

**Antelope Springs
Advanced Parenting
Session 6**

*If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.*

Emily Dickinson

Agenda

1. Review
 - a. Birth Order
 - b. Emotion Coaching Strategies
 - c. When NOT to EC
 - d. Discouragement origins
 - e. Self encouragement techniques
2. 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
3. Skills of encouragement:
 - e. Focusing on assets, strengths and resources
 - f. Perceptual alternative skills
 - g. Humor skills
 - h. Focus on efforts not completion/standards.
4. Praise vs. encouragement
 - a. Contrast
 - b. Price-tags/benefits
5. Perceptions of Personal Significance (2nd of 7 for the "significant seven")
 - a. Need to be needed (Adler found that when human beings feel no sense of belonging or importance, they behave in ways that provide them with a false sense of significance. (pg 75 Glenn/Nelson)
 - b. Developing a sense of meaning and purpose
 - c. The pressure to perform

Keys to Help Your Children Perceive That You Love Them

1. Show actions that let the child know that you really care for them. Talk, kiss, hug, give, listen, tell, feed, touch, in short do something **that is visible**.
2. Be very careful how you choose to motivate your child... Are you trustworthy or manipulative?
3. Be aware that **timing is essential** in dealing with children and even more so with teens. What you do at one time might not be appropriate at another time.
4. Consider all options and choices in your behavior, **become much more proactive and less reactive**. Are you arbitrary or flexible?
5. Understand that **your child knows who benefits from each interaction**, more than you may give them credit for. Work always toward a WIN/WIN relationship.
6. Under gird all of the above with **respect and patience**.

Remember that the only evaluation that counts is how your children perceive your feelings toward them. Whether you believe that you are a loving, kind parent may have little to do with your impact upon the child. Are you respectful to your children, do you treat them with dignity and kindness?

A Few Encouragement Techniques

1. **Date Night...** spend one evening with one child, doing what they choose within your parameters. Rotate with all your children. One on one is the key to success for this activity.
2. **Nights Up...** each child can stay up as late as they want one night per week. (Prearranged) This stays in effect as long as they are up the next day and do not miss school, chores, etc. You may stay up with them, or you may go to bed. No friends over, no leaving the house, and other guides as you see fitting.
3. **Talk Time...** one half hour per youth, per week that you talk, one on one, with your children. This is not the Spanish Inquisition!! You are not interviewing them, but you are talking with them, and are open to feedback from them. Ask them how you are doing as a parent, etc.
4. **Garbage Jar...**place a jar with a notepad and pen next to it. Challenge all family members to write down the differences/arguments/quarrels that they are having and then process it during family meeting.
5. **Cultural Exchange Night...** meet with your youth/child and plan an evening to listen to some of the music they like, and then some that you like. Either take turns with songs, or time limit each round. Talk about why you like the music, **DO NOT BE SARCASTIC OR DEGRADING IN ANY WAY**. The key to working with youth, especially teens is to show respect. Look for sometime that you can appreciate in the music. (This may also work for food, types of recreation, etc.)

The Language of Encouragement

(From Dinkmeyer)

Phrases and words that say

“I accept you”

1. You seem to like chess a lot!
2. How do you feel about that?
3. I can tell you're pleased about that.
4. I can see you're not satisfied. What do you think we can do so you'll feel happier with it?
5. It looks like you enjoyed that.
6. You did your best – that's all anyone can do.
7. I enjoy your sense of humor.
8. It's nice that you enjoy learning.

“I know you can”

1. You can do it; you made it partway already.
2. You're making progress
3. I trust your judgment.
4. That's a tough one, but I think you can figure it out.
5. I need your help fixing this.
6. You'll figure it out.
7. Knowing you, I'm sure you'll do fine.

“I see that you are working and improving.”

1. You worked hard on that.
2. You're getting better at fractions all the time.
3. Look at the progress that you've made.
4. Looks like you've spent a lot of time thinking that one through.
5. I see you're moving along.
6. You may not feel like you've reached your goal, but look how far you've come.

“I appreciate you.”

1. I needed your help and you came through.
2. Thanks! That was a big help.
3. It was thoughtful of you to do that.
4. I really appreciate it when you help me. It makes grocery shopping a lot easier.
5. I need your help planning the picnic.
6. You have skill in _____.
7. Would you do that for the family?
8. I really enjoyed _____ thanks!

Remember for maximum effectiveness with words of encouragement; be concrete, specific and detailed.