

**Antelope Springs  
Basic Parenting Class  
Session 6**

Agenda

1. Review basics of Ego Esteem versus Self Esteem
2. Basic Psychological Needs
3. Review Ellis's Paradigm of ABC-D (how emotions are formed)
4. Review Encouragement Techniques
5. Study Questions/Small workgroup exercise
6. Competition, praise & rewards
7. Cooperation, encouragement and influence
8. Encouragement Techniques for
  - a. Self
  - b. Spouse/partner
  - c. Children

Homework for next week

1. Continue to read in "The Skills of Encouragement" and the "The Parents Handbook."
2. Write a 1 –3 page paper on how your validation/encouragement skills have impacted your relationships. (if you know, look at your core belief demands)
3. Write a 1 – 3 page paper on how your parents discouraged and encouraged you. Pay particular attention to what behavior/thought patterns you have that may be ineffective in your parenting, as well as the patterns that work well for you and your children.
4. Pick up Harville Hendrix's book, "Giving the Love that Heals" and read the sections on listening skills.
5. If you'd like to really explore the concepts of competition and cooperation, pick up Alfie Kohn's book "No Contest, The Case Against Competition". Read it with an open mind and then write a 3-5 page response paper.

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**Study Questions**

In your small workgroup discuss and then write your thoughts down in response to the following questions.

1. In order to keep an inner sentence or core belief alive and supported we tend to?
2. There are four ways of achieving that, they are?
3. The dynamic that protects an inner sentence is called?
4. Core beliefs or inner sentences are mostly formed by what age?
5. What are some reasons as to why that might be true?
6. When David Burns talks about “Cognitive Distortions”, what does he mean?
7. Name at least 4 of the distortions that Burns refers to.
8. What are some effective ways that you might use to detect what your cognitive distortions are?
9. Emotions come from?
10. How is meaning attached to a situation? Describe the process and talk about WHY we attach the meanings that we do.
11. When children have mistaken goals of behavior (or myths) they will typically fall within 4 general categories, list the 4 goals of misbehavior and the “mistaken goals” of belonging behind each one. (Think of what Dinkmeyer or the Adlerians would say)
12. The three basic emotional goals are?
13. Three basic parenting styles are? (Giving. . .)
14. In your self-reflection you have found that your present assets in parenting are?  
And your liabilities?
15. Harper and Hoopes (BYU researchers) found 6 basic psychological needs that infants/children need to have to some degree in order to develop into healthy adults. Name ALL 6 and briefly discuss HOW each might help the child to develop a healthy functional core belief system.

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**Checklist of Cognitive Distortions\* &  
Competition – Cooperation Comparison**

\*From David D. Burns

1. All or nothing thinking
2. Over generalization
3. Mental filter
4. Discounting the positives
5. Jumping to conclusions
  - a. Mind reading
  - b. Fortune telling
6. Magnification and minimization
7. Emotional reasoning
8. “Should” statements
9. Labeling
10. Personalization and blame

**Competition**

Promotes an external locus control  
Encourages dependency  
Mutually exclusive goal achievement  
Product orientation  
Either/or thinking (judging)  
Poisons relationships  
Promotes anxiety  
Doesn't promote self esteem  
Less pro-social (less likely to help)  
Overall performance degrades  
May promote aggression

**Cooperation**

promotes an internal locus of control  
encourages independence  
room for everyone to reach goals  
process orientation  
preference thinking  
enhances intimacy/relationships  
promotes a sense of safety  
raises self esteem  
pro-social (generous, benevolent)  
overall performance enhanced  
less physical stress

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**Praise**

1. Is a reward and has to be earned, therefore is conditional.
2. Teaches others to act to please.
3. Teaches to compete with others, not enough room for everyone.
4. Uses words that judge, “you are such a good kid. . .”
5. Does little for self esteem because it is performance based.
6. Produces ego esteem. (I am what I do, own, etc)
7. Produces distance and vertical qualities in relationships (POWER)
8. Looks for conformity, doesn't celebrate differences.
9. Comes from a need to control.
10. Focus on “HUMAN DOING”, (performance & doing)
11. Teaches competition.

**Encouragement**

1. Is a gift, doesn't have to be earned
2. Uses words that notice how a youth feels/helps.
3. Can be used when a child isn't doing well in performance.
4. Raises self esteem because the child feels valued for who they are not what they do.
5. Enhances equality in relationships
6. Teaches respect.
7. Appreciates the difference in the people.
8. Comes from love and concern.
9. Focuses on “HUMAN BEING”, (feelings & “beingness”)
10. Teaches cooperation.