of time
- See negative emotions, (especially sadness) as a commodity that should not be squandered
- Is concerned with the child's obedience to authority

Effects of this style on children: SAME as the Dismissive style, + a heightened sense of shame

The Laissez-Faire Parent

- Freely accepts all emotional expression from the child
- Offers comfort to the child experiencing negative feelings
- Offers little guidance on behavior
- Does not teach the child about emotions
- Is permissive, doesn't set limits
- Doesn't help the child solve problems
- Doesn't teach problem solving methods to the child
- Believes that there is little you can do about negative emotions, other than ride them out
- Believes that managing negative emotions is matter of hydraulics; release the emotion and the work is done

Effects of this style on children: They don't learn to regulate their emotions; they have trouble concentrating, forming friendships, and getting along with other children.

The Emotion Coach

- Values the child's negative emotions as an opportunity for intimacy
- Can tolerate spending time with a sad, angry, or fearful child; does not become impatient with the emotion
- Is aware of and values his or her own emotions
- See the world of negative emotions as an important arena for parenting
- Is sensitive to the child's emotional states, even when they are subtle
- Is not confused or anxious about the child's emotional expression; knows what needs to be done
- Respects the child's emotions
- Does not poke fun or make light of the child's negative feelings
- Does not say how the child should feel
- Does not feel he or she has to fix the problem for the child
- Uses emotional moments to
 - Listen to the child
 - Empathize with soothing words and affection
 - Help the child label the emotion he or she is feeling
 - Offer guidance on regulating emotions
 - Set limits and teach acceptable expressions of emotions
 - Teach problem solving skills

Effects of this style on children: They learn to trust their feelings, regulate their own emotions and solve problems. They have high self-esteem, learn well, and get along well with others.

Advanced Parenting Session 3

Small group work

1. Discuss in your group the 4 styles of parenting, according to Gottman. Please talk specifically about how each style impacts children.
2. Based on the discussion and your reading, (and if you've taken the Gottman Parenting Style test from his book, include information from that as well) how would you describe your parenting approach? What strengths do you think that you exhibit as a parent? What do you believe would be helpful for you to work on, in your parenting style?
3. Discuss the 5 steps in Emotion Coaching. How are you using some of those steps right now? Please give a couple of specific examples of how you've successfully done some part, or all, of the Emotion Coaching process.
4. Review briefly your scores on the Adlerian Lifestyle Priorities test. Talk about how you felt when you scored your test. What changes are you working on now based on that information?
5. Discuss your scores on the Gregoric Style Delineator and how that information might be helpful to you in your parenting. What impact do you think your style has had on your relationships with other adults? How and why?