

**Antelope Springs**  
**Advanced Parenting**  
**Session 4**

*“When we seek to understand our children’s experience, they feel supported. They know we’re on their side. When we refrain from criticizing them, discounting their feelings, or trying to distract them from their goals – they let us into their world. They tell us how they feel. They offer opinions. Their motivations become less mysterious, which in turn leads to further understanding. Our children begin to trust us. Then when conflicts crop up we’ve got some common ground for solving problems together.”*

*Gottman*

**Agenda**

**1. Brief Review**

Assessing Your Parenting Style, Adlerian Priorities, Gregoric Style Delineator, Family constellation, etc.

**2. Emotion Coaching (chapter 3 in Gottman)**

a) Being aware of the child’s emotions.

*“Empathy is simply the ability to put yourself in your child’s shoes and respond accordingly. Just because empathy is a simple concept, doesn’t mean that is always easy to practice.”*

b) Recognizing the emotion as an opportunity for intimacy and teaching

c) Listening empathetically and VALIDATING the child’s feelings

d) Helping the child verbally label emotions

e) Setting limits while helping the child problem-solve

**3. Encouragement: the basis for self-esteem and positive behavior (chapter 3 in Dinkmeyer)**

a) Discouragement typically comes from 3 sources:

a. High standards

b. Competition

c. Over-ambition.

b) Methods of encouragement:

a. Valuing and accepting the child as he/she is

b. Using words that build the child’s self-esteem and feelings of adequacy

c. Showing faith in the child

d. Planning for experiences that are guaranteed to produce success

c) Skills of encouragement:

a. Focusing on assets, strengths and resources

b. Perceptual alternative skills

c. Humor skills

d. Focus on efforts not completion/standards.

d) Praise vs. encouragement

d) Self defeating patterns (page 71)

4. **Working With Perceptions (Chapter 3 in Glenn & Nelson)** *“Because perception forms the basis for comprehending the unique world of each individual, we are devoting an entire chapter to it. To work with people effectively it is necessary to understand at least five aspects of perception:”*
- a. Perceptions are keys to attitudes, motivation and behavior.
  - b. Perceptions are products of four elements: experience, identification, analysis and generalization.
  - c. Perceptions are cumulative.
  - d. Perceptions are unique.
  - e. Perceptions need to be supported and challenged to change.
  - f. **Barriers that Make Interactions Threatening**
    - i. An unwillingness to consider the validity of another person’s point of view.
    - ii. The discounting or judging of another person’s point of view.
    - iii. Blaming of others for one’s own personal feelings (e.g., “you make me angry.”)
    - iv. A lack of genuineness indicated by a tone of voice that contradicts the spoken message
  - g. **Building Blocks for Creating a Climate of Support**
    - i. Openness to exploring another person’s point of view.
    - ii. Listening with the purpose of understanding another person’s point of view.
    - iii. Empathy, which results only from careful listening.
    - iv. Genuineness conveyed through warmth and interest.
    - v. The ownership of personal feelings.
    - vi. Respect for differing points of view.

**4. Assignment for next session: read chapter four/Gottman and integrate the results of your Adlerian Priorities and Gregoric with additional strategies for emotion coaching. Be especially aware of when emotion coaching is not viable. Read chapter four/Dinkmeyer and understand the goals that emotions may achieve. Write on how you have used your emotions in relationships, 2 – 5 pages. Read chapter four in Glenn/Nelson, and think about strategies that you can use to help develop strong perceptions of personal capabilities in your family. Understand what Glenn/Nelson mean by “Barriers” and “Builders”.**

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**Small Group Work**

1. Briefly discuss your understanding of Gottman's Emotion Coaching process. When do we use it? When do we not use it? What is the main purpose of using EC?
2. Take some time and review each of the 5 steps with your group members, making sure that all of you have a basic understanding of each step.
3. When you are satisfied that all the group members understand the basics of EC, take turns role playing the following situations;
  - a. *A 15 year old girl comes home from school complaining about how her boyfriend made fun of her hair, in front of friends.*
  - b. *A 7 year old boy is crying because he tripped and cut open his knee while playing with friends, he comes to you almost hysterical.*
  - c. *A 19 year old daughter is home for the weekend (back from college) and casually tells you that she is concerned that she might have Chlamydia.*
  - d. *Your 12 year son is yelling, calling you names, and demanding that you purchase a new IPod for him, because he lost his old one.*
4. Discuss in your group the parts of EC that were more difficult for you to do, and the parts that came easier for you. Talk about why.