

PARENT. *University*



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Raising GREAT kids requires teaching, lots of feedback, asking questions and helping them with self-control.

Parent University: Empowering Kids to be SAFE

- ✓ teaching children to think
- ✓ power vs force
- ✓ exit plan
- ✓ self control vs self esteem

PARENTS' CONCERNS:

- I want my children to have a good adjustment to middle school, and to make a commitment to stay in school.
- I want my son to make good friends and stay away from the "bad crowd".
- I want my children to refrain from using drugs and alcohol, even if their friends are using.
- I want my children to reject violence as a solution.
- I don't want my children to become a victim of violence.

CHILDREN'S CONCERNS

- I'm worried about being picked on by bullies.
- I want to be able to stand up for myself.
- I don't want to be pressured into using drugs, being violent.
- I want to be accepted.
- I want my voice to be heard.
- I want people to "get me".

THE HOW-TO, CHANCE-TO, WANT-TO OF RAISING GREAT KIDS

Kids who behave differently, think differently. They learn this from parents and teachers who teach them how to have self control by presenting the children with good models and lots of feedback.

During our time together, we will increase our understanding of child development, discipline approaches and academic support to achieve this daunting task.

Topics include:

- rules
- rapport
- language
- personality
- goal setting
- organization
- feedback
- new behavior generator
- conflict resolution
- practices for de-escalation



Establishing Trust and Rapport



The PROCESS:

1. Sit down with another person and begin a conversation. Observe how that person is sitting and “mirror” him or her. “Mirror” means that you sit just like the other person, if his or her legs are crossed, cross yours. If the other person is leaning back in the chair, you lean back in your chair. In addition, notice the tempo of the other person’s speech and mirror that as well.
2. When the other person moves or shifts in the chair, you wait about twenty seconds and then move into a similar position in your chair. This is also known as pacing the other person.
3. After about two minutes, or, when you sense that you have achieved rapport, you can “test” it by abruptly mismatching the other person. If they “follow” you and assume your position, you KNOW you have established rapport. You are now “leading” the other.

RAPPORT (Consciously using mirror neurons)

When communicating, parents are working to achieve goals and outcomes while maintaining loving relationships with their children. The ability to establish and sustain positive relationships is referred to as establishing trust and rapport.

Master communicators know that establishing trust and rapport with another is a systemic process. The conscious use of “mirroring” greatly enhances the experience of rapport because others will perceive you as being “like them”. Mirroring includes posturing your body like and using the same gestures as the other person, as well as matching the tone and tempo of the other person’s speech.

Rapport can be achieved with another while sitting down, walking, even on the phone!

The demo in class will be done sitting down. The key terms in the process are:

- **Mirroring** – matching the physical and speech patterns of another
- **Pacing** – the process of matching (mirroring) the other person
- **Leading** – the process of the other person matching (mirroring) your movements
- **Testing** - consciously mismatching the other person to check for rapport.

Awareness of this phenomenon,

which Bernieri from the University of Oregon refers to as “natural mimicry”, enables those whose success is dependent upon rapport to examine the relationships they are currently in and assess them for the quality of rapport therein.

It is important to note here that you can disagree with your child and still maintain rapport. Once rapport is established, remember to check it periodically, just like any other regular maintenance in a relationship.

#3 Value/Belief
...kind, helpful, good.”

#1 Behavior
“Thank you for sharing
your games with your brother...”

#2 Connector
..that lets me know you’re the kind of
child who is...

THE TRAINING GAME FOR DEVELOPING SUPER PERFORMANCE

This a powerful game that is both a fun and fascinating way to illustrate a way to change resistance to acceptance and to strengthen relationships. It is based on behavior shaping, a technique that can be employed to train dolphins, chickens and impossible children.

THE TRAINING GAME

We will send a subject out of the room. Those in the room will select a behavior to be shaped: for example, to sit in a certain chair, touch a specific object in the room, turn on a switch, etc. The subject is invited back in and told to move about the room and be active; the trainer reinforces, by blowing a whistle or clapping their hands, movements in the general direction of the desired behavior.

Everyone involved in the Training Game, participants and spectators alike, learns from almost every reinforcer. The reinforcer learns a lot about timing to train for success.

THERE IS NO SUCH THING AS FAILURE, ONLY FEEDBACK

- Effective feedback is related to both information and motivation.

- Lack of positive feedback can damage the parent-child relationship and cause children to “give up”.

- When to give feedback is just as important as how you give feedback.

POSITIVE FEEDBACK (VERBAL)

1. **BE SPECIFIC** - Describe the behavior you like and connect it to your home’s values.

2. SHOW ENTHUSIASM -

Positive feedback should be stated with energy and sincerity; words thrown carelessly over the shoulder will be lost your child. For those who feel they may sound phony, some phrases to help you get started follow. Most importantly, the more you practice this, the more you will come across as sincere. “I like it when you...”; “Thank you for...”; “I love how you are doing exactly what I asked.”

3. GIVE POSITIVE FEEDBACK IMMEDIATELY



VOICES

(Dr. Eric Berne)

CHILD: *defensive, victim, emotional, whining. Occur in conflict, manipulation and impede resolution.*

- Quit picking on me.
- You don't love me.
- You want me to leave.
- Nobody likes (loves) me.
- I hate you.
- You're ugly.
- You make me sick.
- It's your fault.
- Don't blame me.
- She, he ... did it.
- You make me mad.
- You made me do it.

PARENT: *authoritative, directive, judgmental. Occur in conflict and impede resolution.*

- ✓ You (shouldn't) should to that.
- ✓ It's wrong (right) to do...
- ✓ That's stupid, immature, out of line, ridiculous.
- ✓ You are good, bad, worthless, beautiful. (any judgmental, evaluative comment)
- ✓ You do as I say.
- ✓ If you weren't so....this wouldn't happen to you.
- ✓ Why can't you be more like....?

ADULT: *non-judgmental, free of negative non-verbal, factual, often in question format*

- I am comfortable (uncomfortable) with....
- What's your plan?
- What are choices in this situation?
- If you choose..., then you have chosen...
- If you did know, what would you say?
- When you did that, what did you want?
- How did that behavior help you be successful?
- What factors will be used to determine the effectiveness, quality of ...?

CONFLICT RESOLUTION

In highly functional teams, conflict is inevitable. Like any other opportunity for growth, conflict can first be sensed as uncomfortable. Having an agreed upon model or tool with which to utilize at those times paves the way for a more productive conversation/dialogue around the issue at hand. As Mr. Jackson states, the individual with the highest capacity for leadership is the one who can move sides closer towards achieving the common goal.

***“Families bicker -
Parents must bring
sides together.”
-Envision***

MUTUAL SUPPORT
TRUST
CARING
EXPERIMENTATION
RISK-TAKING
CREATIVITY
GROUP SYNERGY

LEADERSHIP, CONTROL
POWER STRUGGLES
COMPETITION
GROUND RULE
INFORMATION EXCHANGE
OPEN COMMUNICATION

MEMBERSHIP
IMPORTANCE
EXPECTATIONS
GROUP ROLES
VALUES
COMMITMENT

Mindful Tip:

MOI Journal©

Mindful of I Journal

What:

The MOI (Mindful of I) Journal is an “unhomework” assignment. It is a simple, daily writing practice that incorporates metacognition, increasing well-being, curiosity and question making. This is an easy activity that has profound results.

Why:

- Our children are often stressed and suffer from anxiety. The outcomes from thinking about your day as it comes to a close and writing down three things that you did well or are happy about are astonishing! Just by doing this exercise for a week, participants in the study reported increased happiness and decreased depressive symptoms. What was REALLY amazing is that these benefits lasted up to six months! (Daniel J. Tomasulo, Ph.D., TEP, MFA, MAPP is a graduate of the Masters of Applied Positive Psychology (MAPP) program at the University of Pennsylvania)
- For ELL children, keeping the sentence structure simple affords them great practice.
- Having children create questions supports literacy skills. Being able to ask questions syntactically is correlated with higher reading achievement. (Palincsar)
- Writing often supports the development of a positive writing “habit”.
- Habitual writing increases successful grammar, word choice and proper sentence structure.
- The things a student wonders/thinks about will be captured in the MOI Journal, thereby giving his or her parents an added insight into their child.

How:

Each night, for “unhomework”, the students record five sentences in their MOI Journals - a combination of statements and questions.

Since we know that students like this activity, but done the same way every night gets boring - here is a suggestion for a MOI schedule. Please feel free to structure the schedule for the specific personalities in your classroom.

Day #1: Write 3:

As your day comes to a close, allow yourself to think about three things that you did well or that happened during the day that you are most happy about. Write these three things down.

Day #2: Write 3, Ask 2:

Just like Day #1, write down three things you did well or are happy about. Write two questions you wondered about today.

Day #3: Ask 3, Write 2

Write three questions you wondered about today. Write two things you did well or you were happy about today.

Day #4: Switch - Write 3, Ask 2

Day #5: Switch - Ask 3, Write 2

Day #6: Parents write 3, Ask 2

Parents write in the MOI journal three things their child did well or made the parents happy that day and asks two questions they wonder about their child. (If the student doesn't want the parent to write in their journal for privacy reasons, the parent can write on a separate piece of paper and the student can put it in his or her journal.)

Day #7: Write 3, Ask 2:

Students write down three things they did well or made them happy today. Write two questions.

Day #8: Student Choice:

Students decide ratio of statements:questions.

Day #9: Pet/Friend supplies statements and questions:

Write three things your pet or friend would say you do well or made him or her happy. Ask two questions from your pet's or friend's perspective about yourself. (What do your pets/friends wonder about you?)

Day #10: Write 3, ask 2:

Write three things that made you laugh today. Ask two questions about the future.

Day #11 and beyond:

Continue this "unhomework" assignment for a month (30 days makes a habit). Have fun with it. Mix up the activities, solicit ideas from your students. The only constant is that the students are *a/ways* recording something they did well or made them happy for the day.

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Powerful Parents

Raising children to think increases their ability to be safe.

Behavioral change happens *WITH* children not *TO* them.

"Kids do well if they can." - Ross Greene

"Self control is worth ten times as much as self-esteem." - Roy Baumeister

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BREAKTHROUGHS IN
LEARNING
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Mountain Lakes School District
Tradition of Honest Excellence