

*Fred Jones*

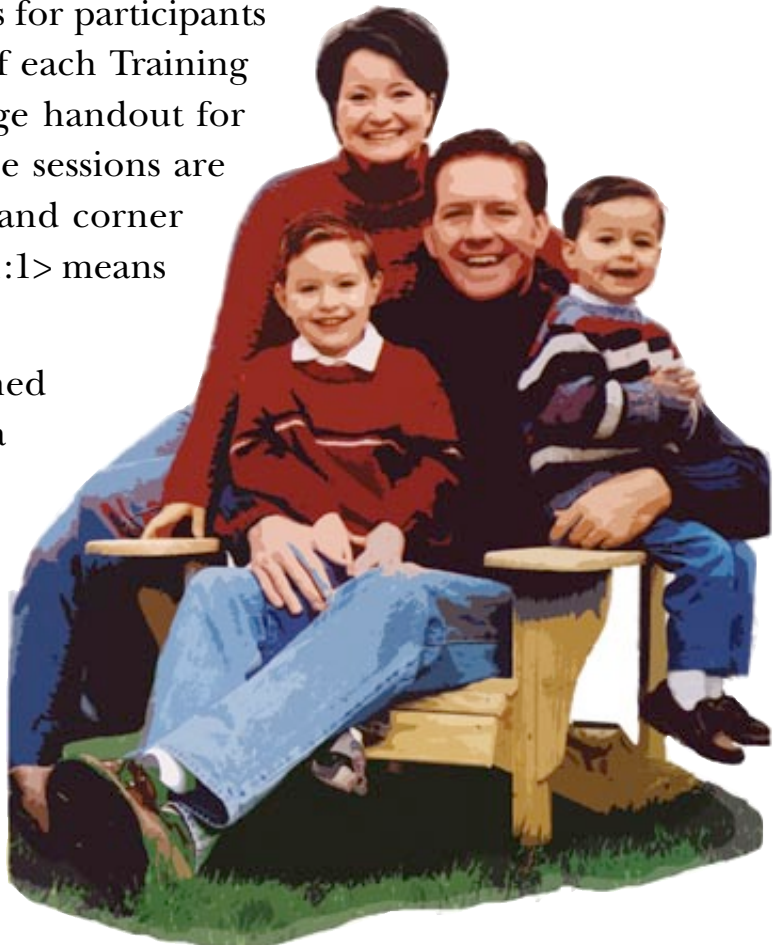
# **Tools *for* Teaching**

## **PARENT EDITION HANDBOOK**

### **Parent Handouts**

The following are handouts for participants to receive at the beginning of each Training Session. There is a single page handout for each session of each disc. The sessions are marked in the upper right hand corner of each handout (example: <1:1> means Disc 1, Session 1).

These handouts are designed to give participants both a broad overview of each session, and a set of prompts and reminders that they can use at home to practice their new skills. A more detailed outline of each session is in the facilitator's handbook also available from [www.fredjones.com](http://www.fredjones.com).



# *Fred Jones* Tools for Teaching

## Disc I: Meaning Business

### *Session 1: Calm is Strength, Upset is Weakness*

#### *Upset, Calm, and Power*

1. When we have a fight-flight reflex, we “go brainstem.”
  - It is a survival response. We *act* rather than *think*.
  - It takes adrenaline 27 minutes to clear our bloodstream.
2. Power is Control
  - Primitive Power is natural. We are born with it.
  - Social Power is learned. We must use our cortex.
3. Who is in control?
  - If you are *upset*, who is in control of your mind and body?
  - If you are *calm*, who is in control of your mind and body?
4. Stress Management and Self Preservation
  - Every time we let a crisis upset us, we pay.
  - Upset is exhausting! Upset can be addictive.
  - Stress must be managed *moment by moment* as you go about your day.

#### *Your Children Read You Like A Book*

1. If you are *calm*, your mood will have a calming effect.
2. If you are *upset*, your mood will have an upsetting effect.

#### *Practicing Calm*

1. Changing the fight-flight reflex is not easy.
2. The *first step* to practicing calm is the relaxing breath.

# *Fred Jones* Tools for Teaching

## Disc I: Meaning Business

### *Session 2: The Body Language of Meaning Business*

#### *The Body Language of “Calm is Strength”*

1. A relaxing breath is not enough.
2. Your body language sends messages that any kid can read.
  - A *tense* jaw shows upset, a *relaxed* jaw shows calm.
  - A *quick* turn shows upset, a *slow* turn shows calm.
  - A *partial* turn shows ambivalence, a *full* turn shows commitment.
3. The Umpire: Who is calm? Who is in control?
4. *You too* can own the situation by doing nothing!
5. Relaxation is *learned*.

#### *The Complete Exercise:*

You see some fooling around: The Moment of Truth

- Take a relaxing breath.
- Turn slowly: head, shoulders, waist, one foot
- Pick up your second foot and point it at the problem.
- Relaxing breath
- Relax your arms
- Check your jaw. “We are not amused.”

If your child starts with Smiley Face:

- Find your focal point.
- Fill your mind with calming thoughts.
- Say to yourself, “Boring.”
- Wait.

# *Fred Jones* Tools for Teaching

## Disc 1: Meaning Business

### *Session 3: Backtalk and Consistency*

#### ***Backtalk***

1. The **Cardinal Error** when dealing with backtalk is *backtalk*.

*It takes one fool to backtalk. It takes two fools to make a conversation out of it.*

2. Types of Backtalk: Denial, Blame, Wheedle

- While there are many types of backtalk, there is only one response.
- *Stay Calm*. Put your relaxation practice to work.

#### ***Meaning Business Helps Communication***

1. Criticizing, nagging, and yelling shut down communication.
2. Calm keeps the avenues of communication open.

#### ***Consistency***

1. Children *test* to find out what is *real* – “what is and what isn’t.”
2. Children *test* to learn about social reality. Children test *you*.
  - If a boundary is pushed and it *moves*, testing increases to find out how far it will move.
  - If a boundary is pushed and it *holds*, the child eventually quits testing because it is futile. The boundary is accepted as reality.

#### ***No Means No***

1. If you give in or “crack” just once, you teach a lesson:  
“If at first you don’t succeed...”
2. And, if you crack just once:  
“No” now means, “Try me. Today might be your lucky day.”

# *Fred Jones* Tools for Teaching

## Disc I: Meaning Business

### *Session 4: Rules and Consequences*

#### *Causes of Inconsistency:*

1. *Lack of a plan*

- Agreement on rules requires communication between parents.
- It is better to compromise and agree on rules than to let the kids play “divide and conquer.”

2. *Responding on the basis of emotion*

- If your response varies with your emotional state, boundaries will also vary.
- Kids must test to find out what they can get away with *this* time.

*Never make a rule that you are not willing to enforce every time.*

#### *Consequences Teach Important Lessons*

1. Time Out says, “no” with clarity and without upset.
2. Time Out produces minimum resentment and maximum ownership of the problem behavior.
3. Rule of Time Out: “**First you pay, then we talk.**”
  - Their talk on the way to Time Out is usually an attempt to avoid consequences. (excuse making, blaming).
  - Talk on your part reinforces the wheedling. (If they have earned Time Out, there is nothing to discuss.)
  - The Time Out begins once the child is quiet. It restarts every time the child opens his/her mouth again.
  - Values clarification comes *after* the time out. Keep it short.

# *Fred Jones Tools for Teaching*

## Disc 2: Teaching Responsibility

### *Session 1: "I Was Not Put On This Earth To Be Your Servant."*

#### *Rules To Live By:*

1. "No means no."
2. "I say what I mean, and I mean what I say."
3. "We are going to keep doing this until we get it right."

#### *Children Like To Be Waited On Hand And Foot*

1. Babies are helpless and toddlers still want you to take care of them.
2. At some point parents must wean children from their infantile *helplessness* and *dependency* and teach them to be *responsible*.
3. Without weaning, infantile behavior can last a lifetime. It can have a negative impact on everything you do from marriage to employment.

#### *How Children Resist Doing Chores*

1. **Resistance:** They whine, complain, and do sloppy work.
2. **Pseudo-Compliance:** They do as little as possible.
  - Trying to cut deals by doing as little as possible is a *test of wills* between you and your child. It answers the question, "Do I *really* have to?"
  - Less than full compliance means, "I didn't really have to," and the *testing* continues to see what kind of deal can be cut today.
3. **The Parent Trap** – "It's just easier to do it myself!"

#### *Learned Helplessness*

1. If the child can get out of work by playing helpless, they will eventually learn to play helpless whenever they are asked to do a job.
2. When children learn to be helpless at home, they bring *learned helplessness* to school.

# *Fred Jones* Tools for Teaching

## Disc 2: Teaching Responsibility

### *Session 2: Teaching Your Children To Do It Right*

#### *Say, See, Do Teaching*

1. You have always known the fundamentals of teaching.
  - We learn by *doing*
  - All learning takes place *one step at a time*
  - We must *practice, practice, practice*.
2. Teaching “one step at a time” – each step has *three* pieces:
  - **Say:** Explain what they are to do.
  - **See:** Show them how to do it.
  - **Do:** Have them do it right away.

#### *Praise, Prompt, and Leave: How to Give Corrective Feedback*

1. Let them know what they have done right so far. (Skip this step if they haven’t done anything right.)
2. Give a *simple* prompt. (The next thing to do is...)
3. Be clear, be brief and be gone! (Don’t do it for them!)

#### *Visual Instructional Plans (VIPs)*

1. A VIP is a cure for helplessness and wallowing (“Yeah, but...”)
2. A VIP is a set of plans for doing a job
  - one step at a time
  - a picture for every step
3. The Rule of Chores:

*Never do for children what they are thoroughly capable of doing for themselves.*

# *Fred Jones Tools for Teaching*

## **Disc 2: Teaching Responsibility**

### *Session 3: “Why Should I?” Building Motivation*

#### *Effective Parents Have Always Used Incentives*

1. Incentives answer the question, “Why should I?”
2. Everything you do is an incentive.
3. *Informal Incentives:* Love – the basic incentive in family life
  - All of the love we give our children is “money in the bank.”
  - When we ask our children for cooperation *and get it*, we have just received a small dividend from that account.
  - Children being children, we will never get all of the cooperation from them that we want.
4. *Formal Incentives:* We set up “incentive systems” when we need more cooperation than we are getting.

*Grandma’s Rule: “You have to finish your dinner before you get dessert.”*

#### *Proactive vs. Reactive Parenting*

1. *Proactive* management: Planning ahead produces success.
2. *Reactive* management: Little planning produces nag, threaten, punish.

#### *Daily Routines: Increasing Quality Time While Reducing Stress*

1. Basic Rule of Incentives: “No Joy, No Work!”
2. Planning your daily routines gives you opportunities for quality time.
3. *Push Motivation (Do it or else!)*: It produces resistance, resentment, and negative time.
4. *Pull Motivation:* It provides a good reason to *choose* to do the task, while building in an opportunity for quality time with your children.



# *Fred Jones Tools for Teaching*

## Disc 3: Building Values

### *Session 1: Teaching Right from Wrong*

#### *Learning to Tell the Truth: A Prototype for Teaching Values*

1. Lying: All young children will attempt to lie. Young children think that they can get rid of a problem by simply acting “as if” it didn’t happen.
  - Deal with it early (before they are clever enough to lie well).
  - If adults fail to confront lies, they validate them as an easy, painless way of getting out of a jam, and lying easily becomes a habit.
2. Our fight-flight response makes us think we need to punish.
3. Punishment motivates the child to keep you from knowing they are lying.
4. Teach pride in truth telling: Give love and approval for telling the truth.

#### *What Do You Do When They Do Something Wrong?*

1. Part of the parent role is to show the child how to *make it right*.
  - A *calm* heart-to-heart talk helps children *own* their mistakes.
  - *Upset* on the part of parents increases the tendency of children to defend themselves or to beat up on themselves.
2. **Punishment as a consequence** for misbehavior can play a constructive role. examples: Time Out, doing additional chores
3. **Punishment that is adversarial** (yelling, accusing, blaming, slapping and hitting) adds resentment to remorse, and it reinforces the child’s natural tendency to deny, blame, or beat up on themselves.

#### *Teaching Social Skills*

1. Parents can show a child how to *make it right* with their friends.
2. Take the time to make a plan of action and practice it with them. (Example: How to say I’m sorry to a friend.)

# *Fred Jones* Tools for Teaching

## Disc 3: Building Values

### *Session 2: Building Relationships*

#### *Love Is The Tie That Binds*

1. When children *admire* a parent:
  - They develop *trust* in that parent and use their life and values as a model.
  - Doing right comes from a desire to make parents proud.
  - Hearing “our parent’s voice” often serves as our conscience.
2. When children *resent* a parent:
  - They develop a deep *distrust* of that parent.
  - They turn their backs on that parent’s values and wishes, and the parent’s words tend to fall on deaf ears.
  - Without the “parent’s voice” to serve as a moral compass, the child has no good defense against a peer who says, “Aw, why not? You chicken?”

#### *Putting Emotional “Money in the Bank”*

1. Our first job as parents is to love, hold, cuddle, snuggle, and play.
2. Put *as much* love and good time in the bank *as fast* as you can. The time will come only too soon when you will have to draw on your account.
3. **The lucky child:** plenty of “money in the bank.”
  - Why should I? They trust in you as a provider of good things.
  - This trust is based on two solid years of experience.
4. **The unlucky child:** not much “money in the bank.”
  - Why should I? Experience says they will get very little.
  - Where does that leave the parent? (“I said, put that down!!”)
5. Relationships polarize at an early age.
  - If you get cooperation, love grows.
  - If you don’t get cooperation, it is nag, threaten, and punish.

# *Fred Jones Tools for Teaching*

## Disc 3: Building Values

### *Session 3: Protecting Relationships*

#### *Relationships Are Like a Bank Account*

1. Positive time *adds* (credit), while negative time *subtracts* (debit). Your balance is the *sum* of the two.
2. Effective management helps relationships in two ways:
  - *Building relationships* by increasing quality time.
  - *Protecting relationships* by decreasing negative time.

#### *Avoiding the Punishment Trap*

1. Calm protects relationships (Disc One: Calm is Strength)
2. Loving parents have always been able to say “no” and set limits without destroying relationship.
3. “Meaning Business” describes the finesse that allows parents to say “no” firmly and calmly while dealing constructively with backtalk.

#### *Avoiding the Nagging Trap*

1. **Pull** motivation uses *positive* means to build cooperation (Disc Two)
  - Pull gives the child a good reason to *choose* to do what you want.
  - This type of management is constructive and builds relationships.
2. **Push** motivation uses negative means to produce coercion
  - Push *forces* the child to do the task with nag, threaten and punish.
  - This ineffective management is destructive and builds resentment.

#### *Avoiding Defensiveness*

1. It is natural to focus on the error, but people get defensive.
2. A simple prompt focuses on *what to do* instead of *what not to do*.  
(Disc Two)