

# *A Parent Training Program*

*for Children from Infancy thru Pre-School up to age 11*

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# BUILDING THE HOME TEAM: THE CHALLENGE OF LEADERSHIP

## *HOME*

Edgar A. Guest

(Born August 20, 1881; died August 5, 1959)

Adapted May 1992

*It takes a heap of living in a house to make it home,  
A heap of sun and shade, and sometimes you have to roam  
Before you really appreciate the things you left behind,  
And hunger for them somehow, with all us on your mind.  
It doesn't make any difference how rich you get to be,  
How much your chairs and tables cost, how great your luxury;  
It ain't home to you, though it be the palace of a king,  
Until somehow your soul is sort of wrapped around everything.*

*You see home ain't a place that gold can buy or get up in a minute;  
Before it's home there's got to be a heap of living in it.*

*You've got to sing and dance for years, you've got to romp and play.  
And learn to love the things you have by using them each day.  
You've got to weep to make it home, you've got to sit and sigh  
And watch beside a loved one's bed, and know that Death is nigh;  
For these are scenes that grip the heart, and when your tears are  
dried,  
You find that the home is dearer than it was, and sanctified.*

*You see home ain't a place that gold can buy or get up in a minute;  
Before it's home there's got to be a heap of loving in it.*

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## **I. BUILDING THE HOME TEAM**

### What America Needs

*Homes and neighborhoods*

### What Every Child Needs Is A Home

The home establishes one's fundamental identity

### The Difference Between a Home and a House

- A House - The physical building
- A Home – A building where a team lives

### What are You doing to make your House a Home?

Are you building a Team?

Do you know how to build the Home Team?

### We develop the Home Team By:

*Recognizing* that life is a Team Sport -- No one lives completely by themselves as "No man is an island"

*Recognizing* that your family is Your Home Team; Parents are the Coaches and the children are the players. Both have important responsibilities in helping make the Home Team a success.

*Recognizing* that every family must develop its own rule book

## **II. PARENTING: A JOB WE LEARN**

### **A. WHAT IS A PARENT?**

A parent is one who cares for a child's physical, social and spiritual needs through love, discipline and training. The parenting role is varied and is a 24/7 job. There are many aspects of parenting and many roles.

1. A leader.
2. A role model
3. A counselor
4. A disciplinarian
5. A teacher
6. A nurturer
7. A protector
8. Other!//banker, taxi driver, cook, valet, etc

## **B. WHERE DID YOU LEARN TO BE A GOOD PARENT?**

### **C. THE BEGINNING OF GOOD PARENTING**

The most important part of becoming an effective parent is becoming a mature and healthy person. People who have not yet completed the maturing process will struggle with major pitfalls of their own character weaknesses. Are you living in a way that gives you pride in your life-style? Having an understanding of the character problems presented in the following categories will prepare us to take on the responsibilities of parenting.

- Possessing anger management skills vs domestic violence
- Effectively dealing with alcohol and drugs
- Knowing how to protect children from sexual abuse.
- Establishing a healthy adult personal relationship with our spouse or S/O
- Understanding the importance of loving communication.
- Possessing a "Servants Heart"

### **D. BECOMING A WISE PARENT**

1. A wise parent is one who knows how to bring peace out of chaos and maintain harmony in the home.

2. A wise parent knows about available Support Systems. What is a support system and how do you connect? Examples of good support systems: School/work, teachers, counselors, Scouting and 4-H programs, churches, temple, social clubs, social agencies, extended family such as grandparents, aunts and uncles, good friends and neighbors.

3. A wise parent develops a relationship with a parent-mentor. A mentor is an older, wiser, mature adult of the same sex, who is willing to share information, and monitor and guide your parenting progress. Where can you find a mentor?

## **III. UNDERSTANDING THE PROCESS OF CHILD CHARACTER DEVELOPMENT.** (See Stages of Character Development Chart)

- Understanding Character Development: The forgotten key to good parenting
- The Fundamental Component of Character Development: Relationship
- Building the Relationship between parent and child
- Character: The goal of good parenting

## IV. THE ABC'S OF PARENTING: LOVE, DISCIPLINE, TRAINING

### 1. LOVE: Life's first lesson

- The Relationship/Connection/Attachment Process

The Bonding Process promotes healthy Brain Development. 90% of Brain development develops within the first 3 years. "You cannot spoil a child by too much love; but by ineffective discipline.

- *LOVE*: "Meeting the need"
  - The key building blocks of relationships
  - Words - voice of compassion
  - Touch- feeling the connection
  - Deeds - acts of kindness
  - Attitudes - smiles of encouragement
  - Blessings- encouragement with positive affirmation
- *TRUST*: The Infant child's response to love.
  - Reaching out to join the team and make connection
  - The beginning of character development is to be able to trust the most important person in the child's life.
- *SECURITY*: The result of trusting in the parent's love
- Bringing a child to the first level of character development, that of security completes the first character work of the parent. A secure child can begin growing and developing in the ability to receive discipline which is the next stage of the socialization or character process.
  - Signs of insecurity:
    - Nervousness
    - Excessive Crying
    - Lack of Contentment
    - Obsessive Fears - inability to sleep peacefully
    - Overactive - the beginning of the attention deficit disorder/hyperactivity (ADHD)

## 2. DISCIPLINE: "The pathway of life"

Discipline: The first character work of the 2<sup>nd</sup> stage

Respect: The child's response to loving discipline

Belonging: The loving relationship of loving discipline

The word discipline comes from Latin word, *dicipulus*, which means "to teach and to guide". Many parents think the word means to punish. However, the word, *punish*, means to exact a penalty and does not have the meaning to train or to correct. Young children need discipline, not punishment. Discipline prepares one for the next developmental stage which is child character training. The goal of discipline is to maintain the proper loving relationship between parent and child.

-The WAR-ZONE The "War Zone" between parent and child is created when the strength of parental discipline is weak and the child is confused and frustrated by ineffective discipline techniques. A "red hot" relationship of conflict can develop between the child and the parent and increase into major confrontations.

The "**War Tools**" used by emboldened children:

- Public Power: Embarrassing the parent in the store and church
- Emotional Power: Excessive tears, pouting, temper tantrums
- Physical Power: Hitting and biting siblings
- Intellectual Power: Manipulation of parents
- Social Power: Causing trouble with children of parents friends
- Ultimate Power: Blackmail - "I don't (won't) love you unless..."

### **How to win the war!!**

The CHALLENGE of discipline - Who is in Control; the parent or the child? As a parent do you understand your own anger issues? Have you become a healthy assertive person or do you still struggle with your own aggression and self-control issues? How long does it take for you to regain control over your emotions after a bad emotional confrontation between you and your child? Do you understand what discipline is and how to administer it when needed? The challenge of discipline will test your character and wisdom.

There are two kinds of discipline:

“Indirect Discipline” Methods of guiding, protecting and correcting children that are part of the family routine but are not made known to the child as discipline. Indirect discipline is implemented in the formative first 3 years of the child’s life. It is important that we understand the need to create healthy and safe life-style habits and routines that will prepare the child for “direct discipline”. Indirect discipline is necessary for the development of a child’s personal security and personality balance. Indirect discipline is manifested in simple rules, boundaries, routines, schedules, and family habits. Indirect discipline creates a sense of security and sets the stage for direct discipline when the child turns about three years of age.

“Direct Discipline”: This kind of discipline is that which is administered by the parent to the child by means of family rules and direct commands. “Direct discipline” calls for “home rules” that are posted clearly and in a common area. In order to administer “direct discipline” one must understand the difference between “Power” and “Authority”. “Power” is defined as a discipline relationship between the parent and the child which place both in a “lateral position” and employs the use of fear, verbal assault and physical force to ensure compliance to parental directive. “Power” discipline techniques result in “external obedience”, or obedience which occurs when the parent is present to enforce it. The child only obeys because he feels he must.

Authority is defined as a word of direction based upon the rule of law. Authority uses the “triangle relationship” with the rules being above both the child and the parent. The parent gains authority over the child by first being under the authority of the house rules. The parent is now ready to give the child directions, based upon established rules, to gain his cooperation. Authority techniques result in “internal” control or willing obedience and eventual “self-government”

Although “Power” as a discipline technique has its limitations a concession to its legitimate use occurs during the early childhood years, when children do not have the maturity of character to protect themselves from danger. During this time the “power” technique is the necessary method to control as it can ensure the safety of the child until such time as the child can gain sufficient personal ability to protect himself from the obvious dangers of life. Due to their

immaturity, infants and little children must be controlled until the “direct discipline” process has a chance to shape their self-will into an “amenable-will” so that they will be able to cooperate with their authority figures. Understandably, during these early and innocent years of childhood, the “power” technique will only produce in the child the ability to successfully function within a setting of strong external controls.

An example of House Rules which can be posted to establish authority.

1. Follow direction of those who are in charge.
2. Speak to each other in “kind” voices. No foul language.
3. Do our household chores and take care of our own “messes”
4. Keep our hands to ourselves, even when we are angry. No kicking, hitting or biting.

#### LEARNING MORE ABOUT DISCIPLINE

The NEED for discipline - a child is naturally self-willed and impulsive and wants to do his own thing

The PURPOSE of discipline – To train the child in the self-control for a harmonious relationship with family and friends

The GOAL of discipline – To restore a severed/broken relationship between Child and the Parent

The METHODS of discipline – Options, alternatives and types of discipline are the least important part of the discipline process

The PREPARATION for discipline: Consider the following questions to prepare yourself to become an effective disciplinarian.

- Is the child you biological offspring?
- Are you sufficiently mature and of a stable character to control yourself during the discipline process?
- Do you understand the goal of discipline?
- Is the child old enough and mature enough to understand why he needs discipline?
- Have you established a loving relationship with the child and is he attached to you?
- Does the child respect you?
- Does the child feel emotionally stressed due to the incident that requires the discipline?

- Does the child want to be emotionally re-united with you?
  - Have you won the child's will?
  - Is the child's behavior a result of fear or self-will?
  - Is the child's behavior caused by unmet needs?
  - Have you checked yourself to determine if the incident which brought about the need for discipline was in some part caused by you? Was it an accident?
  - Are you sufficiently aware of the importance of Preventative Discipline?
  - Do you know the difference between a love problem and a discipline problem?
  - Do you understand the difference between being aggressive and being assertive?
  - Is discipline necessary? Can the event be best handled by mercy and forgiveness?
- Are you familiar with the strengths and the weakness of the following types of discipline techniques.

#### METHODS OF DISCIPLINE USED TO BRING ABOUT COMPLIANCE

##### Direct methods of discipline

- Parental disapproval-first line of correction
- Loss of privilege-remove the item from the child for a time
- Groundation- have the child away from the activity for a time
- Restitution- have the child pay for the broken item
- Restoration- have the child fix the broken item
- Redirection- give the child an appropriate and alternate behavior
- Time-out for the child- give the child a chance to rest and gain composure
- Time-out for the parent-take time to regain composure
- Time-out for the toy-another way to make your point
- Holding-when the child refuses to do his time-out, sit with him – Repetition have the child repeat the right way to act
- Corporal Punishment Be sure you consult with a counselor to gain a complete knowledge of what you are doing. Corporal punishment is very controversial in our society. Although it is legal according to the law it is often misapplied and misunderstood. Some people in authority believe in it and others do not. So, if you are challenged on how you have applied a "spanking" to your child, be sure you know what you are doing and can justify your behavior. Corporal punishment is not hitting the child with your hands, shaking them, screaming and yelling at them or ridiculing them. This is considered child abuse and shows the parent to be ignorant and lacking in self control. Further, misapplied spankings could result in injury to

the child and cause legal problems. For those who decide to use "spanking" some authorities' recommendation using a flexible small switch applied on the back side of the body called the buttocks. Corporal punishment is a concept derived from the Bible. If you choose to use "spanking" as a method of discipline be sure you believe in the Bible and have Faith in your religion.

## PRO-ACTIVE DISCIPLINE TRAINING

Take time each day to train your child in how to obey and why obedience is necessary. Many parents who do discipline their children only do so when the child disobeys or causes some kind of trouble. Little or no training is given to the child in advance. Consequently, discipline seems to happen only in crisis and becomes a negative experience for both child and parent. We all understand that training is essential to performance and expected behaviors must be trained in advance. In the sports world coaches train their players for the performance they desire. The coach doesn't wait for the day of the contest to begin the training process. Should we do less to prepare our children to play in the game of life?

## CONFRONTING THE CHILD BEFORE THE DISCIPLINE EVENT

1. Explain the problem to the child and how to solve it.
2. Focus on what you want the child to do to fix the problem as opposed to what you don't want the child to do. Be positive instead of negative.
3. Consider role-playing with the child the solution to the problem.
4. Share with the child the consequences of the problem.
5. Consider what kind of discipline is appropriate to bring reconciliation between you and the child.

## POSITIVE METHODS OF DISCIPLINE

Be careful not to over use the word "no". We can let our and relationship become negative by failing to see and reward positive behaviors.

- Parental approval
- Rewards
- Special privileges
- Gifts
- Other, Humor

## WHAT IS YOUR PLAN FOR RECONCILIATION AFTER DISCIPLINE?

1. How long of a time interval between the SEE (Significant Emotional Event) and reconciliation do you believe is necessary?
2. Can reconciliation be brought about by mercy and forgiveness?

### A TRAINING VIDEO: Babies are People Too

Please analyze with me the two scenarios in which different discipline styles are implemented. In the first scenario, do you think the child was deliberately disobedient? What was the expectation of the mother toward her daughter? Was it realistic? In the second scenario please notice the proper sequence of the discipline model:

First: The Mother connected with the child by viewing the situation from the child's point of view. What was the child doing when the mother arrived? The child was playing.

Second: The mother did not boss or demand the child to obey immediately, but gave her choices and asked questions. The mother understood that the child was not yet mature enough to understand how to obey. The mother gained control over the child by asking a question. The mother did not expect the child to immediately obey as she understood that at the child was engrossed in her own world of play.

Third: The mother then modeled the behavior she wanted the child to do by taking a bottle and putting it away. Notice that the child was willing to follow her mother's lead.

### **3. TRAINING: YOU ARE YOUR CHILDS MOST IMPORTANT TEACHER**

- The Parent as Coach and Teacher Do you understand your system of values? Are you able to teach your values to your child?

The parent as a student

Who is your mentor?

What is your support system? Don't become isolated.

- Training

Know and teach your value system. Purchase a book about values and character training and read and explain the concepts to your child.

- "Teachableness"

Teaching the character trait of "Teachableness"

- Training the child in the Art of Learning

- Help the child developing a heart to achieve "something more in life" with dreams, visions, goals, desires.

- Socialization: gaining an understanding of self in relationship to others and learning how to interact successfully.

- The result of training is Self-confidence

- Positive interaction with others increases Self-esteem

- The desired result of self-esteem, "I'm okay, you're okay"

#### 4. CLOSE AND COMPLETE

A. A Parenting challenge: Creating the right environment (The Chair)

- Spiritual – Teach purpose in life and meaning of living.

Contact your church or religious institution for help

- Intellectual – Teach your child to understanding self and his environment. Keep in touch with your child's school teacher to assist in his intellectual development.

- Social – Helping your child grow in relationship with others, both peers and adults, within the community setting. (Gov)

- Personal- Guide your child in finding inner strength at home characterized by peace and love.

B. Celebrate your family with love and blessings.