

Review....

14. Apologies

I'm sorry for....

That was wrong because....

In the future I will...

Will you forgive me?

13. Role Playing

Have you taught them to share or told them just to 'not fight'. Does a 3 year old know what it means to share? They don't visualize that until they are taught. They remain self oriented until you teach them otherwise. They don't know what it looks like. Role playing says I'm going to teach you what this looks like now. You have to act it out. They don't have a picture of what 'share' means.

Resilient children can bounce back from trials and set backs. It comes from self esteem that comes from within. It comes from being in these experiences and learning how to resolve them in the correct way. Role playing is the beginning tool to teach them how to problem solve. Role playing walks them through that.

12. Questions

It's learning to ask questions that allows them to share the answers that they already know. They come up with the answers themselves. Lecturing is the opposite. When the children are invested they learn and feel self motivated because they aren't on the defensive.

When they are teenagers the thing you need to know is when you ask a question it doesn't have to be resolved immediately. Think about that...come up with some ideas and we will talk about it tomorrow night. They can figure out the answers. You have to set a time when you are going to come back and address it. 'Later' can not be used. You must define a time to come back and address the issue and do that. Is it ok if they don't have an answer when they come back? Yes if they have really been thinking about it.

11. Distraction

Little people...distract with a different toy. When kids push buttons on the stove or TV distract them.

Class members: Is it ok to use distraction when they are just in their cleaning?

Class member: I like what you said about redirecting the energy than to stop it.

10. Time Out

It's a time for them to cool down enough to be able to learn or talk about what has happened. You can't teach them when they are angry. Do you need time out? YES!

Class member: I found having them take a shower or a bath is a good way to start over.

Class member: We differentiate and call it 'chill time'.

You can use whatever label you need.

Class member: We made a time out corner in my twins room with my 4 year olds. They have stuffed animals and books. I used that to my son. Yesterday it was 20 minutes and he was up there sitting in his chair and he was reading. He is calm again. He is rational. Just giving them their space.

NAPS: Can you force someone to sleep? NO! Be careful when you choose your battles. Can you force them to go to sleep? You need to have quiet time. We all have quiet time. You can't come out of your room. You don't talk to me. You just re-evaluate and you may find that they don't need to sleep every day, but a couple of days a week they may need them.

Class member: This is one thing I have done right. I started this when my little boy is 2. Quiet time we look forward to. My 3 year old would refuse to go to sleep.

9. Logical Consequence:

Class member: Make sure the consequence is related.

Rules...must be related. You have to be in control. You can't be angry. You must be respectful of you and the child. It must be reasonable.

You need to have a curfew. They need to be in by midnight. We have midnight alarms that are set in my bedroom. If their alarm goes off at midnight and they aren't in there to turn it off they have to talk to me. Listen first!!! Listen with empathy!!! Then you decide. In this day there is no reason why at 10 minutes to 12 they can't call you and check in. Mom I had to take another person home because their car didn't start. I have a flat tire.

They need to take care of their “W’s”...who, what, where, when, why? They knew they had to discuss them with me when they present it. In my family...if you sent one of your friends to ask me the answer will ALWAYS be no. They would say....”I’ll go ask your mother.” My kids would say, “No!!!” They taught their friends to hassle me.

8. Natural Consequence:

You nag, beg, and rescue.

Example: You have a 12 year old Beehive that is to plan an activity. You have a basically responsible child not doing the job. You start nagging. Did you get all your stuff done. Tell me what you are going to do? Haven’t you thought about what you are going to do? You have a responsibility as a mother. Don’t be a HELICOPTER mother!!!

What does it look like to be a parent? How do I show empathy for behavior?

Class member: Most of the time it fixes themselves when they are embarrassed in front of everyone else. She is mortified. She will do it next time.

That is the picture of successful natural consequences! We want them to have these failure experiences. Resilient people make mistakes and get back up. They are not taught someone else is going to do it for them.

Example: I have started doing that more. I let my son forget his homework 2 days on a row. He wanted to go home. By the 3rd day he had his homework finished and in his backpack. He was going to have to miss 1st recess to stay in and do it. I felt like I loved him enough to feel like he could forget it.

Rules: 1. ALWAYS be on their side...before and after! Bite your tongue. When they are suffering the consequence you need to empathize with them. “That must have been hard to stay in from recess.” Allow them to learn. We learn from pain! We learn from trials! Heavenly Father loves us and He isn’t saying, “You shouldn’t have done that.”

Wrong: If your jobs aren’t done you don’t get to go to the movie this afternoon. If you rescue them what have they learned? It may break your heart. Stay home with them or get a babysitter.

Forget their lunch...go hungry.

Don’t be a HELICOPTER Mom!!!

7. Putting Them In the Same Boat

You are plugged into 'fair'. That is just not a word that should be in your vocabulary.

Example: 2 kids are fighting in the living room. The 'good child' is trying to get the other one in trouble. I want to solidify my position as the good guy. They are putting themselves into competition. They say...Mom would you fight my battle for them and beat them up. We do it! You are being rotten again go to your room. We validate...You are bad! You are good! You say...I was being fair. That may be true, but that is not the message you want to send to your children. We are all good.

Instead of taking sides is...if you both agreed to fight you are both guilty. You will both receive the same justice. They are both WRONG if they agreed to fight.

You say...I need both of you to go clean the patio window, one on one side and one on the other.

Example: She said boys you are going to your uncles house. You will stay out here and dig up dandelions with a spoon. They had forgot about fighting each other and they were fighting mom. They may not come into the house and you may not take them drinks. They get drinks out of the hose. You can't take them out treats. I will be back to check on their work. 2 hours later she came back to check they were still nasty. They were out there 3 ½ hours. They were teasing and laughing at the end.

No one is ever PROCLAIMED right or wrong! You do not engage in listening to the replay.

Class member: I had a couple of boys that I raised. To take myself out of the referee role I put them in a small room and they couldn't come out until they resolved it. When they came out they had to tell me what they resolved.

That is good, but let me give you a warning. Generically speaking you will have one powerful child and one not so powerful child. The powerful one will say...this is what will happen. The younger child will give in just to get out of the room. You may want to be a silent listener.

They want you to react. If you react they win. You have to be willing to face that or don't use it.

6. Non-verbal Communication

Example: You have a child who forgets to feed the dog. You say in a private time, "If you don't feed the dog before dinner I will turn your plate upside down on the table. You can come to the table and have prayer and then go feed the dog after prayer."

Example: No TV on weekdays. Instead of lecturing you put a sheet over it and draw a smiley face. Tape it on there. They come in and they see the smiley face. You don't have to say a word.

Example: President Erying..2008 "Robert D. Hales"

It can be discipline or it can be in the positives! Write a note and put in their lunch pails. Put a note on the bathroom mirror.

5. Make ups:

This goes with apologies. It's something you do to show the other person you really mean it. When you have them say "I'm sorry." When you say "I'm sorry" usually it's because guilt prompted you to do it. You don't always feel remorseful and humble and submissive. It's usually "I'm sorry that you are mad and that you got offended." Doesn't that sound sorry? A make up is when there is an offense you do something that says you mean it.

Example: You have farmed out the kids and you are going to have a special romantic evening. You are full of love and tenderness. You talked to him in the morning. Will you be home on time? At time for him to come home he doesn't come home. 10 minutes...not there. 30 minutes...not there. Somehow that loving feeling is coming down a little. 1 hour he isn't home. At 1 ½ hours he walks through the door, he says, "Sorry I'm late." You feel mad and frustrated. You say, "It's ok." He says, "I started walking out and my boss walked in and what can I say we had to go over this project. I got on the freeway and I was stuck. There was nothing I could do. I'm so sorry." You feel more like you couldn't help it. What if on the way home he stopped and brought home a single red rose and handed it to you. Then you would just melt. Someone did something that says they really were sorry. It makes it more meaningful.

We need to do make ups.

4. Family Meetings:

Family Councils. I don't recommend you hold them the same time as FHE. They are extremely important. There is purpose and use for them.

[Liahona 2015 "Counsel Together Oft: Family Councils for Couples:](#)

In the family---plan things, organize things, resolve things. We look at problems not people.

Example: I have a problem that jobs are not being done after school?

It's also appropriate to say...we'll take that up at family council. Put in on the agenda on the fridge. No one really wants it made public. This is a time where you can put one of your children in charge of family activity planning. Someone looks up an ancestor. Someone is in charge of planning Saturday activity. Everyone has an assignment. You can make assignments for your family. As they come back they can report and make assignments. It teaches them leadership.

3. Practice:

This is one you really ought to use. Anything you persist in doing becomes easier. Your ability becomes better. (George Albert Smith)

Use it for your children to improve their behavior.

Example: I sat in church with all of them under 12. By the time they were 4 they didn't get anything in church. On the way home with energy you say lets go to the family room. You ask them questions about how they were supposed to behave in Sacrament Meeting. Anything we want to get good at we have to practice. We are going to practice for 20 seconds. They were getting the principle. At the end I said lets remember this for next week. On the way to church, everyone is in the car. I say, "Do you remember last week? Let's see if we can get through Sacrament Meeting." Lean our and say, "Do you want to practice?" We only had to do it a couple of times.

Example: "Teach Ye Dilligently" by Boyd K. Packer. We don't give them the full picture. They drop their backpacks in the middle of the floor. Do something different it's not working. They need to 'practice' with the full picture. Put your backpack on...go back out to the bus stop and then come all the way back and come in and go straight through and put it away. Have them do it twice the next day. If you have a red child they become really belligerent.

It's good for shutting doors, putting down toilet seats. You have to be at ZERO to do this one.

2. Gating

This doesn't work well with whites. They don't have hot buttons. There has to be a hot button. There has to be something the child wants.

You say, "Do what I need you to do I will let you do what you want to do." It has to have a WIN-WIN situation. Works for ANY age. It has to be done at level ZERO. You have to see it through to the end and they have to have a hot button.

1. Choices:

You give them 2 correct choices. Some of you play the game of 20 questions. You can have a choice, but you better choose my choice? When you give choices you have to be ok either choice. If you aren't happy with it don't make it a choice. It's not you have a choice, but pick what I want. When they are young...very tight parameters. As they become more responsible they can enlarge.

Example: You choose 5 jobs today. You choose them.

Class member: I had early morning seminary and I started not wanting to go. It was a fight fight fight. My Dad said you don't have to go to seminary you don't get to drive. I didn't go for 2 days. My Mom had to take me school. We all won.

To teach to become like Christ.

Story: This is something to aspire to. Priesthood session by Elder Holland's Son. Matthew Holland 1983 ["Muddy Feet & White Shirts"](#)

Robert D. Hales 1993 Nov 1993 ["How Will Our Children Remember Us"](#)

"In many ways earthly parents represent their Heavenly Father in the process of nurturing, loving, caring, and teaching children. Children naturally look to their parents to learn of the characteristics of their Heavenly Father. After they come to love, respect, and have confidence in their early parents, they often unknowingly develop the same feelings towards their Heavenly Father."