

11-6-14 Praise & Encouragement

This lesson will discourage people because of the habits you are in. Hopefully you will see things differently at the end of the class. We act out of habit. I don't want you going home depressed or discouraged.

[Mosiah 4:30](#) But this much I can tell you, that if ye do not watch yourselves, and your thoughts, and your words, and your deeds, and observe the commandments of God, and continue in the faith of what ye have heard concerning the coming of our Lord, even unto the end of your lives, ye must perish. And now, O man, remember, and perish not.

HOMEWORK:

- Watch yourselves....this is the week to discover who you are and what you do. Then you can decide how to change it. What do I do?

What is our goal as a parent---

- that our children will return to Heavenly Father. (long term)
- We want to create a happy home.
- Convert them from the inside out.
- Responsible adults.
- Teach them to be resilient. To have the goal but understand they are going to have mistakes. When they fail they are not a failure.

How do you think Heavenly Father feels about you today as you sit here right now? If you died in a car accident on the way home from class today would you go to the Celestial Kingdom. I think most of you here feel like you are doing pretty good. I would be shocked if anyone stood up and said, "I'm going there!" That's not exactly how we feel about ourselves. I have a lot of repenting and changing to do. That's what I want to happen.

Sometimes the reason you feel that way.... "How would you feel if Heavenly Father came down and said...you did good, you are great Mom, you are a great spouse." How would you feel every time if an angel came down and told you that? You would feel validated. It is instant gratification. We want to be instantly acknowledged we did something good.

What happens if you give a great primary lesson? I teach primary to the 11 year old girls. They don't come up afterwards and tell me what a great lesson that was. They just want to leave. I have the choice to say, "I guess that lesson bombed." Or to say "I

did a good job with that.” How many of us can make ourselves feel good about what we did? We self-criticize.

You send your child to clean their room and they really didn’t want to do it. Mother comes in to see you. What is the first thing she says.... “You forgot to do that.” “What is poking out from under the bed?” “There are still dirty clothes laying around.” In our desire to teach them how to clean the room right we referee and throw the flag. Over time they start feeling like no matter how hard I try I can never get anything right. Then when they do something really good, we say, “You are such a good boy for getting that room clean.” “You are so wonderful for getting straight A’s”.

We connect personal value with accomplishment. “You are good if....” I’m only good if you tell me I am. This causes discouragement. It causes dependence on your praise. I’m only good if you tell me I did good. Then I’m good. Can you go around with them all your life telling them they are wonderful?

You were raised with praise and with guilt. “How many times have I told you to clean that room and you still can’t get it right?” “How come you never get that right?” Do you feel the guilt. It’s heavy.

Between giving them praise for good behavior and giving them guilt when they do something wrong they have a hard time feeling good enough. How many of you only feel validated when someone says to you “Man, you did great on that!” We become dependent on someone telling us we are worthwhile. Do you see when we become dependent on that?

When you validate one child the other one feels like a failure. The loser wants to prove that they are good enough and the winner wants to keep the other one the loser. We create an atmosphere where tattling and competing are always there. They don’t feel loved unless they are the best. Most of you were raised with that. Don’t blame your parents. They did the best they could do. It is your responsibility to fix yourself now. I was raised with a very critical parent. You can do it. I had to fix myself.

Ensign May 2011 [“What Manner of Men and Women Ought Ye To Be?”](#) Lynn Robbins....

“Never let failure progress from an action to an identity.”

When we handle our children’s failures do we handle it in a way that they feel like a failure? Or do they realize they have a chance to do it again. We are talking about the event and not the person.

All of us have an emotional bank account. That is whether your emotions are high or low. It's just like a monetary bank account. We make deposits and withdrawals. You can see that. The kicker is...in a monetary bank account if you put a dollar in you take a dollar out. In an emotional bank account if you put a positive in you put in 1, but a negative takes out 10. You have to give 10 positives for any 1 negative. You have to give 10x more positives than the negatives.

That's what I want you to look at. How often do you give positives?

If I were to say to Andrea "You are the best computer person." Did you see what she did? She rolled her eyes and said, "There are so many more people better than I am with the computer."

What I am saying from my point of view can be absolutely true! It is my truth. Did it go to her heart? That positive discourages. They start this self-criticism. Even though I felt like I gave a positive it doesn't count unless it goes in.

What if I said, "Andrea, I really appreciate you typing your notes and putting them on the blog. They help so many people." Did you see what she did? She teared up and said, "Thanks." That can get inside.

HOMEWORK:

- Increase 3 positives to 1 negative.

It's important to say it so it gets in. What is the difference? The meaning from what I'm saying can be the same thing. What counts is how I say it. Just because you think you are validating doesn't mean it's getting in.

[How Not to Talk to Your Kids](#) [The inverse power of praise.](#)

According to a survey conducted by Columbia University, 85 percent of American parents think it's important to tell their kids that they're smart. In and around the New York area, according to my own (admittedly nonscientific) poll, the number is more like 100 percent. *Everyone* does it, habitually. The constant praise is meant to be an angel on the shoulder, ensuring that children do not sell their talents short.

But a growing body of research—and a new study from the trenches of the New York public-school system—strongly suggests it might be the other way around. Giving kids the label of “smart” does not prevent them from underperforming. It might actually be causing it.

For the past ten years, psychologist Carol Dweck and her team at Columbia (she’s now at Stanford) studied the effect of praise on students in a dozen New York schools. Her seminal work—a series of experiments on 400 fifth-graders—paints the picture most clearly.

Dweck sent four female research assistants into New York fifth-grade classrooms. The researchers would take a single child out of the classroom for a nonverbal IQ test consisting of a series of puzzles—puzzles easy enough that all the children would do fairly well. Once the child finished the test, the researchers told each student his score, then gave him a single line of praise. Randomly divided into groups, some were praised for their *intelligence*. They were told, “You must be smart at this.” Other students were praised for their *effort*: “You must have worked really hard.”

Why just a single line of praise? “We wanted to see how sensitive children were,” Dweck explained. “We had a hunch that one line might be enough to see an effect.”

Then the students were given a choice of test for the second round. One choice was a test that would be more difficult than the first, but the researchers told the kids that they’d learn a lot from attempting the puzzles. The other choice, Dweck’s team explained, was an easy test, just like the first. Of those praised for their effort, 90 percent chose the *harder* set of puzzles. Of those praised for their intelligence, a majority chose the *easy* test. The “smart” kids took the cop-out.

Why did this happen? “When we praise children for their intelligence,” Dweck wrote in her study summary, “we tell them that this is the name of the game: Look smart, don’t risk making mistakes.” And that’s what the fifth-graders had done: They’d chosen to look smart and avoid the risk of being embarrassed.

In a subsequent round, none of the fifth-graders had a choice. The test was difficult, designed for kids two years ahead of their grade level. Predictably, everyone failed. But again, the two groups of children, divided at random at the study’s start, responded differently. Those praised for their effort on the first test assumed they simply hadn’t focused hard enough on this test. “They got very involved, willing to try every solution to the puzzles,” Dweck recalled. “Many of them remarked, unprovoked, ‘This is my favorite test.’ ” Not so for those praised for their smarts. They

assumed their failure was evidence that they weren't really smart at all. "Just watching them, you could see the strain. They were sweating and miserable."

Having artificially induced a round of failure, Dweck's researchers then gave all the fifth-graders a final round of tests that were engineered to be as easy as the first round. Those who had been praised for their effort significantly improved on their first score—by about 30 percent. Those who'd been told they were smart did worse than they had at the very beginning—by about 20 percent.

Dweck had suspected that praise could backfire, but even she was surprised by the magnitude of the effect. "Emphasizing effort gives a child a variable that they can control," she explains. "They come to see themselves as in control of their success. Emphasizing natural intelligence takes it out of the child's control, and it provides no good recipe for responding to a failure."

In follow-up interviews, Dweck discovered that those who think that innate intelligence is the key to success begin to discount the importance of effort. *I am smart*, the kids' reasoning goes; *I don't need to put out effort*. Expending effort becomes stigmatized—it's public proof that you can't cut it on your natural gifts.

Repeating her experiments, Dweck found this effect of praise on performance held true for students of every socioeconomic class. It hit both boys and girls—the very brightest girls especially (they collapsed the most following failure). Even preschoolers weren't immune to the inverse power of praise.

One was on product and one was on effort.

Praise = positive statement with negative effect

Encouragement = positive statement with positive effect

Your children will do things for praise. To give them a positive it is motivating for children. It is an external reward.

Praise:

- External
- Superlatives (best, fastest, most)

- Coupled with value...."You are the best helper". "You are the most wonderful little speller" "You are the smartest." It is taking the person and saying your value is dependent on this product.
 - You are the prettiest girl in class.
 - You are a good girl for cleaning your room. (you=clean room)
- Temporary effect—you become addicted to it.
- Over-praised children....are concerned with their image maintenance. They are always worried about how they look. We are worried about the self image. Children who are over-praised are prone to tear down and criticize other people. They work on tearing them down.
- It's like pouring it into a bucket with a hole in the bottom.
- Children praised can't stand to see others praised.
 - If you are smart then I am smarter.
- Praise creates competition.

Encouragement:

- Focused on your effort.

Praise can only be given if you are wonderful and succeed. Encouragement can be given if you fail.

I am simply saying what I appreciate. The other person is of value and is contributing (it's coming from the inside out).

- Never use superlatives
- Accepts the child as he is and focuses on how hard they are trying.
 - Can a child come home with a "D" on a report card be encouraged? Yes. Praised? No.
 - If you know they have been working on their spelling each week. I know you put a lot of effort in, what can we do different?
 - What if they aren't trying as hard as they could be? (pg 59) Problem ownership...give them the problem. Have you already been through 2nd grade. Whose problem is it? We take it's on ourselves because it makes us look bad. Who is it about...them or me? How can I help you do better? If they make the plan will they do it?

Class member: When you say, "I know you can do this." Is that praise or encouragement?

"I have a great deal of faith this is something you can handle, what can we do about it."

Don't say, "I know you can do better"....that is praise.

We underestimate the role of a Dad. What am I supposed to do because he won't do that? I can't make him? You don't go home and tell him. You don't parent them. You aren't their mother. You share with them ideas and allow them to have a choice. You can go home and say can we read this article together? It's for my class.

Dad's often feel like Mother's are the most important influence on children. Mother's often feel like why am I doing this alone. Mother's whether it's mental or

James E Faust "[Father Come Home](#)" Ensign May 1993

Mothers seem to take a dominant role in preparing children to live within their families (present and future). Fathers seem best equipped to prepare children to function in the environment outside the family.

One authority states: "Studies show that fathers have a special role to play in building a child's self-respect. They are important, too, in ways we really don't understand, in developing internal limits and controls in children." He continues, "Research also shows that fathers are critical in establishment of gender in children. Interestingly, fatherly involvement produces stronger sexual identity and character in both boys and girls. It is well established that the masculinity of sons and the femininity of daughters are each greater when fathers are active in family life." (Karl Zinsmeister, "Do Children Need Fathers?" *Crisis*, Oct. 1992.)

There is such a critical role father's play with children. We can have Dad's in the home that are there, but not there. They come home from work and they may be gamers or on the computer or work-a-holics. They are just not there when they are there. This means they are involved in children's lives.

James E Faust "[Happiness is Having a Father Who Cares](#)" 1973

"Let every mother understand that if she does anything to diminish her children's father or the father's image in the eyes of the children, it may injure and do irreparable damage to the self-esteem and personal security of the children themselves. How infinitely more productive and satisfying it is for a woman to build up her husband rather than tear him down. You women are so superior to men in so many ways that you demean yourselves by posturing or belittling masculinity and manhood."

You must be very careful how you present this. The role of the Dad is imperative. He needs to be involved in the roles of the children. Dads need to give children encouragement. About Jr High level mother has lost her main impact. They need the involvement of a Dad. They need Dad to come to the games. They need Dad to let

them know they are valuable. They need Dad to be involved in their lives. There are kind ways you can encourage that. "Can you go out and throw the ball for 5 minutes with Johnny?" "Could you help him with his spelling while I get ready to bed?" I don't think men get angry at those kind of things. You women are stubborn emotional things. Most men will be accommodating. You have to ask in kindness. Don't say, "Can't you see that child is crying would you go read to them?" You have to help them learn to validate the children. You might need to say, "Adam has had a horrible day today? Could you take him out for an ice cream while I put the kids for bed?" You can in love solicit help if you aren't already on the defensive.

You validate by spending one on one time with each child. There is bonding that comes one on one. If we treat our children as "the crew" and we herd them like a bunch of sheep. They feel like they are part of the flock and don't feel important. It's important that they have one on one time. Hopefully some of them will decide to do that. Others might not read it with you. Others may decide not to. Most decide they won't because they are afraid of failure. You don't want to start something because they are afraid to fail or it won't be perfect. It's important even if they choose not to do it don't criticize them. Find ways for them to be individually with children. Then validate them. "Did you see how excited Adam was when you took him out for ice cream?" "Adam has been such a good boy this week. I think it's because you took him out for ice cream."

[Can I Borrow \\$25?](#)

A man came home from work late, tired and irritated, to find his 5-year old son waiting for him at the door.

"Daddy, may I ask you a question?"

"Yeah sure, what is it?" replied the man

"Daddy, how much do you make an hour?"

"That's none of your business. Why do you ask such a thing?" the man asked angrily.

"I just want to know. Please tell me...how much do you make an hour?"

"If you must know, I make \$50 an hour."

"Oh," the little boy replied, with his head down.

"Daddy, may I please borrow \$25?"

The father was furious. "If the only reason you asked that is so you can borrow some money to buy a silly toy or some other nonsense, then you march yourself straight to your room and go to bed. I don't work hard everyday to put up with such selfishness."

The little boy quietly went to his room and closed the door.

The man sat down and started to get even angrier about the little boy's questions. "How dare he ask such questions only to get some money", he thought to himself.

After about an hour or so, the man had calmed down, and started to think:

"Maybe there was something he really needed to buy with that \$25.00 and he really doesn't ask for money very often". The man went to the door of the little boy's room and opened the door.

"Are you asleep, son?" He asked.

"No daddy, I'm awake", replied the boy.

"I've been thinking, maybe I was too hard on you earlier" said the man.

"It's been a long day and I took out my aggravation on you. Here's the \$25 you asked for."

The little boy sat straight up, smiling. "Oh, thank you daddy!" he yelled. Then, reaching under his pillow he pulled out some crumpled up bills.

The man saw that the boy already had money, started to get angry again.

The little boy slowly counted out his money, and then looked up at his father.

"Why do you want more money if you already have some?" the father grumbled.

"Because I didn't have enough, but now I do," the little boy replied.

"Daddy, I have \$50 now...can I buy an hour of your time? Please come home early tomorrow. I would like to have dinner with you."

The father was devastated. As he eyes welled up with tears, he put his arms around his little son, and he begged for his forgiveness and scheduled dinner for the next evening.

-Author Unknown

HOMEWORK:

- Read with your spouse Ensign 1977 December “[Getting Somewhere With Fathers Interviews](#)” by Ronald L. Zirker

You reprove then show forth more love...the contention cycle...and it wasn't working. So he started thinking about taking the sacrament. He thought about FHE...consistently every week. He thought that maybe what he needed was to be consistent about talking to his children on an individual basis. Fast Sunday they chose to fast from evening to evening...that would be a good time to work it. He had 6 children. They wondered what they had done wrong. He said to the child (13 yrs) How are you doing? How are things going? Good. Any problems? Can't think of any? Can I help you with anything? No. He felt deflated. When you start it...that's what you are going to have. They don't trust you and they don't feel safe.

The next month he would open and close with prayer. He said, we are going to open with prayer. They said Why? We just need to do it. The younger ones prayed that those that didn't come this time would come next time. The spirit was there and this time they opened up a little more hesitantly. I bit back all accusations, advice, counsel. We focused on what they wanted to talk about.

3rd month...I had proof they began to believe I was serious. I had the shock of my life. I heard unsparing criticism of me as a father. Everything they wanted to say. I bit my lip and listened some more. We prayed and I called the next one in. Eyes were soft. I smiled. Their hugs were more tender that night. They needed to be assured.

4th month...Having release their feelings towards me they started in on the rest of the family. Their comment were selfish. WE asked the Lord to help us discover our problems and help us find a solution. Again I listened. Around the table that evening were fearful faces. I smiled I kissed each of them warmly.

Mom went to Personal Progress meeting.

These interviews became goal setting. How can I help you? Some personal goals. One of the children wanted to swim a mile. It turned into a family project. The family is doing it. Each child felt the help and support of Mom and Dad. The competition is with the goal. The contention virtually disappeared in their home. It focused them on being successful to help their children be successful.

Do they know how to do the job? Have you listed what the requirements are for a clean room? I put a list on the wall. This is what it means to clean this room? If you have taught them and they are capable. The first thing you say is “I love they way you made

your bed. I like the way you put that teddy bear up there” Do you see anything else you did well or might need to be improved? They know what isn’t done. Then you can say, “They might look better inside the closet?” No “You can leave them out.” Is that the issue. That day it’s not the issue. In a couple of days you can put the shoes in the closet and line them up in there. Always look for the positive first. Comment on it and then allow them the right to see when they improve.

When you don’t know if it’s praise or encouragement...if they weren’t lifted you can determine that is was praise. Ask yourself, “What is it that I liked specifically?” Then comment on that.

Example: You did such a great job. Ask yourself...What is it I like about the clean room and then comment on that specifically? I like your bed, you were quick, you picked up your clothes, this took a lot of effort”

Example: You are such a good boy. “What did you like about that?...you helped with the groceries.” Every child can bring in the groceries.

It comes across as “You are good to me because you did this.” I’m proud.

Children say, “Mom’s mad and I did something wrong.” It’s not true.

5 Keys to help our kids develop resilience and courage....

1. *Learn the language of encouragement.*
2. *Learn your child’s love language*
 - a. Each child feels loved a different way...given a present, give them time, if you cuddle with them.
 - b. Learn their love language. If they don’t feel loved it doesn’t matter.
 - c. If your love language is touch and theirs isn’t and you focus on the other one the one whose language is touch.
3. *Have individual talk time with children*
4. *Help them learn “Problem Ownership”*
5. *Creative thinking*
 - a. Ask them questions like, “What would it be like to be a bird?”

Class member: My kids treat me like I’m a slave.

You are being mean when you constantly serve them.

Class member: When my kids want me to always get something for them I say, "I would love to do that just as soon as I finish this." Quietly they will just go do that because they don't want to wait.

You have trained your children to be that way. You have to untrain them.

You are not a good Mom if you do everything for your children. We are trying to teach them to be independent and responsible.

HOMEWORK:

- Finish reading about the keys in the syllabus.
- Look at your children individually and stop looking at them as the flock. Think about their strengths and how you can help the.
- Read this article with your spouse. PPI's will be effective after several months.

Class member: I grew up in Rexburg and ran around with Elder Bednar's son. He had personal interviews with each of his sons each month. What are some of the things his dad talks about? He would ask him boldly and lovingly things my parents would never even speak about because of embarrassment. I was recently reading something that said "Why do our children or us tell the bishop things but not our parents is because the bishop asks the questions." We need to build that foundation. It was a huge blessing his life. I need to implement that in my own family.

I Wish My Daddy Was a Dog

by Elrod C. Leany

One day when Bruce was just a lad, first starting out in school,
He came into my workshop and climbed upon a stool.
I saw him as he entered but I hadn't time to play.
So I merely nodded to him and said, "Don't get in the way."

He sat awhile just thinking.... As quiet as could be,
Then carefully he got down and came and stood by me.
He said, "Old Shep, he never works and he has lots of fun.
He runs around the meadows and barks up at the

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He said, "Old Shep, he never works and he has lots of fun.
He runs around the meadows and barks up at the sun.

"He chases after rabbits and always scares the cats
He likes to chew on old shoes and sometimes mother's hats.
But when we're tired of running and we're sitting on a log,
I sometimes get to thinking. . . 'I wish my daddy was a dog.'

" 'Cause then when I came home from school you'd run and lick my hand
And then we'd jump and holler and tumble in the sand
And then I'd be as happy as a little boy could be
If we could play the whole day through--just my dad and me.

"Now I know you have to work real hard to buy us food and clothes.
And you need to get the girls those fancy ribbons and bows.
But sometimes when I'm lonesome I think t'would be lots of fun,
If my daddy was a dog, and all his work was done."

Now when he'd finished speaking, he looked so lonely there,
I reached my hand out to him and ruffled up his hair.
And as I turned my head aside to brush away a tear,
I thought how nice it was to have my son so near.

I know the Lord didn't mean for man to toil his whole life through,
"Come on, my son I'm sure I have some time for you."
You should have seen the joy and sunlight in his eye,
As we went outside to play - just my son and I.

Now, as the years have swiftly flown and youth has slipped away,
I've tried always to remember to leave some time to play.

When I pause to reminisce and think of joys and strife,
I carefully turn the pages of this wanderer's book of life.
I find the richest entry recorded in that daily log,
Is the day that small boy whispered, "I wish my daddy was a dog."