My Out-of-Control Child

The Parent Support Program (PSP) of the M&0$dison County Youth Center is a four-week parenting training process designed specifically for parents of strong-willed or out-of-control children. The PSP provides the practical and emotional support parents need to change destructive behavior.

The strengths of the PSP are its step-by-step action plans presented in the curriculum. Parents learn to take immediate steps toward preventing or intervening in their children’s negative choices. Parents attending PSP classes have the opportunity to experience success at home within the first week.

Parenting Styles —

Parenting style has two elements: sensitivity and strictness. Sensitivity refers to the extent to which parents provide warmth and supportiveness. Strictness refers to the extent to which parents provide supervision and discipline.

Categorizing parents according to whether they are high or low on strictness and sensitivity creates four parenting styles:

- Indulgent
- Authoritarian
- Uninvolved
- Assertive

Indulgent parents are more sensitive than they are strict. Children of these parents tend to have high self-esteem, but low motivation.

(e.g., perform poorly at school, do few if any chores). So they are more likely to have behavior problems at home and school.

*Authoritative parents* are very strict, but not very sensitive. Children of these parents tend to have high motivation (e.g., do well in school, do chores at home), but also have very low self-esteem. They also have poorer social skills and higher levels of depression.

*Uninvolved parents* are low in both sensitivity and strictness. Children of these parents tend to have both low motivation and low self-esteem.

*Assertive parents* are both strict and sensitive. Children of these parents tend to have both high motivation and high self-esteem.

*My Out-Of-Control Child eBook* and *Website* are designed to:

- Assist those families experiencing difficulties with indulgent, authoritative, or uninvolved parenting styles
- Intervene while the child’s behavior is less problematic

*My Out-Of-Control Child methodology* is based on the following premise:

- Positive interactions with parents are protective factors for at-risk kids
- Poor communication skills are obstacles to positive parent-child interaction

*My Out-Of-Control Child mission* is to:

- Empower parents
(b) provide them with !&0$ he!&0$lthy b!&0$ll!&0$nce of sensitivity !&0$nd strictness

**Child Roles —**

**HERO**—Also known as "The Little Mother" or "The M!&0$n of the House". !&0$ly's does wh!&0$t's right, !&0$n over !&0$chiever, over responsible, needs everyone's !&0$pprov!&0$ll. Not much fun. Wh!&0$t you don't see inside this child is: the hurt, feels in!&0$dequ!&0$te, confusion, guilt, fe!&0$r, low self-esteem. Progressive dise!&0$se, so never c!&0$n do enough. They often provide self-worth to the f!&0$mily, someone to be proud of. !&0$s !&0$n !&0$dult without help, this is possible: they !&0$re work-oholics, never wrong, m!&0$rry !&0$s dependent person, need to control !&0$nd m!&0$nipul!&0$te, compulsive, c!&0$n't s!&0$y no, c!&0$n't f!&0$il. !&0$s !&0$n !&0$dult with help, this is possible: they !&0$re competent, org!&0$ized, responsible, m!&0$ke good m!&0$gers, become successful !&0$n he!&0$lthy.

**HERO:** Super Responsible / High !&0$chiever / Follows Rules / Seeks !&0$pprov!&0$ll C!&0$re he!&0$ker

**SC!&0$PEGO!&0$T**—This child h!&0$s !&0$ lot of hostility !&0$nd defi!&0$nce, withdr!&0$wn !&0$nd sullen. Gets neg!&0$tive !&0$tention. !&0$ trouble!&0$ker. Wh!&0$t you don't see inside this child is: the hurt !&0$nd !&0$b!&0$ndoned feelings. Often h!&0$s !&0$ lot of !&0$nger !&0$nd rejection, feels tot!&0$ly in!&0$dequ!&0$te !&0$nd no or low self-worth. They often t!&0$ke the focus of the f!&0$mily, t!&0$kes the he!&0$t, "see wh!&0$t he/she's done" - "Le!&0$v me !&0$done". !&0$s !&0$n !&0$dult without help, this is possible: will h!&0$ve !&0$coholic tendencies or !&0$ddict, unp!&0$n!&0$ned pregn!&0$nchy, trouble with the l!&0$w, leg!&0$s trouble. !&0$s !&0$n !&0$dult with help, this is possible: recovery, h!&0$s cou!&0$ge, good under pressure, c!&0$n see re!&0$lity, c!&0$n help others, c!&0$n t!&0$ke risks.

**SC!&0$PEGO!&0$T:** Hostile / Defi!&0$nt / Bre!&0$ks the Rules / In Trouble / !&0$ngr
LOST CHILD--This child is &0$ loner, &0$ d!&0$y dre!&0$mer, solit!&0$ry, &0$ lone rew!&0$rn, drifts !&0$nd flo!&0$ts through life, not missed for d!&0$ys, quiet, shy !&0$nd ignored. Wh!&0$t you don't see inside this child is: unimport!&0$nt, not !&0$llowed to h!&0$ve feelings, loneliness, hurt !&0$nd !&0$b!&0$ndoned, defe!&0$ded, low self-esteem. They often bring "relief" to the f!&0$silmy, "!&0$t le!&0$st one kid no one worries !&0$bout". !&0$s !&0$n !&0$ult without help, this is possible: indecisive, no zest, little fun, st!&0$ys the s!&0$me, !&0$lon e or promiscuous, dies e!&0$rl, c!&0$n s!&0$y NO. !&0$s !&0$n !&0$ult with help, this is possible: independent t!&0$lented !&0$nd cre!&0$tive, im!&0$gin!&0$tive, !&0$sassertive !&0$nd resourceful.

LOST CHILD: Shy / Quiet / F!&0$nt!&0$sy Life / Solit!&0$ry / !&0$ches to Things, Not People / Feels Rejected

M!&0$SCOT--This child is super cute, imm!&0$ture !&0$nd !&0$nything for !&0$ l!&0$sugh or !&0$ttention. They !&0$re fr!&0$gile !&0$nd needful of protection. They !&0$re hyper!&0$ctive, short !&0$ttention sp!&0$n, le!&0$ndis!&0$bilities, !&0$nxious. Wh!&0$t you don't see inside this child is low self-esteem, terror, lonely, in!&0$equ!&0$ste !&0$nd unimport!&0$nt. This child brings comic relief, fun !&0$nd humor to the f!&0$silmy. !&0$s !&0$n !&0$ult without help, this is possible: compulsive clown, !&0$mpsh!&0$de on he!&0$d, etc. C!&0$n t h!&0$ndle stress. M!&0$sries !&0$ "HERO", !&0$lw!&0$ys on the verge of hysterics. !&0$s !&0$n !&0$ult with help, this is possible: ch!&0$sing host !&0$nd person, good with comp!&0$ny, quick wit, good sense of humor, independent, helpful.

M!&0$SCOT: Imm!&0$ture / Cute / Hyper!&0$ctive / Distr!&0$ting / Feels Insecure / Funny / Clown

Building !&0$ Bridge –

We w!&0$n you to h!&0$ve !&0$n opportunity to le!&0$rn new inform!&0$ion
And skills
that fit with your existing beliefs about parenting and communication.
If you re-implement the principles offered in this eBook, your family is likely to notice:

- Decrease in negativity and blaming
- Reduction in the family’s stress-level
- Improved interactions between you and your child

In addition, your child may avoid becoming involved in the juvenile-justice system later in life.

How many times have you told someone, “I’ve tried everything -- and nothing works with this kid?”

Are you extremely frustrated with your child’s behavior? Does it seem to be getting worse? Have you tried your best to come up with solutions, but without the success you hoped for? If so, you’re probably feeling angry, hurt, hopeless and helpless. You may even want someone else to take over controlling your child (e.g., your ex, another family member).

When we, as parents, begin to feel hopeless about our children, we often tell ourselves things like:

- Surely my child is just going through some kind of phase.
- Why me? Why did I do to deserve this?
- If he doesn’t want to listen, he can’t just shut up.
- I don’t trust her anymore. She lies to me.
- Maybe he should go live with his father.
- If I threaten her, she’ll shut up.
- I can’t stand this. It’s finally come to an end.

These are the stigmas of an out-of-control kid goes
though:

1. Denial – Trying to convince yourself that the problem is not yours.

2. Anger – Feeling hurt by, or even afraid of, your child’s behavior.

3. Barging – Trying your best to come up with a solution with little or no success.

4. Depression – Feeling helpless, hopeless, and sense of loss; possibly becoming angry with yourself; letting others shoot your kid.

5. Acceptance – When you stop blaming your child and yourself for problems, simply go about the business of using the new, non-traditional parenting strategies discussed in this eBook.

Symptoms parents can expect to experience when dealing with out-of-control children:

- Difficulty concentrating
- Anger
- Guilt (“If only I had done . . .”)
- Shame (“I’m not very good at parenting.”)
- Sleep disturbances
- Loss of appetite
- Increased cravings for junk food
- Withdrawal from others
- Irritability
- Intense sadness or tears when memory is triggered
- Loneliness, or sense of separateness from your kid
- Numbness

Helping Yourself Through The Parenting Struggles—
Here are some things others have found useful in dealing with their out-of-control child. Choose the ones that fit for you, or make up your own methods of self-care. Treat yourself with the same care, tolerance, and affection you would extend to a valued friend in similar situations.

- Expect some reduction in your usual efficiency and consistency.
- Try to void taking on new responsibilities or major life decisions for time.
- Talk regularly about your parenting struggles with someone you trust.
- Accept help and support when offered.
- BREATHE / RELAX / SLOW DOWN / BE EXPRESSIVE / LAUGH
- Be patient and tentative to listening and understanding your child's patterns.
- Keep reminding yourself that your responses are normal responses to stressful situations. Give yourself permission to do whatever you need to do to care for yourself. Your body mind will tell you what you need to do--your job is to listen to them.
- Get plenty of rest when you're tired, and use the energy you have if you experience hyperactivity times.
- Have moments of prayer and meditate.
- Don't force yourself to be active if you don't have the energy.
- Do things that feel good to you--treat yourself, teach yourself, exercise, watch television, spend time with friends, fix yourself and travel, or whine if you feel angry and frustrated. This will only complicate your situation.

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How To Deal With Supermom Stress—

One of the top stressors for women today is what many need to deal with. Try not to numb your feelings with alcohol or drugs. This will only complicate your situation.
calling the “supermom syndrome”. Many of us are led by society to believe that in order to be successful Moms, we have to do it all, and give all. Nonsense. We don’t have to do it all. For our own mental health, our best has to be good enough. Here are some great ideas to reduce the syndrome at your house.

It’s ok not to be perfect. Let me say that again. It’s ok, not to be perfect. I think many of us hold ourselves up to a level of perfection that merely hurts our ability to be a good Mom. So what if the living room isn’t clean on Monday nights?…you had bedtime stories to read. Who cares if you had to choose work present over your child’s field trip…you’ll go next time. Not allowing ourselves some slack simply uses more stress in our lives, and prevents us from savoring every precious moment of being a Mom. Lighten up. It’s ok not to be perfect!

Don’t buy into society’s hype that in order to be a good parent, you must offer your child every experience under the sun. Over scheduling our kids, but it seems few are listening. It is not healthy for your child to be so busy that he/she never learns to be with him/herself, to dream, use his imagination, or just be bored! Limiting your family to one extracurricular activity per child will help reduce family stress both in time and money. Do not let society guilt you into doing more…after all, this is the same society rules that our children to strive for! Is that what you want for your kids?

Make time for yourself. You deserve it, and your family owes you that much. Do not feel guilty asking for it either! Tell the kids Mom is not to be disturbed unless someone is bleeding or
something is on fire…then enforce the rule! Opr!$h s!$ys it well…if your cup is empty, how will you fill up the ones you love?

Th!$t being s!$rt of your life. Stopping to smell the roses when it comes to your fl!$milily will help you to keep your life in perspective, !$nd therefore, reduce your dl!$ily stress. M!$ke sure you tl!$ke time for yourself, but t!$ke time to spend with your fl!$milily outside of the dl!$ily chores !$nd running !$round. Let your children help you cook dinner, pl!$y c!$rds together in the evening, tl!$ke !$ $!$l!$k !$round your neighborhood with your kids. M!$ke sure you re!$l!$d to those little ones every night, !$nd m!$ke sure you do those gre!n pl!$t voices with the ch!&$r!$sters! L!$ugh with your fl!$milily, choose your b!$tles wisely, !$nd s!$or every moment of their precious childhood…before you know it, they will be tending their own fl!$mililies! ( !$nd won’t you feel good knowing wh!l!$t ex!$mplle you were, cherishing your fl!$milily !$ you do!)

Fin!$ly, m!$ke sure you remember who you are. !$re !$person. Not !$$e, or wife, or business !$ssocii!$te, but !$s who you are. Cultiv!$ old pl!$etimes, !$nd your world by developing new ones! Le!$m to pl!$y pl!$no, pl!$nt, or to spe!$k !$!$fe!$er !$ngu!$e. Re!$d. Celebr!$te your spiritu!$ life, !$nd let yourself grow in the world th!$t h!$!$s been gifted to you.

It is time Moms stood up !$de !$ld!$ nd…we don’t h!$ve to do it !$ll to be good Moms. We !$r!$e good Moms, bec!$use we do our best. !$nd th!$t’s good enough.

P!$nt Quiz --

How do I know if I need to m!$ke some serious ch!$nges in the w!$y I p!$nt?

Ple!$e review the following st!$ements. !$e true for you r/!$rely,
sometimes or frequently?

1. I have sometimes or frequently lost time sleeping "no" to my child.
2. When I say "no" to my child, "no" eventually becomes "maybe" which eventually becomes "yes".
3. I have blamed myself for my child's misbehavior.
4. I sometimes feel guilty about my parenting (e.g., "I haven't done enough" or "I haven't done very good job").
5. I often feel distant from my child.
6. I feel that my child has no appreciation for all I've done for him/her.
7. I try to be my kid's "friend."
8. I sometimes feel sorry for my child.
9. I have 'gone off' on my kid …then out of feelings of guilt, I let him have his way.
10. My kid uses guilt-trips on me a lot.
11. My kid usually gets his way in the long run.
12. He can be verbally/physically aggressive.
13. She refuses to do any chores.
14. He is very mellow.
15. I feel guilty because of having to work and not being able to spend enough time with my kid.
16. I feel sorry for the kid because of divorce or not having a father/mother.
17. I don't want my kids to go through what I went through.
18. My kid is in charge (the dog is going the dog).
19. My kid feels entitled to privileges, but not responsible for his actions.
20. She does not get long well with authority figures.
21. He believes the rules do not apply to him.
22. She is resentful about something that happened in the past.
23. He has attention-deficit problems too.

Do these phrases describe your kid's behavior fairly accurately?

1. Often loses temper
2. Often argues with adults
3. Often actively defies or refuses to comply with adults' requests or rules
4. Often deliberately annoys people
5. Often blames others for his or her mistakes or misbehavior
6. Is often touchy or easily annoyed by others
7. Is often angry and resentful
8. Is often spiteful and vindictive
9. Often bullies, threatens, or intimidates others
10. Often initiates physical fights
Now you know whether or not the info in this eBook is for you...

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Help Is On The Way...

M!&0$ny of the p!&0$rents th!&0$t come to my p!&0$rent-group !&0$re ther!&0$py-drunk. Wh!&0$t l me!&0$n is their h!&0$s been in !&0$nger-m!&0$n!&0$gement ther!&0$py for his violent outbursts, the f!&0$mily h!&0$s h!&0$d fl!&0$gently ther!&0$py in order to develop conflict m!&0$n!&0$gement skills, mom !&0$nd d!&0$p h!&0$e !&0$d couples ther!&0$py (or m!&0$rit!&0$l counseling) to resolve communic!&0$tion problems, mom h!&0$s h!&0$d individu!&0$l psychother!&0$py for her depression. ENOUGH IS ENOUGH. You don't need !&0$ny more ther!&0$py!

I find th!&0$t when p!&0$rents h!&0$ve few simple p!&0$renting-tools in de!&0$lling with the out-of-control child, they !&0$ctu!&0$lly do !&0$ much better job of influencing him/her to ch!&0$nge his beh!&0$vior th!&0$n !&0$ counselor, psychother!&0$&0$ist, etc.

C!&0$n I give you !&0$n ide!&0$p re!&0$l quick? !&0$ ch!&0$nge !&0$gent is someone who influences !&0$ther person to m!&0$k some improvements in his beh!&0$vior. I will show you how to be the ch!&0$nge !&0$gent -- !&0$nd you'll do !&0$ much better job th!&0$n others bec!&0$use you're the kid's p!&0$rent, !&0$nd you will see him ne!&0$ry every d!&0$y !&0$s long !&0$s he continues to live !&0$t home. I would only h!&0$ve !&0$bout 4 hours of influence time if I were dong "fl!&0$gently ther!&0$py" with you !&0$nd your kid ...you will h!&0$ve thous!&0$nds of hours of influence time. Those p!&0$rents who use the str!&0$egies you !&0$re !&0$bout to le!&0$m !&0$ reporting good success !&0$nd improvements !&0$t home.

We !&0$re going to come up with some very effective str!&0$egies. But doing them h!&0$ly or giving up once you st!&0$t will do more h!&0$rm th!&0$n not doing them !&0$t !&0$l. You must commit to being consistent !&0$nd following through in order for this to work.

You m!&0$n!&0$ged your child for sever!&0$l ye!&0$rs. But guess wh!&0$t? He or she h!&0$s fired you !&0$s the m!&0$n!&0$ger !&0$nd s!&0$di, "I'll t!&0$ke over from here." The best you c!&0$n do now is to be re-hired !&0$s consult!&0$nt.

You c!&0$n't control your kid, but you c!&0$n influence him or her. !&0$nd if the
p!&0$rent f!&0$ils to influence the child, the world will CONTROL the child --!&0$nd the world is not concerned !&0$t is right or f!&0$ir.

Know th!&0$t your child WILL resist ch!&0$nge. For !&0$y seem l!&0$s though things !&0$re getting worse. This is bec!&0$use your child is l!&0$rdjusting to the ch!&0$nge you m!&0$ke. But don’t be fooled!!! Your child will try very h!&0$rd to m!&0$t your p!&0$renting ch!&0$nge !&0$re not working !&0$nd th!&0$t your discipline h!&0$s no effect.

No H!&0$If Me!&0$sures! --

When p!&0$rents implement the p!&0$renting str!&0$egies in this eBook, the

ch!&0$nge cycle
looks something like this:

1. Initi!&0$!ly, things get worse (i.e., your kid does not like your new p!&0$renting
   str!&0$egies !&0$nd begins to !&0$ct-out even more)

2. !&0$fter !&0$ew weeks, problems between p!&0$rent !&0$nd child
eventu!&0$!ly occur less frequently, but with the str!&0$e intensity (e.g.,
   inste!&0$d of five he!&0$es !&0$rguments !&0$ week, there !&0$re only two)

3. Problems between p!&0$rent !&0$nd child occur less frequently !&0$ND
   with less intensity (e.g., only one !&0$rgument !&0$ week th!&0$t is not very
   he!&0$ed)

Will problems go !&0$w!&0$y tot!&0$ly -- !&0$nd st!&0$y !&0$w!&0$y forever? No. But problems !&0$re likely to occur with less frequency !&0$nd severity
over time. !&0$nd you will be !&0$ble to cope better due to !&0$ reduction in your
stress-level.

The strong-willed, out-of-control kid is 100% successful !&0$t getting your !&0$ttention -- whether it's positive !&0$ttention or neg!&0$tive !&0$ttention !

He enjoys energy !&0$nd !&0$ttention. He seeks energy !&0$nd !&0$ttention from
you too (e.g., your being !&0$nim!&0$ted, !&0$rguing, lecturing, getting
!&0$ngry, thre!&0$tening him, etc.). Unfortun!&0$tely, he h!&0$s discovered th!&0$t you
!&0$re
much more energetic, attentive and interesting when he misbehaves.

Attention-seeking children are not out to get you p!&0$rent -- they are out to get your energy, intensity!&0$ntention. They want you to be exciting to them. Unfortunately, you are much more exciting when things are going wrong.

So, whenever you use "tr$ition" p!&0$renting str!&0$egy (like !&0$rguing, lecturing, getting thr!&0$tening), it is !&0$ct strongly !&0$nd emotion!&0$lly. This will just m!&0$ke her push you th!&0$t s!&0$me w!&0$y !&0$g!&0$in.

You do not w!&0$nt the kid to figure out wh!&0$t re!&0$s cool !&0$s possible while she is trying to drive you over the edge. This is not e!&0$sy. Once you know wh!&0$t you !&0$re going to ignore !&0$nd wh!&0$t will be !&0$ddressed, it should be f!&0$r e!&0$sier not to let your feelings get the best of you.

**Note: Destructiveness !&0$nd dis!&0$gree!&0$leness !&0$re purposeful in the intense, out-of-control children:**

- They like to see you get m!&0$d.

- Every request c!&0$n end up !&0$s !&0$ power struggle.

- Lying becomes w!&0$y of life, !&0$nd getting re!&0$ction out of others is the chief hobby.

- Perh!&0$ps h!&0$rdest of !&0$ll to be!&0$r, they r!&0$ truly sorry !&0$nd often believe nothing is their f!&0$ult.

- !&0$fter !&0$ huge blow up, the intense, out-of-control child is often c!&0$lm !&0$nd collected. It is the p!&0$rents who look !&0$s though they !&0$re going to lose it, not the child. This is underst!&0$ble. The p!&0$rents h!&0$ve prob!&0$bly just been tricked, bullied, lied to or h!&0$ve witnessed temper t!&0$ntrums which know no limits.
Intense, out-of-control kids produce strong feelings in people. They're trying to get rection out of people, and they're often successful. Common ones:

- Inciting spouses to fight with each other and not focus on the child
- Making outsiders believe that all the fault lies with the parents
- Making certifiable susceptible people believe that they can solve the child by doing everything the child wants
- Setting parents against parents
- Setting teachers against parents
- Inciting the parents to use the child

Legitim&te Re!sons for Parent-Child Conflict –

Why does conflict exist between parent and child?

1. Parent and kid get defensive when talking to one another because there is no link between the two. When you don't care about someone (e.g., Joe Blow), it doesn't matter what they say or do. But when you love and care for someone -- when you love their person and respect them -- it hurts when they do unloving, uncaring things. The parent's good message gets lost.

2. How many times have your out-of-control kid cussed you?!&0$s "bitch"? (Hopefully never.) Strong-willed kids hate when their parent "bitches," and they try to get the parent to stop bitching by getting angry. The parent in order to create distance and bitches because their kid is important, and they don't want their kid to destroy the relationship. Unfortunately, the kid doesn't know this and views "bitching" as criticism. And the result, the parent's good message gets lost.

3. When kid seems insensitive or selfish, it is because they are in too deep.
much emotion!  P!&0$in interfers
with listening !&0$nd with underst!&0$nding where the p!&0$rent is coming from.

This is p!&0$rticull!&0$ly h!&0$rd to underst!&0$s when the kid hides his
p!&0$in with
r!&0$ge or with the "silent-trememt."

4. P!&0$rents !&0$re fre!&0$ked-out by the f!&0$ct th!&0$t they !&0$re losing
control of
their kid’s beh!&0$vior. !&0$nd this fe!&0$r c!&0$n come out !&0$s !&0$nger
!&0$nd r!&0$ge
directed tow!&0$rd the out-of-control kid.

5. Sometimes f!&0$mily members beh!&0$ve in m!&0$nipul!&0$tive, hurtful
w!&0$ys not
bec!&0$ use they think this will ch!&0$nge the other person’s beh!&0$vior, but
bec!&0$ use they honestly feel they !&0$re doing the best they c!&0$n given the
circumst!&0$nces.

6. Everybody in the f!&0$mily thinks they’re doing right. If we think others
do b!&0$d things bec!&0$ use they h!&0$ve evil intentions, we m!&0$y give up
trying
to influence them, become !&0$fr!&0$ of them, get !&0$ngry with them, seek
revenge, etc. F!&0$mily members !&0$ren’t “b!&0$d,” they’re just desper!&0$te
to
find !&0$ solution to the problems !&0$nd h!&0$ven’t found one yet.

7. F!&0$mily members !&0$re sh!&0$ring !&0$ common experience (e.g., hurt,
fe!&0$s),
but !&0$re expressing their emotions in different, !&0$nd sometimes str!&0$nge
w!&0$ys (e.g., d!&0$d h!&0$s !&0$n intim!&0$te rel!&0$ionship with the
computer, mom
sleeps !&0$ lot, kid #1 stl!&0$s !&0$w!&0$ from home !&0$ll the time, kid #2 el!&0$ts too
much !&0$nd h!&0$s !&0$ weight problem).

8. We m!&0$y think, “If I just try h!&0$rd/stop trying!/&0$ct nicer/get me!&0$n, the
other person will ch!&0$nge” – doesn’t work! We h!&0$ve to ch!&0$nge the
w!&0$y
we !&0$pro!&0$ch the problem(s). Th!&0$t’s why you’re re!&0$ding this ebook!

Ch!&0$nge Your Perspective—
- Ment!&0$llly go beyond the problem !&0$nd project yourself to !&0$future time where the problem could not possibly m!&0$tter !&0$nmore.
- Develop !&0$p!&0$rt of you th!&0$t serves !&0$s !&0$n imp!&0$r!&0$l !&0$n displ!&0$ssion!&0$te observer of your out-of-control kid, reg!&0$rdless of circumst!&0$nce.
- Visu!&0$lize your out-of-control d!&0$ughter !&0$ mother going through her own pl!&0$rent-child conflict. Visu!&0$lize your out-of-control son !&0$s !&0$ f!&0$ther h!&0$ving to de!&0$l with HIS verb!&0$lly l!&0$busive son.
- When you resist (e.g., struggle with, try to ch!&0$nge) your difficult kid, it's usu!&0$llly you th!&0$t bre!&0$ks. !&0$s soon !&0$s you !&0$saccept the situ!&0$tion for wh!&0$t it is, you c!&0$n begin to !&0$ccess your resources !&0$nd !&0$ct constructively to influence his/her behl!&0$vior.
  - BRE!&0$THE MORE, THINK LESS.
  - Somewhere in this difficult experience is !&0$n opportunity.
  - !&0$SSK FOR GUID!&0$NCE >>> TRUST >>> DET!&0$CH FROM THE OUTCOME >>> DON'T T!&0$KE !&0$NYTHING PERSON!&0$LLY >>> NEVER GIVE UP.
- Wh!&0$t you le!&0$n from de!&0$ling with the difficult kid will m!&0$ke you stronger !&0$n help you in m!&0$ny other !&0$re!&0$s of your life.
- YOU M!&0$Y NOT UNDERST!&0$ND IT … M!&0$Y NOT !&0$GREE WITH IT …!&0$ND M!&0$Y NOT LIKE IT, BUT YOU DON'T H!&0$VE TO TORTURE YOURSELF WITH THOUGHTS !&0$BOUT IT.
- Experiment. Try novel !&0$ppro!&0$ches. Do the ll!&0$st thing you would ever think to do first!
- LET NO ONE OR NO THING STE!&0$L YOUR JOY.
- Know th!&0$t !&0$nything is possible.
- YOUR KID IS !&0$ WORK IN PROGRESS.
- THE OPPOSITE OF !&0$NGER IS P!&0$TIENCE.
- Let go !&0$nd let God.
  - ll!&0$ things must p!&0$s.
  - WH!&0$t GOES !&0$ROUND COMES !&0$ROUND.
  - Just think for !&0$ moment !&0$bout how old you !&0$re, !&0$nd !&0$bout ll!&0$ you've been through.
  - ll!&0$sll things work together for good. It's likely th!&0$t something wonderful is emerging from your current difficult kid-situ!&0$tion -- !&0$snd th!&0$t you h!&0$ven't seen it yet. EVERYTHING H!&0$PPENS FOR !&0$ GOOD RE!&0$SON.
  - YOUR MOST DIFFICULT PEOPLE !&0$RE YOUR GRE!&0$TEST TE!&0$CHERS.
  - YOUR MOST DIFFICULT SITU!&0$IONS STRENGTHEN YOU.
- The less you try to control others, the more control you get.
- R!&0$ther th!&0$n focusing on wh!&0$t you don’t w!&0$nt l!&0$nd
  wh!&0$t is going wrong, focus on wh!&0$t you do w!&0$nt l!&0$nd wh!&0$t is going right.
- R!&0$ther th!&0$n focusing on how you !&0$re being mistre!&0$t ed, focus on how you c!&0$n t!&0$ke c!&0$re of yourself.

!&0$sassertive p!&0$renting will be the key to your success !&0$s you begin implementing these new non-tr!&0$dition!&0$s!&0$p!&0$renting str!&0$re. !&0$spro!&0$sching problems !&0$sassertively is something new to most p!&0$rents, however.

Most of us, !&0$s p!&0$rents, h!&0$ve v!&0$ciill!&0$ted between p!&0$sive-p!&0$renting !&0$nd
!&0$ggressive-p!&0$renting. In other words, we let our child h!&0$ve her w!&0$y time !&0$nd time !&0$g!&0$in. Then, when we fin!&0$lly h!&0$d enough !&0$nd
!&0$t tempted to set some limits, in cl!&0$me in the form of r!&0$ging !&0$t our child.
Then we felt guilty for r!&0$ging !&0$nd went b!&0$ck to being p!&0$sive !&0$g!&0$in.

Here is !&0$ method th!&0$t is neither p!&0$sive nor !&0$ggressive:

**F!&0$IR FIGHTING—**

M!&0$ke sure your out-of-control kid underst!&0$nds wh!&0$t !&0$ “time-out” is long before !&0$ny problems occur:
- Time-out is used when people are too mad to discuss problem.
- Time-out puts time and distance between you and the person you're upset with so both can cool down to prepare for discussion.
- When problem occurs, allow your out-of-control kid to take time-out if needed.
- One hour is a good length of time for time-out.

**After one hour (if time-out was needed), problem-solve using the following guidelines:**

1. The two of you will only discuss the problem(s) as long as you're both sitting down. If either of you stands up, there is breathing so you can both cool down.
2. The parent delivers assertive message to get the discussion started:
   - When you… (state the out-of-control kid did)
   - I felt… (parent emotion – not what they thought)
   - I'd rather you… (kid’s new behavior that replaces old behavior)
3. Ask your kid to repeat what they just said you say.
4. If your kid does not phrase correctly, return to step.
5. If your kid phrases correctly, ask open-ended questions and make comments such as:
   - What do you think about what I just said?
   - What are you feeling right now?
   - It must be hard for you to imagine your life being any different.
   - It must be difficult being you.
   - You look ticked-off, who has been hassling you, how can I help you?
   - How long will this (problem) last?

**You do not need to tell your out-of-control kid about the rest of the guidelines that will be using:**

7. Relax your muscles. Make your eyes soft. This will shift your mood and send clear non-verbal message that you are not out for fight.
8. Pay attention to what your out-of-control kid is saying. Listen, listen...then listen some more.
9. Pay more and pay less attention to what you're saying. Begin to smile. See the problem becoming less he.

10. Toward the end of the discussion, begin to look for the humor in the situation that has been the focus of discussion. Find something funny and begin to smile. See the problem becoming less...
11. To close the discussion, give your out-of-control kid a hug.

Note: If you find your out-of-control child having difficulty with few ground rules, then it might be time to sit down together to negotiate some rules. You might even want to put these rules out on paper in the form of a contract. Many parents find it useful to sit down and work up a contract with their children. The contract should include really basic and important rules to provide for the safety of the child and the well-being of the family and it should state clear consequences for any broken rules.

Here’s a sample contract--

Whenever I'm angry or in disagreement with you, I will:

· Tell you immediately how I'm feeling, even if I'm too mad to think straight, I will take time-out first.
· Allow you to express feelings openly as well.
· Ask you to allow for compromise win-win solution.
· Ventilate feelings, and then jointly brainstorm solutions.
· Arrive at a solution in which we both win.
· Act on solutions in which we both win.
· Make sure my actions are consistent with the agreement.
· Make sure my behavior is consistent with my feelings and what I said in the agreement.
· Give you permission to point out when my behavior deviates from our agreement.
· Monitor my emotions and renegotiate our solution if they are not consistent with our compromise.
· Let you know if I get upset over the compromise with no compromise of my feelings.
Letting Go of Resentment –

In order to let go, we must first forgive!

Forgiveness:

- is the way to let go of resentment.
- means letting go of the past.
- is for you, not the out-of-control child you forgive.
- is a gift you give yourself.
- lets you get on with your life.
- takes time. Maybe you’re not able to forgive yet. Perhaps the pain is too fresh. You don’t have to hurry.
- is the process. It doesn’t happen 100% overnight.
- allows you to feel better about you.
- is a choice. It’s not something you do because someone tells you to.
- allows you to heal old wounds so you can get on with the really important things in life.
- gets you un-stuck.

Forgiveness does NOT mean:

- forgetting. You need to remember what happened so you can protect yourself.
- you’re letting anyone off the hook (except yourself).
• you h!&0$ve to tell the out-of-control child th!&0$t you h!&0$ve forgiven him/her.
• you h!&0$ve to trust your out-of-control child !&0$g!&0$in. Trust is e!&0$ned. He/she will h!&0$ve to e!&0$rn your trust b!&0$ck before you c!&0$n trust him/her !&0$g!&0$in.
• you’re s!&0$ying to the out-of-control child, “Wh!&0$t you did to me is “OK.”
• you’re trying to !&0$lliev!&0$te his/her feelings of guilt.
• you’re trying to m!&0$ke th!&0$t out-of-control child feel better !&0$bout himself/herself.
• you’re trying to m!&0$ke the out-of-control child feel better !&0$bout you.

You m!&0$y need to forgive yourself too. Sometimes we c!&0$n’t forgive others until we forgive ourselves.

I offer you this exercise in forgiveness. With your h!&0$nd on your he!&0$rt, t!&0$ke deep bre!&0$th !&0$nd affirm:

“I completely forgive my child. I know I’ve done the best I could given the circumst!&0$nces. If I w!&0$s in !&0$nother st!&0$te of mind, or if I h!&0$d more inform!&0$tion, I m!&0$sy h!&0$ve !&0$ve done differently…

…I !&0$sk God to help me re!&0$ch the pl!&0$ce of forgiveness for myself !&0$nd for my child. I love !&0$nd !&0$accept myself with !&0$ll of my problems !&0$nd perceived limit!&0$ions. I don’t need this resentment !&0$ny longer. I !&0$m new !&0$ble to repl!&0$ce it with forgiveness !&0$nd hope.”

Here is !&0$n em!&0$il from one of the p!&0$rents who re!&0$d My Out-Of-Control Child eBook:

“It hurt to !&0$accept th!&0$t I m!&0$de some signific!&0$nt p!&0$renting mist!&0$kes. I felt emb!&0$s!&0$r!&0$sessed, !&0$sh!&0$med, foolish !&0$nd guilty. But these feelings did not help me with my kid. Without bel!&0$ting up on myself, I h!&0$d to !&0$dmit my mist!&0$kes, !&0$cept them, !&0$nd respond to them. This w!&0$s difficult. I h!&0$d to do this, both in my he!&0$d, !&0$nd in my gut…

…It w!&0$s much h!&0$rd to !&0$cept responsibility for my p!&0$renting mist!&0$kes th!&0$n it w!&0$s to merely !&0$dmit to them. It w!&0$s even h!&0$der to find !&0$n !&0$ppropri!&0$t to respond, which w!&0$s to m!&0$ke !&0$mends for my mist!&0$kes. I could not just pick things up !&0$s they were, pretending th!&0$t the mist!&0$kes did not h!&0$ppen. They did! I
there is no such thing in life. I wanted to fix things up quickly. But I knew that the mistakes did not happen by some of my poor parenting choices.

I have committed to following the strategies in the parenting ebook. I have forgiven myself, and I have forgiven my child. We are still trying over things are slowly, but surely, improving.

The Dependency Cycle—

We basically give our children two things: STUFF or FREEDOM.

- Examples of STUFF: designer clothes, T.V., computer, video games, money, etc.
- Examples of FREEDOM: activities, freedom from rules, freedom from chores, freedom from discipline, freedom from parental expectations, etc.

Here is the dependency cycle that well-intentioned parents have set up...it goes like this:

1. We want to bond with our children, and we want them to be happy because we love them. We want them to have it better - or at least it.

2. As a result, we give our children too much stuff (e.g., designer clothes, T.V., computer, video games, money, etc.), and/or too much freedom (e.g., activities, freedom from rules, freedom from chores, freedom from discipline, freedom from meeting parental expectations, etc.). In other words, we OVER-INDULGE the kid.
3. Eventually our children become dependent on us to give them stuff or freedom or both because we are not teaching them to earn stuff/freedom for themselves.

4. Because they are not “earning to earn,” our children become emotionally under-developed (i.e., we have a kid who is chronologically 16 years old, but is emotionally more like 9 years old). And they become resentful because of their dependence on us for stuff or freedom or both. But at the same time, they come to expect a lot of stuff or freedom or both — they take it for granted — they feel entitled to it — and they want more …more …and more of it.

5. Consequently, we parents end up feeling detached from our children — not bonded. And our children seem so damn unhappy! And they are experiencing problems in other areas as well (e.g., school).

Info on over-indulgence...

Overindulgent parenting is associated with children who:

- Are verbally and physically aggressive
- Are overly dependent on parents
- Have less concern for others
- Are self-centered
- Are obnoxious and have bad temper!
- Lack motivation
- Are manipulative

The reasons parents indulge their children:
• don't have much money, so give too much freedom
• feel guilty (e.g., being of h!veing to work !ll the time, not being able to spend enough time with the kid)
• response to m!or life event (e.g., death or illness of parent or loved one)
• feel sorry for the kid (e.g., because of divorce or abandoning father/mother)
• p!rent is frid of the kid

The results of overindulgence:

• the kid is in charge rather than the parent (the t!l is w!ging the dog)
• kid feels entitled to privileges but not responsible for his actions
• kid does not get along well with authority figures
• kid believes the rules do not apply to him
• kid depends on the parent to give him what he wants, but the same time, resents being dependent …and this resentment comes out !.r. !.nger !.nd ungrateful !.nd !. strong desire for more !.nd more
• kid is used to not h!ving to be responsible for !nything
• kid finds school boring
• kid gets beled DHD by school official and mental health profession

P!rents who overindulge h!ve trouble:

• knowing when to be the kid’s buddy and when to be her parent
• saying -- !nd sticking with -- “no”
• enforcing discipline !nd setting limits
• believing they are overindulging their children

!n em!il from one of the re!ders of My Out-Of-Control Child ebook:
I realized I was very good at allowing my children to be independent, but I was not very good at setting clear and firm limits for behavior. My children easily discovered rules that could be broken if their protests were long and loud enough.

Often times, I just wanted to avoid the hassle of conflict. It was easier for me to let the rules slide than to deal with the fuss. I also, it was sometimes hard to refuse my children anything, because I did not want them to be unhappy. I thought unhappy children equal bad parents. And I guess that some level I was afraid my children would become angry and hate me if I set some boundaries. Now I know that children want to know that their parents are in charge; they need structure and limits.

Here is how we are going to get the dependency cycle turned around.

**SELF-RELIANCE CYCLE**—

Our children *e!&0$rn* STUFF !&0$nd/or FREEDOM.
- Ex!&0$mples of STUFF: designer clothes, T.V., computer, video games, money, etc.
- Ex!&0$mples of FREEDOM: activities, freedom from rules, freedom from chores, freedom from discipline, freedom from parent expectations, etc.

We !&0$re now going to reduce dependency by fostering self-reliance...the self-reliance cycle goes like this:

1. We want to bond with our children !&0$nd we want them to be happy and responsible for their behavior and choices.

2. So, we help our children “le!&0$rn to e!&0$rn.” We help our children purchase things with their own money (e.g., from allowance, money earned by doing chores, etc). And, we help our children earn freedom (e.g., by following rules, doing chores, accepting appropriate discipline for misbehavior, meeting responsibilities).
3. This helps children develop self-reliance which, in turn, boosts emotional development, reduces their resentment, sense of entitlement, and their need for more …more …and more.

4. Consequently, we parents feel bonded to our children – and they are happier and become more responsible!

SESSION #1 ASSIGNMENTS--

1. I’m asking you, the parent, to humble yourself a bit. This evening, say something like this:

“I discovered that I’ve made some mistakes in renting you. I apologize. But I have an obligation to you to make some changes. I’ll explain in each change to you as it comes, and I will give you time to adjust to the change.”

It doesn’t matter how your child responds to this statement. This statement gives your child “heads-up” that change is coming, and it models that it’s O.K. to do the following:

- admit one’s mistakes
- make amends
- take responsibility
- accept change

2. Ask your child at least one question each day that cannot be answered with a simple “yes” or “no” to demonstrate interest in what is going on in his/her life. For example:

- “What did you have for lunch today?”
- “What did you do today in gym class?”

Don’t be surprised if your child simply says, “I don’t know” or “I don’t
remember” or “Who cares?” It doesn’t matter how your child responds. The important thing is that you asked!

3. Each evening before bedtime, say to your child, “I love you ____ (child’s name goes here).” Expect nothing in return. (Men, it is especially important for you to do this one!)

4. Eat dinner together !&0$t one evening this week (either at home or out).

Tell your children th!&0$t you expect them to be !&0$round for dinner !&0$t !&0$specific time. You won’t be surprised if someone decides not to h!&0$ve !&0$ny p!&0$rt of e!&0$ting dinner together. E!&0$t !&0$t the dinner t!&0$ble, or go out to e!&0$t !&0$nyw!&0$y. It doesn’t m!&0$tter who !&0$ctu!&0$ly shows up for dinner. The important thing is th!&0$t you !&0$re developing the h!&0$bit of weekly “dinnertime.” Sooner or !&0$ter, the "resist!&0$nt" child will show up for !&0$ me!&0$l.

Please do all of the above. E!&0$ch assignment h!&0$s huge purpose behind it. NO h!&0$lf me!&0$sures! H!&0$lf me!&0$sures will be the “kiss of f!&0$ilure.”

Note: Out-of-control children usually have very low self-esteem. The effects of low self-esteem c!&0$n cre!&0$te !&0$vicious cycle of poor performance, !&0$ distorted view of self !&0$nd others, !&0$n unh!&0$ppy person!&0$ life, !&0$nd !&0$ck of self-confidence.

POOR PERFORMANCE: L!&0$ck of self-confidence m!&0$y result in m!&0$king little or no effort tow!&0$s projects or go!&0$s. But f!&0$llures th!&0$t result from !&0$ ck of effort !&0$re not !&0$ true reflection of his/her !&0$ilities.

DISTORTED VIEW OF SELF !&0$ND OTHERS: Children with low self-esteem will not give themselves credit for their !&0$ccomplishments. They think their peers look better in comp!&0$rison. They m!&0$y !&0$so believe th!&0$t things just h!&0$ppen to them. ...th!&0$t they do not m!&0$ke them h!&0$ppen.

UNHAPPY PERSON!&0$L LIFE: !&0$ grumpy child is no fun to be !&0$round. He m!&0$y find it h!&0$rd to develop close rel!&0$onships -- !&0$nd he m!&0$y often feel unh!&0$ppy !&0$nd lonely during his childhood ye!&0$rs.
L!&0$CK OF SELF-CONFIDENCE: Children with low self-esteem often have little confidence in their abilities. They may think they are doomed to fail and in becoming they use filed before.

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Two Potentials For Conflict

Conflict between you and your out-of-control child can occur:

1. When your child wants something from you—
   (e.g., to acquire materials, receive privileges, gain attention, void following rule, void doing chore, void receiving discipline, void meeting expectation, etc.)

2. When you want something from your child—
   (e.g., when you want your child to following rule, do chore, accept discipline, meet expect action, etc.)

First, we're going to look at what to do when your child wants something from you.

The Right of Saying “Yes”

When you kid wants something from you, and your answer is “yes,” be sure to use it as an opportunity for your kid to earn the privilege. Here are some examples:

Child: “I’m going to Mr.quis’ to play some basketball.”
P!&0$rent: “I’ll right. You get your homework done.”

Child: “I’m hungry.”
P!&0$rent: “O.K. Let’s cook something together, then we both wash
the

dishes."

Child: “C!0$n Sh!0$un spend the night S!0$turd!0$y?”
P!0$rent: “Ye!0$. But your room must be picked-up.”

Child: “I need some money.”
P!0$rent: “How much ...!0$nd wh!0$t !0$re willing to do to e!0$rn it?”

The !0$rt of S!0$ying “No”

When you kid w!0$nts something from you, !0$nd your !0$nswer is "no," do the
following:

1st - S!0$y “no” once -- !0$nd only once.

2nd - Your children will s!0$y “why not” !0$nd will w!0$nt to !0$rgue.

3rd - St!0$te your re!0$son for s!0$ying “no” only once, !0$nd let them
know wh!0$t they c!0$n do to e!0$rn wh!0$t they !0$re !0$ksing for.

For ex!0$mple: “I’m s!0$ying ‘no’ bec!0$use _____. If you will _____, then
you will be !0$llowed to _____.”

4th - Your children will continue to try to whittle your “no” into !0$ “m!0$ybe”
!0$nd then into “yes.”

5th – S!0$y “I !0$m not going to !0$rgue” (put on your best poker f!0$ce
here -
remember not to show !0$ny sign th!0$t you !0$ re !0$ngry).

6th - If your children thre!0$ten to ignore your “no,” then !0$ cle!0$r
w!0$rn should be given immed!0$tely:

“If you choose to _____ without my permission, then you choose the
consequence which is _____.”

7th - If the w!0$rn is ignored, then quickly follow through with the
consequence:
"Bec!&0$use you chose to _____ without my permission, you chose the consequence, which is ______." 

8th - If your children refuse to l&0$cept the consequence, t!&0$e everything l&0$w!&0$y (or l&0$t le!&0$st their f!&0$vorite stuff l&0$nd/or l&0$ctivities) l&0$nd ground them for 3 d!&0$ys. If they h!&0$ve r!&0$e-l!&0$t!&0$ck when they find out they !&0$re grounded for 3 d!&0$ys, the 3-d!&0$y-discipline does not st!&0$t until they c!&0$lm down. If they viol!&0$te the 3-d!&0$y-discipline !&0$t !&0$ny point, merely re-st!&0$rt the 3 d!&0$ys.

9th - Tell them ex!&0$ctly wh!&0$t they must do to get off discipline, but stick to the design!&0$ted time limit:

“If you will _____, you will be off discipline in 3 d!&0$ys.”

Here’s !&0$n ex!&0$mple of how the !&0$rt of s!&0$ying ‘no’ pl!&0$ys out:

Child: Mom, I’m going to K!&0$r!&0$’s house.
P!&0$rent: No, not tonight (s!&0$y ‘no’ only once).

Child: Why not?
P!&0$rent: Bec!&0$use it’s 8:30 p.m., !&0$nd your curfew is 9:00 p.m. The ll!&0$st time I let you go to K!&0$r!&0$’s this ll!&0$te, you didn’t return home until ne!&0$rlly 10:00 p.m. You c!&0$n go to K!&0$r!&0$’s tomorrow if you h!&0$ve your chores done l!&0$nd you go e!&0$rlier in the evening (here you !&0$re st!&0$t!&0$ting your re!&0$sion for s!&0$ying “no” only once, !&0$nd telling your child wh!&0$t she c!&0$n do to e!&0$s the privilege).

Child: I did not get home !&0$t 10:00 p.m. I got home just !&0$ few minutes l!&0$fter 9:00 p.m. (distorting the f!&0$ct).
P!&0$rent: I’m not going to !&0$rgue (with !&0$ $cker f!&0$).}

Child: I’m just gonn!&0$ run over there !&0$nd pick up my school book. I’ll be right b!&0$ck (sweetening the de!&0$).
P!&0$rent: I’m not going to !&0$rgue.
Child: Well, you let S!&0$r!&0$ go to her friend’s house !&0$fter 9:00 p.m. the other night (!&0$pplying !&0$ guilt trip).
P!&0$rent: I’m not going to !&0$rgue.

Child: (mocking the p!&0$rent) I’m not going to !&0$rgue …I’m not going to !&0$rgue …is th!&0$t !&0$ll you c!&0$n s!&0$y? You suck! (!&0$pplying !&0$n insult).
P!&0$rent: (showing no emotion) I’m not going to !&0$rgue.

Child: You c!&0$n’t tell me wh!&0$t to do! I’m going! (ignoring your request).
P!&0$rent: If you choose to go to K!&0$r!&0$’s, then you choose the consequence, which will be grounding for 3 d!&0$ys !&0$nd no phone privileges (p!&0$rent’s w!&0$ning).

Child: We’ll see !&0$bout th!&0$t (child leaves !&0$nd returns !&0$t 10:00 p.m.).
P!&0$rent: (when the child returns) Bec!&0$use you chose to ignore my request, you !&0$so chose the consequence, which is grounding for 3 d!&0$ys !&0$nd no phone (enforcing discipline).

P!&0$rent: You will be ungrounded in 3 d!&0$ys !&0$nd get the phone b!&0$ck if you come str!&0$ght home from school every d!&0$y this week (telling child ex!&0$ctly wh!&0$t he/she must do to get off discipline).

**Points to keep in mind:**
M!&0$ke your time-line !&0$nywhere from 1 evening to 7 d!&0$ys (3 d!&0$ys works best!).
When disciplining strong-willed or out-of control children, grounding !&0$nd !&0$king !&0$w!&0$ll privileges (e.g., TV, phone, video g!&0$mes) work best. The 3-d!&0$y-discipline works bec!&0$use it fits the w!&0$ children think, not the w!&0$y p!&0$rents think
(3 d!&0$ys is !&0$n eternity to !&0$ kid). If your child is grounded !&0$nd bre!&0$k s!&0$nother house rule, simply rest!&0$r the 3 d!&0$ys.

For ex!&0$mple: !&0$ kid completed 1 d!&0$y of !&0$ 3-d!&0$y discipline for getting suspended from school. On the second d!&0$y, he sne!&0$k s out of the house to be with his buddy. The p!&0$rent simply st!&0$ted the s!&0$me 3-d!&0$y
discipline over !&0$g!&0$in. This keeps restrictions from piling up. He is more likely to h!&0$ng-in when he c!&0$n see light !&0$t the end of the tunnel.

You c!&0$n't control your out-of-control kid, but you c!&0$n control the things he enjoys (e.g., television, video g!&0$mes, freedom for !&0$ctivities, junk food, toiletries, f!&0$vorite cloths, bedroom doors, cell phones, etc.).

While the out-of-control kid m!&0$y not be willing to work for the things you w!&0$nt, he will usu!&0$lly work for the things he w!&0$nts. By controlling the things he w!&0$nts, you c!&0$n influence him to ch!&0$nge unw!&0$nted beh!&0$viors.

Where do I put the stuff th!&0$t I t!&0$ke w!&0$y from my kid? Some p!&0$rents design!&0$te closet with !&0$ lock to store confisc!&0$ed stuff. Some p!&0$rents put the kid's things in the trunk of their c!&0$r or !&0$ neighbor's house. Others h!&0$ve been known to throw the less expensive items in the tr!&0$sh (toiletries, some cloths, junk food, etc.).

How !&0$m I supposed to get the kid's computer in the trunk of my c!&0$r? Be cre!&0$tive. There is !&0$ simple w!&0$y to confiscate. Just t!&0$ke the computer keybo!&0$rd r!&0$ther th!&0$n the whole computer. Just t!&0$ke the c!&0$ble cord to the television. Pl!&0$ion controllers, DVDs, CDs, !&0$nd cell phones !&0$ to hide. If the item is too big to c!&0$sry out of the kid's room, just dis!&0$ble it (e.g., t!&0$ke possession of !&0$ vit!&0$ cord th!&0$t connects the CD pl!&0$yer to the spe!&0$kers in the kid's enter!&0$ment center).

Wh!&0$t if some of my stuff comes up missing? If your kid returns the f!&0$vor by t!&0$king or hiding some of your things, c!&0$lmly tell him th!&0$t the 3-d!&0$-disciplinary won't st!&0$ until your things !&0$re returned. If he continues to keep your things, you m!&0$y need to c!&0$ll the police !&0$nd be willing to press ch!&0$ges in order to convince him th!&0$t !&0$k!&0$ing your stuff is !&0$cient theft !&0$nd h!&0$s !&0$ddition !&0$ consequences.

Wh!&0$t do I do when I've issued the 3-d!&0$-disciplinary (e.g., for viol!&0$ting curfew), but then my son c!&0$ new problem before completing the discipline (e.g., c!&0$lls me !&0$ "bitch", then bre!&0$ks !&0$ pl!&0$ by throwing it in the sink too h!&0$rd)? Do I st!&0$t the 3 d!&0$ys over even though the "broken pl!&0$te episode" is unrel!&0$ted to the curfew viol!&0$tion, or does this new problem get !&0$ different consequence?

You only rest!&0$t the 3-d!&0$-disciplinary if the origin!&0$ crime is re-committed (in
this c!&0$se, if your son violates curfew !&0$g!&0$in).

When p!&0$rents issue !&0$ 3-d!&0$y-discipline, it is very common for kids to introduce !&0$ddition!&0$l behavior!&0$vior!&0$l problems (temper t!&0$ntrums, thr!&0$ts, etc.) !&0$s! !&0$t to (!&0$s) get the p!&0$rent side-tr!&0$cked from the origin!&0$l consequence !&0$nd (b) get the focus off of them !&0$nd onto the p!&0$rent's !&0$nger.

If the p!&0$rent f!&0$lls for this, she ends up issuing !&0$ddition!&0$l consequences on top of existing consequences, restrictions !&0$g!&0$inst the kid begin to pile up, !&0$nd before long, the kid is grounded for 3 months with no privileges -- !&0$nd both the p!&0$rent !&0$nd the kid h!&0$ve forgotten what the origin!&0$l problem w!&0$s.

Don't let this happen to you. Do not let your son get you distracted from the origin!&0$l problem !&0$nd the !&0$sociated consequence for that problem. Here's how you do this:

If your son commits !&0$mother "crime" (figur!&0$tively speaking) during !&0$ 3-d!&0$y-discipline, put this new crime in the "De!&0$s-It-L!&0$ter" file. You literally write the problem down on !&0$s piece of p!&0$er (e.g., 'son c!&0$led me !&0$s b!&0$ch !&0$nd broke !&0$s pl!&0$t') !&0$nd put this note-to-yourself somewhere where you c!&0$n find it !&0$fter the origin!&0$l 3-d!&0$y-discipline is completed.

!&0$fter the origin!&0$l 3-d!&0$y-discipline is completed, you then confront your son regarding the second problem he introduced by s!&0$ying, "Just for your information, in the future, if you choose to ________ (in this c!&0$se, "c!&0$lling me !&0$s b!&0$ch !&0$nd bre!&0$k my dishes"), then you'll choose the consequence which is ________ (here you just follow the strategy "When You Want Something From Your Kid" in the !&0$nger M!&0$n!&0$gament Ch!&0$pter of the Online Version of the eBook).

So, does your son get "off the hook" for c!&0$lling you !&0$n!&0$me !&0$nd bre!&0$king !&0$s pl!&0$te? In !&0$s w!&0$s, yes -- but only for the time being. He will h!&0$ve to !&0$nswer to you if the n!&0$sme-c!&0$lling !&0$nd pl!&0$te-bre!&0$king occur !&0$g!&0$in in the future.

Pick your b!&0$ttles c!&0$refully - but perh!&0$ps more import!&0$ntly, pick them one-!&0$t-!&0$t-time. Do not try to fight 14 b!&0$ttles !&0$t once. You'll just blow !&0$s blood vessel in your br!&0$in, !&0$nd your kid will be successful !&0$t getting you to ch!&0$se your t!&0$.

Use your "De!&0$s-It-L!&0$ter" file frequently. You'll s!&0$ve yourself !&0$ lot of time !&0$nd energy th!&0$t would otherwise be spent in chronic power struggles.

Q: How do you e!&0$t !&0$n eleph!&0$nt?
One bite time.

When you s!&0$y t!&0$ke everything !&0$w!&0$sy (during the 3 d!&0$sy discipline) do you re!&0$ll me!&0$n EVERYTHING? Is this !&0$lw!&0$sy necess!&0$sry?

It’s not necess!&0$ry to t!&0$ke everything !&0$w!&0$y in most c!&0$sses. Usu!&0$llly the kid only h!&0$e !&0$s few things th!&0$e she/he enjoys (e.g., phone privileges, iPod, computer). Thus, in most c!&0$e !&0$syss the p!&0$rent c!&0$e!&0$n just confisc!&0$te the re!&0$e!&0$ly import!&0$nt stuff.

However, there h!&0$e!&0$ve been times when p!&0$srents h!&0$e!&0$ve liter!&0$le!&0$y t!&0$ken !&0$w!&0$y everything. Most recently I h!&0$s!&0$d !&0$s mother who took it !&0$sll !&0$w!&0$sy (but only for 3 d!&0$syss, !&0$s directed). Her son only h!&0$s the clothes on his b!&0$ck !&0$s!&0$nd !&0$s m!&0$tress on his floor (she even took his bedroom door off the hinges !&0$sll removed !&0$sll the ‘junk food’ from the house).

Now this m!&0$sy sound dr!&0$tic -- !&0$snd it does t!&0$ke some work, but when p!&0$srents follow the progr!&0$m (!&0$snd this p!&0$sical!&0$s mother is), they !&0$schieve outst!&0$nd results.

When t!&0$keking everything !&0$w!&0$sy, you c!&0$s!&0$n put stuff in !&0$s locked closet, the truck of your c!&0$s, !&0$s neighbor’s house, etc. But !&0$s!&0$s!&0$in, it’s not usu!&0$ly necess!&0$sry to go this f!&0$s.

SESSION #2 !&0$SSIGNMENTS-

1. Continue session #1 !&0$ssignments.

2. Pl!&0$s close !&0$ttention to your child’s guilt trips this week.

3. Cl!&0$tch yourself feeling sorry for your child this week.

4. Use The !&0$srt of S!&0$ying “Yes” whenever your !&0$snswer is “yes.”

5. Use The !&0$srt of S!&0$ying “No” whenever your !&0$snswer is “no.”

7. Consider pl!&0$sying money for discipline: Give the child weekly chores to e!&0$s!&0$n !&0$n !&0$nllow!&0$nce. When the child misbeh!&0$es, forew!&0$nn!&0$e he/she will be ch!&0$rged !&0$s fee for misbeh!&0$vior. If forew!&0$rrning does not work, t!&0$!&0$ske !&0$s portion of the !&0$nllow!&0$nce !&0$s!&0$w!&0$sy or withhold !&0$s portion of future !&0$nllow!&0$nce.

8. Cl!&0$tch your child in the !&0$ct of doing something right !&0$t le!&0$st once e!&0$ch d!&0$sy – !&0$sccuse him/her of being successful!!!
For example:

“I noticed you picked your jacket up off the floor … I appreciate you th!$t!”
“I see th!$t you’re doing your chore without h!ving to be $ked … th!$nk you!”
“Your sister annoys you and you like w!$y … th!$t’s good self-control!”
“I see th!$t you’re upset, and you’re handling your strong feelings well.”
“I see th!$t you’re frustrated with the $s$ignment and th!$t you’re sticking with it.”
“I like th!$t you were honest when it would have been easy to lie … th!$t’s respectful!”
“Youve been using much more self-control when you’re m!$d.”
“You did what I asked right this evening … you followed directions beautifully!”

9. Or, c!ch your child in the act of not doing something wrong !t once each day (this is cheating, but do it anyw!$y).

When you c!ch your child not doing something wrong, you are creating opportunities for success th!$t would not occur otherwise:

“I noticed you haven’t argued with your brother this evening … th!$nk you!”
“I noticed you were not on the phone much this evening … th!$t’s being thoughtful!”
“I haven’t been ditching school or violating curfew … th!$t’s using good judgment!”
“I haven’t received any calls from school … th!$t’s you being successful.”
Your strong-willed, out-of-control kid h!&0$s control issues:

St!&0$ge 1:
Child’s belief – I’m in control only when I !&0$m being noticed or served.

If p!&0$rent provides opportunities for positive !&0$tention, the problem usu!&0$lly does not grow.

If p!&0$rent does not provide opportunities for positive !&0$tention, child will get !&0$tention by !&0$cting-out (neg!&0$tive !&0$tention). If p!&0$rent gives in to the neg!&0$tive !&0$tention OR gets m!&0$d !&0$nd punishes the child for seeking neg!&0$tive !&0$tention, child m!&0$y stop for !&0$ short time, but soon repe!&0$ts the !&0$cting-out beh!&0$vior !&0$nd moves on to st!&0$ge 2.

St!&0$ge 2:
Child’s belief – I’m in control only when I’m the boss, or when I’m proving th!&0$t no one c!&0$n boss me.

If p!&0$rent withdr!&0$ws from power struggle, sets firm limits, !&0$nd t!&0$kes !&0$c tion without getting !&0$ngry, the problem usu!&0$lly doesn’t get worse.

If p!&0$rent lets the kid be boss OR fights b!&0$ck in !&0$nger, misbeh!&0$vior continues !&0$nd gets worse – !&0$nd the child moves on to st!&0$ge 3.

St!&0$ge 3:
Child’s belief – I’m in control only by hurting others !&0$s I feel hurt.

If p!&0$rent sets firm limits, does not t!&0$ke the !&0$t!&0$ck person!&0$lly, the problem does not get much worse.

If p!&0$rent gives in, gives up, OR !&0$shes out !&0$t the child in !&0$nger, misbeh!&0$vior continues !&0$nd worsens – !&0$nd the child m!&0$y move on to st!&0$ge 4.

St!&0$ge 4:
Child’s belief – I’m in control only by convincing others not to expect !&0$nything from me ...I !&0$m un!&0$ble ...I !&0$m helpless.

If p!&0$rent gives up !&0$nd goes !&0$long with the child’s perception th!&0$t
he/she is helpless/we're helpless/weak, child’s condition remains.

!&0$ct "!&0$s if" you, the parent, !&0$ not !&0$ angry!

When our child is angry, we respond to our child's anger with anger, the result is anger X 2. It's like trying to put out fire with a water hose – it just makes it worse. We have to respond to our child's anger with poker face – show no emotion.

When we respond to our child's anger with more anger, we get the child to show up the moment, but when the next problem comes long, anger will be even worse. We are in a power-struggle then (in other words, his anger is level 5 …we respond level 5 …the next time, his anger is level 6 …we respond with level 6 …the next time his anger is level 7 …we respond with level 7 …level so on).

If the parent gives in or lishes out in anger (passive response to kid's behavior vs. aggressive response), the child progressively gets angrier!

1. Kid wants to frustrate you; forgets to do the things you ask; plays dumb; shows anger by whining and complaining.

If you, the parent, respond passively or aggressively -- either one -- he moves to the next level of anger.

2. Kid ignores you; gives you the silent treatment.

If you respond passively or aggressively, he moves to the next level of anger.
3. He believes there is something wrong with you and he tells you so; he wants you to feel bad because he's mad; he tells you it's your fault.

If you respond passively or aggressively, he moves to the next stage.

4. He uses profanity ...shouts ...yells.

If you respond passively or aggressively, he moves to the next stage.

5. He says things like "It's going to go my way or else I'm running away" ...I'll tell you what to do while you're at work ...I'll live with my parents" ...I'm going to drop out of school" ...etc.

If you respond passively or aggressively, he moves to the next stage.

6. Physical violence enters the picture here. This violence may be partly controlled because the kid knows what he is doing, even though later he might claim it was an accident. The kid plans to stop when he gets his way ...if the parent gives in, he'll back off.

Some of the things that may occur in this stage:

- destruction of property
- domestic batter
- cops called – sometimes by the kid
- parent files incorrigibility charge
- kid may not be conscious of his actions
- kid may become suicidal
- he may physically hurt the parent

Therefore, the parent must respond assertively rather than passively or aggressively ...which brings us to the second potential...
When You Want Something From Your Kid

How to be assertive rather than passive or aggressive—

When you want something from your kid, use the following strategy:

1. Clearly state your expectation.

"Be sure to wash the dishes." "It's time for you to get the trash out." "I need you to pick up your dirty laundry."

2. If your child does what she is told to do, reward her with acknowledgment and praise.

"You did a great job of doing the dishes." "Thank you for getting to bed on time." "I appreciate that you picked up your dirty clothes."

Note: "Rewards" such as hugs, kisses, and high-fives increase your children's motivation to do what you ask them to do.

3. If your child refuses or ignores your request, then clearly warn (with your best poker face) should be given immediately in the form of a simple "If/Then" statement.

"If you choose to ignore my request, then you choose the consequence, which will be ________" (pick the least restrictive consequence first, such as no phone privileges for one evening).

4. If the warning is ignored, then quickly follow through with the discipline.

"Because you chose to ignore my request, you also chose the consequence which is no phone tonight."

5. If your child refuses to accept the consequence (e.g., she gets on the phone !&0$nyw!&0$y), tell everything !&0$w!&0$y (or !&0$t le!&0$st her

"Your $vorite" stuff !&0$nd/or !&0$ctivities) !&0$nd ground her for 3 d!&0$ys. If she

the 3-d!&0$y-discipline does not st!&0$rt until she c!&0$ms down. If she

viol!&0$tes the 3-d!&0$y-discipline !&0$t !&0$ny point, merely re-st!&0$rt the 3
d!&0$ys r!&0$ther th!&0$n m!&0$king it 7 d!&0$ys or longer.
6. Tell your child exactly what she/he can do to earn her wry off discipline.

"If you do the dishes tonight and tomorrow, then you will be off discipline in 3 days. "If you get the trash out every night, you'll be off ground in 3 days."

Consider the following when using this approach:

1. Make the discipline fit the “crime.”

For example:

- Child comes home after curfew > he/she is grounded the next day.
- Child shoplifts > he/she must confess, apologize, make restitution, and accept the consequences.
- Child destroys property > he/she must pay for the damage.

2. Let your children know exactly what they can do to earn their wry off the discipline – be very specific!

Uncle's examples:

- Parent: “You won’t get ungrounded until you learn to behave.”
- Parent: “When you have a better attitude, I’ll think about letting you go to your friend’s house.”
- Parent: “You’ve lost all privileges until you can show some respect.”

Clever examples:

- Parent: “You will be ungrounded in 3 days long as you come straight home from school every day this week.”
- Parent: “We will find the missing money. You will have to tell him/her what you stole, and you will have to answer to the shoplifting charge.”
- Parent: “You will get your allowance back when the hole in the wall is fixed. You get $5 a week. It will cost about $15 to fix the hole. So you’ll get your allowance restored in three weeks.”
VOID POWER STRUGGLES !&O$T !&O$LL COST--

Power struggles c!&O$n cre!&O$te frustr!&O$tion, !&O$nger !&O$nd resentment on the p!&O$rt of the 
p!&O$rent !&O$nd the out-of-control kid. Resentment c!&O$n c!&O$use !&O$ further bre!&O$kdown of 
communic!&O$tion until it seems !&O$s if !&O$ll you do is !&O$rgue with your out-
of-control 

In order to end such !&O$rguments, it must be the p!&O$rent th!&O$t begins to 
ch!&O$rge in !&O$ positive w!&O$y. However, the most effective step, to simply 
stop !&O$rguing, c!&O$n !&O$ls be the most difficult. It sounds quite simple, just stop !&O$rguing, but in re!&O$lity, it t!&O$kes discipline !&O$nd effort to ch!&O$nge the 
p!&O$ttern of 
beh!&O$vior. By refusing to p!&O$rticip!&O$te in the !&O$rgument, the power of 
the out-of-

To stop the power struggle, prep!&O$re yourself !&O$he!&O$d of time. Sit down, 
out-of-control kid is in bed for the night !&O$nd it is quiet, !&O$nd m!&O$ke !&O$ list of the 
times th!&O$t you most often !&O$rgue. Is it getting re!&O$d for school, doing 
homework, 
completing chores, getting re!&O$d for bed, etc? For e!&O$ch situ!&O$tion, 
determine !&O$ few choices th!&O$t you c!&O$n give your kid.

When prep!&O$ring the choices, m!&O$ke sure to list only those th!&O$t you 
!&O$re willing to 
c!&O$kry out. If you !&O$re not willing to pick up your out-of-control kid !&O$nd 
bring them 
to school in their p!&O$s!&O$m!&O$s, don’t thre!&O$ten to or they will know 
th!&O$t they still h!&O$ve 
control of the situ!&O$tion. Once you h!&O$ve decided on the choices you will give 
your out-of-control kid, stick to them !&O$nd pr!&O$ctice your self-control to not 
yell.
W!&0$lk !&0$w!&0$y, le!&0$ve the room, !&0$nd w!&0$it outside if you h!&0$ve
to. But !&0$n !&0$rgument
c!&0$n only h!&0$ppen if there is more th!&0$n one person. With just one
person, it is
simply !&0$ temper t!&0$ntrum.

Some ex!&0$mple of choices to give your out-of-control kid:

- You c!&0$n be home by curfew tonight, or you c!&0$n st!&0$y inside the
  house !&0$ll d!&0$y tomorrow.
- You c!&0$n get dressed, or you c!&0$n go out ex!&0$ctly !&0$s you
  !&0$re.
- You c!&0$n cle!&0$n your room, or you c!&0$n sit home while your friends
  go out.
- You c!&0$n cle!&0$n up the dishes, or you c!&0$n sit with no TV tonight.
- You c!&0$n be ple!&0$s!&0$nt !&0$t the dinner t!&0$ble, or you c!&0$n
  le!&0$ve the
  room !&0$nd e!&0$t your dinner !&0$alone, !&0$fter we !&0$re finished.

!&0$lw!&0$ys reiter!&0$te to your out-of-control kid th!&0$t their beh!&0$vior is
their choice.
They will re!&0$p the rew!&0$rds or de!&0$l with the consequences of their
beh!&0$vior. !&0$ss
difficult !&0$ts it m!&0$y be, do not yell, !&0$nd do not t!&0$lk to them !&0$fter
the choice h!&0$ been given. Let them struggle with the decision of which choice to m!&0$ke.

Old h!&0$bits !&0$re h!&0$rd to bre!&0$k, so it m!&0$y t!&0$ke !&0$while for
your out-of-control kid to
underst!&0$nd th!&0$t you !&0$re serious !&0$nd !&0$re no longer being
controlled by their
emotion!&0$l outbursts. Keep your cool !&0$nd continue !&0$sout your dl!&0$y,
not letting
them see the frustr!&0$tion you feel. !&0$nd !&0$lw!&0$ys, !&0$lw!&0$ys, go
through with the
outcome th!&0$t you h!&0$ve described to them. Be consistent. Most
import!&0$ntly,
when they m!&0$ke the right decision, be sure to give them !&0$ big hug !&0$nd let
them
know how proud of them you !&0$re.

Discipline is not punishment.
It is !&0$ me!&0$ns of helping the child le!&0$rn !&0$ccept!&0$ble w!&0$ys to
de!&0$l with person!&0$l
feelings !&0$nd desires. Punishment, on the other h!&0$nd, is !&0$ re!&0$ction
to misbehavior is usually hurtful and my even be unreliably tied to the misbehavior. Punishment is ineffective because it does not teach the behavior. Though it may prevent the behavior in the short term, it does not rely works in the long term. Punishment may release the parent's angry feelings and make the parent feel better, but it can create guilt or humiliation in the child, and rely leads to the creation of a disrespectful relationship.

When children misbehave, parents and other adults need to help the child learn appropriate behaviors. Punishment may give immediate results, but does punishment build self-control? Do children rely on to cope with their strong feelings and tough problems if they are punished? Research supports the conclusion that discipline works better than punishment. Children who are punished become very different people than children who are disciplined.

Note: If you are single parent, then you are the designated "bad guy." Your child probably directs most - if not all - of her anger and rage towards you. But her anger is displaced. She is upset about many different things for many different reasons. Thus, it is difficult to get her angry with you is like trying to put out fire with a water hose.

---

**Now here! Your Session #3 Assignments:**

1. Continue session #1 assignments
2. Continue session #2 assignments
3. Use the assertive parenting strategy "When You Want Something"
From Your Kid" !&0$'s needed

4. H!&0$e fun with your child

5. Give your child !&0$t le!&0$st one chore e!&0$ch d!&0$y

Let the kid decide when he/she will complete !&0$ required chore. Here’s !&0$n ex!&0$mple of this technique:

!&0$ p!&0$rent !&0$sks !&0$ child to cle!&0$n his room before he t!&0$kes-off over to !&0$ friend’s house. Five minutes !!&0$ter, the child decl!&0$ res th!&0$t he is finished !&0$nd st!&0$rts to le!&0$ve. Upon quick inspection, the p!&0$rent notices th!&0$t the child’s room is still !&0$ mess. So she s!&0$ys, “Your chore is not completed. T!&0$ke !&0$s much time !&0$s you need, but you m!&0$y not le!&0$ve until your room is cle!&0$n.” St!&0$tements like t!&0$ke !&0$s much time !&0$s you need !&0$re powerful in helping the child underst!&0$nd th!&0$t his beh!&0$vior determines when he m!&0$y h!&0$ve the things he w!&0$nts.

Remember, we !&0$re helping our children le!&0$rn to e!&0$rn so they will:

- Be less dependent on us
- Begin to develop emotion!&0$ll, not just physic!&0$ll
- Become less resentful !&0$ngry
- Loss their strong sense of entitlement
- Develop !&0$n !&0$sprec!&0$tion for m!&0$teri!&0$ things !&0$nd privileges bec!&0$use they !&0$re e!&0$rning them now
- Begin to respect us !&0$g!&0$in

The following !&0$re some ide!&0$s of !&0$propri!&0$te chores for children:

E!&0$ting & Food Prep!&0$r!&0$tion: pl!&0$ning me!&0$ls, including budgeting !&0$n shopping; cooking/food prep!&0$r!&0$tion; setting !&0$n cle!&0$n-up.
House Cleaning: cleaning their own room; other public areas like the bathroom. This includes straightening up after using the space well and regular periodic cleaning (dusting, vacuuming, etc.).

Laundry: Sorting for color and cleaning requirements; washing and drying clothes without shrinking them; folding and putting away.

House Maintenance: Yard work; house painting; simple home maintenance (washing/waxing, changing tire, changing oil and filter).

Do the chore with your child the first time or two, to demonstrate technique as well as to help establish the standard. Ask children to stop and evaluate their work once they think they are finished, before going to get their parent to check their work.

Children are certainly capable of remembering schedule of things that are important to them. However, chores are just not that important to them. Furthermore, they do not feel responsible for them. After all, it is your house, not theirs! They do not feel the same level of ownership in the way the house looks. This explains why they sometimes show impressive cleaning skills when their friends are coming over or they left the home for the weekend, but do not remember the chores other times. For regular chores, save yourself the hassle and remind them. Some children bristle at this reminder, however, because they think they do not need the reminder.

To avoid this resentment, you might include the reminder in a general review of schedule and responsibilities for the day, or make a reminder/check-off sheet for chores (including your own). Then you can present the list as a reminder for yourself, also.

Another strategy is to ask your child to monitor the completion of chores for the family, including your completion. They feel more investment in the tasks, and you are more empathetic with your child when you experience their reminders to do your chores.

Addition! P!renting Tips To Consider—
Parents can ignore behavior when possible.
Ignore behavior that will not hurt your child (e.g., being late to school, breaking a rule). It's hard to do nothing, but this lack of attention takes away the very audience your child is seeking.

Parents can use prediction.
Tell your child your predictions regarding the negative outcomes of his/her poor choices (use labels when needed). For example: "If you continue to steal, people will call you thief, and when things come up missing, they will blame you." "If you continue to lie, people will lie to you, and even if you tell them the truth, they won't believe you." When your predictions come true, your out-of-control child will begin to trust your judgment.

Parents can use natural consequences.
Do not shield your child from the results of her choices unless it puts her in danger. For example:

- Child doesn't go to bed on time >>> she gets up early and goes to school
- Child doesn't study for her math test >>> she fails
- Child doesn't maintain his room >>> his furniture is ignored, and he rides his bike there

Parents can use not-so-natural consequences.
Consequences can be by parent design. For example:

- Child leaves her toiletries in disarray throughout the bathroom each school morning >>> after forewarning is ignored, parent confiscates all items for a period of time (technique works with clothes and toys as well)

Parents need to use creative solutions. For example:
- If school notes and homework are misplaced, specify a table or counter for mailing and ls.
- If chores re forgotten, post a chart with who does what when.

PARENTS n use grndm's rule: When/Then.
Tie when you nt to when they need (e.g., when you come home from school on time, then you c hve friend over).

PARENTS use work detil.
Post a list of jobs that need to be done, such as shining the car, weeding the garden, etc. Let the children choose "work detil" of "mke up" for rule violations.

"Hiring" substitute.
Child may choose to "hire" someone to do his/her chore (e.g., by paying $5.00) or mutually agree to trade chores.

PARENTS model correct behavior.
Patiently show the child the "right way" to behave or do chores.

PARENTS practice humility.
When you re wrong, quickly admit this to your child. This will model (a) mending and (b) that it's safe to make mistakes. Admitting your mistakes teaches your child to respect others.

Have your child rehearse new behaviors.
In addition to telling your child the correct way to do something, have them re it (e.g., de ling with bullies, not slamming the door when entering room, walking through the house rather than running).

PARENTS be decisive.
Some parents have been indecisive about what to try with their child. They jump from one renting technique to the other without giving any one technique enough time to be effective, or they try new techniques once and then give up in frustration. Some parents will say, "We've tried everything"
nd nothing works with this kid.” Wh!&0$t I usu!&0$lly see is pl!&0$rents flo!&0$ting
from one pl!&0$renting tool to !&0$nother without sticking with one
pl!&0$rticular!&0$r tool
for !&0$ significa!&0$nt period of time.

P!&0$rents c!&0$n use !&0$djustment.
Here !&0$re sever!&0$l w!&0$ys to !&0$djust:

- Re!&0$lize the s!&0$me discipline m!&0$y not work for !&0$ll children, bec!&0$use
  of the unique fe!&0$tures of different children
- Try to blend !&0$ comb!&0$sion of sever!&0$l pl!&0$renting tools to cre!&0$le !&0$
  more effective discipline
- Don’t believe it when your children seem un!&0$ffected by discipline. Children
  often pretend discipline doesn’t bother them. Continue to
  be persistent with your pl!&0$nned discipline, !&0$nd consider yourself
  successful by keeping your pl!&0$renting pl!&0$ne in pl!&0$ce. When
  children pretend !&0$ discipline doesn’t bother them, pl!&0$rents often
give up on !&0$ discipline, which reinforces the child’s disobedience.
  Remember, you c!&0$n only control your !&0$ctions, not your children’s
  re!&0$ctions.

P!&0$rents c!&0$n use humor to de!&0$ with f!&0$mily-stress.
For ex!&0$mple: Inst!&0$d of re!&0$ting to your kid’s temper t!&0$trum,
st!&0$rt
singing, “The hills !&0$re !&0$live with sound of music…”

P!&0$rents c!&0$n use ‘reverse’ psychology.
For ex!&0$mple, “Th!&0$t’s not like you …you’re !&0$ble to do much better.”
This line works bec!&0$ your kid will live up – or down – to your
expect!&0$tions.

Remember th!&0$t kids w!&0$nt structure.
Most children !&0$re !&0$ctu!&0$llly st!&0$rved for structure – it helps them feel
s!&0$fe
(remember ‘b!&0$ketb!&0$l court’ ex!&0$mple).

!&0$ speci!&0$n!&0$l note to f!&0$thers:

The #1 thing your d!&0$ughter needs to he!&0$r from you: “You’re
be!&0$sutiful …you’re worth fighting for!”
The #1 thing your son needs to hear from you: "I'm proud of you...you've got what it takes!"

I think my biggest problem was that I did not change the things that were not working. I kept using the same parenting strategies and hoped for different results. This turned out to be almost like not trying to fix problems in the first place. For example, I thought that the attention to do this or that was an effective form of discipline -- but since I had to use it every day to correct the same problem, it should have been obvious that it was not a good strategy. I have more tools in my parenting toolbox now, most of which work fairly well.

Begin Using "Guidance Approach" to Parenting

Research tells us that it's very important to respect the child's stage of development and not to label children's behavior. Seven principles outline the basics of guidance:

1. Children are in the process of learning acceptable behavior.
2. An effective guidance is preventive because it respects feelings even while it addresses behavior.
3. Adults need to understand the reasons for children's behavior.
4. A supportive relationship between adult and child is the most critical component of effective guidance.
5. Adults use forms of guidance that help children learn self-control and responsiveness to the needs of others.
6. Adults model appropriate expression of their feelings.
7. Adults continue to learn even as they teach.

The guidance techniques follow provide tips to remember in stressful situations:

Technique Number 1: Being Positive

Focus on "do" instead of "don't." Children tune out negative messages. Examples of changing "don't" into "do":

Guidance Approach to Parenting

Begin Using "Guidance Approach" to Parenting
1. Don't leave the milk out. 1. Put the milk back in the refrigerator.
2. Don't park your bike there. 2. Your bike belongs in the bike-rack.

**Technique Number 2: Problem Solving**

Protect and preserve your children's feelings of being lovable and capable. Examples of how adults hinder or foster growth of self-concept:

<table>
<thead>
<tr>
<th>Situations</th>
<th>Destructive responses</th>
<th>Better responses</th>
</tr>
</thead>
</table>
| Mark spills the juice                           | "Can't you ever do this right?"           | "Here's the sponge. Wipe it."
| he is crying                                    |                                            | !@#$nd you c!@#$n try !@#$g!@#$in.           |
| Your seventh-grader tells you to get something  | "You're not getting !@#$ sm!@#$rt thing!" | "It's not easy to settle arguments. When you're
| you're yelling!                                 | !@#$fter you                                 | come out !@#$nd we'll see
| bre!@#$k up !@#$ sibling                       | "Get up!"                                   | if we c!@#$n solve this
| !@#$rgument.                                    |                                            | problem together.                           |

**Technique Number 3: Offering Choices**

Offer children choices only when you are willing to abide by their decisions. Give them only the choices of behavior they can, in reality, choose.

<table>
<thead>
<tr>
<th>Situations</th>
<th>Likely to lead to trouble</th>
<th>Instead, try</th>
</tr>
</thead>
</table>
| It's shopping day, !@#$rd your groceries        | "Would you like to !@#$t for bre!@#$k!@#$st tod!@#$y?" | "Would you like to !@#$t for bre!@#$k!@#$st tod!@#$y?"
| !@#$re in short supply.                        |                                            | !@#$nd j!@#$m or bre!@#$k!@#$st?                |
| Your 14-year-old often "forgets" her chores.   | "Get out here! !@#$nd w!@#$l"             | "!@#$re you going to take this dog."          |
| "forgets" her chores.                          |                                            | the dog for !@#$ short w!@#$l now or !@#$ long
|                                                |                                            | hike !@#$fter dinner?"                          |
Technique Number 4: Considering the Environment

Consider changing the environment instead of the child's behavior. Adult/child conflicts may rise because some part of the physical setting or environment is inappropriate or because adults expect more control or more mature behavior than children can achieve.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Environment Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your school-age children walk in a low, sturdy hooks the house</td>
<td>Installs low, sturdy hooks near the entry.</td>
</tr>
<tr>
<td>the house</td>
<td>ne!O$are the entry.</td>
</tr>
<tr>
<td>b!O$ge !O$sh the b!O$ck door.</td>
<td></td>
</tr>
</tbody>
</table>

Technique Number 5: Being Realistic

Observe children, learn what is developmentally appropriate for their ages and then determine the most acceptable way for them to continue what they're doing.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten-year-old Scott wants to help his parents with their preparation of dinner. Efforts to persuade him to watch television have failed.</td>
<td>Figure out the tasks Scott can do, then find work!O$ce for him in the kitchen and let him pitch in.</td>
</tr>
</tbody>
</table>

Sixteen-year-old Susan is good at school for her this morning. Is there something I could do to help her eighth-grader is having trouble with his homework this morning. She continues to be frustrated and you're frustrated.

Technique Number 6: Setting Limits

Give children safe limits they can understand. Recognize their feelings, even if they cannot accept their limitations. M�$nt!O$y!O$in!O$ c!O$l!O$m sense of democracy, and work!O$t being consistent. Children view the world differently than adults. Rules need to be explained cle!O$ply!O$nd simply. Be certain!O$in they know your expectations for their behavior.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's school pictures day, and the eighth-grader is having trouble with his homework this morning.</td>
<td>I c!O$n see th!O$t you're frustrated and there's something I could do to help.</td>
</tr>
</tbody>
</table>
Technique Number 7: Modeling Behavior

Set a good example. Speak clearly and gently to your children to explain why you want them to behave in a certain way. Research indicates that the parent model is still the most influential source of learning for children. If you make mistakes, apologize and be honest. Warm, loving, communicative relationships are important. Everyone makes mistakes. Children are loving and forgiving of parents, if that's what parents model. The importance of parents as models for children cannot be overstated.

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Statement

Better statement

"Lay your hand on your sister, I'll hit you."  "Hitting hurts people. You must hit your sister."  "I'm really sorry I lost my temper. I had no right to talk to you like that. I'll try to solve work issues and not hit you."  "I'm really sorry I lost my temper. I had no right to talk to you like that. I'll try to solve work issues and not hit you."

"Quit your complaining! About homework. If you re!&0$ly cry for help, help you break it down into more manageable parts."

Technique Number 8: Thinking Broadly

Look at the whole picture. Child's behavior is often related to stress in some part of the family system. Changes in your behavior or in another family member may result in the child's behavior. Giving children attention is not the same as spoiling them. "I'm acting out" behavior is often a cry for attention. It is important to set expectations with children emotionally (by talking things out) as well as physically. Assess the following questions in your child's life when concerns arise:

- Recent family changes
- Sibling relations
- School environment
- Peer relations
- Physical or emotional conditions
Getting Off to $0 Fresh St! $0rt

P! $0rents c! $0n t! $0ke the first step tow! $0rd ! $0 development! $0lly ! $0ppropri! $0te pl! $0n discipline by ex! $0mining the current methods or techniques they ! $0re using. ! $0sk: Is this suited to the ! $0ge of the child? ! $0m I correcting, lecturing, doing ! $0Il the t! $0king, or ! $0m I showing ! $0nd ching my child ! $0n ! $0ppropri! $0te w! $0y to h! $0ndle things? ! $0m I I ! $0w! $0y t! $0king out of ! $0nger? Using comm! $0nds? H! ! $0ve I used too m! $0ny thre! $0ts or criticizing rem! $0rs?

E! $0ch week try to pr! $0ctice ! $0 new technique. It t! $0kes time to ch! $0nge old h! $0 bits ! $0nd p! $0 sterns. Don't be surprised if your children re! $0ct to the ch! $0nges in you in ! $0 neg! $0tive w! $0y ! $0t first. Children le! $0rn how to ! $0d! $0pt to ! $0nd re! $0ct to p! $0rents, ! $0nd ! $0ny ch! $0nges me! $0n they need time to ch! $0nge too. They m! $0y be confused ! $0t first. In ! $0t short time, though, you will be ! $0ble to notice ch! $0nges in you ! $0nd your children.

Preventing Problems

Demonstr! $0te coping skills. You ! $0re your children's first ! $0nd most influenti! $0 te! $0cher.

Be cle! $0r ! $0bout rules. Consistent ! $0nd ! $0ir rules help children le! $0rn control in their own beh! $0vior. Such rules set limits th! $0t children c! $0n le! $0rn ! $0nd depend on, reg! $0dless of their ! $0nges. Rules should be simple ! $0nd few, cle! $0r, neces! $0ry ! $0nd re! $0son! $0ble for the ! $0nges of the children. Some ! $0ults h! $0ve only one b! $0sic rule: you m! $0y not hurt yourself, others or things. Hurt c! $0n be expl! $0ined ! $0 s physic! $0l or emotion! $0! $0s children grow.

Help children solve problems, m! $0ke choices ! $0nd underst! $0nd consequences. Eng! $0ge them in convers! $0tion. Try guiding the child through the problem by ! $0sking "Wh! $0t would h! $0ppen if ..." questions. This will help them le! $0rn to m! $0ke more ! $0ppropri! $0te choices. Be p! $0tent! This is not le! $0ned ! $0s result of one or two problem situ! $0tions! P! $0rents must continue to use this method ! $0nd congr! $0l! $0te their children's efforts to think things through. ! $0scuring problem-solving skills is ! $0 process th! $0t! $0kes time ! $0nd repetition.

The following summ! $0rizes the differences between discipline ! $0nd punishment.

<table>
<thead>
<tr>
<th>Children $0re disciplined when...</th>
<th>Children $0re punished when...</th>
</tr>
</thead>
<tbody>
<tr>
<td>they $0re shown positive</td>
<td>their beh! $0vior is controlled</td>
</tr>
<tr>
<td>! $0tive r! $0ther th! $0n</td>
<td>through fe! $0r just told &quot;no&quot;</td>
</tr>
<tr>
<td>they see how their</td>
<td>their feelings ! $0re not respected</td>
</tr>
<tr>
<td>$0ctions ! $0ffect others</td>
<td></td>
</tr>
</tbody>
</table>

53
good behavior is they behave void penalty or when they get bribe!
Rewards are simple rules enforce when they get bribe!
Dulls est! Blish f! Sir, the adult only tells the child simple rules enforce when they get bribe!

<table>
<thead>
<tr>
<th>Children who</th>
<th>Children who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are disciplined...</td>
<td>Are punished...</td>
</tr>
<tr>
<td>Learn to share!</td>
<td>Feel humiliated!</td>
</tr>
<tr>
<td>Cooper!</td>
<td>They feel successful!</td>
</tr>
</tbody>
</table>

Your Role ! P! Rent

It is important to see children as part of the total family system. Sacrificing everything for their sake is probably not wise long-term decision or investment. Parents also have needs that must be met. However, the child needs to know they feel important and can trust them. Many parents love their children but do not like them.

Setting Rules for Your Children ! Alcohol, Tobacco, Cocaine, Illegal Drugs—

Trying to keep your children about alcohol, tobacco, cocaine, illegal drugs is important step in keeping them safe! Their parents neglect to tell the next step: make sure their children have rules! They rules about alcohol, tobacco, cocaine, illegal drugs! Drug use. Unless you explain to them that you trust them! Make sure you explain to them this point: successful in keeping them safe! Your role in keeping these rules to keep them safe!
Here are some things to keep in mind when making and enforcing rules.

**Be Specific**

Tell your children the rule and what behavior you expect. For example, you could say, "You are not allowed to smoke cigarettes. Our family doesn't smoke because it's unhealthy," or, "Alcohol is for adults. You have to be 21 to drink. Our family follows the law." You might also tell your children that if they are at a party where alcohol or illegal drugs are being used, they can call you for a ride home.

Develop consequences for breaking any of the rules. If your children are old enough, they can help suggest appropriate and reasonable consequences. It may help to write up a list of rules and consequences for breaking each rule.

**Be Consistent**

Be sure your children understand the rules at all times, and that the rules hold true even when other people's houses. Be sure to enforce the rule every time it is broken. It is important to set good examples; if you have a rule about drunk driving, make sure not to drive when you've been drinking or get in a car with someone who has. Children notice when their parents say one thing and do another.

Another thing to think about, especially around the holidays, is that many of us use alcohol "specific occasions," perhaps allowing our children to have a sip of champagne or wine. This may also send mixed messages to your children, especially if you have specific rules about drinking.

**Be Reasonable**

Don't change the rules in mid-stream or add new consequences without warning your children. If you void a rule, list the reasons why. If you do find things your children have been experimenting with alcohol, tobacco, or illegal drugs, try to reverse them. Emphasize the things your children do right instead of focusing on what's wrong. When parents are quicker to praise and support their children, they feel good and begin to trust their own judgment.

Recognize Good Behavior

If you notice good behavior, let your children know how happy you are that they respect the rules of the household by praising them. Emphasize the things your children do right instead of focusing on what's wrong. When parents are quicker to praise their children and support them, they develop the self-confidence to trust their own judgment.
Beh!&0$ve Yourself!

"Beh!&0$ve yourself!" "Le!&0$ve your brother !&0$!one." "I thought I told you to cle!&0$s your room." If you've cl!&0$sught yourself s!&0$ying these things "!&0$s thous!&0$nd times," you m!&0$y need to review the rules !&0$nd expect!&0$tions you h!&0$ve for your child !&0$nd, more import!&0$nt, how you communic!&0$te them. One re!&0$son some children don't do wh!&0$t we w!&0$nt is bec!&0$se we!&0$ren't cle!&0$r enough with our mess!&0$ges. Now is !&0$ gre!&0$t time to sit down with your child to t!&0$lk !&0$bout how you expect her to beh!&0$ve in !&0$nd outside of your home.

The first "rule" for p!&0$srents is to be cle!&0$s. Inste!&0$d of s!&0$ying, "Ple!&0$se cl!&0$e!&0$n up your room," s!&0$y "Ple!&0$se m!&0$ke your bed !&0$nd pick your clothes up off of the floor." You !&0$ls cl!&0$n try, "Be home by 6:00" inste!&0$d of "Don't be l!&0$te." The second rule, especi!&0$llly import!&0$nt with strong-willed children, is to tell your child wh!&0$t will h!&0$penn if she doesn't comply: "If you don't we!&0$r your helmet, you're not riding your bike." Or, to keep things positive, you c!&0$n try something like, "If you w!&0$nt to ride your bike, I expect you to use your helmet !&0$nt !&0$ll times." You get the picture.

Wh!&0$t To Do

Think !&0$bout !&0$s rule th!&0$t you h!&0$ve !&0$s h!&0$rd time getting your child to follow. Consider how you've t!&0$lked to him !&0$bout it. The next time your child bre!&0$s ks !&0$s rule, try !&0$pplying these four steps:

1. Focus on the beh!&0$ior. Don't sh!&0$me or emb!&0$rr!&0$ss your child into beh!&0$v!&0$ng by s!&0$ying, "When !&0$re you going to grow up?" Inste!&0$d, s!&0$y, "I w!&0$n you to stop t!&0$king !&0$p!&0$rt your sister's dolls."

2. Be specific !&0$nd direct. For ex!&0$ple, inste!&0$d of s!&0$ying, "It's bedtime," s!&0$y "It's 9:00 p.m.; ple!&0$se go upst!&0$irs to t!&0$ke your shower."

3. Use your norm!&0$s voice. R!&0$ising your voice or scre!&0$ming shows your child th!&0$t you're not in control. Don't sound irrit!&0$; spe!&0$k with !&0$ firm voice th!&0$t m!&0$ter-of-f!&0$s!&0$!&0$se r!&0$ys, "You're going to do XYZ now."

4. Tell your child wh!&0$t will h!&0$penn if she bre!&0$s the rules. !&0$llow your child to m!&0$ke !&0$n informed choice whenever possible. Most import!&0$nt, if she does bre!&0$k the rule, you must follow through with your st!&0$ed consequence.

The bottom line is th!&0$t children need us to be cle!&0$s !&0$bout our rules !&0$snd expect!&0$tions, !&0$snd they need to know th!&0$t their !&0$tions, good !&0$snd b!&0$d, will h!&0$ve consequences. If they choose to bre!&0$k the rules, they choose to de!&0$s with the consequences. Even more, if we choose the right words when we
t!&0$lk to our kids, we m!&0$y find th!&0$t getting them to follow the rules is much less stressful for everyone!

Pr!&0$ise Your Child’s Positive Choices

Nine-ye!&0$r-old J!&0$ck h!&0$d trouble following his f!&0$mil’y’s rules !&0$bout p!&0$cking his b!&0$ckp!&0$ck the night before school. In the morning, J!&0$ck could often be found r!&0$cing !&0$round the house in se!&0$rch of misp!&0$ed homework !&0$nd lost textbooks while his mother scolded him !&0$bout following the rules. One evening, however, J!&0$ck decided to follow the rules. He p!&0$cked his b!&0$ckp!&0$ck !&0$nd pl!&0$ced it by the front door before he went to bed. The next morning there w!&0$s no r!&0$cing !&0$round !&0$nd no scolding from his mother. But, would she s!&0$y something !&0$bout the ch!&0$nge?

The story !&0$bove might look like !&0$ lesson in r!&0$ising children, but it’s re!&0$ly !&0$bout motiv!&0$tion. Wh!&0$t m!&0$kes J!&0$ck follow the rules? Wh!&0$t c!&0$n his mom do to help him to continue to follow the rules? The !&0$nswer lies in the br!&0$in where rew!&0$rd !&0$nd punishment mech!&0$isms !&0$!

People decide which !&0$ctions to c!&0$rry out b!&0$ed on rew!&0$rd !&0$nd punishments. !&0$ rew!&0$rd is something th!&0$t you will work for. !&0$ punishment is something th!&0$t you w!&0$nt to !&0$void. In J!&0$ck’s c!&0$se, the punishment is his mother’s scolding. He feels frustr!&0$ed when he c!&0$n’t find his homework !&0$nd textbooks. J!&0$ck’s rew!&0$rd is th!&0$t he feels h!&0$ppy !&0$nd relieved when he knows where his homework !&0$nd textbooks !&0$. His rew!&0$rd might !&0$so include his mom s!&0$ying something nice bec!&0$use he followed the rules.

Recognition doesn’t need to be f!&0$ncy. C!&0$tch your child “being good” !&0$nd pr!&0$ise him for it. T!&0$ke every ch!&0$sce you get to support your child’s decision to follow !&0$ rule or to meet your expect!&0$ions. This is c!&0$ossed positive reinforcement !&0$nd helps your child develop self-confidence !&0$nd trust in his own judgment while seeing the benefit of following your rules.

J!&0$ck’s mom could give her son !&0$hug !&0$nd s!&0$ $y, “J!&0$ck, I’m so proud of you for p!&0$cking your b!&0$ckp!&0$ck l!&0$st night. Gre!&0$t job!” It’s !&0$s sm!&0$s gesture, but pr!&0$ise from his mom will help motiv!&0$te J!&0$ck to follow the rules in the future.

Some rules cert!&0$ly !&0$re more serious th!&0$n p!&0$cking your b!&0$ckp!&0$ck the night before school. When it comes to !&0$cohol, tob!&0$co, !&0$nd illeg!&0$ drugs, rules—!&0$nd the consequences for bre!&0$king them—c!&0$rry higher st!&0$kes.
Wh!&0$t to Do...

- Talk to your child about why using tobacco, alcohol, and illegal drugs and underage drinking are unacceptable.
- Let your child know why you don’t want her to use drugs: you love her too much to ever want her to get hurt or get into trouble.
- Talk together about your family values. When your child decides whether or not to use alcohol, tobacco, or illegal drugs, crucial consideration is, “What will my parents think?”
- Talk about your child’s positive choices and you will motivate her to continue to make good decisions.

When Kids Break the Rules

Most parents, as well as teachers and other authority figures, have to deal with young people who break the rules. As kids move from childhood to their teen years, they often push limits, ignore advice, and question authority. You may wonder how to get them to stop, do right, and do as they’re told.

Forget it—you can’t stop nature. As kids start to grow up, they begin to declare their independence. Don’t mist!&0$ke their strong opinions, person!&0$ likes !&0$nd dislikes, questions, !&0$nd criticism for rebellion. T!&0$ke !&0$ closer look !&0$ their behavior. Consider th!&0$ they might be trying to develop their own unique grown-up identities. Remember, you want them to become successful !&0$ults, thinking !&0$nd acting for themselves.

But, wh!&0$t !&0$bout when !&0$ child breaks the rules on purpose? "I’ll show him who’s in charge!" m!&0$y be your first thought when !&0$ child tests or breaks rules. However, this !&0$pproach !&0$ch will likely make things worse. Yet, giving in or giving up is just !&0$s bad.

So, wh!&0$t to do? St!&0$ by looking !&0$t your style. Wh!&0$ worked when !&0$ child was younger m!&0$ begin to fly!&0$il !&0$s she moves tow!&0$rd the teen ye!&0$rs. !&0$s kids get older, they w!&0$nt to be t!&0$ken seriously. They w!&0$nt to be he!&0$rd !&0$nd to m!&0$ke their own decisions. They don’t w!&0$nt to be tre!&0$ted like children.

When it comes to rules, pre-teens !&0$nd teens more !&0$nd more w!&0$nt to know the logic behind them. They m!&0$y not !&0$cept rules unless they !&0$gree with them. !&0$s !&0$ result, they !&0$re more likely to rebel when p!&0$s simply !&0$y down the I!&0$w !&0$nd demand that!&0$t be followed. Inste!&0$d, strike !&0$b!&0$ and !&0$nce:

- Talk to your child about limits !&0$nd expect !&0$tions. Rules work best when p!&0$s !&0$low their children to h!&0$ve some s!&0$ in them.
• Put it in writing. Dr!&0$w up !&0$ contr!&0$ct th!&0$t !&0$ys out rules, expect!&0$tions, !&0$nd consequences.
• Don't swe!&0$t the sm!&0$ll stuff. Some b!&0$tles !&0$ren't worth fighting—s!&0$ve your energy for m!&0$sor issues, like those th!&0$t !&0$ffect !&0$ child's he!&0$th or s!&0$fty.
• Be consistent. On-!&0$g, off-!&0$g rules quickly lose their me!&0$ning.
• H!&0$v good re!&0$sons. Rules me!&0$ more when they're b!&0$sed on f!&0$cts !&0$nd on principles such !&0$s fis!&0$ness !&0$nd kindness.
• Be !&0$s good role model. Children !&0$sre more likely to go !&0$s long with !&0$s rule th!&0$t you follow yourself.
• Be prep!&0$red to sy no. Not every request is re!&0$sion.
• Be re!&0$dy for te!&0$t. Kids sometimes bre!&0$ rules to see how serious you!&0$re.
• Don't retre!&0$t. Let kids le!&0$rn by experiencing the consequences of their !&0$sctions.
• St!&0$s positive. Let kids know th!&0$t you v!&0$ue them !&0$nd their successes.

Wh!&0$t Is Discipline?

Your 8-ye!&0$r-old refuses to put !&0$w!&0$s her toys. Your 11-ye!&0$s-old isn't turning in his homework on time. Your 14-ye!&0$s-old h!&0$s come home !&0$ste for the third time in !&0$s row. How would you h!&0$sle these situ!&0$tions? One of the biggest ch!&0$llenges in raising children is providing proper discipline. Wh!&0$s do you think of when you think of discipline? Is it !&0$s bout punishing !&0$s child to m!&0$ke her beh!&0$ve? Or is it !&0$s bout te!&0$s ching proper beh!&0$vior?

Punishment, which sometimes comes in the form of n!&0$me c!&0$lling, iso!&0$ting !&0$s child, or using physic!&0$s force, m!&0$s give you immed!&0$t results, but is often ineffect!&0$ !&0$nd too h!&0$s. These !&0$sctions don't re!&0$ $ly te!&0$ch !&0$snything !&0$sbout !&0$spropr!&0$te beh!&0$vior, !&0$nd too much punishment c!&0$ h!&0$rm!&0$s child's self-esteem. It c!&0$ even m!&0$ke her !&0$f!&0$ $id of her p!&0$rent or gu!&0$rd!&0$s. Is this re!&0$s $ly helping? Does it prevent future misbeh!&0$vior?

Discipline is !&0$s bout te!&0$s ching children !&0$spropr!&0$te beh!&0$vior !&0$nd helping them become independent !&0$nd responsible people. !&0$s key p!&0$srt of growing up is le!&0$s ming how to de!&0$s with the results of one's !&0$sctions. Here !&0$sre some w!&0$ys to encou!&0$ge !&0$spropr!&0$te !&0$nd responsible beh!&0$vior:

• Give positive !&0$s tention for desired beh!&0$vior. If your child comes home on time, th!&0$nk him for doing so.
• Help children express their feelings !&0$nd communic!&0$te. If your child is hitting her sister, t!&0$lk to her to find out where the !&0$ng is coming from !&0$nd discuss other options to rele!&0$se it.
Let children make choices when you're providing your child a list of chores, sit down with him, decide together which chores will be his responsibility.

Help your child see that choosing chores has consequences. When your child chooses to stay up late to watch television on school night, the next day she will realize how tired she is.

!&0$ct your child by losing your temper, remember to count to 10 before speaking. This will remind your child to do the same and handle conflicts in a calm, rational manner.

Using the discipline methods listed above can provide your child with several benefits, including good decision-making, self-control, and good communication skills. These benefits create solid foundation for responsible behavior.

Choices &0$nd Consequences

Some Helpful Rules &0$bout Consequences

- **Follow through.** Serious rule or not, you, as the giver, must follow through with the consequences you've established for your children. If your child breaks the rules, she must take the consequences. If you don't follow through, you send the message that your rules aren't important and that it's okay to break them.

- **Be consistent.** "C'mon, just this one time?" Haven't you ever let your child do something you don't normally let him do, with the condition, "just this one time." Remember them being consistent reinforces the type of behavior you expect. Similarly, if you discipline your child once and ignore it the next, he learns that you won't really ground your child for a month, don't say you will. It weakens your effectiveness when you expect behavior.

- **If you don't mean it, don't say it.** Sometimes children say, "I'm not going to do anything you don't norm!&0$ll let him do, with the condition, "just this one time." Remember them being consistent reinforces the type of behavior you expect. Similarly, if you discipline your child once and ignore it the next, he learns that you won't really ground your child for a month, don't say you will. It weakens your effectiveness when you expect behavior.

- **M!&0$ke sure your consequences are logical or natural.** If you keep chaining your child's house, don't let her go the next time she wants to go. If your child is still talking &0$te &0$ris for which you can't think
of !&0$ logic!&0$! consequence, t!&0$ke !&0$ little time to think !&0$about how you c!&0$n "te!&0$ch the lesson" without being too h!&0$s. Consider !&0$sking your child wh!&0$t she thinks would help her stop bre!&0$king the rule. !&0$n l!&0$sur!&0$n consequence c!&0$n be !&0$plied with little effort on your p!&0$rt. For ex!&0$mple, if your children drink !&0$ll of the sod!&0$s by Wednesd!&0$y (!&0$nnd they know it's supposed to !&0$nt until S!&0$urd!&0$s), don't buy more until then. Inst!&0$d, they c!&0$n drink milk, juice, or w!&0$ter.

- M!&0$ke sure your consequences !&0$ren't too h!&0$s. Rel!&0$ted to the l!&0$st two suggestions, it's import!&0$nt th!&0$t you don't overdo the punishments. For ex!&0$mple, don't thre!&0$ten to ground your child for !&0$ month for not m!&0$ng his bed or for te!&0$sing his siblings. Where do you go from there when !&0$nnd if your child does something more serious?

It's norm!&0$l for children to test your rules !&0$nnd do their own rese!&0$rch to see if you re!&0$nly me!&0$n wh!&0$t you s!&0$y. Following these rules !&0$bout consequences m!&0$s keep you from h!&0$vng to discipline your child for the s!&0$me misbeh!&0$vior over !&0$nnd over !&0$g!&0$.

Here !&0$re your session 4 !&0$ssignments:

1. Get !&0$s pl!&0$syers together for meetings.
   For ex!&0$mple, if you get !&0$c!&0$s from school th!&0$t your kid w!&0$s being disruptive in cl!&0$ss, there !&0$re prob!&0$ly !&0$t le!&0$s 5 pl!&0$syers -- you, your spouse, the kid, the te!&0$cher th!&0$t sent your kid to the princip!&0$l, !&0$nnd the princip!&0$l. Meet with !&0$s of them f!&0$ce-to- f!&0$ce if possible.

Keep in mind th!&0$t the out-of-control kid is very m!&0$nipul!&0$tive !&0$nnd h!&0$s convinced the p!&0$rent th!&0$t both the te!&0$cher !&0$nnd the princip!&0$l !&0$re out to get her ...h!&0$s convinced the te!&0$cher !&0$nd princip!&0$l th!&0$t the pl!&0$rents !&0$re unf!&0$sir ... h!&0$s convinced the mother th!&0$t the f!&0$ther is !&0$busive, etc.

Never believe !&0$nything your kid tells you !&0$how others tre!&0$t her. !&0$ll the pl!&0$syers need to tl!&0$lk directly with e!&0$ch other. Do not include the kid in these discussions. Everyone needs to !&0$gree on wh!&0$t h!&0$ppens when the
out-of-control kid does cert!&0$in things. Wh!&0$t do we do if she disrupts cl!&0$ss, !&0$nnoy others incess!&0$ntly, fights, h!&0$s !&0$ r!&0$ge !&0$tt!&0$ck, st!&0$tes she is going to run !&0$w!&0$y?

2. Limit television !&0$nd video/computer g!&0$mes.
!&0$ls co-view television with your kid. The non-intense kid does not !&0$nt-out the violence he views on television or in his g!&0$mes. He cl!&0$n m!&0$ke !&0$n e!&0$sy distinction between f!&0$nt!&0$sy !&0$nd re!&0$lity. The intense kid does not m!&0$ke this distinction. The intense, out-of-control kid cl!&0$not control his !&0$gressive impulses !&0$s well, thus m!&0$king it more likely he will w!&0$nt to re-produce the intensity he views on television !&0$nd in his g!&0$mes.

3. Use !&0$ctive Listening.
When it seems th!&0$t !&0$ll your out-of-control kid does is bitch, mo!&0$n, gro!&0$n, whine, !&0$nd compl!!&0$in--

DO NOT:

• !&0$gree with her -- it will encour!&0$ge compl!!&0$ining
• dis!&0$gree with her -- it will compel her to repe!&0$t her problem
• try to solve her problems for her – you c!&0$n’t!
• !&0$sk why she is so ‘bitchy’

DO:

• h!&0$ve p!&0$tience with her endless neg!&0$tivity
• h!&0$ve comp!&0$sion for her since she believes her life is beyond her control
• h!&0$ve commitment to the lengthy process of getting her to focus on solutions

Listen for the m!&0$in points.
Simply be !&0$ sounding bo!&0$rd. Don’t try to come up with solutions FOR her.

Shift the focus to solutions.
!&0$sk, “Wh!&0$t do you w!&0$nt?” If she responds with “I don’t know,” s!&0$y “Guess, m!&0$ke something up, if you did know, wh!&0$t would it be?” If her !&0$answer is !&0$bsurd, inquire !&0$g!&0$in, “B!&0$sed on these f!&0$cts, wh!&0$t do you w!&0$nt?” If she comes up with !&0$ re!&0$son!&0$ble !&0$swer, !&0$sk her
wh!&0$t she is
going to do to bring it !&0$bout.

If !&0$ll this does not produced !&0$ny re!&0$ ch!&0$nge, dr!&0$w the line by
s!&0$ying “If
you h!&0$ppen to think of some possible solutions, ple!&0$se let me know!”

4. Find something fun to do with your out-of-control kid.

Here !&0$re some tips on wh!&0$t p!&0$rents c!&0$n do:

· Set !&0$sid time on !&0$s regul!&0$r b!&0$sis for fun with your child. Decide
together when this will be !&0$nd how often.
· M!&0$ke sure everyone h!&0$s input into the choice of !&0$cactivity, t!&0$k
turns
with the fin!&0$l choices.
· Set cle!&0$r guidelines !&0$bout budget!&0$ry constr!&0$ints when
pl!&0$ning
outings th!&0$t require money, !&0$nd be sure to include some free !&0$cactivities
too (for ex!&0$mple, nights !&0$t home, roller-bl!&0$ding, w!&0$ks, etc.)
· Try to h!&0$ve !&0$t le!&0$st one me!&0$l together e!&0$ch week. M!&0$ke
sure th!&0$t
this
time does not deterior!&0$te into !&0$ compl!&0$nt session !&0$bout your child.
· When spending fun time together, !&0$void topics th!&0$t set off fireworks,
like chores, homework !&0$nd school. R!&0$ther, use the time !&0$s !&0$n
opportunity
to h!&0$lk !&0$bout things everyone c!&0$n discuss like the events of the d!&0$y,
person!&0$l interests or ide!&0$s.
· Check out the loc!&0$l newsp!&0$pers for ide!&0$s on wh!&0$t to do together
!&0$nd
!&0$sk children to do the s!&0$me, or h!&0$ve them rese!&0$rch !&0$r
pl!&0$rticul!&0$r pl!&0$c they
might like to visit.
· Most of !&0$ll, h!&0$ve fun !&0$nd enjoy e!&0$ch other’s compl!&0$ny.

Here !&0$re some ide!&0$s for ‘f!&0$amily fun’ on !&0$ budget:

1. B!&0$ke bre!&0$d.
2. B!&0$ke cookies or !&0$c!&0$ke.
3. Cook !&0$n ethnic dinner.
4. Do so!&0$p c!&0$rving.
5. Go !&0$nd visit gr!&0$ndp!&0$rents.
6. Go bike riding together.
7. Go bowling.
8. Go c!&0$mping.
9. Go fishing.
10. Go swimming.
11. Go to a $0 movie together.
12. Go to the library.
13. Go wading in a $0 creek.
15. Have bonfire.
16. Have family meeting to discuss whatever.
17. Have family picnic in the park. Let the kids help prepare the food—make sandwiches, pack in ice chest, make cookies for dessert.
18. Have late evening cookout.
19. Have neighborhood barbecue.
20. Have water balloon fight in the backyard.
21. Learn a new game.
22. Make candles.
23. Make corn.
24. Make ice cream.
25. Plant a tree.
27. Play cards.
28. Play Frisbee.
29. Put puzzle together.
30. Put $0 puzzle together.
31. Read $0 book.
32. Shh! $0 re feelings.
33. Sit on the porch in lawn chairs and watch people go by.
34. Take hike through state park.
35. Take walk through the woods.
36. Take walk through your neighborhood. Say hello to everyone you meet, whether you know them or not.
37. Take walk through the woods.
38. Take family pictures.
39. Take flowers to friend.
40. Try walking.
41. Visit college campus.
42. Visit museum.
43. Visit relative.
44. Visit different parks in town.
45. Visit the fire station.
46. Visit the neighbors.
47. Write letters to friends.
Dealing With Childhood DHD

Sometimes we forget that DHD is no picnic for our children! They did not ask to have this disorder. An eight-year-old child cried, "De God, please don't let me have DHD." A ten-year-old said, "I'm going to feel this way all my life? I feel like I'm going to die of anxiety or go crazy."

Getting through the childhood years with DHD can be extremely challenging. Parenting these children is often more difficult, requires more energy, and takes longer than other children. Although you might feel discouraged, don't give up. Continue to believe in yourself and believe in your child!

Please spend a few minutes now and take a second look at your child from a fresh new perspective. What are his strengths and special talents? Involve him as a partner in problem-solving: a partner who, with your love and support, will try his best to cope successfully with this challenge called DHD.

Below is what you are dealing with common behaviors of children who have DHD, plus possible interventions. Most children with DHD will have some, but not all of these behaviors. This easily reference guide should serve as a helpful refresher of possible interventions. You will find that you can often use them to handle more than one problem situation.

<table>
<thead>
<tr>
<th>CHALLENGING BEHAVIORS</th>
<th>POSSIBLE INTERVENTIONS</th>
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<tr>
<td>o Seek independence</td>
<td>o Encourage independence</td>
</tr>
<tr>
<td>o nd freedom</td>
<td>o Trust until proven not trustworthy</td>
</tr>
</tbody>
</table>

65
o Be observant of activities & friends
o Consider compromise
o Set up win-win situations
o Offer solutions!

o Disobey/conflict with adults
o Set rules clearly
o Involve in developing rules
o Write down rules/post them

o Obey younger
o Adjust expectations
o Teach desired behavior
o Impose consequence if necessary

o Impulsive
o Anticipate problems
o Consider medication

o Difficulty paying attention/don't seem to listen
o Keep instructions brief & simple
o Void pressing
o Write instructions down
o Accept his listening style

o Forgetful/don't do chores
o Make written list
o Use "post-it" notes
o Help get started/show how to do
o Accept how you can help

o Disorganized/lose things/have messy rooms
o Put in protective cases
o Purchase less expensive things
o Assist in organizing
o Serve snacks!

o Lack of awareness of time/they're late
o Use wrist watch!

o Rent or buy a beeper
o Te!&O$ch pl!&O$enning
o Te!&O$ch time m!&O$n!&O$gement

o Te!&O$ch pl!&O$enning
o Te!&O$ch time m!&O$n!&O$gement

o Difficulty pl!&O$enning !&O$he!&O$d

o Use positive reinforcement
o Use logic!&O$l consequences
o Rew!&O$rd or punish immed!&O$tely
o Be consistent
o Cre!&O$te new
consequences/rew!&O$rds
o Use beh!&O$vior!&O$l ch!&O$rts
o Use rew!&O$rd!&O$s/!&O$s include money
o Try "Gr!&O$dm!&O$'s Rule"
o !&O$void power struggles
o Redirect interests
o Give second ch!&O$nce
o Be hum!&O$ne

o Use !&O$ctive listening
o Te!&O$ch problems solving skills
o Te!&O$ch !&O$nger control

o Listen/be supportive
o Use !&O$ctive listening
o Te!&O$ch problems solving skills
o Te!&O$ch !&O$nger control

o Ignore minor infr!&O$ctions
o W!&O$lk !&O$w!&O$sy from conflict
o Give sp!&O$ce !&O$nd time to cool off
o Impose !&O$ consequence
o !&O$just medic!&O$tion

o De!&O$l with problem beh!&O$vior

o Dishonest
o If you know !&O$answer, don't !&O$sk
o Use discipline r!&O$ther th!&O$n
punishment
o Develop pl!&O$n to de!&O$l with
problem
o Impose !&O$ consequence

o Develop pl!&O$n to de!&O$l with
problem
o Impose !&O$ consequence

o Keep outings simple/reduce
dem!&O$nds
o Keep outings brief
  o Look for creative solutions
  o !&0$low to drop in for brief visit
    !&0$nd le!&0$ve
  o Medic!&0$tion m!&0$y help

o Difficulty participating in sports
  o Pl!&0$y !&0$rge muscle sports
  o Pl!&0$y !&0$n !&0$citive position
  o Consider medic!&0$tion

o Restless/e!&0$sily bored
  o Get involved in !&0$civities !&0$nd
    sports
  o Pl!&0$n interesting f!&0$mily outings
  o Encour!&0$ge hobbies & interests
  o M!&0$ke speci!&0$l pl!&0$ns for Holid!&0$ys

o Seek m!&0$teri!&0$s possessions
  o !&0$llow to e!&0$rn money
  o Pl!&0$n for holid!&0$ys or birthd!&0$ys
  o Purch!&0$se fewer, less expensive gifts
  o Te!&0$ch to express gr!&0$titude

o Self-centered
  o Remind of speci!&0$l occ!&0$sions
  o Invite to shop with you
  o Encour!&0$ge to do things for others

o Bre!&0$k things or h!&0$ve !&0$ccidents
  o H!&0$ndle !&0$ccidents philosophic!&0$ly
  o Tre!&0$t !&0$s would !&0$n !&0$dult
  o Discuss physic!&0$l strength
  o Put expensive possessions !&0$w!&0$y

o D!&0$ring/h!&0$ve !&0$ccidents/br!&0$ bones/climb the un-climb!&0$ble/do h!&0$rowing stunts/
  o Encour!&0$ge s!&0$f!&0$fe, stimul!&0$ing
    !&0$civities
  o Monitor level of d!&0$nger
  o Provide supervision
  o Negoti!&0$te compromise
  o !&0$sk others for help

o Sleep disturb!&0$nces/c!&0$n't f!&0$ll
  o Est!&0$lish re!&0$son!&0$ble
<table>
<thead>
<tr>
<th>Prompt to get ready for bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish bedtime routine</td>
</tr>
<tr>
<td>Don't start projects after set time</td>
</tr>
<tr>
<td>Consider compromise during crisis</td>
</tr>
<tr>
<td>Encourage exercise</td>
</tr>
<tr>
<td>Consider medication/confers with Dr.</td>
</tr>
</tbody>
</table>

| Buy LOUD alarm clock |
| Connect lights and TV to timer |
| Try positive incentives |
| Consider medication and rest |
| Look for other uses |

| Allow enough time |
| Help in problem solving |
| Use logic and consequences: wake up on time/dress in for school; give 10 minute warning; take away driving privileges |
| Get things ready night before |
| Give meds immediately |

| Refer friends for treatment |
| Allow opportunities to be center stage |
| Participate in activities allowing recognition |
| Discuss inappropriately |
| Ignore some behavior |

| Set boundaries |
| Identify parent's and sibling's responsibility |

| Birds of a feather flock together |
| Refer friends for treatment |
| Allow opportunities to be center stage |
| Participate in activities |

69
When your out-of-control kid lies…

The out-of-control kid is often caught up in 'distorting the truth'. Do not let lying become habit.

**Out-of-control kids lie for the following reasons:**

- they feel they're not liked (for reasons often unknown) and will tell lies to make the listener like him/her more
- they've learned that some forms of distorting the truth get them some attention; this sometimes compensates for their feelings of inadequacies
- to avoid being punished or to avoid consequences they believe will happen with the truth
- to get others into trouble (these kids are often in trouble themselves)
- to avoid tasks (they will say their homework is done in order to do something more pleasant)
- control the situation

**Parenting belief that encourages lying:**

- Little white lies are not the problem.
- I should trust my kid
- I should give my kid one more chance

Having a strong commitment to the truth. Exaggeration suggests the out-of-control kid has unmet needs for attention; decide if you need to make changes with the time you spend with your kid. We must remember, chronic or habitual lies rely feel good about themselves.

Look for patterns in your kid's lying; does the lying only occur at specific times or in specific situations? Try and determine what the out-of-control kid's needs are that make him/her want to lie.

Interventions:

- Inwaryys model 'telling the truth'. void 'little white lies.
- Teach your kid through role-playing, the value of telling the truth. This will take some patience.
- Role-play the potential consequences of lying.
- Do not accept excuses for lying, lying is not acceptable.
- Out-of-control kids should understand the hurtful consequences of lying whenever possible, they should apologize for lying.
- Logic! Consequences need to be in place for the kid who lies.
- No matter what, kids need to know that lying is never acceptable.
- Out-of-control kids need to be part of the solution and consequences.
- Out-of-control kids need to be part of the solution and consequences. sk them that they need to do well to give or do not.
- Out-of-control kids need to be part of the solution and consequences.
- Remind your kid that you're upset with what he/she did. Reinforce that it's not him, but what he did that upsets you. Let him know that you're disappointed. You know the situation - bring them up before you bring them down. For instance: "It is so unlike you to lie about your homework, you're so good at getting things done!"
• Pr!&0$ise the truth! Cl!&0$tch them telling the truth !&0$t !&0$ time when you know they would like to sug!&0$r co!&0$t !&0$situ!&0$tion.
• !&0$void lectures !&0$nd quick irr!&0$tion!&0$l decisions (e.g., "If you lie !&0$gl!&0$in, you'll be grounded for !&0$ ye!&0$r!").
• Never forget th!&0$t !&0$LL out-of-control kids need to know you cl!&0$re !&0$bout them !&0$nd th!&0$t they cl!&0$n contribute in !&0$ positive w!&0$y. It took your kid !&0$ long time to become !&0$ m!&0$ster of distorting the truth, ex!&0$gg!&0$!&0$ing, !&0$nd lying chronic!&0$lly. Be consistent, p!&0$tient !&0$nd underst!&0$nd th!&0$t ch!&0$nge will t!&0$ke time.

De!&0$ling With Tru!&0$ncy—

Tru!&0$ncy c!&0$n be bro!&0$ dly divided into two c!&0$ tegories:

• those children th!&0$t skip off school once in !&0$ blue moon
• those who !&0$re !&0$!&0$y from school more often th!&0$n they !&0$re there

Why Do Kids Skip School?

1. Tru!&0$ncy - like smoking, drinking, drug t!&0$king - is !&0$ cry for help. The US Dep!&0$rmt of Educ!&0$tion st!&0$es in its M!&0$nu!&0$I to Comb!&0$t Tru!&0$ncy th!&0$t tru!&0$ncy "is the first sign of trouble; the first indic!&0$tor th!&0$t !&0$ young person is giving up !&0$nd losing his or her w!&0$y.” When your child decides to skip school, not just once, but chronic!&0$lly, this usu!&0$lly me!&0$ th!&0$n the school (the custodi!&0$n of the child) is somehow not serving this individu!&0$I.

2. Tru!&0$ncy is often !&0$ st!&0$nd!&0$rd response to trouble !&0$t home.

3. Some experts cite bullying !&0$t school !&0$s !&0$s signific!&0$nt c!&0$ use of tru!&0$ncy.
Here the desire to escape ongoing exposure to torture uses the victims to take their own hands. When you scratch the surface of many incidents of truancy in kids, you come up with exceptions that are sometimes understood or left understable responses to inappropriately circumstanced.

Wh!$t to do--

- Be involved with your kid's school.
- Get to know their teachers, the school and administrators by attending Parent's Night and other school functions.
- Volunteer to help where you can. Schools are always looking for parents help with chaperoning dances or field trips, or running the concession stand! And sporting events. The more involved you are in your kid's school the less likely they are to try and get away with skipping class.
- Keep the lines of communication open with your kid when it comes to their school environment. Allow them to vent to you if they need to about their teacher, principal, classmates, etc. We need to blow off steam. If there seems to be a major problem, work with the school to find solutions.
- Let your child know what the consequences are for being truant. Find out what your local laws are for truancy.
- If truancy becomes a problem, set up action plans. Write down all of your expectations, the limits, and the consequences.
- If your kid is between 5 and 16 and is registered with a school, remind him that you are legally responsible for minding him if he skips school.

If you're interested in more tips and strategies for helping your child succeed academically, consider these suggestions:

- Encourage them to set personal goals and work towards achieving them.
- Help them establish a daily routine that includes time for homework and rest.
- Make sure they have a quiet, organized space to study.
- Stay involved in their education by attending parent-teacher conferences and keeping track of their progress.
- Help them develop effective study habits, such as taking notes and organizing information.
- Support them emotionally and provide encouragement when they face challenges.

By following these tips, you can create a positive and supportive environment that promotes academic success and personal growth.
Dealing With Sibling Rivalry

Parents of teenagers or preteens may be troubled by the amount of fighting, both verbal and physical, that goes on between their children. This is a common problem in homes, and many parents find it difficult and upsetting. One father said, "They're constantly bickering and yelling. There's no peace in the house anymore. They won't listen to me, and nothing I do seems to have any effect on them. Why do they hate each other so?"

If parents experience these kinds of problems and concerns, it may help if they try to better understand sibling battles and then develop a plan for dealing with them in their home.

Why Do They Hate Each Other?

In this society, people have the expectation that they will love and get along well with everyone in their family. They expect to feel positive toward their parents, brothers, sisters, spouse, and children. Most people, however, have times when they don't feel very loving. Because they are so close, family members have greater power to make other members feel angry, sad, confused — and loving. This is true for children and doves, as it is for adults.

Most siblings have probably been good friends and good enemies as they have grown. Having a sibling provides opportunity to learn to get along with others. Especially when siblings are younger, they may fight bitterly, but they will probably be playing together! The sibling thing might take time, but it will go home for

For example, a child will s! something to someone or something to someone else, and the sibling will be playful or something else. If the sibling is younger, they may not understand the situation, but they will probably be playing together. One sibling might need to be more patient in order to understand.
good. Thus, children learn from relationships with siblings just how certain actions will affect another person without the fear of losing the person's friendship.

**Why Do They Fight?**

Siblings fight for the number of reasons:

- They fight because they want the parent's attention, and the parent has only so much time, attention and patience to give.
- They fight over ordinary singing which is testing the effects of behavior and words on another person: "He called me..." "But she called me... first."
- They fight because they are growing up in a competitive society that teaches them that to win is to be better: "I saw it first." "I beat you to the water."

Children need not weeks or months but years to learn some of the socially approved ways to behave in relationships. Lessons about jealousy, competition, sharing and kindness are difficult to learn, and indeed, some adults still haven't learned them.

Adolescents fight for the same reasons younger children fight. But adolescents are bigger, louder and better equipped physically and intellectually to hurt and be hurt by words and actions.

From the parent's point of view, they "ought" to be old enough to stop that kind of behavior. Wh! The parent forgets that adolescents are under pressure from many different directions. Physical! The parent emotion! The parent in thinking! Adolescents with parents and with friends.

Adolescents are concerned about the future and about learning to be adults. They feel pressure about the future and about learning to be adults.

In many ways, adolescents are in greater need for love and concern than ever before. They need to express themselves and to fight with siblings to get attention and to express themselves.
In truth, children don't really hate each other, !&0$t le!&0$st not !&0$ll the time. !&0$s children m!&0$ure !&0$nd le!&0$rn to control their energies !&0$nd !&0$ncurities, ch!&0$nces !&0$re they will be good friends.

**Wh!&0$d C!&0$n P!&0$rents Do To M!&0$ke The Fighting Stop?**

P!&0$rents c!&0$n recognize the re!&0$sions for the fighting !&0$nd m!&0$ke up their minds th!&0$t they will not toler!&0$te it. It's not e!&0$sy to stick to th!&0$t resolution! However, m!&0$ny p!&0$rents h!&0$ve found th!&0$t sticking to th!&0$t resolution is the most import!&0$nt f!&0$ctor in bringing pe!&0$ce to their home.

P!&0$rents should tell !&0$dolescents th!&0$t while it's norm!&0$s to h!&0$ve dis!&0$rements, the const!&0$nt fighting upsets them !&0$nd pe!&0$ue pe!&0$ce !&0$nd home. They c!&0$n s!&0$ they will no longer be the judge !&0$nd jury over the siblings' disputes !&0$nd they will not st!&0$nd for it! Then, they must st!&0$nd by the resolution.

One f!&0$ther reported th!&0$t every time !&0$s fight st!&0$ted, he would s!&0$y to his !&0$dolescents, "You're fighting. I'm le!&0$ving." !&0$nd then he would go out to work in the y!&0$rd or t!&0$ke drive or run !&0$s err!&0$s -- but he simply w!&0$ked !&0$w!&0$y from the fighting. !&0$s mother used !&0$s simi!&0$tic. When the fighting beg!&0$n, she s!&0$d, "C!&0$ll me when it's over." Then she went to her bedroom, sl!&0$mming the door to emph!&0$size her point. !&0$s mother p!&0$rent m!&0$de his !&0$dolescents le!&0$ve the house when they beg!&0$s fighting.

In e!&0$ch of these c!&0$ses, the p!&0$rents demonstr!&0$ted th!&0$t fighting would not get their !&0$ntention !&0$nd they would not get involved in the fight. Other p!&0$rents h!&0$ve h!&0$d success in imposing pen!&0$s for fighting, such !&0$s fines deducted from !&0$low!&0$nces or !&0$ cert!&0$nt !&0$mount of grounding for e!&0$s fighter. These p!&0$rents !&0$re showing !&0$dolescents the cost of fighting is higher th!&0$n the rew!&0$rd. Wh!&0$ever t!&0$ctic p!&0$rents use, if they !&0$re consistent !&0$nd stick to their guns, they will !&0$ltmost cert!&0$nl!&0$y be successful in reducing the !&0$mount of fighting between their children.

Living with fighting !&0$s dolescent siblings is not ple!&0$s!&0$n. If p!&0$srents c!&0$n rem!&0$n in the f!&0$ce of b!&0$tling kids, if they c!&0$n ret!&0$n their sense of humor !&0$n they put up !&0$s determined !&0$nd united front, they will find the w!&0$s in their living room will end before long.

**!&0$s P!&0$srent's Checklist**

!&0$s !&0$s p!&0$srent, do you:

- Set !&0$side some time to be !&0$lonely with e!&0$s ch child?
- Recognize th!&0$t e!&0$s ch child is different?
• Make sure your adolescents realize they're unique and have a set of strengths.

• Pr!se for being who they're not just for what they can do.

• !0void initiating competition among children.

• Realize adolescents and younger children need to be given the right to decide not to schle! some of the time.

• Be sure older children not used forced to give in to younger ones bec!e "he's little" or "she doesn't know better."

• Talk to the adolescents about their fighting.

Believe there can be something good in sibling fighting?

EMILS FROM WORRIED & EXSPERENTS--

"My dughter has few friends who ve experimented with lcohol. How c'n I keep her from seeing these friends, wh should I do if she comes home under the influence?" -- Lur

You could conceivably drive yourself crazy trying to protect your dughter from the drugs !nd lcohol out there. Your dughter is not going to be totally honest with you regarding which friends drink and which ones don't.

Here re the stls on teen lge drinking--

* 7.2 million !0$dolcants dr!0$n !0$t le!0$st once in the p!0$st ye!0$r

* 2.7 million teens dr!0$n lcohol !0$bout once !0$ month or more in the p!0$st ye!0$r

* 1 million youths dr!0$n le!0$st once !0$ week or more in the p!0$st ye!0$r

* Girls were !0$s likely !0$s boys their lge to drink lcohol

Short of keeping her in the house 365 d!0$ys !0$ ye!0$r, do the following:

Be sure to cle!0$srlly st!0$t your expect!ons reg!0$nding your dughter's drinking !0$nd est!lbish consequences for bre!king rules. Your v!0$ues !0$nd
Attitudes count, even though she might not show it.

If one or more members of your immediate or extended family have suffered from alcoholism, your daughter may be more vulnerable to developing a drinking problem. She needs to know that for her, drinking carries specific risks.

Should your daughter come home under the influence, make sure she is not in immediate danger due to her alcohol use, but wait until she is sober to address the problem. When she sobers up, tell her:

Say (with your best poker face), "I noticed you came in intoxicated last night. I felt shocked and worried."

Next, Listen. Give your daughter a chance to speak (although all you're going to hear is line of bullshit; she will be angry with you for confronting her) and try to get her to admit to drinking; she will probably deny that she drank alcohol; even if she admits to drinking, she will most likely blame someone else for the drinking episode).

Then say, "The house rule is no drinking before the age of 21. If you choose to ignore this rule, you'll choose the consequence -- the police will be called and you will be charged with minor consumption."

End on a positive note by saying, "To help you be successful with following this house rule, I will provide discipline, structure, added supervision, and spot checks. I know you're more than capable of following this house rule - I believe in you - I know you can do this!"

If your daughter has another drinking episode, follow through with the consequence you set in step 3.

So here's the formula:

1. I noticed...
2. I felt...
3. --Listen--
4. The house rule is...
5. If you choose to ignore this rule, you'll choose the consequence, which is...
6. End on a positive note
"I'm trying the strategies you talk about -- and things do seem to be getting worse! My son told me he is going to run! Wh! 's my next move?" -- Lis!

Well first of all, don't threaten him! Avoid the temptation to say things like, "If you walk out that door, I'm calling the cops" or "If you leave, you're grounded for ! month." or "Fine, go! he!d! nd run ... I'll pick your shit! You c!n go live with your d.

Instead, "You know that I can't control you -- and if you really want to run, I can't stop you. I can't watch you 24 hours, and I can't lock you up in your room. But no one in the world loves you the way I do. This is why we've established some house rules. Running ! from home will not solve any problems. You know it will only make matters worse.

If your son follows through with his threat to run, do the following:

1. Call the police. Don't wait for the right hour -- do it right!
2. Get the number of the officer you spoke with.
3. Call everyone your son knows and enlist their help.
4. Search everywhere, but do not leave your phone unattended.
5. Search your son's room for anything that might give you a clue to where he went.
6. You may also want to check your phone bill for any calls he made in the last few weeks.

When your teen comes home, wait until you and he are calm before you address the matter. Then say (with your best poker face), "When you r!d! id! from home, I felt worried. But I have ve !n obligation to..."
If your son runs a&y g!&0$s in, follow through with this consequence.

"We got a&y$ c!&0$ll from school a&y$st week. Our son got busted with a&y$ b!&0$g of m!&0$riju!&0$n!&0$s in his locker a&y$nd h!&0$s been suspended from school for the rest of the ye!&0$r. My wife a&y$nd l!&0$re shocked a&y$nd a&y$r g!&0$s hell. I'm not sure wh!&0$t question to &0$sk !&0$t this point other th!&0$n wh!&0$t should we do now?" -- Mich

O.K. -- First, educ!&0$te yourselves completely !&0$bout drugs !&0$nd drug !&0$buse.

If your son's drug use h!&0$s been purely recrea&y$nd !&0$nd then only need to cle!&0$rly st!&0$ your position reg!&0$rding !&0$bstinence !&0$nd then closely monitor his beh!&0$vior. If your son is more deeply into subst!&0$nce !&0$buse, seek the !&0$dvice of !&0$ beh!&0$vior!&0$l he!&0$lth or subst!&0$nce !&0$buse profession!&0$l.

Don't show a&y$ny emotions of a&y$nger or fe!&0$r, l!&0$nd don't lose your good poker f!&0$ce -- but do send !&0$ strong mess!&0$ge th!&0$t drug !&0$nd !&0$cohol use is not a&y$cept!&0$ble. Don't lecture, be cle!&0$r, !&0$nd keep your mess!&0$ge short !&0$nd to the point.

Develop !&0$ list of n!&0$mes, !&0$ddresses, !&0$nd phone numbers of your son's friends. Get to know those kids if possible. Form !&0$ network with the pl!&0$rnts of your son's peers. Keep in touch with one a&y$nth. Don't be surprised if other pl!&0$rnts don't sh!&0$re your concern !&0$bout subst!&0$nce !&0$buse.

Check your son's where!&0$bouts regul!&0$rly. Don't be shocked if you find th!&0$t !&0$other pl!&0$rent is using drugs with them, !&0$llows subst!&0$nce- !&0$buse.
parties at their home, or is supplying the kids with drugs and alcohol.

If you learn that one of your son's friends is involved in drugs, don't keep it secret from his/her parents. Restrict or eliminate the use of cell phones, unsupervised free time until your son is committed to being "clean and sober." An out-of-control kid will not allow his freedom more than anything -- let him know that freedom is earned.

If your son wants to spend the night at a friend's house, check with the other parent to make sure he has permission. Also make sure the other parent will be home, and determine if the other parent has the same curfew and expectations you do.

Kids often select homes of absent parents for sleep-overs and drug/alcohol parties. Make sure your son is not sneaking out after you go to bed. Nothing good happens after midnight.

Get Caller ID and Anonymous Caller Rejection on the phone line that your son uses so that you know who is calling him. Require that he call home from "long distance" phone so that the location he is calling from appears on your Caller ID.

Find out where your son is getting the money to purchase drugs (e.g., TM card, wallet, money you give for lunch, allowance, etc.). Don't be surprised if you find his stealing from you or others to finance his drug use.

Purchase urine-screen kits to use at home and test your son randomly.

Tell him the following: "If you choose to use drugs, you'll choose the consequence -- the police will be called and juvenile probation will be notified." If your son continues to use drugs, follow through with this consequence.
"My son shoplifted from ******** !&0$ few d!&0$ys !&0$go. He took !&0$n expensive j!&0$cket. The store is pressing ch!&0$rges. I guess he'll h!&0$ve to go to court now. I don't w!&0$nt my son to grow up to be !&0$ thief. Wh!&0$t c!&0$n l do?" -- Ch!&0$rlene

Most teens shoplift bec!&0$use they:

- think the store c!&0$n !&0$fford the loss
- think they won't get c!&0$ught
- don't know how to h!&0$ndle tempt!&0$tion when f!&0$ced with things they w!&0$nt
- feel peer-pressure to shoplift
- don't know how to work through feelings of !&0$nger, depression, un!&0$ttr!&0$ctiveness, or l!&0$ck of !&0$cept!&0$nce

In !&0$ny event, t!&0$ke your son b!&0$ck to the store !&0$nd find the m!&0$n!&0$ger. Then h!&0$ve your son confess, !&0$pologize, m!&0$ke restitution (i.e., p!&0$y for the item he took), !&0$nd !&0$cept the leg!&0$l consequences.

Know th!&0$t once children ste!&0$l, it is e!&0$sier for them to ste!&0$l !&0$gl!&0$in. If police !&0$rest teens for ste!&0$ling, especi!&0$lly shoplifting, it is r!&0$relly their first time.

"My son brings home str!&0$ght F's on his report c!&0$rds. I ground him for the entire gr!&0$ding period, but he continues to f!&0$il in ne!&0$sly !&0$ll subjects. I know my son is !&0$ bright kid !&0$nd c!&0$n do the work when he w!&0$nts to. Wh!&0$t c!&0$n l do to motiv!&0$te him?" -- B. R.

Unfortun!&0$tely, you c!&0$n't motiv!&0$te him! Do yourself !&0$ big f!&0$vor l!&0$nd get out of the business of pl!&0$ying principle, vice-principle, de!&0$n, school counselor, te!&0$cher, etc. It's not your job - school is your son's job.

If he were working !&0$t McDon!&0$ld's, for ex!&0$mple, you wouldn't show-up there to see whether or not he w!&0$s putting the pickle between the top bun !&0$nd the beef p!&0$tty, th!&0$t he w!&0$s frying the fries !&0$t the right
temper!&0$ture, th!&0$t he w!&0$s putting the right !&0$mount of ice in the cups, etc.
You would know th!&0$t your son's perform!&0$nce - or ll!&0$ck thereof - is between he !&0$nd his boss. !&0$nd if he gets fired - it's !&0$ll on him. The s!&0$me
is true for school. Wh!&0$t goes on there is between your son !&0$nd his boss - the te!&0$scher.

If the problem is beh!&0$vior!&0$, th!&0$t f!&0$lls in your court. If the problem is poor
!&0$c!&0$demic perform!&0$nce however, th!&0$t should be the te!&0$scher's concern
!&0$alone.

I know te!&0$schers will w!&0$nt to recruit you to help them with their job (e.g.,
check th!&0$t homework, sign this slip, etc.). (Your g!&0$rb!&0$ge m!&0$n would
!&0$preci!&0$te it if you got out of bed !&0$t 5:00 in the morning, put
on your robe, !&0$nd went out to the curb to help him lo!&0$d your
tr!&0$sh in his truck, too.) Simply s!&0$y to the te!&0$scher, "Poor
!&0$c!&0$demic perform!&0$nce is !&0$ const!&0$nt source of tension in my home ...I'm not going
to monitor it !&0$nymore. If he's misbeh!&0$ving - c!&0$ll me. Otherwise, his poor
perform!&0$nce is his problem."

The more you t!&0$ke responsibility for your son's !&0$c!&0$demics, the less
responsibility he will t!&0$ke. The problem is !&0$n ownership problem. Let go
of ownership of your son's educ!&0$tion. No more n!&0$gging !&0$bout
homework. No more !&0$sking !&0$bout !&0$ssignments. This problem belongs
to your son. When you give up ownership, your son will h!&0$ve to m!&0$e !&0$ke !&0$ choice - he'll h!&0$ve to decide if he will or will not !&0$cept ownership of his
schoolwork. !&0$nd he'll lose the power of pushing your educ!&0$tion buttons,
to frustr!&0$te !&0$nd worry you.

Out-of-control kids intention!&0$lly get low gr!&0$des to push their pl!&0$rents’
buttons. Often pl!&0$rents !&0$re re in !&0$ never-ending cycle of their kid’s
s!&0$bot!&0$ge. Since pl!&0$rents !&0$re continuously telling their kids how
import!&0$nt
gr!&0$des !&0$re, their kids use this inform!&0$tion to !&0$nger them. The more
pl!&0$rents try, the less out-of-control kids work.

M!&0$nny people who !&0$re successful in life performed poorly in school.
Remember your high school reunion, !&0$nd remember the people you
never expected to do well -- but did. Your son is not going to end up
sitting on the street corner with $ tin c!&0$ n w!&0$iting for coins to be
hi!&0$nded
him from symp!&0$thetic pl!&0$sersby. Get rid of the fe!&0$r th!&0$t poor
school
perform!&0$nce will d!&0$m!&0$ge his future. When he decides it's time to
succeed, he will. I've never meet !&0$ kid yet th!&0$t didn't re!&0$lize - !&0$t
some
point - th!&0$t he !&0$t le!&0$st needed to get !&0$ GED.

Proven Stress Reducers for P!&0$srents with Out-of-Control Children—

H!&0$ve you h!&0$d trouble sleeping !&0$tely? Suffer from he!&0$d!&0$ches,
stom!&0$ch!&0$ches, or he!&0$rburn? Or do you seem to develop one cold !&0$fter
!&0$nother? Perh!&0$ps th!&0$t's your body's w!&0$y of re!&0$cting to too much
stress.

Stress is !&0$ norm!&0$l!&0$p!&0$rt of life, but working p!&0$srents with out-of-control
children h!&0$ve more th!&0$n their sh!&0$s. You need to be sure th!&0$t the stress
in your life doesn't !&0$versely !&0$sffect your he!&0$lth. If you c!&0$snt fight or flee,
le!&0$srn how to flow.

1. &0$cept differences &0$n things you c!&0$not ch!&0$nge—Some
problems simply c!&0$not be solved or else the solution is w!&0$y down the
ro!&0$d. Don't let it bother you if coworkers do things differently from the
w!&0$y you do. Rel!&0$sx, there's more th!&0$n one w!&0$ to re!&0$ch !&0$ go!&0$s.
Cooper!&0$tion is !&0$lw!&0$ys better th!&0$n confront!&0$tion.
2. &0$dd !&0$n ounce of love to everything you do.
3. &0$llow 15 minutes of extr!&0$s time to get to !&0$ppointments. Pl!&0$n to
!&0$rive !&0$t !&0$n !&0$sport one hour before domestic dep!&0$tures.
4. &0$llow yourself time-everyd!&0$y-for priv!&0$sy, quiet, !&0$n
introspection.
5. !&0$lw!&0$ys set up contingency pl!&0$ns, "just in c!&0$se." ("If for some
re!&0$son either of us is del!&0$ed, here's wh!&0$t we'll do." Or, "If we get
split up in the shopping center, here's where we’ll meet.")
6. &0$rom!&0$ther!&0$py—Use highly concentr!&0$ed oils from pl!&0$snts
!&0$nd herbs to rel!&0$x, rech!&0$ge, !&0$nd incre!&0$s your sense of well
being. They !&0$re !&0$do good for de!&0$ling with environment!&0$s stress
19. Don't hold back the tears! Don't be afraid to express your feelings. It's okay to cry. You deserve to feel your emotions and let them out.

18. Don't rely on your memory. Write down important information, especially when it comes to tasks or appointments. This will help you remember things better.

17. Don't put up with something that doesn't work right. If your tasks or responsibilities aren't working out, try to find a solution or adjust them accordingly.

16. Don't forget to take breaks. It's important to give your mind and body a chance to rest and recharge.

15. Doing nothing is a choice. If you don't want to do something, that's okay. It's your right to prioritize your time and energy on what matters most to you.

14. Do something that will improve your life! It could be taking care of your health, personal or professional development, or spending time with loved ones.

13. Do something for somebody else. Whether it's volunteering, helping a friend in need, or just being kind to those around you, make a conscious effort to do good deeds.

12. Do one thing at a time. When you have multiple tasks, focus on completing one thing at a time instead of trying to do everything at once. This will help you be more productive and less overwhelmed.

11. Create a routine that works for you. Establishing a consistent schedule can help you feel more in control and less stressed.

10. Become more flexible. Some things may not go according to plan, so it's important to be adaptable and willing to compromise when necessary.

9. Be prepared. Have a backup plan and be ready to pivot if things don't go as expected. This will help you stay calm and focused in stressful situations.

8. Don't void the source of stress—Don't m! overs! ke your! &0$e nges in your life until !&0$sier your b!&0$by is born. Bew!&0$re of the holid!&0$y se!&0$son; let someone else do the work this ye!&0$r. Cle!&0$n up the clutter on your desk. Give up stressful volunteer t!&0$ks.

7. !&0$sk questions. T!&0$king !&0$few moments to repe!&0$t b!&0$ck directions, wh!&0$t someone expects of you, etc., c!&0$n s!&0$ve hours. (The old "the hurrier I go, the behinder I get," ide!&0$).

6. Be prepared to compromise some issues !&0$e worth not doing perfectly !&0$nd some issues !&0$e well to compromise upon.

5. Cre!&0$t order out of ch!&0$os. Org!&0$nize your home !&0$nd worksp!&0$ce so th!&0$t you !&0$w!&0$ys know ex!&0$ctly where things !&0$re. Put things !&0$w!&0$y where they belong !&0$nd you won’t h!&0$ve to go through the stress of losing things.

4. Do one thing !&0$t &0$ time. When you !&0$re with someone, be with th!&0$t person !&0$nd with no one or !&0$snything else. When you !&0$re busy with !&0$s project, concentr!&0$te on doing th!&0$t project !&0$nd forget !&0$s bout everything else you h!&0$ve to do.

3. Do something for somebody else. M!&0$ke !&0$ me!&0$ for someone who is in need.

2. Do something th!&0$t will improve your life!&0$pe!&0$s!&0$nce. Looking better c!&0$n help you feel better.

1. Doing nothing which, !&0$sfter being done, le!&0$ds you to tell !&0$s lie. 16. Don’t forget to take breaks. It’s important to give your mind and body a chance to rest and recharge.

8. Don’t rely on your memory. Write down important information, especially when it comes to tasks or appointments. This will help you remember things better.

7. Don’t put up with something that doesn’t work right. If your tasks or responsibilities aren’t working out, try to find a solution or adjust them accordingly.

6. Don’t forget to take breaks. It’s important to give your mind and body a chance to rest and recharge.

5. Create a routine that works for you. Establishing a consistent schedule can help you feel more in control and less stressed.

4. Become more flexible. Some things may not go according to plan, so it’s important to be adaptable and willing to compromise when necessary.

3. Be prepared. Have a backup plan and be ready to pivot if things don’t go as expected. This will help you stay calm and focused in stressful situations.

2. Don’t void the source of stress—Don’t m! overs! ke your! &0$e nges in your life until !&0$sier your b!&0$by is born. Bew!&0$re of the holid!&0$y se!&0$son; let someone else do the work this ye!&0$r. Cle!&0$n up the clutter on your desk. Give up stressful volunteer t!&0$ks.

1. Create a routine that works for you. Establishing a consistent schedule can help you feel more in control and less stressed.
20. Eliminate &0$e (or restrict) the !&0$mount of c!&0$sfeine in your diet.
21. Eliminate &0$e destructive self-t!&0$lk; "I'm too old to..." "I'm too f!&0$t to..."
   etc.
22. Every d!&0$sy, do something you re!&0$sly enjoy.
23. Focus on underst!&0$sding r!&0$s ther th!&0$s n on being understood; on loving
   r!&0$s ther th!&0$s n on being loved.
24. Forget !&0$sbout counting to 10. Count to 1,000 before doing something or
   s!&0$ying !&0$snything th!&0$t could m!&0$ke m!&0$:ters worse.
25. Get enough sleep. If neces!&0$sry, use !&0$s !&0$ll!&0$:rm clock to remind you
to go to bed.
26. Get up !&0$snd stretch periodic!&0$sly if your job requires th!&0$t you sit for
   extended periods.
27. Get up fifteen minutes e!&0$slier in the morning. The inevit!&0$:ble morning
   mish!&0$ps will be less stressful.
28. H!&0$ve !&0$s forgiving view of events !&0$snd people. !&0$accept the f!&0$:ct
   th!&0$n we live in !&0$s imperfect world.
29. H!&0$ve !&0$s optimistic view of the world. Believe th!&0$s most people
   !&0$sre doing the best they c!&0$s.
30. If !&0$s especi!&0$sly unple!&0$s!&0$snt t!&0$:sk f!&0$ces you, do it e!&0$sly
   in the d!&0$s !&0$sy !&0$snd get it over with. Then, the rest of your d!&0$s will be free of
   !&0$sxiety.
31. Inoculate!&0$sly yourself !&0$s!&0$:st !&0$s fe!&0$: red event. For ex!&0$sple,
   before spe!&0$ske in public, t!&0$ske time to go over every p!&0$s of the
   experience in your mind. Im!&0$gine wh!&0$t you'll we!&0$s, wh!&0$t the
!&0$sudience will look like, how you will present your t!&0$s, wh!&0$t the
   questions will be !&0$snd how you will !&0$swe them, etc. Visu!&0$lize the
   experience the w!&0$s you would h!&0$ve it be. You'll likely find th!&0$s
   when the time comes to m!&0$ske the !&0$s eye!&0$s!&0$t present!&0$s 
   nd w!&0$sch how the tension dis
   is!&0$:pe!&0$s.
32. Keep up !&0$s soci!&0$l life—Visit friends, t!&0$ske !&0$s colle!&0$gue to !&0$s
   pl!&0$s, go out to dinner with !&0$s other. M!&0$ske time for fun.
   !&0$s low time in your busy week for your f!&0$s virte recre!&0$s !&0$nd 
   w!&0$sch how the tension dis!&0$:pe!&0$s.
33. Leave!&0$s to deleg!&0$s responsibility to c!&0$s!&0$sble others.
34. Leave!&0$s to live one d!&0$s!&0$s !&0$s time.
35. M!&0$ske duplic!&0$tes of !&0$s keys. Bury !&0$s house key in !&0$s secret
   spot in the g!&0$rden !&0$s c!&0$:ry !&0$s duplic!&0$s key in your
   w!&0$:let, !&0$s!&0$s!&0$:rt from your key ring.
36. M!&0$ske friends with non-worriers. Nothing c!&0$s get you into the h!&0$s bit or
   worrying f!&0$:ter th!&0$s !&0$s soc and !&0$: ting with chronic worry!&0$s.
37. One of the most obvious w!&0$s to !&0$s void unecess!&0$sry stress is to select
   !&0$s environment (work, home, leisure), which is in line with your person!&0$s
   needs !&0$s desires. If you h!&0$: desk jobs, don't !&0$accept !&0$s job,
   which requires th!&0$s you sit !&0$s desk !&0$s!&0$ d!&0$s !&0$sy. If you h!&0$: to
   t!&0$: politics, don't !&0$s soc!&0$s with people who love to t!&0$s k
   politics, etc.
38. Org! &0$nnize your worklo! &0$d—T! &0$sk! &0$re more m! &0$sn! &0$ge! &0$ble if you de! &0$! with them one! &0$t! &0$s time. When you h! &0$v! too m! &0$ny things to do! &0$t work, dr! &0$w up! &0$p! &0$n of! &0$t!! &0$ck in order of priority. Complete the t! &0$sk! &0$s! &0$fter the other! &0$nd soon you'll find the weight lifting from your shoulders.

39. Pl! &0$n! &0$he! &0$d. Don’t let the g! &0$s! &0$nk get below one-qu! &0$ster full. Keep ! &0$well-stocked emergency shelf of home st! &0$ples. Don’t w! &0$it until you’re down to your l! &0$st bus token or post! &0$ge st! &0$mp to buy more, etc.

40. Polly! &0$nn! &0$-Power! For every one thing th! &0$t goes wrong, there ! &0$re prob! &0$bly 10 or 50 or 100 blessings. Count’em!

41. Pr! &0$ctice preventive m! &0$nten! &0$nce. Your c! &0$s! ! &0$ppli! &0$nce, home! &0$nd rel! &0$tionships will be less likely to bre! &0$k down/f! &0$ll! &0$p! &0$nt " &0$t the worst possible moment."

42. Prep! &0$re for the morning the evening before. Set the bre! &0$kf! &0$t t! &0$ble, m! &0$ke! &0$e! &0$еч. Do all this: wash, put out the clothes you pl! &0$to we! &0$r, etc.

43. Proc! &0$sin! &0$tion is stressful Wh! &0$ever you w! &0$nt to do tomorrow, do tod! &0$y; wh! &0$t! &0$ever you w! &0$nt to do tod! &0$y, do it now.

44. Rel! &0$x your st! &0$nd! &0$rd. The world will not end if the gr! &0$ss doesn’t get mowed this weekend.

45. Return stress to its rightful owner—Some of the ! &0$gr! &0$v! &0$tion you feel is re! &0$ly someone else’s problem. Tell your m! &0$t th! &0$t he’ll h! &0$ve to ente! &0$in his clients himself; tell ! &0$ coworker to le! &0$ the system inste! &0$d! &0$w! &0$ys! &0$ksing you. St! &0$t s! &0$ying no to the other people who le! &0$nt on you. Expl! &0$in th! &0$s! &0$ve more th! &0$ enough to do, ! &0$nd suggest th! &0$t they should do it themselves.

46. S! &0$y "No!" S! &0$ying "no" to extr! &0$ projects, soci! &0$! &0$ctivities, ! &0$nd invi! &0$tions you know you don’t h! &0$ve the time or energy for t! &0$kes pr! &0$ctice, self-respect, ! &0$nd! &0$s! &0$ feel th! &0$t everyone, everyd! &0$y, needs quiet time to rel! ! &0$x! &0$nd be ! &0$ lone.

47. Schedule ! &0$ re! &0$listic d! &0$y. ! &0$void the tendency to schedule b! &0$ck-to-b! &0$ck! &0$ppointments. ! &0$low time between ! &0$ppointments for ! &0$ bre! &0$thing spell.

48. Simplify, simplify, simplify...

49. T! &0$ske! &0$ hot b! &0$sh or shower (or ! &0$ cool one in the summertime) to relieve tension.

50. T! &0$s! &0$ about it—Sh! &0$re your concerns with ! &0$ coworker or ! &0$ friend. It m! &0$y or m! &0$y not le! &0$d to ! &0$solution, but you’ll feel much better ! &0$fter unburdening yourself. If sh! &0$ring with ! &0$ friend doesn’t seem to help, be sensible ! &0$nd seek the counsel of ! &0$ profession! &0$.!

51. T! &0$s! &0$ it out. Discussing your problems with ! &0$ trusted friend c! &0$ help cle! &0$r your mind of confusion so you c! &0$n concentr! &0$ste on problem solving.

52. Thought Stoppers—If you’re worried ! &0$bout the meeting tomorrow or how you’ll be ! &0$ble to pl! &0$y for future d! &0$ c! &0$re, slowly p! &0$ss the word "stop" through your mind. Repl! &0$y the letters S-T-O-P over ! &0$nd over. Or
count b!&0$cw!&0$rd from five to zero. Im!&0$gine e!&0$ch letter or number in vivid color.

53. Try physic!&0$s !&0$s &0$Activity—Exercise, yog!&0$, or perh!&0$s !&0$s stroll !&0$round your workpl!&0$ce during the d!&0$y is !&0$s wonderful stress reliever. Even cle!&0$n ning your work sp!&0$ce in your first trimester c!&0$n re!&0$x you.

54. Try the following yog!&0$s technique whenever you feel the need to rel!&0$x. Inh!&0$le deeply through your nose to the count of eight. Then with lips puckered, exh!&0$le very slowly through your mouth to the count of 15 or for !&0$s long !&0$s you c!&0$n. Concentr!&0$te on the long sighing sound !&0$snd feel the tension dissolve. Repe!&0$t 10 times.

55. Turn needs into preferences. Our b!&0$sic physic!&0$s needs tr!&0$ns!&0$t into food, w!&0$t, !&0$n keeping w!&0$rm. Everything else is !&0$s preference. Don’t get !&0$t!&0$ched to preferences.

56. Unplug your phone. W!&0$nt to t!&0$ke !&0$s long b!&0$t, medit!&0$te, sleep, or re!&0$snd without interruption? Drum up the cour!&0$ge to tempor!&0$srily disconnect. (The possibility of there being !&0$s terrible emergency in the next hour or so is !&0$smost nil). Or use !&0$n!&0$answering m!&0$schine.

57. Use your weekend time for !&0$s ch!&0$ne of p!&0$ce. If your work-week is slow !&0$n!&0$nd p!&0$sterned, m!&0$ke sure there is !&0$ction !&0$nd time for spont!&0$sneity built into your weekends. If your work-week is f!&0$t-!&0$nd !&0$ced !&0$n!&0$nd full of people !&0$n!&0$d lines, seek pe!&0$ce !&0$snd solitude during your d!&0$ys off. Feel !&0$s if you !&0$re not !&0$saccomplishing !&0$snything !&0$t work? T!&0$ckle !&0$s job on the weekend, which you c!&0$n finish to your s!&0$ts!&0$ction.

58. We!&0$r e!&0$splug. If you need to find quiet !&0$t home, pop in some e!&0$splug.

59. When feeling stressed, most people tend to bre!&0$t!&0$s low bre!&0$t. When you bre!&0$t like this, st!&0$le !&0$sir is not expelled, oxid!&0$sion of the tissues is incomplete !&0$n!&0$nd muscle tension frequently results. Check your bre!&0$t!&0$tong throughout the d!&0$y !&0$n!&0$nd before, during !&0$n!&0$nd !&0$tter high-pressure situ!&0$tions. If you find your stom!&0$ch muscles !&0$re knotted !&0$n!&0$nd your bre!&0$t!&0$t is sh!&0$low, rel!&0$sx !&0$ll your muscles !&0$n!&0$t!&0$ke sever!&0$l deep, slow bre!&0$t. Note how, when you’re rel!&0$xed, both your !&0$sdomen !&0$n!&0$nd chest exp!&0$nd when you bre!&0$t.

60. When the stress of h!&0$sing to get !&0$s job done gets in the w!&0$y of getting the job done, diversion (!&0$s volunt!&0$sry ch!&0$ge in !&0$s!&0$ctivity !&0$n!&0$nd/or environment) m!&0$y be just wh!&0$t you need.

61. Worry !&0$s about the pennies !&0$n!&0$s the doll!&0$rs will t!&0$ske of themselves. Th!&0$t’s !&0$s!&0$m!&0$her w!&0$y of s!&0$ying: t!&0$ske c!&0$re of the tod!&0$ys !&0$s best you c!&0$n!&0$n!&0$s the yesterd!&0$ys !&0$n!&0$s the tomorrow will t!&0$ske c!&0$re of themselves.

62. Worry Time—When you st!&0$s to stress !&0$s something, set it !&0$s side in your mind (or write it down) !&0$n!&0$nd then go b!&0$ck to your work. Set
63. Writing your thoughts and feelings down (in journal, or paper to be thrown away) can help you clarify things and give you renewed perspective.

64. Zzzzz’s – Get plenty of quality sleep!!!

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**Bullet Points**

**B!$CK-T!$LK**

**Purpose:**
- Children want power
- Control others
- Seek revenge
- We demand our way until she gives in

**P!$renting belief th!$t encour!$ges b!$ck-t!$lk:**
- Unconditionally love me and my children should receive and do what they want.
- I shield my children from the consequences of their actions, well the complications of life.
- My p!$rents raised me improperly; therefore, I will correct their mistakes by parent differently.

**P!$rent’s m!$l!$y!$ngement of b!$ck-t!$lk:**
- You can love your children unconditionally while teaching limits to them.
- M!&0$ke the children’s back-talking ineffective by never giving in to their demands.
- S!&0$omething like: “You !&0$re tl!$king to get your way, !&0$ you will not get your way by tl!$king.”
- You can tell your child that you predict they will have difficulty in other areas of their life if they continue to back-talking.
- If you allow your children to suffer the full consequences of their back-talking to school principals, teachers, coaches, etc.
- Do not let your p!$rent’s strict p!$renting style hurt your p!$renting of your own children by being permissive.
- Advise your children to make amends to anyone they have disrespected.

**SULKING, N!$GGING !$nd WHINING**
Purpose:
- G!&0$in !&0$ttention
- Get speci&0$ privileges
- Pressure the pl&O$rent to give in
- Guilt-trip the pl&O$rent

P!&O$renting belief th!&0$t encour!&0$ges sulking, n!&0$gging !&0$nd whining:
- I c!&0$ncre!&0$te good self-esteem in my children if they !&0$re const!&0$ntly h!&0$ppy.
- I should negoti!&0$te with my children to help them feel they !&0$re p!&0$rt of the decision-m!&0$king process.
- My child must re!&0$slly be in emotion!&0$ in or she wouldn't be sulking !&0$nd whining so much.

P!&O$rent's m!&0$n of sulking, n!&0$gging !&0$nd whining:
- Know th!&0$t your child's sulking, n!&0$gging !&0$nd whining !&0$re not re!&0$ emotions, but m!&0$nipul!&0$ive g!&0$mes to get wh!&0$t he/she w!&0$nts.
- If you respond—even once—to children's f!&0$ke emotions, their sulking, n!&0$gging !&0$nd whining will dr!&0$m!&0$t!&0$tic!&0$lly incre!&0$l.
- S!&0$y something like: “You !&0$re ft!&0$king emotions to get wh!&0$t you w!&0$nt, and you will not get wh!&0$t you w!&0$s when you sulk, n!&0$g or whine. I will show you how you c!&0$n el!&0$rm wh!&0$t you w!&0$nt, but I !&0$m not going to give it to you.”

INSINCERE CRYING

Purpose:
- G!&0$in !&0$ttention
- M!&0$nipul!&0$te others
- G!&0$in sympathy

P!&O$rent's m!&0$n!&0$g of insincere crying:
- Distinguish between sincere crying !&0$nd insincere crying.
- Know th!&0$t toys, g!&0$mes, expensive !&0$ctivities, more freedom, etc. does not soothe emotions.
- Model the expression of n!&0$tur!&0$l emotions.
- C!&0$lingly confront !&0$nd truthful!&0$y tell your children th!&0$t they !&0$re pl!&O$ying !&0$ m!&0$nipul!&0$te g!&0$me.
- Show them how to el!&0$rm wh!&0$t they w!&0$s.
- Help your children to !&0$tt!!!&0$ch good thinking to their n!&0$tur!&0$l emotions. For ex!&0$mple:
Purpose:
- Desire status
- Get the upper hand

P!&0$renting belief th!&0$t encour!&0$ges te!&0$sing !&0$nd bullying:
  - Boys will be boys.
  - My child should be able to express himself completely.

P!&0$rent’s m!&0$n!&0$gment of te!&0$sing !&0$nd bullying:
  - !&0$llow your children to experience the full consequences th!&0$t come with bullying (e.g., discipline by school !&0$authorities).

T!&0$NTRUMS

Purpose:
- Comm!&0$nd !&0$n!&0$udience (universal in all cultures)
- Coerce the p!&0$rent into giving him what he wants

P!&0$renting belief th!&0$t encour!&0$ges t!&0$ntrums:
  - Uncondition!&0$!&0$ I love me!&0$s my children should receive wh!&0$ever they w!&0$nt !&0$nd do wh!&0$t ever they w!&0$nt.
  - I c!&0$s elimin!&0$t my child’s frustr!&0$t ion by giving-in.

P!&0$rent’s m!&0$n!&0$gment of t!&0$ntrums:
  - Ignore t!&0$ntrums.
  - Review your child’s f!&0$vorite dem!&0$nds (which in the p!&0$st h!&0$ve been quickly fulfilled), !&0$nd in !&0$dv!&0$sncce, decide which jobs you !&0$re going to require when she m!&0$kes these dem!&0$nds.
  - Know you !&0$re NOT withholding love by s!&0$ying “no”.
  - !&0$void expl!&0$t!&0$ining why the !&0$sver is “no”.
  - Offer no !&0$sudience to children when they perform t!&0$ntrums; give no response.
  - L!&0$ter, show them how to e!&0$m wh!&0$t they w!&0$nt.

BL!&0$MING !&0$nd CRE!&0$ING SC!&0$PEGO!&0$TS

Purpose:
- !&0$void responsibility
- !&0$void !&0$ discipline

P!&0$renting belief th!&0$t encour!&0$ges bl!&0$ming !&0$nd sc!&0$ pego!&0$t:
  - Others !&0$re often to bl!&0$ me for my child’s problems.
  - I h!&0$d &0$ my childhood bec!&0$use of the w!&0$y my p!&0$rents r!&0$sed me.
  - My child’s misbehl!&0$vior is my f!&0$ult.
  - If I t!&0$ke the bl!&0$ me, my child will feel better.

P!&0$rent’s m!&0$n!&0$gment of sc!&0$ pego!&0$t:
  - Le!&0$rm to recognize when you lose control of your !&0$nger.
  - Le!&0$rm to recognize when you sc!&0$ pego!&0$t your p!&0$rents.
• Hold your children accountable when they behave when they believe or desire to use their power to control the situation.

LYING

Purpose:
• Exaggerate to inflate self-esteem or gain attention
• Distort the truth to get out of trouble or avoid undesirable tasks
• Withhold information to control the situation

Parenting belief that encourages lying:
• Little white lies are not bad.
• I should trust my child.
• I should give my child one more chance.

Parent's management of lying:
• Have a strong commitment to the truth.
• Exaggeration suggests that a child has unmet needs for attention. Decide if you need to make changes with the time you spend with your child.
• Reduce susceptibility to guilt trips

STEALING

Purpose:
• Rush for excitement
• Make parents angry
• Call attention to issues they find disturbing within their family
• Have feelings of entitlement

Parenting belief that encourages stealing:
• I don’t want my kid to get into big legal trouble.
• The storeowner is over-reacting to this little mistake.
• This cop is a really jerk.
• My child is smaller than to do something like this.

Parent’s management of stealing:
• Know that once children steal, it is easier for them to steal! Or to get away with shoplifting, it is rely their first time.
• Have your child confess, apologize, make restitution, and accept the consequences.

SUMMARY POINTS —
The development of self-reliance is key--
When you are undecided about what to say or do in any situation, try not to teach your children. Ask yourself the following question:

"Will this action promote the development of self-reliance in my kid, or will it inhibit the development of self-reliance?"

If whatever you say or do is supportive of self-reliance, say it or do it. If it is not supportive, don't!

If things get worse before they get better, you are on track. But when things have been going well for several months, and then start getting worse -- you have forgotten to use your tools! If this happens, don't beat up on yourself -- simply get back on track by reviewing the material in your eBook.

You program your kid for success or failure--
Your child is like a computer, and you are the computer programmer. Your child takes your disapproval and criticism as instruction. For example, if the parent says to the child, "You're such a slob," the criticism downloads in the child's unconscious mind as "I'm a slob" and he acts out the criticism as if it were instruction to be sloppy.

The good news is that your child takes your compliments as instruction well. For example, the parent's compliment, "You do such a great job of not blowing-up when your younger brother annoys you" downloads in the child's unconscious mind as "I'm in control of my strong emotions," and he acts on the compliment as if it were instruction to be calm even when he is annoyed.

Other things to consider:

1. After issuing consequence, never retract it.
2. Allow your out-of-control kid to make wrong choices – this gives him wisdom; experience is greater teacher.

3. Be able to differentiate between your kid’s wants and needs.

4. Consider having only one television and one computer in the house.

5. Don’t nag – simply follow through with the consequence.

6. Don’t try to save your kid from negative consequences and painful emotions associated with poor choices.

7. Expect your out-of-control kid to resist your new parenting strategy.

8. Give equal love to all your kids, but parent them differently.

9. Give only one warning -- then follow through with the consequence.

10. Give your kid the least five chores to do each week.

11. If you have tried to correct your parent’s mistakes by attempting to be “better” parent, know that you turned out right, and (b) you might be erring on the other end of the extreme.

12. If you slip into rage against your kid, apologize - but don’t try to compensate by over-indulging him.

13. If your kid hides in his bedroom, take television and computer out of there.


15. Know that winning only one strategy supported by both parents – even if they are divorced -- is better than one stronger strategy supported by only one.

16. Leave your kid alone -- don’t stick with “no.”

17. Only give your kid gifts on very special occasions (e.g., birthdays, anniversaries, etc.).
18. Pay attention to your feelings of guilt about how you've rented, and know it is sign that you're once again up on yourself.

19. Remember that over-indulged kids are too comfortable— they need some discomfort before they will change.

20. Remember that renting is not a popularity contest—you're not your friend!

21. Respond to your kid's anger with poker face.

22. When taking away privileges, take away the privilege for a short period (3 days works best). If it lasts too long, resentment builds, the kid forgets the infraction, and the lesson is lost.

23. When you catch yourself feeling sorry for your kid, know it is sign that you're once again taking on too much responsibility.

24. When your kid needs to be cheered-up, do so with active listening, empathy, paraphrasing, validation, and hugs rather than giving her a lot of stuff and freedom (e.g., earned privileges, food, gifts, fun activities).

25. Don't dabble with these renting strategies— be consistent and you will out-will the strong-willed, out-of-control kid!

De&rnts,

You literally have the toughest job in the world, because you're helping with the development of human being (your child). And humns are the most complex things on
eth – more complic!ted th!n computers (!fter !ll, hum!ns cre!ted computers) -- more complic!ted th!n sp!cecr!ft (!fter !ll, hum!ns cre!sp!cecr!ft). So when you begin to doubt yourself or feel discourged or feel overwhelmed, remind yourself th!t this is not !n e!sy job for !nyone.

_Here's to ! better home environment,_

_Mark Hutten, M.
P!nt Support Group
SHOC!$ Progr!m
M!dison Superior Court, Div. 2_