Focus

The Parent Edition of *Tools for Teaching* gives parents the same skills of effective management that have proven so successful in the classroom. These skills work at home just as they do at school. If you are using *Tools for Teaching* in your classroom, everything will be familiar.

The tools of effective parenting fall into *three* areas, each with it’s own DVD:

- **Disc 1:** Meaning Business – How to get your kids to stop doing what you don’t want them to do.
- **Disc 2:** Teaching Responsibility – How to get your kids to do what you want them to do when you want them to do it.
- **Disc 3:** Building Values – How to teach right from wrong.

How To

Our objective, as always, is in skill building. We want parents to leave each session feeling that they have learned new and more effective ways of interacting with their children. Each DVD is punctuated with practice exercises that give parents the opportunity to rehearse new skills. These practice exercises take two forms:

- **Do Breaks:** The DVD will automatically pause during Do Breaks to give parents time to share, brainstorm and practice new skills. When you are ready, select “Continue,” and the video will advance to the next section. Occasionally Do Breaks are preceded by a segment entitled “Modeling…” This segment shows Dr. Jones taking *his* trainees through the same exercise that you are about to do with *your* trainees.

- **Practice with Fred:** The DVD will show Dr. Jones training parents. Let the DVD run, and have your parents join in. “Viewing and doing” makes your job much easier since you do not have to lead complex training exercises. Just show up and go!
Tools for Teaching
PARENT EDITION HANDBOOK

Disc 1: MEANING BUSINESS
How To Get Your Kids To Stop Doing What You Don’t Want Them To Do.

Training Sessions

I Calm Is Strength, Upset Is Weakness

II The Body Language of Meaning Business

III Backtalk and Consistency

IV Rules and Consequences

Tools for Success
You can multiply the effectiveness of your Training Sessions by giving your participants Tools for Teaching. Our pilot work has shown that, once parents have the book, they read it from cover to cover. Suggested reading is provided for each Training Session.
I.A. *Raising Children Can Be Stressful*

1. Children are the Center of Our Lives
   a. Our emotions are invested in them.
   b. They can be our greatest source of joy.
   c. They can be our greatest source of frustration, worry and upset.

2. Stress and upset go with the territory
   a. Children are always getting into things.
   b. They will always be willful and immature

3. Parent Interview: Versie Burgess, Title One Parents Association

I.B. *Stress, Upset and the Fight-Flight Reflex*

   a. Muscular Tension
      - Grinding your teeth (headaches, sore neck)
      - Arteries constrict (high blood pressure)
b. Opening your mouth (How upset looks and sounds to the kids)
   • Nag, Nag, Nag
   • Snap and Snarl

   a. Adrenaline increases metabolism - nervous energy
   b. When you run out of adrenaline, you feel the exhaustion.
   c. It takes 27 minutes for adrenaline to clear the bloodstream. (i.e. Two upsets per hour with your kids keep you stressed all day.)

I.C. Upset, Calm and Power
1. Downshifting
   a. When we have a fight-flight reflex, we downshift (“go brainstem.”)
      1) It is a survival response. We act rather than think.
      2) Due to adrenaline, we will not return to the cortex for 27 minutes.
   b. When we “go brainstem, we “fly off the handle.”
      1) When we “fly off the handle,” we react emotionally before we can think.
      2) When we “fly off the handle,” it takes about a half-hour before we are calm enough to discuss the problem rationally.

2. Stress Management and Self Preservation
   a. Every time we let a crisis upset us, we pay.
   b. Eventually, being tired becomes a, “normal” part of parenting.
   c. Stress must be managed moment by moment as you go about your day.

Do Break 1-1
1. Find a partner.
2. Discuss the things your kids do that stress you the most.
3. What do you do when you “fly off the handle?”

Facilitator Note: This is your first opportunity to work the crowd. You will know when it is time to continue.
3. Power is Control
   a. Types of power
      1) Primitive Power
         • Brainstem (upset – the fight-flight reflex)
         • It is natural
         • We are born with it.
      2) Social Power
         • Cortex (calm, cool, and collected)
         • It is not natural
         • It must be learned.
      3) Primitive power preempts social power (downshifting)
   b. Who is in control?
      1) If you are upset, who is in control of your mind and body?
      2) If you are calm, who is in control of your mind and body?
      3) In order to manage children successfully, you must first learn to manage yourself.

4. Calm is Strength, Upset is Weakness
   a. Upset (“flying of the handle”) is part of our natural range of emotions.
      1) It has a job to do – to let people know, “This is serious.”
      2) We all get upset from time to time. It is not something we have to apologize for.
   b. Upset is Exhausting!
   c. Upset can be Addictive.
      1) If your typical response to a problem is upset, then your kids know they don’t have to worry about anything until you get upset.
      2) Now, upset is the signal to “shape up,” and they tune you out until they see that you are upset.
      3) Finally, you have to get upset in order to get the kids to take you seriously and do what you want.
      4) Everyone is now addicted to upset as a means of control.
d. Effective Management

1) While a certain amount of stress and upset goes with parenting, you don’t want to live that way constantly.

2) You can reduce stress and get better results by substituting calm for upset.

5. Parent Interview: Kaye Rainey, Parent of 3 teenagers.

I.D. Your Children Read You Like A Book

1. Children read emotions.

2. Your emotions set the tone of the interaction.
   - If you are calm, your mood will have a calming effect.
   - If you are upset, your mood will have an upsetting effect.

3. If the child is upset:
   - your calm conveys that, “This is the way it is going to be.”
   - your upset feeds the child’s penchant for melodrama, and the situation goes from bad to worse.

4. Parent Interview: Joe Collins, parent of seven!

I.E. How Your Children Know You Are Serious

1. Meaning business is mostly body language.

   a. Do they know when you are upset?
   b. Do they know when you have “had it?”
   c. Your children usually know what you are going to do before you do it because you signal it with your emotions.

3. Fred demonstrates “The Turn.”
   a. Upset is quick.
   b. Calm is slow.

4. Upset is weakness
   a. When you are upset, you are vulnerable to being manipulated.
   b. Do your children know how to “push your buttons?”
“Don’t go around signalling your emotional vulnerability to children because compassion is not their long suit. They like to control situations, and they like to control you. When they see an opportunity, they will exploit it.”

Facilitator Note: The skill practice that follows is our first Practice with Fred exercise. The DVD will not pause. Instead, have your trainees practice right along with Fred.

**Practice with Fred**

1. Put down your pencils, turn to face the screen, place your feet on the floor in front of you and get ready to relax.

2. Practice the breathing exercises with Fred.

3. Parent Interview: Duane Bush, parent of teenagers

4. End Session: Take some time to get acquainted.
Introduction

1. Voice Over

“Body language is the language of thoughts, feelings, and intentions. It is a constant in our makeup, and it has not changed in a million years. Meaning business is mostly about body language.”

2. Dr. Jones

“There is not a more complex job on earth than raising kids. We have had more training to drive our car than to raise our kids. So, we’re all out there wingin’ it…”

II.A. The Body Language of “Calm is Strength”

1. Voice Over

In the last session on Meaning Business, Fred ended with relaxed breathing. But, taking a few relaxing breaths is not enough.

Fred is now going to show you the finer points of staying calm. Practice along with him as he focuses first on the face.
2. Focus on The Face
   a. Body language that any kid can read
      • A tense jaw shows upset.
      • A relaxed jaw shows calm.
   b. Story: The Umpire
      • Who is in control of the situation?
      • You too can own the situation by doing nothing!
   **Facilitator Note:** Be sure to view this “Practice with Fred” segment before showing your class. Dr. Jones spends several minutes giving examples before putting his group to work. You will then take your group through the same practice exercise.

   **Practice with Fred**

   1. Put down your pencils, turn to face the screen, place your feet on the floor in front of you and get ready to relax.
   2. The Practice
      • Relax to start the cadence
      • Breathe in gently
      • Relax
      • Check your jaw

3. Parent Interview: Patrick Jones, parent and high school coach

4. The Body Language of “The Turn”
   a. Fred demonstrates and labels parts of the turn.
      • The moment of truth
      • Relax
      • Stand slowly
      • Turn slowly
      • Square up
   b. Fred discusses body language
Practice with Fred

1. Put down your pencils and turn to face the screen.
2. Practice “The Turn” with Fred.

5. Fine points of the turn
   a. Learning how slow is slow
   b. Turning from the top down
   c. The Queen Victoria Story

Practice with Fred

1. Put down your pencils and turn to face the screen.
2. The Voice prompts,
   
   Now it is time to stand up. Everybody up! We are going to practice because if you don’t practice now, are you going to do it the first time in front of your kids?

3. The Exercise - The Turn from the Top Down.
   a. You see some fooling around.
   b. Take a relaxing breath.
   c. Turn slowly
      • Head
      • Shoulders
      • Waist
      • Feet
   d. Check your jaw and relax

6. Parent Interview: Cassandra Johnson, parent and educator
7. Dr. Jones explains the body language of ambivalence.
   a. Focus on the feet
   b. A *partial* turn (They have one foot in and one foot out.)
   c. A *full* turn (It’s time to face up to the situation.)
8. Parent Interview: Denise Merlin, parent and educator who has been using Fred Jones at home for over 10 years.
9. Looking your child into “shaping up”

---

**Practice with Fred**

1. Put down your pencils and turn to face the screen.
2. The Voice prompts,
   
   *So let’s stand up again to work with Fred as he adds feet to the turn.*
3. The Exercise - A complete turn
   a. You hear something going on, check it out.
   b. Take a relaxing breath.
   c. Turn – head, shoulders, waist, foot.
   d. Pick up your second foot and point it at the problem.
   e. Relaxing breath
   f. Check your jaw - “We are not amused.”

---

10. Parent Interview: Mona Briggs, parent, grandparent, trainer
11. Dr. Jones talks about your hands (*Up* is upset, *down* is relax)
Practice with Fred

1. Put down your pencils and turn to face the screen.
2. The Voice prompts,

   *Here we go again. Get up on your feet to practice with Fred. He’s going to show us how to get comfortable.*

3. The Exercise - A complete turn
   a. The turn as before
   b. Fred adds “Relax your arms” after “Relax your jaw.”
4. Fred says:

   *You have done your job, the ball is in their court.*

12. Parent Interview: Angela McGraw, parent

   **Facilitator Note:** You may wish to share with the group that Angela was expecting her 4th child when this footage was taped. She delivered that night! We are forever grateful to her for coming that day.

II.B. Smiley Face

1. “Smiley face” is any child’s natural reflex when caught doing something they shouldn’t be doing.
   a. The “sheepish grin”
   b. “Who, me?”
2. Their “smiley face” triggers a smile response in us.
   a. Our smile response (a natural part of nurturance) says, “It’s okay.”
   b. We can overcome our response with practice.

   **Facilitator Note:** Have the group watch as Fred walks his trainees through “Smile Practice.” Following Fred’s modeling of “Smile Practice,” the Do Break will have you practice this same exercise.
Modeling: “Smile Practice”

1. The Exercise - Smile Practice
   a. Adult’s role
      • Relax and filter out all that is going on.
        1) Find your focal point.
        2) Fill your mind with calming thoughts
        3) Say to yourself, “Boring.”
        4) Don’t get sucked into the situation.
      • If you crack:
        1) Close your eyes, take a relaxing breath.
        2) Start again.
   b. Child’s role
      • Try to make your partner laugh.
      • You can’t give up after one try. Keep going!

2. Repeat:
   a. from a standing position
   b. using backtalk.

3. Now, repeat “Smile Practice” with your partners.

Do Break 1-2

1. Get with your partner and decide who will go first.
2. Take one minute to see if partner number one can crack number two.
3. Now, reverse roles.

Facilitator Note: This Do Break ends Session 2. The Continue button will return you to the Main Menu.
III.A. Backtalk

1. Backtalk is laden with emotion.
   a. You feel challenged to do something quickly.
   b. Your fight-flight reflex causes intense reaction.

2. Types of Backtalk
   a. Denial, blaming (to get out of trouble)
      • “I wasn’t doing anything.”
      • “She started it.”
   b. Wheedling, (to get something they want)
      • “Well, why can’t I?”
      • “This isn’t fair.”

3. The Cardinal Error
   a. The Cardinal Error when dealing with backtalk is backtalk.
   b. A new perspective on backtalk
      • It takes one fool…
      • Think of backtalk as a comedy duo.
**Facilitator Note:** Have the group watch as Fred walks his trainees through the backtalk exercise. Following Fred’s modeling, the Do Break will have you practice this same exercise. Prompts are included below so you may use them if you choose.

---

**Modeling: Responding to Backtalk**

1. The Voice says,

   *We’re going to practice responding to backtalk. Listen to Fred as he explains the Practice Exercise and has the group go through it. You will be doing it on your own immediately afterward.*

2. The Exercise

   a. Partner up with one playing “adult” and the other playing “child.”
   
   b. Adults stand facing the child. Children stay seated.
   
   c. Children: Start with whiny backtalk.
   
   d. Adult: Your job is to relax.
   
   e. Fred prompts:

      • Adults, lean across and say, “I want you to stop doing that.”
      
      • Children, give them backtalk
      
      • Adults, check your jaw and relax.
      
      • Children, keep it going.

   f. Fred asks them about how they felt.

3. The Voice says,

   *Now, you are going to practice this last exercise on your own. A good thing to remember while you practice is: “Open your mouth and slit your throat.”*

---

4. Now, repeat “Responding to Backtalk” with your partners.
Do Break 1-3

1. With your partner, practice doing mild backtalk
2. Take turns being the *backtalker*.

**Facilitator Note:** The Continue button will take you on to Part III.B.

### III.B. *Closure: The Adult Role*

1. The adult sets the tone
   a. Your *upset* produces upset, and the situation goes from bad to worse.
   b. Your *calm* has a calming effect.
2. *Wrestling with a pig*

   “Arguing with a child is like wrestling with a pig. You both end up covered with mud, but they seem to enjoy it.”

3. Parent Interview: Patrick Jones, parent and coach

### III.C. *Meaning Business Helps Communication*

1. Communication is natural.
   a. Most skills are learned in childhood.
   b. We fail to communicate when communication is blocked.
   c. Criticizing, nagging, and yelling shut down communication.
2. Calm keeps the avenues of communication open.
3. Teenage Interview: Tosha and Tanya Rainey, high school freshmen
III.D. Consistency

1. Children test to find out what is real - “what is and what isn’t.”
   • Is it hot? To find out, they touch it.
   • Will it hurt? To find out, they do it.

2. To learn about social reality, children test you.
   • Can I get away with it? They push.
   • Can I change your mind? They wheedle.

3. Weakness increases testing.
   • 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.

III.E. No Means No

1. Consistency
   a. STORY: “My Mom Saying ‘No’ and Meaning It.”
   b. Realities that never changed
      • “No means no.”
      • “I am not going to stand here and listen to your yammering.”

2. Inconsistency
   a. STORY: “Weenie Parents”
   b. “We did our best, but…”
   c. Consistency is always inconvenient.

III.F. Pretty Consistent – The Cost of Cracking

1. Weenie parents have a hard time setting limits.
   a. “But, Dr. Jones, I think we are pretty consistent.”
   b. “But, Dr. Jones, we are consistent most of the time.”
2. Consistency is *all or nothing*. There are no degrees of consistency.
   a. If you give in or “crack” just once, you teach a lesson.
      • “When the going gets tough...”
      • “If at first you don’t succeed...”
   b. And, if you crack just once:
      • “No means no.” is history.
      • “No.” now means, “Try me. Today might be your lucky day.”
2. Brat Behavior – the joke of being “pretty consistent”
   a. The closer you come to being consistent *without being consistent*, the
      worse off you are.
      • If you crack 1 time out of 5, the child starts to give up after 6 or 7
        tries.
      • If you crack 1 time out of 10, the child starts to give up after 12 or
        13 tries.
   a. The leaner the schedule of reinforcement, the more resistant the
      behavior becomes to extinction.
3. Parent Interview: Myrtle Withers, parent, grandparent, educator

---

**Do Break 1-4**

Get with your partner and discuss

1. Have I ever been a weenie parent?
2. When was the last time I cracked?

---

**Facilitator Note:** This Do Break ends Session 3. The Continue button will return you to the Main Menu.
Introduction: Consistency and Rules

1. Making a rule commits you to enforcing that rule.
2. Cause of inconsistency #1: lack of a plan.
   a. Agreement on rules requires extensive communication between parents.
      • Parents come from different backgrounds
      • Ideas about “how to do this” and “how to do that” are rarely identical
   b. It is better to compromise and agree on rules than to let the kids play “divide and conquer.”
3. Never make a rule that you are not willing to enforce every time.

IVA. Calm vs. Upset
1. Cause of inconsistency #2: *responding on the basis of emotion*

   a. When you response is based on your feelings, you cannot be consistent because feelings (patience, tolerance, etc.) are different from one time to the next based upon:
      - how much sleep you got last night.
      - what happened 10 minutes ago.
      - how much the kids are bugging you.

   b. If your response varies with your emotional state:
      - boundaries change.
      - kids must continually test to find out what the score is, (i.e. what they can get away with *this* time.)

2. Being calm, therefore, is part of being consistent.

**IV.B. Consequences Are Not Simple**

1. Time Out
   a. says, “no” with clarity.
   b. says, “no” without upset.
      - minimum resentment
      - maximum ownership of the problem behavior

2. Method
   a. “First you pay”
      - 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.)
   b. “Then we talk”
      - Afterwards is a good time for values clarification
      - Keep it short

**IV.C. Consequences Teach Important Lessons.**
1. Children learn from experience more than from talk.
2. STORY: “Training a teenager to be responsible with money”

IV.D. Parents Are Not Best Friends

1. STORY: “A new driver’s license and curfew”
2. Children learn boundaries by experiencing boundaries.
3. The parent role
   a. Buddies don’t set boundaries, but parents do.
   b. Parents take “heat” but provide “cover.”

   **Facilitator Note:** This Do Break ends disc 1. The Continue button will return you to the Main Menu.

---

**Do Break 1-5**

With your partner, share:
1. What consequences in your family seem most effective?
2. What consequences seem least effective?
3. What have you learned that will help you be more effective?
Disc 2: TEACHING RESPONSIBILITY
How To Get Your Kids To Do What You Want Them To Do
When You Want Them To Do It

Tools for Success
You can multiply the effectiveness of your Training Sessions by giving your participants Tools for Teaching. Our pilot work has shown that, once parents have the book, they read it from cover to cover. Suggested reading is provided for each Training Session.
I.A. **Routines are Taught**

1. **STORY:** “Mom teaching me to make my bed”
   - “You are old enough to do this yourself.”
   - “I was not put on this earth to be your servant.”
   - “Now, I want to see you do it.” (practice with supervision)

2. **Rules to live by**
   - “No means no.”
   - “I’m not going to stand here and listen to your yammering.”
   - “I say what I mean, and I mean what I say.”
   - “We are going to keep doing this until we get it right.”

I.B. **Children Like To Be Waited On Hand And Foot**

1. “Easy Street”
   a. Babies are helpless.
   b. Toddlers are waited on hand and foot.
2. Weaning

a. At some point parents must wean children from their infantile helplessness and dependency and teach them to be responsible.

b. Without weaning, infantile behavior can last a lifetime. It can have a negative impact on everything you do from marriage to employment.

---

**Do Break 2-1**

1. Find a partner and brainstorm a list of things you remember being taught by your parents.

2. Share your favorites with the group.

---

**Facilitator Note:** The Continue button will take you on to Part I.C.

---

**I.C. How Children Resist Doing Chores**

1. Resistance is an art.

   a. Whining, heel dragging, complaining, and sloppy work

   b. Pseudo-Compliance – doing as little as possible (ex: making a bed)

      1) Children love to cut deals

         • How about doing only part of the job?

         • How about doing it sloppily?

      2) Trying to cut deals is really a matter of submission (a “test of wills” between you and your child) which answers the question, “Do I really have to?”

      3) 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.
d. Helplessness

1) Playing helpless is the oldest game in the book.
   • “I can’t!” (with whining and complaining)
   • Doing a completely inept and sloppy job
2) The parent trap – “It’s just easier to do it myself!”
   • Easier in the short-run
   • In the long-run, you will be that child’s servant forever.
3) Learned Helplessness: 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. Failure at school

a. When children learn to be helpless at home, they bring learned helplessness to school.

b. It sticks out like a sore thumb
   1) Kindergarten teachers can spot the babies on the first day of school. They won’t do anything without being helped.
   2) Helplessness becomes “helpless handraising” in school – the most wide-spread learning disability in American education.

---

**Do Break 2-2**

Get with your partner and discuss:

1. What chores do I have my children do?
2. What other chores should I expect them to do?

---

**Facilitator Note:** The Continue button will take you to a brief overview which ends the session.
Teaching Your Children To Do It Right

Corresponds with the following chapters of Tools for Teaching:

Chapter 5: Weaning the Helpless Handraisers
Chapter 6: Simplifying the Verbal Modality
Chapter 7: Teaching to the Visual Modality
Chapter 8: Integrating with the Physical Modality

II.A. Say, See, Do Teaching

1. You have always known the fundamentals of teaching.
   - In one ear and out the other
   - A picture is worth a thousand words
   - We learn by doing
   - All learning takes place one step at a time
   - Practice, Practice, Practice

2. Parent Interview - Versie Burgess, Title One Parents Association

3. Contrast the “Baby Sam” theory of learning vs. “Viral” learning (learning by doing one step at a time vs. simply being “exposed”)

4. Teaching takes time, but it can be quality time.
II.B. Praise, Prompt, and Leave: How to Give Corrective Feedback

1. Give a *simple* prompt. (What do I do next?)
2. The less said, the better.
   - The *more* words you use, the *less* they retain (cognitive overload).
   - When they experience cognitive overload, they *tune you out*.
3. Be clear, be brief and be gone!

II.C. Visual Instructional Plans (VIPS)

1. A VIP is an antidote to helplessness and wallowing ("Yeah, but...")
2. A VIP is a set of plans for doing a job - The Long Division Example
   - one step at a time
   - a picture for every step
3. The Model Airplane Story
4. Parent Interview - Melissa Smith, parent of child with learning difficulties
5. The Rule of Chores
   a. The Rule: *Never do for children what they are thoroughly capable of doing for themselves.*
   b. The Alternative: You produce a lazy ingrate.
6. An example of a VIP for doing the laundry.

---

**Do Break 2-3**

1. Divide into groups of 3 to 4 people.
2. Think about the steps it would take to wash dishes or a similar household chore.
3. Develop a Visual Instructional Plan and share it with the larger group. Have fun with the pictures.

---

**Facilitator Note:** Have either, a) a chalkboard and chalk, or b) chart paper and markers available for the Do Break.

**Facilitator Note:** The Continue button will take you to a brief overview which ends the session.
III.A. Effective Parents Have Always Used Incentives

1. Incentives answer the question, “Why should I?”
   a. Everything you do is an incentive.
   b. Parent Interview: Myrtle Withers, Parent, Grandparent, Educator

2. Informal Incentives: Love – the basic incentive in family life
   a. All of the love we give our children is “money in the bank.”
   b. When we ask our children for cooperation and get it, we have just received a small dividend from that account.
   c. Children being children, we will never get all of the cooperation from them that we want.

3. Formal Incentives: We set up “incentive systems” when we need more cooperation than we are getting.

4. Example of a formal incentive system
   STORY: “The Bedtime Routine”
5. Grandma’s Rule
   a. “You have to finish your dinner before you get dessert.”
   b. You grew up with it.
      • “You have to practice your piano before you can go out to play.”
      • “You have to finish your homework before you can watch TV.”
   c. Basic Structure: Two activities back-to-back
      • Work: The thing you have to do.
      • Preferred Activity: The thing you want to do.

6. Parent Interview: Tomika Brown, parent of twins, plus one

III.B. Proactive vs. Reactive Parenting

1. Proactive management: planning ahead
   a. STORY: “Taking a 3-hour drive with 2 young kids.”
   b. Effective parents worry.
   c. Worry motivates planning.

2. Reactive management: little planning
   a. STORY: “Taking a 3-hour drive with 2 young kids.”
   b. Options for the reactive parent
      • Nag, threaten, and punish
      • Bribery (STORY: “I want you to clean your room.”)

3. Proactive parents exploit incentive systems
   a. Incentive systems get things done without a hassle.
   b. Incentive systems structure quality time.
   c. If done right, the quality time can be “found time.”
      • When kids help with chores, you have more time.
      • When kids hustle to get things done, everybody has more time.
      • How to operate a Hurry Up Bonus

4. How to organize your day around routines
III.C. Daily Routines: Increasing Quality Time While Reducing Stress

1. Making Quality Time  
   a. We are as busy as we can be  
      1) With earning a living, running the household, and taking kids here and there, when can the family find “Quality Time?”  
      2) If we do not plan for quality time, it will always be “squeezed out.”  
   b. Parent Interview: Nancy Boehm, teacher, parent  
   c. Daily routines are opportunities for creating quality time.  
      1) Teaching time is quality time  
          • It is gentle and nurturing if done right (Say, See, Do)  
          • The child has your undivided attention  
      2) Daily routines structure the delivery of preferred activities (Grandma’s Rule) with you as the ultimate preferred activity.

2. Example: Our daughter Anne and daily routines  
   a. Her children helped her from the time they were young.  
   b. Helping is a way of loving, a way of receiving, a way of giving.  
   c. The chore is not the ultimate objective. Helping children to grow up is the ultimate objective.

3. Example: the “off to school routine”  
   a. STORY: “Starting the school year – early wake-up”  
   b. STORY: “The hot griddle program”

4. Basic Rule of Incentives “No Joy, No Work!”

5. STORY: “Quality time before the school bus comes”

6. Opportunities for Quality Time  
   • Morning routine  
   • Dinner time routine  
   • Homework routine  
   • Bedtime routine

7. Parent Interview: Jo Lynne Jones, parent, grandparent, educator
8. Student Interview: Derrick Rainey, High School Senior
9. Student Interview: Tanya Rainey, High School Freshman
10. Example: the “homework routine”
   a. Parental commitment to homework (join them by reading)
   b. Study hall (time set aside, good lighting, quiet, no TV)
   c. Grandma’s Rule – personal time after homework
11. Parent Interview: Sam Loya, Parent, Grandparent, Educator
12. Daily routines are more than Grandma’s Rule (example: the “bedtime routine”)
   a. Meaning Business accompanies routines (Use the body not the mouth)
   b. STORY: “Putting Brian to bed” (age 5, he is drawing, and I am tired.)

---

**Do Break 2-4**

1. Divide into groups of 3 to 4 people
2. Discuss what incentive systems you use in your family
3. What additional incentive systems might you try?

---

**Facilitator Note:** The Continue button will take you on to Part III.D.

**III.D. Closure: Push vs. Pull Motivation**

1. Motivating kids can be vexing
   a. They resist (whining, heel dragging, playing helpless, procrastinating)
   b. We can get frustrated and upset
   c. Upset produces “brainstem” management (nag, threaten, and punish).
2. Options

a. *Push*: Do it *or else!* (Brainstem)
   - Simple, Quick, Harsh
   - Generates resistance, resentment and negative time
   - Leads to bribery

b. *Pull*: Provide a good reason for them to *choose* to do it. (Cortex)
   - Pull motivation requires a plan. (Grandma’s Rule)
   - The plan is usually an incentive system that structures *quality time.*

3. Parent Interview: Duane Bush, parent of teenagers

---

**Do Break 2-5**

As a large group activity:

1. Brainstorm PAT ideas you might use with your children.
2. Remember: Being with you is the most important ingredient. It doesn’t have to cost you money.

---

**Facilitator Note:** This Do Break ends disc 2. The Continue button will return you to the Main Menu.
Disc 3: Building Values
How To Teach Your Kids Right From Wrong.

Tools for Success
You can multiply the effectiveness of your Training Sessions by giving your participants Tools for Teaching. Our pilot work has shown that, once parents have the book, they read it from cover to cover. Suggested reading is provided for each Training Session.
Facilitator Note: Disc 3 presumes familiarity on the part of trainees with Discs 1 and 2. Teaching right from wrong, for example, assumes that parents understand the role of staying calm rather than being upset when their kids do something wrong. It also assumes some familiarity with how to teach a lesson and give corrective feedback. Beginning with Disc 3 will probably cause more confusion than it is worth.

I.A. Introduction

1. Objective: Making the teaching of right and wrong “do-able”
   a. With a method
      1) Build moral behavior systematically
      2) Strengthen that behavior as the child grows up
   b. Without a method
      1) Wing it
      2) Hope for the best
2. Focus
   a. Building values
      1) *Understanding*: knowing right from wrong and building habits of doing what is right (cognitive)
      2) *Motivation*: Wanting to do what is right (emotional)
   b. Protecting values
      1) *Understanding*: Continuing to clarify right and wrong as the child’s understanding matures and as they confront moral crises.
      2) *Motivation*: Continually strengthening the family ties that cause children to identify with their parents’ values.

**I.B. Learning to Tell the Truth: A Prototype for Teaching Values**

1. Lying: The first moral crisis
   a. All young children will attempt to lie.
      • Lying is part of brain development - an early sign of imagination.
      • Young children think that they can get rid of a problem by simply acting “as if” it didn’t happen.
   b. Deal with it early (before they are clever enough to lie well).
      • First lies are transparent. STORY: “Hide and seek with a 3 year old”
      • If adults fail to confront lies, they validate lying as an easy, painless way of getting out of a jam. Lying can then become a habit.

2. Upset and the fight-flight reflex
   a. Our fight-flight response makes us think we need to punish.
   b. Punishment motivates the child to learn how to keep you from knowing they are lying.

3. Teaching pride in truth telling (heart-to-heart talk)
   a. Getting at the truth
      • “I know what happened, but I want to hear it from you.”
      • “You know better.” (no debate about what happened)
      • “Everybody makes mistakes.”
• “The most important thing is to tell the truth.”
• “You need to say, ‘I’m sorry.’ It is difficult but very important.”

b. Love and approval for telling the truth.
• “I am very proud of you.”
• Hugs and kisses for telling the truth.

Facilitator Note: Before getting into pairs, take a minute to go over the phrases from 3.a. and 3.b.

---

**Do Break 3-1**

1. With a partner, take turns practicing the heart-to-heart talk with one of your children. (for example, about breaking something in the house.)

2. Play one scene where the talk makes the child defensive.

3. Play one scene where they can more easily own-up to it.

---

4. Truth telling and pride become internalized.
   a. Habits become self-love and self-concept
      1) If telling the truth becomes habitual when the child is 3-4, it will be “who I am” by the time the child is 8-9.
      2) “Who I am” is known as “self-concept.”
   b. Parental love becomes self-love and pride.
      1) The love from parents for telling the truth at 3-4 becomes love of self for telling the truth by 8-9. We carry our parents approval within us.
      2) Self-love for doing right feels good. We are proud of ourselves.
   c. Pride and Guilt
      1) When we act in accordance with our self-concept, we feel pride.
      2) When our behavior violates our self-concept, we feel guilt.
**I.C. What Do You Do When They Do Something Wrong?**

1. The importance of “making it right”
   a. When a child does something that they know is wrong, they feel bad. They experience remorse.
   b. Part of the parent role as teacher is to show the child how to deal with the remorse *constructively* so they can feel good again.

2. *Making it right*: a three-step plan
   a. **Owning the problem** (confession and contrition)
      1) When expressing remorse, children often do things that are counterproductive due to their immaturity.
         - Defending themselves through *denial* and *blaming*.
         - *Beating up on themselves* (Young children typically feel that if they get angry at themselves or hurt themselves in response to doing something wrong, they are somehow “even.”)
      2) A *calm* heart-to-heart talk helps children *own* their mistakes.
      3) *Upset* on the part of parents increases the tendency of children to defend themselves or to beat up on themselves.
   b. **Action that makes it right** (restitution)
      1) Teaching responsibility
         - “Making it right” as a consequence for misbehavior frees children from remorse. “Making it right” might include such things as cleaning up a mess, an apology, restitution, or compensation.
         - Saying, “That’s all right,” without children *doing* anything to “make it right” teaches them to be irresponsible and leaves them still feeling bad.
         - A calm and loving yet firm and realistic heart-to-heart talk is important in clarifying responsibilities and in making a plan.
         - *Communication, planning*, and *action* can then be applied to helping your children solve social problems throughout life.
2) The role of punishment

- Punishment as a consequence for misbehavior can play a constructive role. Common examples include:
  - Time-out
  - Doing chores around the house.
- Punishment that is adversarial (yelling, accusing, blaming, slapping and hitting) adds resentment to remorse and reinforces children’s natural tendency to either:
  - deny and blame
  - “beat up on themselves” instead of doing something constructive.

C. Putting it behind you (forgiveness)

1) Forgiveness based on “making it right” is genuine.

2) When children “make it right,” they put the problem in the past.

---

**Do Break 3-2**

1. With your partner, think of a mess that one of your children has made recently.

2. Brainstorm a plan for them to “make it right” by being helpful rather than being punished.

---

3. Examples of “making it right”

a. Teaching social skills

1) Making friends and keeping friends
  - Children experience relationship problems with friends.
  - Parents sometimes need to help resolve relationship problems.
2) Making a Plan of Action

- Help your children understand what they can do about it.
  - What happened? What did you do? What was your role?
  - Is an apology required? Who should apologize?
- Help them learn to apologize
- Developing an outline of what needs to be said may help.
- Practice what needs to be said.

---

**Do Break 3-3**

1. Partner up and imagine a situation in which your child has clearly been in the wrong and has hurt a friend's feelings.
2. Take turns playing the roles of “parent” and “child” during a heart-to-heart talk.
3. Practice walking the “child” through the steps he or she could use to make it right.

---

b. Restitution

1) Parents often seek comfort rather than “making it right.”

- Denial – “It’s no big deal.”
- Avoidance – “Forget about it.”

2) Sometimes our kids are more wise.

- STORY: Teenager needing to make amends.
- When a bond of love is bruised, we need a plan for healing.

---

**Do Break 3-4**

As a group, share some of the things that you have had your children do at home to make things right.
c. Punishment (summary)

1) Sometimes punishment is the most straightforward way of teaching the child not to do something again.

2) Punishment can be constructive, but it can also be destructive.
   - Calm is strength, upset is weakness
   - Calm is nonadversarial. It decreases defensiveness and resentment.
   - Nag, threaten, and punish is adversarial. It increases defensiveness and resentment.

3) Forgiveness
   - Forgiveness by the person wronged is important.
   - Forgiving yourself is just as important.
II.A. Love Is The Tie That Binds

1. When children admire a parent
   a. They develop trust in that parent and use that parent’s life and values as a model.
   b. Doing the right thing comes from a desire to make parents proud. Disappointing them would be painful.
   c. Hearing “our parents’ voice” often serves as our conscience.
      • STORY: “Deciding not to explore an abandoned house with buddies in high school.”
      • STORY: Teenage girl doing community service. Why? “Well, we found this abandoned house – threw party – got caught.”

2. When children resent a parent (optional discussion topic – not in video)
   a. They develop a deep distrust of that parent.
   b. They turn their backs on that parent’s values and wishes, and parent’s words tend to fall on deaf ears.
   c. 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?”
II.B. Putting Emotional “Money in the Bank”

1. Our first job as parents
   a. Love, hold, cuddle, snuggle, and play, play, play
   b. While we may do this out of simple joy, mother nature has a plan.
   c. All the good time you spend with your child is “money in the bank.”
   d. 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.

2. Quick cooperation – the acid test
   a. Your child is now two years old. They have learned their first word, No!
   b. STORY: “The lucky child”
      1) Your toddler is holding grandmother’s crystal bowl
      2) You need some quick cooperation. (“Please put that down.”)
      3) The child thinks, “Why should I?” and “What are the odds?”
      4) Cooperation at this point is remarkable. The child is:
         - Sacrificing a tangible for an intangible reinforcer.
         - Sacrificing immediate for delayed gratification.
      5) Why? The answer is Trust.
         - Trust in *you* as a provider of good things
         - Trust in the future as a provider of good things
      6) This trust is based on two solid years of experience. Cooperation is always a gamble on the future. But, for the lucky child it is a sure bet.
   c. STORY: “The unlucky child”
      1) Grandmother’s crystal bowl, and “Please put that down.”
      2) Imagine that, when the child thinks, “Why should I?” there is no “money in the bank.”
         - Two years of experience says they will get very little if anything.
         - “I have reviewed your offer, but the offer is weak.”
         - Where does that leave the parent? (“I said, put that down!!”)
Do Break 3-5

1. With your partner, discuss putting “money in the bank.”

2. Make a list of things you have done or might do this week.
   - *Proactive* means making plans now.
   - *Reactive* means waiting until the kids bug you.

3. What kind of activities create some kind of learning or enrichment for your children?

4. What kinds of activities have been the most enjoyable for your family.

3. “Money in the bank” must be accompanied by Limit Setting.
   a. Relationships polarize at an early age
      1) If you *get* cooperation, love grows
      2) If you *don’t get* cooperation, it is nag, threaten, and punish

   b. Do all kids go through the Terrible Twos?
      1) When parents mean business and are *consistent*, boundaries are established in an efficient fashion.
      2) When parents are *inconsistent*, the testing never stops.
         - The Terrible Twos continue on into middle childhood.
         - As always, with Meaning Business, it is, “Pay me now, or pay me later.”

4. Parent Interview: Denise Merlin, educator, mother of three teenagers.
III.A. Introduction: Relationships Are Like a Bank Account

1. Deposits and Withdrawals
   a. The balance in your account
      1) Positive time adds (credit), whereas negative time subtracts (debit)
      2) Your balance is the sum of the two.
   b. Being broke
      1) If a parent spends 45 minutes of quality time with their child during the day, but they also spend 45 minutes nagging and arguing, at the end of the day the parent and child will have a zero balance.
      2) If enough days are like this, you can have a zero balance with your child.

2. Effective management helps relationships in two ways:
   a. Building relationships by increasing positive time
   b. Protecting relationships by decreasing negative time

3. Avoiding Traps
   a. The same traps and pitfalls await all parents as their children grow up.
   b. The following section will focus on the skills needed to avoid these “parenting traps.”
Avoiding the Punishment Trap

Corresponds with the following chapters of Tools for Teaching:

Chapter 15: Staying Calm, Staying Strong
Chapter 16: Meaning Business
Chapter 17: Following Through
Chapter 18: Eliminating Backtalk
Chapter 24: Dealing with Typical Classroom Crises

III.B. Avoiding the Punishment Trap

1. Meaning Business
   a. Calm protects relationships
      1) Loving parents have always been able to say “no” and set limits without destroying relationships.
      2) “Meaning Business” describes the finesse that allows parents to say “no” firmly and to deal constructively with arguments and backtalk.
   b. Meaning Business teaches us to use social power rather than “flying off the handle.”
      1) We stay in the cortex and avoid downshifting.
      2) We use the body, not the mouth.
2. Parent Interview: Patrick Jones, parent and coach
3. The Fight-Flight Reflex: Using the Mouth Instead of the Body
   a. Arguing produces threats.
   b. Threats produce punishment.
   c. Punishment produces resentment.
   d. Resentment produces resistance.
      1) **Oppositionalism**: doing the opposite of what you want in order to spite you.
      2) **Passive Aggression**: not doing what you want in order to spite you.
   e. Resistance leads to harsh punishment
      1) Harsh punishment produces intense resentment and resistance (oppositionalism and passive aggression).
      2) So, the more you use harsh punishment, the more you have to use it.
      3) Chronic resentment can produce the rejection of your values.

---

**Do Break 3-6**

1. With your partners, practice what to do when your child talks back. Focus on: calm, effective body language, and keeping your mouth shut.

2. One partner will play the role of a “child” badgering to get something they want.

3. The other partner will be the “parent” who says “no” and then signals to the child that the issue is not negotiable.

---

4. Frequent or Severe Punishment Thwarts Moral Development
   a. Lying to avoid punishment
      1) Safety can be achieved by:
         - Lying
         - Concealing
2) Outcomes

• Learning to keep two sets of books
• Separating what you “should do” from what you “would do” (i.e. separating *morality* from *reality*).

b. External vs. internal locus of morality

1) An external locus of morality is based upon *avoidance*.

• Severe punishment (yell, hit, spank) can suppress misbehavior temporarily, but the reason for “doing right” becomes the avoidance of pain.

• When the punisher is absent, so is the reason for “doing right.” This stunts the development of moral *reasoning* and moral *choice*. (“Why not? Nobody will know.”)

2) An *internal* locus of morality requires *choice* rather than avoidance.

• Teaching right from wrong while dealing *skillfully* with children’s misbehavior gives them a reason to *choose* what is right.

• Consistent choices over time become values (moral habits).

**Facilitator Note:** The skills for this Do Break have been taught in Disc One. Since this is review, we do not give a step-by-step outline. If your participants have not been through the Limit Setting exercises on Disc One, either model for them or go back and teach them step-by-step from the Do Breaks on Disc One.

---

**Do Break 3-7**

1. With your partner, take turns playing “parent” and “child.”

2. Practice relaxation in the face of real “smart mouth” and even “nasty backtalk.”

5. Parent Interview: Mona Briggs, Parent, Grandparent, Trainer
III.C. Avoiding the Nagging Trap

1. Motivation follows one of two paths: “Pull” or “Push”
   a. **Pull**: using *positive* reinforcement to build cooperation (Disc Two)
      1) It gives the other person a good *reason* to *choose* to do what you want them to do in two ways:
         a) *Teaching* of what to do.
         b) *Motivating* using positive reinforcement (Grandma’s Rule).
   2) This effective management:
      a) is constructive.
      b) uses complex social skills (cortex).
      c) builds social cohesiveness.
b. **Push:** using *negative* reinforcement (coercion)

1) It *forces* the other person to do what you want.
   a) “Teaching” is usually just telling.
   b) Motivation uses *negative* reinforcement.
      • Tell them what you want them to do
      • Nag, threaten and punish until...
      • They comply (crack)
      • You can now “get off their case”

2) This ineffective management is:
   a) destructive and unpleasant.
   b) uses intimidation (brainstem).
   c) destroys social cohesiveness.

2. A developmental perspective on nagging

a. Nagging a young child produces several outcomes
   1) They comply, but they resent.
   2) Since the pain comes through the ears, they *tune you out*

b. To break through these defenses, we up the volume and intensity.

c. With more nagging, they get more practice at tuning you out until, by the time they become teenagers:
   • “They don’t listen to a thing I say.”
   • “You can tell them a dozen times, but...”
   • “I may as well be talking to the wall.”

---

**Do Break 3-8**

With the group, share:

a. What issues turn into a “nag-fest” at your house?

b. Are there any times when your children tune you out?

c. How can you change these situations?
   a. Example: The Bedtime Routine (review from Disc 2)
   b. Grandma’s Rule: You have to finish your dinner before you get dessert.
   c. The best Preferred Activities involve you.

Do Break 3-9

With your partners, discuss:
   a. How can we use incentives at home to reduce nagging?
   b. What preferred activities look most promising?
III.D. Avoiding Defensiveness

1. Correcting Misbehavior Goes With Parenting
   a. When a child does something wrong, you must correct them, but they hate it.
   b. Trying to correct kids’ misbehavior is a major source of negative time (nagging, criticism, and arguments).
   c. With skills of giving corrective feedback, we can replace negative time with positive time and protect our “money in the bank.”

2. Giving Corrective Feedback Is Tricky
   a. Have you ever tried to correct your spouse?
      1) No matter how you phrase it, you lose (“You know I love you, but…”)
      2) People become defensive and learn nothing.
b. When we give corrective feedback, we naturally focus on the error.

1) When you look at something that is part right and part wrong, which part catches your eye – the part that is right or the part that is wrong?
   - Seeing first what is wrong is natural.
   - We see the danger (foreground) instead of the background.
2) If, however, you are looking at an error and you speak, you will be talking about the error.
   - Being critical of loved ones is, therefore, “natural.”
   - Taking them for granted is also natural. We overlook things done right (background), and notice mistakes (foreground).

3. Giving Corrective Feedback Correctly
   a. Focus on what to do instead of what not to do.
      - See the error.
      - Relax (take a relaxing breath).
      - Clear your mind.
      - Take a fresh look at the situation.
      - Think: “What do I want them to do?”
      - Give a clear, simple prompt. “I would like you to please…”
   b. STORY: Brian coming home from college and unpacking his laundry
   c. Corrective feedback and the K.I.S.S. principle
      1) Keep it short and simple (K.I.S.S.)
      2) Lectures create “tune-out”
      3) The more you say, the more defensive they become.

4. Two Types of Prompts, Two Types of Feedback
   a. Terminating requests ask someone:
      1) not to do something.
      2) to do something less.
         - It carries implied judgement (criticism).
         - We see the problem and “jump on the error.”
• This is emotionally threatening (defensiveness).
• It describes what \textit{not} to do, but omits what \textit{to} do.
• It is part of a fight-flight reflex (brainstem).

b. \textbf{Initiating} requests ask someone:

1) to \textit{do} something.

2) to do something \textit{more}.

• It carries no implied judgement.
• It is emotionally safe.
• It describes what to do (how to succeed).
• It requires skills of communication.
• Consequently, it must be learned (cortex).

c. Switching from \textbf{Terminating} to \textbf{Initiating}

\textbf{Terminating (T):} \textit{“I wish you would quit leaving your dirty clothes lying all over your room!”}

\textbf{Initiating (I):} \textit{“Please put your clothes away.”}

\textbf{T:} \textit{“You are driving too fast. You are scaring me to death!”}

\textbf{I:} \textit{“Would you please slow down.”}

\textbf{T:} \textit{“Don’t swing at the ball when it’s over your head!”}

\textbf{I:} \textit{“Wait for your pitch.”}

\textbf{Facilitator Note:} We suggest reading these examples of terminating and initiating prompts to your trainees before starting the Do Break.
**Do Break 3-10**

Get with your partners and practice switching a *terminating* request into an *initiating* request. (Take turns.)

a. “Would you stop leaving your dishes out on the counter.”

b. “Stop grabbing that toy from your brother.”

c. “Stop climbing on the furniture.”

Come up with some examples of your own.

---

5. Footnotes on Giving Corrective Feedback

a. When pointing out the error is helpful. (Discrimination Training)

1) Focusing on the error is only worthwhile when you are trying to break a bad habit.

2) In Discrimination Training, the trainee must be able to clearly *discriminate* the new behavior from the old.

3) The emotional tone of discrimination training must be one of *calm* if you are to prevent the child from feeling bad and becoming defensiveness.

b. Many people instinctively believe that you have to understand your error in order to correct it.

1) There are a million ways to mess up anything.

2) None of them are worth repeating while trying to help a person. It only makes them defensive while committing useless information to memory (i.e. how not to do it).
**Final Thoughts: Raising Good Kids within a Happy Family**

1. **Objectives**
   
a. Our objective has been to make the teaching of values “do-able.”

b. Our goal, however, goes well beyond management. We want to help make the joy that we anticipated when we had our children be the joy we experience from day to day.

   1) We want you to have good kids that are respectful and responsible.
   2) We want love and good time with our children to dominate.
   3) We want the negative time that comes from children’s natural willfulness to be minimal.

2. **Means of achieving our objectives**

   a. We have attempted to replace the guesswork and “trial and error” of parenting with the tried and true skills of effective management.

   b. We have grouped these skills into three areas:

      1) Teaching right from wrong
      2) Building relationships
      3) Protecting relationships - Avoiding the parenting traps

   c. It is our hope that, with these skills, good time with your children will steadily increase while strife and stress decrease.
Tools for Teaching PARENT EDITION
A Series by Fredric H. Jones, Ph.D

Special Thanks To:
Staff, Family, and Friends in Santa Cruz, CA
Phoenix Conference Participants
Richland One School District, Columbia, South Carolina
Little Rock Safe Schools, Healthy Students Grant:
Mona Briggs, Mary Paal, and Kaye Rainey.

Credits
Producer: Linda Carpenter, KidVision
Narration: Cathy Dresbach
Still Photos: Jo Lynne Jones
Cartoons: Brian T. Jones
Graphic Design: Patrick Jones
Videography: Linda Carpenter, KidVision, Phoenix, AZ
AETN Public Television, Little Rock, AR
SCETV Public Television, Columbia, South Carolina
Impact Production, Santa Cruz, CA
Sound Studio: Rick Starr, Stellar Sound, Phoenix, AZ
Editing: Jesse Hernandez, Hernandez Creative, Phoenix, AZ
Production Assistant: Katie Carpenter
| Guitar: | Fred Jones |
| Songs: | Saturday Night Rag by Big Bill Broonzy |
| | Sportin’ Life Blues by Dave Von Ronk |
| | Amos Johnson Rag by Steve James |
| Shot on location in: | Phoenix, AZ |
| | Little Rock, AR |
| | Santa Cruz, CA |
| | Columbia, SC |

We would like to thank these families for sharing their Christmas card pictures with us for use on our boxes:

**English Version:** Phil and April Lozevski, Phoenix, AZ

**Spanish Version:** Carlos and Ana Rios, Austin, TX

We would also like to thank the many educators over the years who have encouraged us to make these skills available to parents. In particular, we would like to thank Cathy Thornhill and Betty Todd of Polk County, Florida. They went beyond asking us to do it by giving us an outline of what they saw as important.

Copyright 2005, Fredric H. Jones & Associates, Inc.
All Rights Reserved