

**Antelope Springs
Advanced Parenting
Session 7**

For parents, the manuals we are referring to are;

- 1) **Raising an Emotionally Intelligent Child**, by John Gottman (ISBN:0684838656)
- 2) **Raising a Responsible Child** by McKay & Dinkmeyer (ISBN: 0684815168)
- 3) **Raising Self-Reliant Children in a Self-Indulgent World** by Glenn/Nelson (ISBN: 0761511288)

For teachers: I would also recommend that you consider reading the following books; Setting Limits in the Classroom, (Mackenzie), Maintaining Sanity in the Classroom, (Dreikurs), The Schools Our Children Deserve, What to Look For in a Classroom (both by Kohn) and Positive Discipline in the Classroom (Nelson)

“Emotions generally support the intention of the individual and provide energy and motivation in line with the goal. Emotions, beliefs and values and goals are all interrelated. When you understand that a child’s emotions are patterned, meaningful, and interrelated, you will be less confused than if you view the factors as separate entities.” Don Dinkmeyer

Agenda

1. Review and finish: encouragement basics;

- Encouragement vs. praise
- External vs. internal locus of control
- Dependency breeds hostility
- Techniques to encourage
- Structural keys, minimize competition, maximize cooperation
- Barriers and Builders from Glenn/Nelson
- Perceptions of capabilities, significance

2. How emotions are formed (chapter 4, Dinkmeyer)

KEY 1: emotions are **always purposeful** (come from thoughts, belief system)

KEY 2: to understand emotions **look at how they are USED**

Possible “negative” uses include;

- 1) To get special attention
- 2) To control
- 3) Retaliation
- 4) To protect us from functioning (reinforce irrational beliefs)

Positive value emotions will:

- 1) Elicit our concern for others
- 2) Deepen our understanding of who we are
- 3) Reinforce our inner sentence structure, if rational and positive

KEY 3: emotions are used to support inner sentences (intention)

3. Conditions for emotional growth

- a) democratic atmosphere
- b) climate that encourages expression
- c) when the child is ready for a new experience
- d) when the child develops a vocabulary of feeling words
- e) when the parent – child relationship is mutually respectful and the child is encouraged to join in new experiences and learn from them.
- f) for the child who shows an interest in a hobby or new skill. . . the parents support the learning experience.

4. Emotion Coaching Strategies (Gottman)

- a) Avoid excessive criticism, humiliation or mocking
- b) Use scaffolding and “**praise**” to coach your child
- c) Ignore your parental agenda
- d) Create a mental map of your child’s daily life
- e) Avoid “siding with the enemy”
- f) Think about your child’s experience in terms of a similar adult experience
- g) Don’t try to impose your solutions on your child’s problems
- h) Empower your child by giving choices, respecting wishes
- i) share in your child’s dreams and fantasies
- j) Be honest with your child
- k) Read children’s literature together
- l) be patient with the process
- m) understand your base of power

5. When emotion coaching is not appropriate (Gottman)

- a) when you are pressed for time
- b) when you have an audience
- c) when you are too upset or tired to be productive
- d) when you need to address serious misbehavior
- e) when your child is “faking” an emotion to manipulate you

6. Perceptions of: (Glenn/Nelson chapters 4,5 & 6)

- a. Personal capabilities,
- b. Personal significance,
- c. Personal influence over life.

assignment: read chapter five/Gottman “Marriage, Divorce and Your Child’s Emotional Health”. Read chapter five and six in Dinkmeyer on listening and problem solving. Read chapter 6 & 7 in Glenn/Nelson “Fostering Perceptions of Personal Influence over One’s Life” and “Fostering Strong Intrapersonal Skills”