



Happy families and successful kids

Positive Parenting: Effective Parenting Skills for Young Adults by Tom Dozier

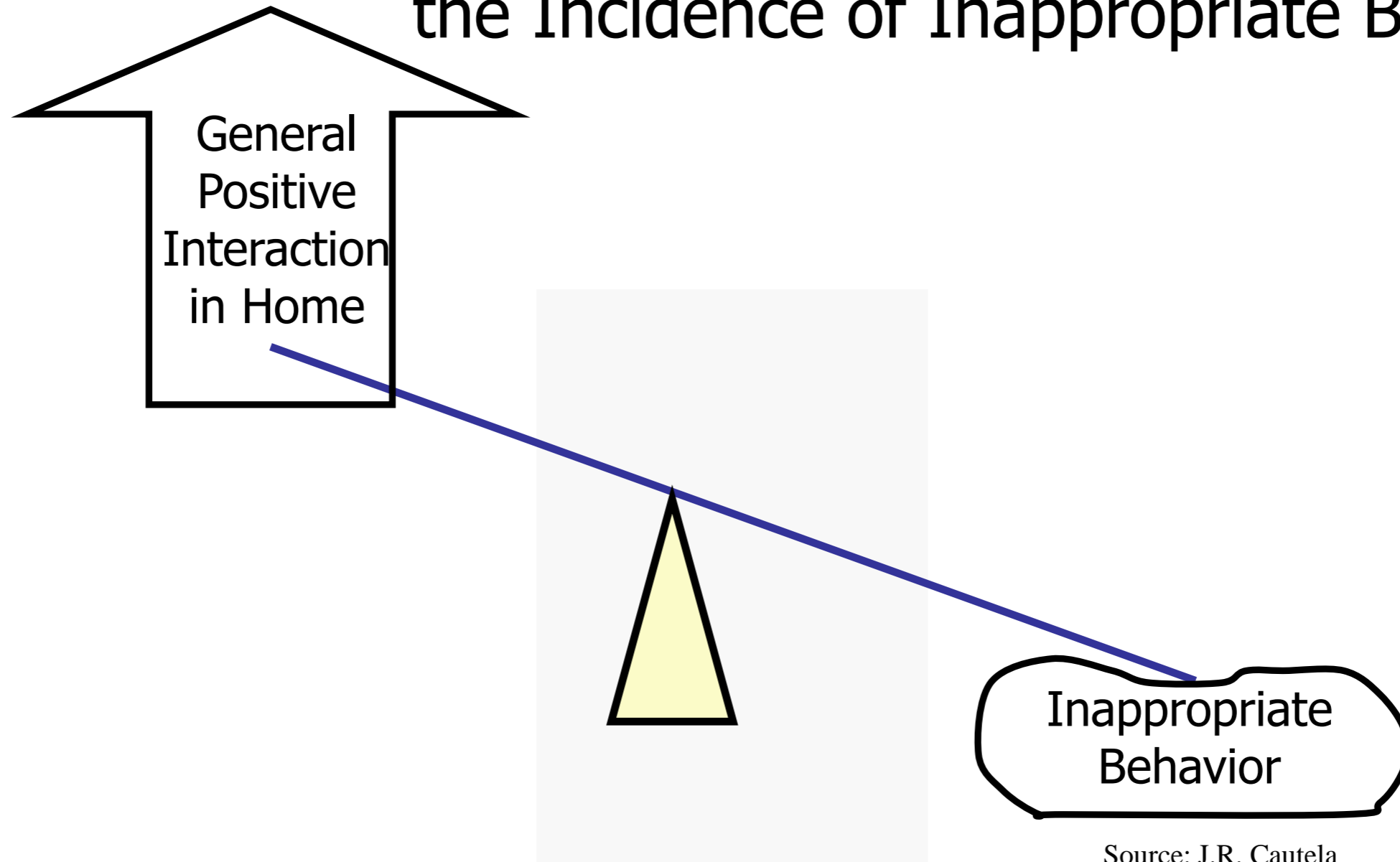
Introduction

- Specific techniques you can use
 - Help you get along with your young adult
 - Keep your sanity
 - Help him or her behave better.
- Limits and handling unacceptable behavior
- I would like to acknowledge Dr. Glenn Latham for much of this content.
- But first... Misophonia
 - Misophonia – An extreme negative emotional reaction to common stimuli such as chewing, sniffing, neighbor sounds, or mild stimulus.
 - Affects about 10% of adults and generally maintains or gets worse with time.

Empathy for parents

- Many of you are frustrated and upset
 - Blown great opportunities
 - Made bad decisions
 - Bad behavior, including disrespectful or even mean
 - Brought horrible things into your home
 - Pain in the butt
- Do something to make it better - Take that chip off your shoulder
 - Smile
 - Say something nice
 - Be pleasant and cheerful

General Level of Positive Reinforcement vs. the Incidence of Inappropriate Behavior



Source: J.R. Cautela

Positive home environment

- Be someone your child wants to become
 - Not a grouch
 - Be happy, with-it
 - Get on with your life
 - Be an example of a happy, productive, positive adult
- In the long run, pleasant, positive interactions will produce the best results.

Avoid coercion and specifically criticism

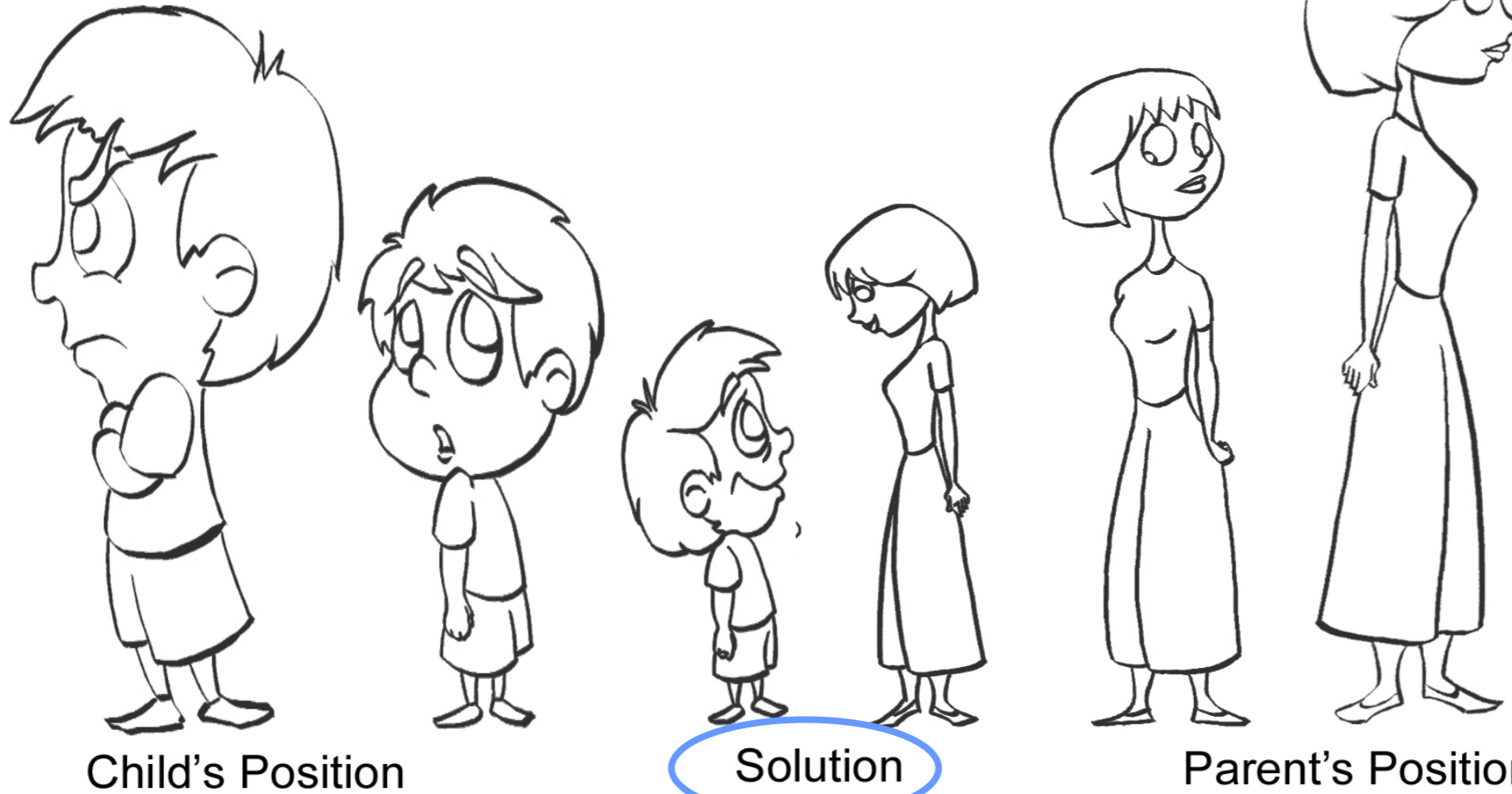
- Coercion – Trying to force compliance
- Trying to deny the child the personal freedom to choose.
- Trying to make a child do something or not so something
 - Escape
 - Avoid - Harms the relationship
 - Countercoerce or Get Even

Avoid coercion and specifically criticism

- Top 10 coercives
 - Questioning – Why...
 - Criticism – They're not good enough
 - Sarcasm/teasing – Poking fun to make a point
 - Logic – Trying to talk them into it
 - Arguing – Back and forth disagreement, calm or heated
 - Threats – Over the top
 - Force – Yelling or physical force
 - Despair – I give up on you
 - Nagging – Persistent reminding and pestering
 - Guilt Trips – Using the above 9 to make them feel sorry

Avoid verbal polarizing - Arguing

It only takes
7 Seconds



- Avoid arguing for or against the child and prolonged "debates"

Positive talk

- Use reflective and sympathetic statements.
 - So you think...
 - That's a tough break. I'm sorry.
- Ask open ended positive questions
 - What are your plans...
 - What else is going on in your life?
- Just shoot the breeze
- Don't try to make a point out of the stupid things the child does – Use empathy (car wreck) Not a teaching moment
- Empathy is acknowledging your child's feelings/emotions
 - Empathy is different than validation – No element of truth required

Give clean, pure, honest praise

- Clean – Not trying to make a point
 - Adding a message
 - Thanks for mowing the lawn. Doesn't if feel good to have it done instead of hanging over you. It wasn't so bad after all, was it.
- Pure – Thanks for putting your stuff away, but I shouldn't have to ask you 3 times. (don't to this)
- Honest – Reasonably accurate (generous)
 - I appreciate your help.
 - Thanks for cleaning up
 - Thanks for putting your dishes in the sink
 - Congratulations on your semester grades
 - Congratulations on getting your job

Praise and positive recognition

- Make it contingent – After the behavior, not before
- Acknowledge appropriate behavior in some positive way
 - Have variety – appreciation, praise, money, food
- Acknowledge appropriate behavior casually and briefly.
 - Use no more than 8-12 words
 - Talk no more than 3-5 seconds
- Acknowledge appropriate behavior intermittently
- DO IT (often)
 - Look for an increase in good behavior
 - “There are many things I like about you.”
- “Anything worth doing, is worth doing poorly, until you (your child) can learn to do it well.”

Ignore the Junk

- Don't take the bait – Refuse to argue
 - Bizarre statements
- Allow the child to have the last word
- Rather than criticize or coerce, sometimes it is better to just ignore it.
- If you have said it many times before, and it hasn't made it better, don't say it again.
- If it is not going to make it better, don't say it or do it.
- Don't make a federal case of every little thing
 - Be proactive – Make a plan

Be Respectful

- I would appreciate you...
- Would you please...
- No orders
- No ultimatums
- Treat your child like a co-worker
- Control yourself – (see limits)
- Be a role model

Allow and require your child to be responsible

- Don't tell the child what to do.
- Can your kid be as "stubborn as a mule" ?
- Push – push back
- Pull – resist you
- Make suggestions
- Encourage thought

Rather than saying

You should (study more)
You had better (ticket)

This is the way to do it.

You can't possibly be serious
about that.

Do it that way and you'll be
sorry.

You only have one real
choice, and that is...

Say

You might want to think
about...

Consider this.

That's an interesting way
to think about that.

Have you thought
about...? Give it a try.

All things considered, if it
was my decision, I'd...

Talking and Giving Advice

- Be careful about suggesting solutions
 - Ask permission before giving advice
 - Would you like to hear my opinion
 - Would you like a suggestion
 - If it were up to me, which isn't
 - I know it is your decision, but...
- Don't become Commander-In-Chief of the problem, or your child's personal assistant
- Respect your child's decision (and let him learn from it)

Summary / Conclusion

- Positive Home Environment
- Don't use coercion
- Don't criticize
- Don't argue (for or against the child)
- Positive talk – empathy, open ended, relaxed
- Clean, pure, honest, frequent appreciation or praise
- Ask, Don't Tell
- Ignore the Junk
- Be Respectful
- Allow and require your child to be responsible

Addressing Problem Behavior

Exercise Self-Control

- Don't be a push-over
- Respect your own values – Whatever comes into your home and happens in your home needs to be consistent with your values
 - Calmly insist – persist
 - Stand your ground – This is unacceptable, will not be permitted
- Don't support things against your values
- Take the time you want and need to make a decision
- Stay calm
- Walk away if you start to get angry
 - Anger – lost your power
- Try not to react - Be proactive – think it out, make a plan
- Use forward looking, solution focused talk
- Avoid talk about past problems

Ask, Don't Tell – depending on age and relationship

1. Use this instead of nagging or telling your child.
2. STAY CALM!!!
3. Ask question. Have the child tell you what you expect them to do.
4. Respond to the child's protests with empathy and understanding, then return to the expectation.
 - What are you supposed to be doing for me?
 - “What are you supposed to do now?”
 - “What did you say you were going to do?”
5. If the child protests a 4th time, end the conversation (you just move on).
6. When the child repeats the expectation, be positive
 - “Thanks. I'd appreciate that.”
 - “Thank you” or “Right!”

For Problem Behavior

- Consequential behavior – Calmly stop it – “Stop”
- With empathy (acknowledge child’s feelings)
- Don’t coerce – make the child do it – admit it
- Give parental expectations and positive methods a chance
- Limits – control yourself and your stuff
- Limits are contingencies – what you will do when...
- Assault and Battery (hit, push, danger/block access)
 - Assault or attempt to strike: Threat
 - Battery: intent to harm, or in a rude and insolent manner
 - If assault or battery, I will call the police (this is a limit)

Grandma's Law – Short-term contingency

- ⇒ “Eat your vegetables, and then you can have pie and ice cream.”
- ⇒ Application of Grandma's Law
 - ⇒ After you ... you can use the car.
 - ⇒ (child has cell phone on your account).
 - ⇒ Limit: If child does not pay cell phone fee by 1st of month, I will disable cell phone and change WiFi password.
 - ⇒ “After you pay you cell phone bill, your phone will work and you will have access to the home internet.”
- ⇒ As adults, we think of this as motivation.
- ⇒ First – Then
- ⇒ Yes – When

For Non-Compliance Problems:

1. Avoid verbal coercion. Recognize your lack of power.
2. Be slow to introduce aversives.
3. Aversives tend to create coercive environments.
4. Discuss what you expect, but let the child tell you.
5. Discuss what is earned by compliance.
6. Set a limit – What you will and will not provide based on child behavior
7. Essentially a contingency. Use of something (or money) that is contingent on the child's behavior.
 - Eliminate, “I’ll let you.” or “I’ll give you.”
 - Eliminate, “I’ll take away.”
 - Use: “You won’t be able to
 - Use: “It will cost you...”

Summary / Conclusion

- Limited Power to Control your child
- Hold the line on your values and what your support
- Limits are what you do, contingent on what your child does
- Grandma's law – A way to help kids do the things we need them to do
- Use contingent payoffs for good and bad behavior
- In the long run, pleasant, positive interactions will produce the best results.

Thank you!

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