

How Much is Too Much?

Leader's Guide

by Jean Illsley Clarke



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Includes bibliographical references, index, and letters to leaders.
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For further helpful information about overindulgence go to www.overindulgence.org.

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Introduction



The Journey That Became the Leader's Guide

Introductory Letter to Facilitators

The Journey That Became the Leader's Guide

I dedicate this Leader's Guide to all adults who sometimes want to overindulge children. It has been a long time in the making.

The wishes and energy of many people are behind and in this Leader's Guide. Family and parent educators have said, "The *How Much Is Too Much?* book is great! Do you have ways to teach about overindulgence?" I replied, "I'm working on it; I'm working on it." Actually, a lot of people have been thinking with me about it for a long time. Here are some of the major players.

Many Minnesota Early Childhood Family Education teachers and Certified Family Life Educator professionals have offered suggestions and encouragement. Countless colleagues have contributed to the creation of the activities. Workshop participants enhanced the model by engaging in individual activities and teaching me how to improve them. Patient parent educators have taught the model, some several times, as it grew and evolved, and as I rewrote and rewrote. I am grateful to every one of you.

I am indebted beyond measure to Dr. Connie Dawson and Dr. David Bredehoft, co-authors of the *How Much Is Too Much?* book. They have challenged, listened, suggested, and evaluated through the years as this Guide has matured.

The Developmental Parenting Highway is the heart of this model and I am deeply appreciative of those who contributed to the design. Connie Dawson helped develop the concept. Jim Jump named the highway. David Spons drew it first for the *Growing Up Again* book. Anessa Matthews and Barbara Kobe adapted the design for this Guide. My thanks to each of you.

I am indebted to the participants in week-long Facilitators Workshops, people who wrestled with the concepts and the written directions. I thank the twenty-four stalwart souls from Iceland and Poland who dealt with the first draft in the 2004 workshop in Reykjavik: Augusta Gunnarsdottir, Bjarni Thorarinsson, A. Birna Olafsdottir, Cynthia Lisa Jeans, G. Asgerour Eiriksdottir, Gudridur Haraldsdottir, Hertha W. Jonsdottir, Hrafnidis Tekla Petursdottir, Hronn Valentinusdottir, Ivar Rafn Jonsson, Jiri J. Berger, Johanna Hermannsdottir, Kristjana Gunnarsdottir, Kristin Gudmundsdottir, Magdalena Kjartansdottir, Maria Gunnarsdottir, Olafur Gretar Gunnarsson, Sesselja Hauksdottir, Sigriour M. Hermannsdottir, Sigurveig Siguroardottir, Solveig Fredriksdottir, Solborg Alda Petursdottir, Stefania Ragnarsdottir, Vidir Ragnarsson, Jordis Njalsdottir. Later Minneapolis workshops included Susan Keippel, Suzanne Rogers, Anna Loa Olafsdottir, Susan Oswald, Patty Sprague, Kittie Alexander, Cathie Hagford, Sue Murray, Lee Rehfeld, Joan Niehaus, Gary Rowland, Jane Moudry, Felicia Nusbaum, Helen Waldock, Kathie Arcide, Gillian Faulkner, Nancy Gonzalez, Aleksandra Jovanovic Madar, Kelli Meyer, Heather Dubbeldee, Tina Feigal, Hilda Green, Barbara Kobe, Barbara Morgan, Shannon Dufresne, Lucy Franz, Luna Jovanovic, Jane Leahy, and Karine Platt. They came from the United States, Iceland, England and Serbia. The workshop staff members Connie Dawson, Mary Paananen, Carole Gesme, Jan Rossbach, Helen May (also from England), and Susan Reanier added concrete structure and substance to the model.

Other people who have made important contributions are Karen Zimmerman, Carole Gesme, Helen Neville, Mary Paananen, Maggie Lawrence, Deane Gradous, Barbara Kobe, Heather Dubbeldee, Felicia Nusbaum, and Athalie Terry. I thank Karen for her thoughtful evaluations and for the helpful tips for parents who are creating individual Developmental Parenting Highways, Carole for her dedication to making the affirmations available, Helen for her succinct presentation about temperament, Mary for our many late night hassles dealing with her consistent demands for clarity, Maggie for her special help on saying no, Barb, Heather, and Felicia for their helpful editing, Deane for the Five Minute Book Walk, Barb for her deft layouts and graphic designs, and for her bubbling boosts when Athalie and I were tired, and Athalie for her never-ending patience with never-ending rewrites. I thank Elizabeth Crary for her continuous encouragement and belief in me, and I appreciate Carolyn Threadgill's thoughtful and cheerful copy editing.

I am deeply grateful for the important contributions made by the people who took the whole model into the field for the final round of testing: Jan Rossbach, Carole Gesme, Diane Bush, Resaca Whipkey, Kristi Hanson, Marilyn Neel, Beth Brekke, Mary Paananen, Sandy Keiser and Connie Dawson. You will read their words in the "Dear Alex" Facilitator Letters.

My family has helped me greatly, especially my son Wade and my daughter-in-law Amy who have let me learn from their thoughtful parenting and have kept me in touch with granddaughters Addie and Katie's "real world."

If you are one of the many people who have helped think about this model and your name is not listed here, please accept my apologies and know that my appreciation is deep. A leader's guide is always a work in progress, and I thank all of you who have contributed to the growth of this *How Much Is Too Much? Leader's Guide*. I hope it will encourage adults everywhere to recognize and avoid the overindulgence that weakens our children, and to offer instead the love, structure, and challenges that children need to grow strong in themselves and strong for others.

A handwritten signature in black ink, reading "Jean Illsley Clarke". The script is fluid and cursive, with the first name "Jean" being the most prominent.

How Much Is Too Much? Leader's Guide

Introductory Letter

Dear Facilitator,

Welcome!

Thank you for using the *How Much Is Too Much? Leader's Guide* to help counter overindulgence. More and more, overindulgence is being recognized as a serious problem, and the Leader's Guide has been dubbed "...a rich resource that offers lots to think about at every meeting." I hope that you find it so, and that you make it even more so with your own warmth and enthusiasm, and by adding the resources that your particular group needs.

About the letters to facilitators

You will find a Dear Alex Facilitator Letter before each meeting with quotes from people who have tested the model and, also, with ideas from me.

In this Introductory letter you will find:

- I Overindulgence Research Studies** – how they started and where to find out more about them
- II Classes** – about the test classes
- III Contents** – substance and sequence
- IV Processes** – choices.
- V Notes** – from Jean Illsley Clarke.

I The overindulgence research studies

Before you teach, become familiar with the 10 **Overindulgence Research Studies**. Pages 303-307 in the *How Much Is Too Much?* book give a brief summary of the ten studies. You will find more on the website www.overindulgence.org about this ongoing project. You may want to do some research. Sue Murray, Ph.D., at Andrews University in Kalamazoo, Michigan, and Carol Darling, Ph.D., CFLE, and Ming Cui, Ph.D., at Florida State University in Tallahassee, Florida, are doing further research.

Study 1

Dr. David Bredehoft and I started the first study in 1996 because we couldn't find any research on overindulgence. I did in-depth, face-to-face interviews with people who identified themselves as having been overindulged as children. From that amazing mass of data, David and I constructed an open-ended paper and pencil questionnaire which we distributed to anyone who would take it, a convenience sample. Some of the results of Study I are presented in the 1998 revision of the *Growing Up Again* book.

Study2

We wanted to compare our Study I results with those of a more homogeneous group. Dr. Connie Dawson joined our team, and we devised a study using other people's validated scales. Study II was done at Concordia University in St. Paul with mostly white Lutheran

college students. It has since been replicated at Concordia and currently is being replicated at Andrews University in Kalamazoo, MI, by Dr. Susan Murray.

Study 3

This study was done on the Internet. It looks at the correlations between people's childhood overindulgence and their parenting practices as adults. Study III showed positive correlations between childhood overindulgence and overindulgent practices during parenthood.

Study 4

Dr. Michael Walcheski, Concordia University St. Paul, joined the team for an Internet Study IV relating childhood overindulgence practices to Diane Baumrind's well-known identification of authoritarian, authoritative, and permissive parenting styles. One could expect to find overindulging behaviors in the permissive category, but they appeared in the authoritarian group as well.

Study 5

This study looks at possible connections between childhood overindulgence and the quality of adult close personal relationships. Again, overindulgence often seemed to carry forward into adulthood, spreading from one generation to another.

Study 6 See the website www.overindulgence.org for the Childhood Overindulgence and Life Goals Study, 2007 and 2008.

Study 7, See the website www.overindulgence.org for the Reliability and Validity Findings for the Measure of Childhood Overindulgence, 2007.

You can find current data on all 10 studies and identification of all the people who participated in conducting them on the website. That information will be kept up to date as we do more studies. Perhaps you will do one. To replicate any of the studies, contact Dr. David Bredehoft at bredehoft@csp.edu.

Other research we recommend

Tim Kasser's *The High Price of Materialism* reports a breadth of research that does not focus on parenting, but documents the impact of how the current high level of consumerism affects our everyday happiness and psychological health.

II About the test classes

After considerable testing and reworking, nine leaders tested the revised version of the guide. I owe great thanks to each of these dedicated people whose thoughtfulness and professionalism shone through the careful feedback they sent to me. Here is information about the testers and their classes.

Marilyn Neel, Louisville, KY, Beulah Presbyterian Church

Six weeks, one 2-hour class per week. One mother of a two-year-old, one grandmother of a three-year-old, the rest teachers of 6 to 12-year-olds. Ages 30-62. Highly educated including a retired prison warden and a lawyer. Most were not members of the church.

Marilyn wants to modify the classes for use with adults who want to recover from overindulgence. Dr. Connie Dawson is working on developing that model. You can read her response to a request from a counselor wanting help for a client, Appendix, p. 13.

Leader: Social worker

Marilyn says: "My class consisted of adults who were taking the class mainly for their own issues. . . . This is a great class and has many applications for parents and for adults. I am planning to do a class for people who have obesity issues. . . . The material is very rich, lots to think about each time, raises lots of micro/macro issues."

Diane Bush and Resaca Whipkey, Aurora City Schools, Aurora, OH

Six weeks, 1.5 hour classes. All college educated, three stay-at-home moms, three worked outside the home. One single parent mom. 6 females, ages 35-45, children ages one to four.

Leaders: Both school psychologists, one 26 years of experience, the other a first year practitioner. One has raised children, the other has not.

Diane and Resaca say: "The blend of work experience and life experience in the leaders added to the group process."

Jan Rossbach, Stillwater, MN, Christ Lutheran Church

Six 2-hour meetings, 5 women, ages late 20s to 50. Average to high-income level. Children ages 6 months to 27 years.

Leader: Facilitator of parent education groups, business manager, former child care center director.

Jan says: "There is so much information, I think another session would help solidify it."

Kristi Hanson, Lakeville, MN, Early Childhood Family Education class, Lakeville Public Schools

Nine weeks, 55 minutes per session, 14 people, children ages birth to five, income level varied.

Leader: Parent educator for 12 years.

Kristi says: "Parents told me they were talking about this topic with friends and neighbors. . . .

As you can see from the parent evaluations, this class had a great impact on parents and children. The level of interactions and discussion was raised considerably due to the guidance of the curriculum."

Carole Gesme, Minnetonka, MN, Oak Knoll Lutheran Church

Five consecutive mornings while children were in daily Vacation Bible School. Two-hour classes. Income levels varied from poverty to affluence, multicultural group, six of the ten attendees are immigrants, all had preschool children.

Leader: Carole Gesme, M.A., CFLE, Family Life Educator at Concordia University, St. Paul, MN; designer of educational games for children and families, author of several books including *While We're Apart...* and *Help for Kids! Understanding Your Feelings About Moving*.

Carole says: "It gave us a language to talk about parenting. They have continued as a Sunday morning parenting group. They support each other, welcome new members and teach them to use the Test of Four and the Developmental Parenting Highway."

Mary Paananen, Bellevue, WA, Bedview Hospital

Six 2-hour meetings, six employed professional women, one retired. Children ages 14 to 40.

Leader: Registered public health nurse

Mary says: "There was a great, ongoing exchange of awarenesses about overindulgence."

Sandy Keiser, Cincinnati, OH, City Hospital

Six weeks, 2-hour classes, middle class moms, one dad. Children ages toddlers through teens.

Leader: Sandy Keiser, MSW, CFLE, Community Education Specialist and Consultant for Catholic Social Services of Southwestern Ohio. Over 25 years of experience in adult education.

Sandy says: "People were enthused and amazed at how they could make small changes in the ways they interact with children, and it made such a big difference in how the children responded."

Beth Brekke, Rogers, MN, Prince of Peace Lutheran Church

Six 2-hour meetings, church members, children all ages.

Leader: Pastoral assistant

Beth says: "A grandmother used the class to consider how she is interacting with her grandchildren. It reaffirmed her parenting of her children and is helping with her grandchildren."

III Contents – substance and sequence

The material presented in the Leader's Guide is based on the Overindulgence Research Studies and follows the sequence of material presented in the *How Much Is Too Much?* book. You will notice the three general ways in which parents overindulge have been identified as Too Much (material overindulgence), Over-Nurture (relational overindulgence), and Soft Structure (structural overindulgence). Each of those is addressed in a separate section of the *How Much Is Too Much?* book with a chapter about each aspect that showed statistical significance. Of course

this does not imply that these data are exclusive. You may have already noticed more ways people overindulge and more apparent results of those overindulgences.

IV The choice of process

If you have taught from the *Growing Up Again Leader's Guide*, you will recognize many of the activities in the *How Much Is Too Much? Leader's Guide* are familiar. As Connie, David and I combed the research findings to choose the content for the *How Much Is Too Much?* book, we became aware that much of what to do about overindulgence was already spelled out in the *Growing Up Again Leader's Guide*, which is currently being revised.

However, we all knew from our years of teaching that, for many people, it doesn't work to say, "Here is a good basic model. You apply it to this specific subject." Also, why would people want to apply it if they didn't understand the compelling data indicating the potential hazards of overindulgence? Therefore, if you have taught *Growing Up Again*, you will find long-tested old friends, such as the Nurture/Structure Highway, Suggestion Circle, Developmental Affirmations, and Discounting.

What's new are the information from the Overindulgence Research Studies, the developmental application of the Nurture/Structure Highway, and the all-important Test of Four. This simple test allows people to evaluate for themselves whether an activity is supportive or whether it crosses that often blurred line into overindulgence.

Also see of the leader guide Appendix, p, 3-4, Major Influences Behind the *How Much Is Too Much?* Model.

Variety

The model is filled with experiential indirect learning experiences. One of the testers remarked that there is lots of process in this model. If you are in the habit of lecturing, I expect you may agree. However, research on retention of material suggests that we remember about

10% OF WHAT WE READ	70% OF WHAT IS DISCUSSED WITH OTHERS
20% OF WHAT WE HEAR	80% OF WHAT WE EXPERIENCE PERSONALLY
30% OF WHAT WE SEE	95% OF WHAT WE TEACH TO SOMEONE ELSE
50% OF WHAT WE BOTH HEAR AND SEE	

So we can tell about the Parenting Highway and expect 20% retention, but the people who stand beneath the signs and read, or who walk the continuum and listen may learn 80%.

Also, we know that while a lecture works well for those with an auditory learning preference, it is not as effective for the visual and kinesthetic learners.

Since discussing with others enhances retention of material and often deepens understanding, activities often involve talking with others. The sizes of the groups were chosen based on my experiences and on the worldwide research reported by Robin Dunbar in *Grooming, Gossip and the Evolution of Language*.

Briefly stated they are:

Two, for relationship – Many people don't feel connected with a larger group until they have established at least one dyad relationship within it.

Four, for conversation – When we try to have a serious discussion about a topic in a large group, often a small number of speakers dominate. It is better to ask people to discuss in groups of 3 or 4 first, then share with the large group. That creates the opportunity for everyone to contribute.

Six, the work group – Six is identified as the ideal number for a group with a job to do. Six people can divide the tasks and the group is small enough for members to reach a decision quickly. Groups of more than six often take much longer to agree on a course of action.

Ten or 12, for brainstorming – Six provides enough variety for task accomplishment, but not enough for productive brainstorming sessions. Combine two groups of six to generate ideas and then reassemble the sixes to get tasks accomplished easily.

12, for team cohesion or empathy – 12 (or 10 to 15) is the number Dunbar identifies as the ideal number of people to build a strong team connection in order to reach a common goal. Sports teams and juries are examples. The people in our close circle form our empathy group.

150 make a community, which everyone needs.

1500 to 2000 make an extended group, which gives us identity and helps us stay grounded in our culture.

Since we no longer live in simple tribal groups, we form our communities and our extended groups as best we can. This is a reminder to us as facilitators not only to let people talk directly with one another, but also to be sure they wear name tags. This helps people fix names with faces, especially for those whose learning style preference is visual.

Order

The order of the activities was chosen on a basis of logic and experience, and rearranged at the suggestion of leaders who tested the model. When you are familiar with the activities, you will, of course, move them around to fit the teachable moments.

Activities are written on separate pages so you have the opportunity to push one forward to another meeting, divide activities to fit shorter meeting times, or pull a specific activity to drop into some other topic about which you are teaching. Some leaders photo copy Suggestion Circle directions for use in many other classes.

The hard copy comes in a loose-leaf notebook which allows you to move activities easily and to add resources that may be needed by your particular group.

V Notes from Jean I. Clarke

Talking and doing

Recently someone looked at the Leader's Guide and laid it aside because "...letting people "do things" takes too much time." So he made some PowerPoint lists from the book and taught his class. "And it worked just fine, thank you very much." Well, I expect it did. But experienced educators know that people retain more information if they talk about it and have some kinesthetic experience with it. So, how do we allow time and space for people to do activities?

For me it can be hard. I have to remember that I don't have to teach everything I know. I can learn to be crisp and lead people along but not rush them. But, I know lots about overindulgence and I want to tell about it. All of it! So, I often have to exercise stern self-discipline to allow people to *do* and to *talk* in order to learn what *they* need to learn. Sometimes I want to tell far more than learners can absorb at one time. Besides, I am quite comfortable with this material, and many of my students are not. I have to remember that they will be learning on *their* schedule, not mine, no matter how much or how fast I talk. I have to let people talk and do things. And I have to be sure to keep enough time for the most important learning *for the group*, not for what I like best.

Another reason we do the physical activities is to let people practice congruent communication. The Highway, Discounting, and the Parent Power activities are especially helpful with this. The research reference on The Language of Relationships is from Albert Mehrabian. His research showed that in face-to-face interactions,

- 55 percent of the emotional meaning of a message is expressed through facial, postural, and gestural means.
- 38 percent of the emotional meaning is transmitted through the tone of voice.
- *Only seven percent of the emotional meaning is actually expressed with words.* On almost every occasion in which words and nonverbal language express different messages, observers, especially children, will believe the nonverbal message. That is why the practice of actually *doing* all of the stand-up activities is far more helpful than just talking *about* them.

The Highway

One accomplished leader said, "The Developmental Parenting Highway model is very sophisticated and very deep." I responded that there are many simple parenting guides available, but overindulgence is not a simple matter. If the Developmental Parenting Highway activities are sophisticated and deep, they are still easy to grasp because the highway is a very familiar metaphor. Anyone who has driven a car has already experienced the importance of driving in the middle of their lane of the highway. People already have auditory, visual and kinesthetic knowledge about what to do if they stray onto the shoulder or end up in the ditch. And if they have an infant and don't already know that children change as they grow, that will soon become evident. This is an easy way to teach about developmental needs and parenting simultaneously.

Parenting today is not simple. It is demanding! We live in a world that encourages overindulgence, and parents who strive not to overindulge are engaged in an important counter-culture activity. They have to be strong!

Building Your Child's Developmental Parenting Highway Activity offers a flexible framework that can be adapted to meet specific needs of the parents you are working with. For example, if you are teaching a class focusing on Cognitive Development in Middle Adolescence, you could replace the listed jobs of the child with Formal Operative Stage characteristics from Piaget or Kohlberg or whichever developmental theorist you prefer. (See *Middle Childhood to Middle Adolescence* by Blume and Zembar in the References, Appendix, p. 1-2.)

Or, if you are counseling parents who have a self-absorbed child, you could list specific things parents could do with that child before your next meeting. (See Stanley Greenspan's *The Challenging Child* in the References, Appendix, p. 1-2.)

Get to know the Leader's Guide

Notice some ways I have attempted to make the Leader's Guide easier for you to use.

- Each activity is on a separate page or pages so you can move activities easily from one place to another.
- Icons on the right margin signal materials you will be using: the book, handouts, or posters.
- In each activity key words are bolded so you can tell at a glance where topics are being covered.
- In the hard copy, the posters are in plastic sleeves to protect them and make them easy to identify.
- Of course you will highlight, add, and make this material your own.

Please study the guide and get acquainted with it by testing it with a few friends or a group that will be supportive of your efforts, before you take it into your workplace. That will give you a chance to examine your own attitudes and beliefs about overindulgence. At first it was easy for me to be judgmental of people who overindulged. Now I have compassion for all of us. We overindulge not from malice, but from a good heart. And we are dismayed when the impact is the opposite of our good intent.

The Guide is filled with my words. They are carefully chosen and edited to avoid discounts, invitations to codependency, and ambiguity. Of course you will be saying the ideas in your own words. If, before class or in your test class, you will read the Guide words aloud, you will hear the ideas in your own voice and be less apt to skip important points.

I recommend that you look carefully at Appendix D, Ages and Stages, in the *How Much Is Too Much?* book, pages 311-323, to supplement the curriculum material. Be prepared to add all that you know about **child development** as you will probably get lots of questions about parenting at different ages.

Be sure to leave enough time for the Stages of Growth and the Developmental Parenting Highway during every class. Learners need time and repeated encounters in order to build both their understanding and their skills.

Assembling materials

Handouts

The handouts are in the Learner's Guide. Provide handouts in a notebook, or at least copy handouts on 3-hole-punched paper so people can make their own notebooks if they wish. We regularly refer back to handouts from earlier meetings. Copying each meeting's sheets on a different color paper works well in my classes.

Posters

Do your posters however you do posters. Use these as they are in a small class, enlarge them, create your own, have your children decorate them, whatever. If you put them on Power Point, please make paper posters of the following to be seen during the entire time at every meeting:

- The Agenda for that meeting
- Affirmation Ages and Colors
- Ground Rules
- Parenting Highway
- Test of Four
- Suggestion Circle directions

You may want to photocopy all of the poster masters as backup for future classes, in case a poster gets damaged.

Acquiring materials

Be sure to include the cost of the books and materials in the cost of the class. You can get your books from your local book store or through a local distributor, or, if you live in the United States, you can get them directly from Hachette Book Group.

See Appendix, p. 5, *Developmental Educational Affirmations*, for more materials.

Marketing your classes

You will, of course, market your class in the way that works in your community. In the second edition of *Family Life Education: The Practice of Family Science* there is a helpful chapter on marketing by Jody Johnston Pawel, author of the *Parent's Toolshop*.

The Leader's Guide - A work in progress

The Guide is yours. Do let me know your ideas about how to improve it or make it more user-friendly (jiconsults@aol.com). Remember to congratulate and appreciate yourself after each meeting. Thank you again for your work on countering overindulgence. I am glad you are joining me on this journey.

I wish you and your students well.



PS: Email me (jiconsults@aol.com) if you have a question. If I'm out of town when you email, I'll respond as soon as I get back. JIC

Meeting 1

Is This Really Overindulgence?



Agenda

Min

15	1. Opening	1-2
5	2. Goals, Beliefs, and Topics	3
5	3. Agenda and Ground Rules	4-5
10	4. What Is Overindulgence? Our Frame of Reference	6-7
5	5. What the Overindulgence Research Tells Us	8-9
10	6. Test of Four	10-11
20	7. Stages of Growth and Affirmations	12-14
20	8. The Parenting Highway	15-18
10	9. Parenting from Our Strengths	19
10	10. Closing with Affirmations	20-21
	Suggestion Circle (Optional)	22-23
	Parent Power - <i>You Should Buy It</i> (Optional)	24-25
	A Five Minute Book Walk (Optional)	26

Meeting 1 – Facilitator Letter

Is This Really Overindulgence?

Dear Alex,

Welcome to Meeting 1! I hope you have a great time using this material.

This Leader's Guide is designed for six two-hour meetings. Depending on how firmly you move a group along, or how fast your group chooses to move through the content, you may zoom through this meeting and have time for a **Suggestion Circle** and a **Parent Power** activity, or you may wait and introduce these activities in Meeting 2. If your meetings are shorter than two hours, you will want to include Suggestion Circles at every meeting after the first one.

About Activity 1: Opening

Do start the meeting on time. Waiting to start until after everyone arrives discounts the people who were on time and signals that it is okay to be late.

If you want to know where people heard about the class, add that question to the poster.

Encourage people to do the Parental Overindulgence Assessment Tool quickly. First responses are apt to be most helpful.

About Activity 2: Goals, beliefs and topics of these meetings

It is respectful of people's needs to list the goals and describe the content of the course, but this need not take a long time. People will have the Goals handout.

Diane Bush and Resaca Whipkey's group needed to talk about their children's use of the Internet at the first meeting. Diane and Resaca met some of their concerns and promised to bring information about the Internet to the next meeting where they revisited Internet use during the Meeting 2 **Opening** activity.

About Activity 3: Agenda and ground rules

Posting the agenda and referring to it throughout the meeting helps keep the leader and the group on task.

Establishing **Ground Rules** creates a sense of safety and encourages people to think for themselves. Ground Rules also protect you, the leader. If people are not on time for the first meeting, ask about adding a start and stop on time ground rule. Be cautious about a rule on confidentiality if people know each other well or work together. I prefer *no gossip*. This reminds people to be self-protective about what they share.

About Activity 4: What is overindulgence? Our frame of reference

This activity can be very exciting.

Kristi Hanson says, “Loved the Frame of Reference. Good base for the whole class to help people feel more safe and open.”

Carole Gesme’s class consisted of half affluent suburban white mothers and half mothers from a low-income housing unit, including recent immigrants from India and China. The Frame of Reference activity helped create a class culture where people could discover differences and treat each other with respect.

About Activity 5: The overindulgence research

Do make it clear that the content of this course is research based. Many people don’t want to hear a lot about the research, but if someone is interested in learning more, refer them to the website, www.overindulgence.org. Be very gentle with people. There is disturbing information about the long-term effects of overindulgence that some people don’t want to hear. I find that many people are scared they may be overindulging, but they don’t know what to do instead. It’s our job to help them figure that out.

About Activity 6: Test of four

The Test of Four and the Highway are the bones of the course. The Test of Four is uniquely valuable because it gives people a structure for assessing their own situation. We can observe other people’s behavior, apply the Test of Four, and guess the presence of overindulgence. However, unless people tell us their *whole* situation, we can only say, “This item indicates that they need to look at their behavior.” The Test of Four is never to be used to judge or criticize others.

About Activity 7: Stages of growth and affirmations

You will spend more or less time on child development, depending on the knowledge level of the people in your group. Kristi reported that the parents in her group had read books on parenting and were knowledgeable about child development. However, it is not safe to assume that parents know about child development. For a month I had the privilege of being an “expert responder” to questions sent to the Web site of a major parenting magazine. There were a few queries about a boyfriend mistreating a child, but the remaining questions all reflected some lack of understanding about child development. For example, “How do I get our two-year-old to be respectful and appreciative?”

About the affirmations, people who learn by colors appreciate that the colors of the stages echo the rainbow. Indicate the colors on Poster #5 with felt pens or colored stickers. Your masters include the complete set of affirmations. You decide whether you want to copy only infant through teen age, 9a-9g, or whether to add the adult Interdependence affirmations, 9h and 9i, and the Integration set, 9j. Handling the colored ovals adds visual and kinesthetic impact to learning and takes people far beyond the experience of simply reading a list of words. We encourage you to cut out the ovals or invite your parents do it as part of an activity. Some people like to learn from songs. Some people require repeated exposure to the affirmations before they appreciate their power, so offer them in every meeting in some way. You can learn more about the prenatal

and integration stages of development in the *Growing Up Again, Parenting Ourselves, Parenting Our Children* book.

The affirmations strike people in many different ways. To people who didn't receive affirmations as a child and young adult, they may seem silly or irrelevant.

A person in Sandy Keiser's class said, "The affirmations seem too 'new-age' for my tastes and I'm not comfortable with the idea."

Make that okay. We are here to offer, not to prescribe. Here is a perfect place to emphasize the right to pass. Some people grasp the potential of the affirmations immediately and want suggestions about ways to offer them to children. Appendix, pages 6-7, offer ideas, and there are lots more in the book, *Affirmation Ovals, 139 Ways to Give and Get Affirmations* by Clarke and Gesme.

Some people play with the affirmations in class and let them go. Others incorporate the affirmations into their parenting and use them for healing and support in their own lives. I recently received a message of appreciation from a service professional, who works with children and families and who claims to have shared the affirmations with clients for years. She continues to carry the affirmation ovals every day for her personal use.

This Combining Affirmations and Growth Activity is wonderful in my opinion, not only because it encourages people to be mutually helpful, but also because people often disagree. This sets a tone for the course that allows for "not one right answer, but *your* own thoughtful answer."

About Activity 8: The parenting highway, nurture and structure

When you enlarge the poster of the Highway, make two copies: one for the wall at every meeting and one for a table or the floor, starting with meeting 2.

Because parents care so much about their children and because parenting, especially in this age of chaos and consumerism, is so difficult, it is easy for some parents to withdraw into shame if they think they are being told they have done something wrong. In over 30 years of exploring ways to help parents and families, I have found the Parenting Highway to be the least shaming way of offering parenting tools. Almost everyone who has driven a car has strayed onto the shoulder of the road at some time, so this metaphor of the Parenting Highway calls up bone knowledge about the need to get back to the middle of the road rather than plow along on the shoulder or stay stuck in the ditch.

Create a floor Highway that is large enough for everyone to walk on at once, if possible. Letting class members tape or draw the lines with string or yarn is an effective way to get the Highway on the floor. It is okay if the lines are really crooked. Be sure the little poster squares and circles **exactly** match the arrangement on the poster or people will get confused. I suppose because driving is a well-practiced kinesthetic experience, people have told me they didn't really "get" the Highway from the book or the poster until they walked it on the floor. Moving through the Highway with their feet lets people learn far more than they learn from just exploring the Highway with their eyes, so take the time to let people do this whole-body learning. As you

know, people with a high kinesthetic learning preference learn more when they are moving than when they are only listening. Remind them of the right to pass at any time.

People may report awarenesses like, “The center of the road is the Golden Zone for me. I felt safe and secure there. The ‘outers’ felt unsafe, chaotic.” Or you may get, “I didn’t learn anything.” Whatever they report is okay.

Be clear about staying in the middle of the Highway. I had one mom come back to class and ask for help about how to marshmallow. She thought she was supposed to parent in all twelve ways. Yikes!

As you describe each section of the Highway be brief, or it gets tedious. You can study pages 122-130 for nurture and 133-137 for structure background in the *How Much Is Too Much?* book. Twelve is too many items for most minds to hold at once, so people are apt to remember the most from your voice and body language as you read the Nurture/Structure Examples, Meeting 1, handout 12.

When you start adding child development to the Highway by showing posters 12 and 13, be sure to call them “examples.” These are not the “right way.” They are only examples to get people started thinking about their own children. Be gentle. Some people are very **defensive** about their overindulging and could retreat into guilt or shame and stop learning, especially if they interpret the charts on Meeting 1, Poster 12, *Nurture and Structure for Different Stages*, to imply “you should have parented this way.” Use your best affirming and invitational skills. The description of the Different Situations, #13, at the bottom of page 17, is very carefully worded to minimize shame. You may want to read those words aloud as a quote from me. Use the *Different Situations*, Meeting 1, Poster 13, to reassure people that their charts will be unique. Enlarge Poster 12 so it is easy to see because it is an important part of Meetings 2, 3, and 4.

About Activity 9: Parenting from our strengths

No matter how much the group has accomplished in the meeting, end Meeting 1 with this activity; it is quick, and people love it. It sends people off to parent from their strengths. We all parent better from our strengths than from our deficits.

Kristi says, “‘Step forward’ became the reminder throughout the meetings that we all have strengths.”

Diane and Resaca asked people to step right and left. A left-handed person complained that this activity reinforces that left is bad. Of course! Sorry! Stepping forward for the helpful parenting and backward for the unhelpful works well.

If someone says they didn’t get anything positive from their parenting, remind them that their parents gave them life.

About Activity 10: Closing with affirmations

Closing with personal affirmations reminds parents to take care of themselves. Remember, children’s needs are best met by parents whose own needs are met.

Closing with resentments and appreciations honors the whole experience of the class, establishes that the leader accepts people where they are, and often provides helpful feedback: “I couldn’t hear,” or “The room is too hot.” Be sure to limit each statement to one sentence. Discourage rambling responses with “Will you think how to say your resentment in one sentence? I’ll come back to you soon.”

About the suggestion circle

If the Suggestion Circle activity does not get included in Meeting 1, move pages 23 and 24 into Meeting 2, Activity 2 and introduce it there.

The crucial, important, imperative standard when leading a Suggestion Circle is crispness. By Meeting 3 or 4, unless the topic is a real stopper, the group should be doing a circle—start to finish—in 3 minutes. Set this as a goal. You could use a timer and report to the group how long a circle took. People can discuss after class. The Circle restrains ramblers and protects the introverts and the shy participants. Whenever a group uses 15 minutes of meeting time to discuss one person’s problem, four other people could have had their Suggestion Circles.

On the last day of Carole Gesme’s class, the group decided to meet again in the fall. They did not want to lose each other’s support, so they arranged to do email Suggestion Circles over the summer.

About parent power

If the Parent Power does not get included in Meeting 1, move pages 25 and 26 into Meeting 2, Activity Parent Power and introduce it there. Once you establish how to do this exercise, your learners will be able to do one in five minutes. It is all about strengthening parents’ backbones. Some learners will respond to this activity with, “It’s okay, I guess.” Others will assert that this was the real fireworks part of the class. A student once told me at every meeting, “I didn’t learn anything from it,” until the last meeting when the subject happened to hit home. She was wide-eyed. “I had no idea I was being a wuss on that topic!” Derole players carefully. See Appendix page 8.

After the five minute book walk

This is an excellent way of getting people into the book. You be the judge of whether to include it at this meeting. Some leaders like to do it in the second activity of Meeting 2 if some people have not done the reading.

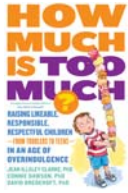
After the meeting

Savor the activities you did well. If you weren’t satisfied with some aspect of the meeting, think of a way to do it differently or ask for help. Don’t ever, ever beat yourself up.

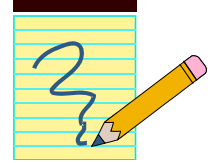
Good luck and thank you for choosing to help people avoid overindulgence, a very sticky cultural problem.

Cheers,





Meeting I – Preparation *Is This Really Overindulgence?*



Behavioral objectives

Participants will have the opportunity:

- To examine the goals, beliefs, and content of this series of classes
- To compare their own definition of overindulgence with the results of the research
- To participate in a Test of Four exercise to identify overindulgent behaviors
- To connect their child's developmental tasks with supportive affirmations
- To experience the Developmental Parenting Highway

Collect posters

1. Welcome
2. Agenda
3. Ground Rules
4. Test of Four
5. Affirmations – Ages and Colors
6. Uses of Developmental Affirmations
7. (a-g) One large affirmation in each color
8. Stages of Growth and Affirmations
9. Developmental Parenting Hwy (2 large)
(one for Meetings 2-6)
10. Nurture Highway Circles (cut up)
11. Structure Highway Squares (cut up)
12. Nurture and Structure for Different Stages (large)
13. Nurture and Structure in Different Situations (large)
14. Suggestion Circle (optional)
15. Parent Power - *You Should Buy It* (optional)
16. Five Minute Book Walk (optional)

Duplicate handouts

- #1 Parental Overindulgence Assessment Tool
- #2 Goals, Beliefs and Topics
- #3 Frame of Reference
- #4 Three Ways of Overindulging
- #5 Overindulgence Research
- #6 Test of Four
- #7 Stages of Growth and Affirmations
- #8a-g Affirmations & Jobs of the Child
- #9a-j Developmental Affirmation Strips
(copy in color of each stage, cut & collate)
- #10 Developmental Affirmations
- #11 About the Affirmations
- #12 Developmental Parenting Highway
- #13 Suggestion Circles
- #14 Home Practice

Bring to class

- *How Much Is Too Much?* books
- name tags, felt pens
- posters
- copies of handouts
- cut and collated colored affirmation strips (Handouts 8a-g) or cut out colored affirmation ovals with a punch.
- cut up squares and circles markers for the Highway on the floor, Posters #10 & #11
- chalk, masking tape, or yarn to make the Highway

Agenda ***Is This Really Overindulgence?***

Min

- 15 1. Opening
- 5 2. Goals, Beliefs, and Topics
- 5 3. Agenda and Ground Rules
- 10 4. What Is Overindulgence? Our Frame of Reference
- 5 5. What the Overindulgence Research Tells Us
- 10 6. Test of Four
- 20 7. Stages of Growth and Affirmations
- 20 8. The Parenting Highway
- 10 9. Parenting from Our Strengths
- 10 10. Closing with Affirmations
Suggestion Circle (Optional)
Parent Power - *You Should Buy It* (Optional)
A Five Minute Book Walk (Optional)

How Much Is Too Much?

Meeting 1: Is This Really Overindulgence?

Before the meeting: Greeting

Write a welcome message, the name of the class, and your name on the board or on a flip chart.

Post the:

- Introductions
- Agenda
- Ground Rules
- Large colored Affirmation Ovals (peach through dark blue) in different parts of the room

Place the masking tape highway on the floor if that is the way you choose to teach it. You may post the rest of the posters before class or as you need them.

Have name tags ready for those who have registered for the class if the list is available. Be prepared to make name tags for everyone else. Greet people as they come in, hand them a *How Much Is Too Much?* book and the packet of Meeting 1 handouts, and ask people to please be seated. Remember, your actions during the first three minutes set the tone for the group.

WELCOME
to
How Much
Is Too
Much?

Your Name

Activity 1: Opening

(15 minutes)

Introductions

Say: Welcome. My name is _____ and I will be facilitating this *How Much Is Too Much?* meeting. I'm glad you are here. This class is about taking care of our children and ourselves without going overboard and overindulging.

Briefly say something about your experience or credentials. Make any necessary housekeeping announcements.

Say: As we find out what people want from the meeting, we will start to get to know each other by doing interviews in pairs. Please **interview** someone you don't know or someone you want to know in a new way. Find out the following information:

Point to Meeting 1 Poster #1, Welcome and read it to the class.

How Much Is Too Much?
WELCOME
Is This Really Overindulgence?

1. Name.
2. Ages of your children or children with whom you are connected.
3. What you hope to get from this class.

Ask: Is there something else you want to know about the people in this group?
If the group wants to add an item, write that as number 4 on the poster.

Say: Your information will be shared with the whole group, so you have the **right to pass** on any item. We will take about four minutes for this interviewing activity. When we are finished with the interview, each of us will introduce our partner and share briefly what we have learned.

Give the group four minutes to interview their partners.

Say: As **introductions** are made, I will record your **goals** and attempt to work them into the course. We will revisit your goals in Meeting 5.

Say: Please be brief as you report the information about your partner.

Record goals. If some goals do not fit in this course, be clear about this. Recognize that people's goals are important. Suggest other places or other courses where those goals could be met.

After everyone has been introduced...

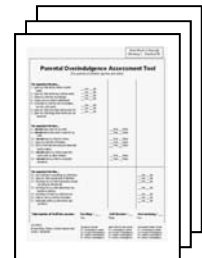
Say: Thank you for sharing with the group.

Parental overindulgence assessment tool

Ask: To help me gauge the effectiveness of this class series and to help you assess your learning's, will you please fill out Meeting 1, Handout #1, **Parental Overindulgence Assessment Tool**. If your children are younger than two, guess what you will do. If you have no children, write what you remember from your own childhood. Put some designating mark on your paper, so you can tell it is yours.

Hand your paper to me.

I will keep it for comparison at the last meeting.



Meeting 1 Handout #1

Activity 2: Goals, beliefs, and topics of these meetings

(5 minutes)

Say: The **goal** of this course for each of us is

- 1) to increase our understanding of overindulgence, and
- 2) to explore what to do instead of overindulging.

Say: We will be working with the *How Much Is Too Much?* book and with handouts during this course. I have a *Leader's Guide* book. The course **handouts** will become the *Parent's Book*. You may want to put your handouts in a loose-leaf notebook or you may prefer a folder. I expect you to bring your handouts and your book to each class.

Say: Look at Meeting 1, Handout #2, Goals, Beliefs and Topics.

*Hold up your copy and read aloud the **Goals** of the course.*

Ask: Is this what you came for?

Say: If you have **other goals**, write them on your copy of the handout.

(If someone is in the wrong class, suggest other ways they can get what they are looking for.)

Say: As I read each **Belief**, place a check on your handout beside the beliefs that are most important to you right now.

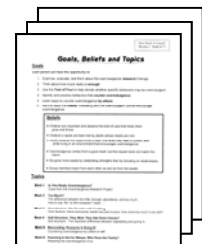
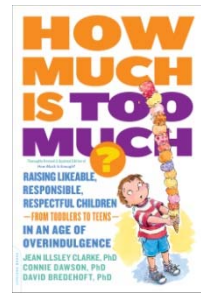
Say: If you want to add a belief, write that on your list.

Ask: Does anyone want to suggest a belief to add?

If yes, add it to the list if everyone agrees.

Say: Please glance at the **Topics** we will cover during the meeting.

Ask: Does anyone have a question about one of them?



Meeting 1 Handout # 2

Activity 3: Agenda and ground rules

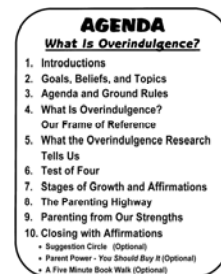
(5 minutes)

Say: A meeting consists of two parts, content, what we learn, and process, how we learn. For today's proposed **content** let's look at the Agenda poster.

Point to the Meeting 1, Poster #2, Agenda.

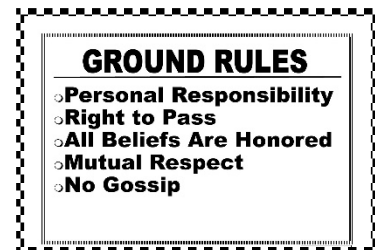
Say: We will cover as much of our agenda as possible, depending upon the needs of people in this group.

Say: The second part of the meeting is our **process**, or how we will learn together. This is not a lecture class, it is a class where **you participate** to learn. Research suggests that most people remember 10% of what they hear and 70% of what they talk about. Therefore, we need a **contract** that will allow us to talk with each other respectfully and safely. **Ground rules** can be part of our contract. These are the ground rules I propose we use. Let's consider them to see if they fit our group or if we need to change them or add others.



Meeting 2 Poster #2

Point to the Meeting 1, Poster #3, Ground Rules. Read and explain each ground rule.



Meeting 1 Poster #3

Say: **Personal responsibility** means we all participate in all of the exercises—at least in our heads—by watching, listening, and thinking. This includes the leader. It also means each of us is responsible for learning *what* we need to learn. You may have come for yourself, for a child, just to learn about overindulgence, or for some other purpose. Remember what you came for and ask questions whenever you need to.

Say: Everybody has the **right to pass**. Each of us can be responsible for *how* we learn. Sometimes we may need to listen or think instead of talk. Also, if any one of us does not wish to share something, we have the right to pass, and this right is to be honored by all of us.

Say: **All beliefs are honored**. All of our beliefs, values, and attitudes will be honored, because they reflect how we have made sense out of our experiences so far. We may change our opinions when we get new information or have new experiences.

Say: **Mutual respect**. I plan to respect others and myself, and I invite you to do the same. This means that we will experience each other as equal, competent human beings, who have

come together to explore new ideas and practice new behaviors. We can agree to disagree and hear each other without deciding that one person's beliefs are right and the others' beliefs are wrong.

Ask: **No Gossip.** Can we agree to a no gossip rule? This means that outside of classes we will not discuss individuals and their activities in this class in a way that could be considered gossip. We can talk about experiences in general. We need the freedom to say and do things, think about them, and continue or discontinue them, without having to worry about someone outside the group hearing about us. If you want to discuss a sensitive topic you can ask for a contract that *nothing* is said about your specific topic outside of the group.

If your state mandates reporting child abuse or neglect, say so here and remind people that we are learning what to do instead of neglecting or abusing. Make certain you are clear on your own position on spanking.

Ask: Do you wish to add any **additional** ground rules?

Say: One reason I emphasize ground rules in this class is that not setting family rules can be one way of overindulging. We will talk more about family rules in Meeting 4.

Activity 4: What is overindulgence? Our frame of reference

(10 minutes)

Say: Before we go into the results of the research on overindulgence, let's find out what you already know about overindulgence. To do this we will use a Frame of Reference exercise. Each of us has formed a way of looking at life, a **Frame of Reference**. Our frames are built of all of our experiences. They contain all of our beliefs, and provide us with a position from which to judge what is safe, what is sensible, what is threatening, and what is absurd.

Hold up your Meeting 1, Handout #3, Frame of Reference, with your responses written on it.



Meeting 1 Handout #3

Say: We will explore what is **already in each of our frames** about overindulgence. On the outside of the frame are some of the influences that shaped our frames. Write some of the **early messages** you heard about overindulgence when you were a child.

Give one or two examples. Ex: My mother said that children who were spoiled were naughty. Or, I want my children to have everything I didn't have.

After two or three minutes,

Ask: Will someone share an early message you heard about overindulgence?

Ask: Now will each of you write your **current definition** of overindulgence in your frame?

After a couple of minutes tear an uneven hole inside of your frame and hold the frame up.

Ask: Will each of you **tear a hole** somewhere in your frame? Shape it as you wish.

Say: You can think of this as your frame of reference. The open hole represents the areas in which it is easy to consider new information about overindulgence.

Hold your frame against that of someone else. Put your finger through the place where the openings on both frames coincide, if there is one.

Say: When we talk about an area of overindulgence that we are both open to or can agree upon, we can get along very easily.

Point to a spot where your frame is closed but the other is open.

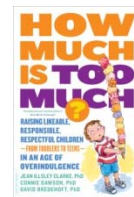
Say: When you talk to me from an **open** part of your frame and the topic hits a **closed** part of my frame, I may discount what you say to protect my frame. That is, I protect myself from the discomfort or the hard work of examining what is inside of my frame. If you wrote that giving children everything they want is overindulgence, and I believe it's my job to give them everything I can, I may find many excuses to reject what you say. During these meetings, you can examine the beliefs about parenting that you hold in your frame. You may reinforce some of your beliefs and you may change others. The idea is to include in your frame the beliefs that you want for you and your family in the here and now. Your frame of reference does not have to agree with mine or anyone else's.

Ask: Will some of you read **your definitions** of overindulgence or give some examples of it?

Activity 5: When indulgence becomes overindulgence: What the overindulgence research tells us.

(5 minutes)

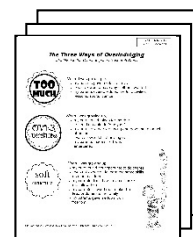
Say: Let's look at what the **research** about overindulgence tells us. While an occasional indulgence makes life better, as a steady diet, too many indulgences become overindulgence, and make life worse. Look at the definition of overindulgence in the *How Much Is Too Much?* book in the box on page 5. This definition was made by people who were overindulged as children, adults whom author Jean Illsley Clarke interviewed in preparation for Overindulgence Research Study I.



Ask: Will someone read that definition aloud?

Ask: Will someone tell us one part of the definition that is similar to an item you wrote in your frame?

Say: Look at your Handout #4, The Three Ways of Overindulging. The first three Overindulgence Research Studies revealed that there are three ways adults overindulge children. One is by giving **Too Much, too many things or activities**—anything money can buy.



Meeting 1 Handout #4

Ask: How many of you have something like that in your frames?

Say: The second way adults overindulge is with **Over-Nurture**, by **doing things children should do for themselves**.

Ask: How many of you had something about that in your frame?

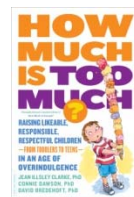
Say: The third way adults overindulge is with **Soft Structure**, by **not enforcing rules or not having children do chores**.

Ask: How many of you had something about rules or chores in your frame?

Say: “Doing things for me that I should do for myself” and “no chores” are the two things the participants in the overindulgence studies mentioned most often as ways they were overindulged.

Ask: Will you open your books to *page V*, Contents?

Say: In **Section II: Too Much**, which we will be studying for our next meeting, look at the titles of Chapters 6,7, and 8. Each title has a “When I was growing up...” These titles are taken directly from the **research** findings.



Ask: Will someone read these titles?

Say: In these chapters, adults who were overindulged as children tell us how overindulgence with too many things that cost money affected their adult lives. Especially notice the

sections labeled *In Their Own Voices*. Those words are direct quotes from adults who were overindulged as children. If you haven't already read the book, please read Section Two, Too Much, before our next meeting.

Ask: Does anyone have a **question** about the research right now?

Say: In future meetings we will explore the specific findings for each area. There is more information about the studies in your book on pages 303-307, on the web site: **www.overindulgence.org** and on the Research sheet, Meeting 1, Handout #5a-b.



Meeting 1 Handout #5

Activity 6: The test of four - Is this overindulgence?

(10 minutes)

Say: Deciding what is enough and what is overindulgence is not always easy.

Say: How do we know if giving something would be too much? Parents who overindulge are not mean. They do not get up in the morning and say, “Today, in order to make my child’s life miserable when he is an adult, I will give him too much.” Overindulgence comes from a **good heart**. It comes from good intent, from wishes to make something better, to keep the child happy, to get through the day. It comes from forgetting that even though a good thing is a good thing, too much of a good thing is not a good thing. The **impact** does not match the **intent**. So how do we tell if a situation involves overindulgence?

Point to Meeting 1, Poster #4, Test of Four.

Ask: Is there someone who has read the book who would like to explain the Test of Four?

If not,

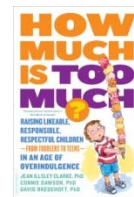
Say: Look at your book, page 20. It says:



Meeting 1 Poster #4

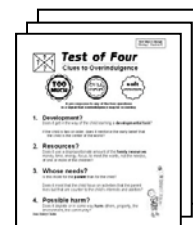
There are four common clues to overindulgence:

1. Does the situation hinder the child from learning the tasks that support his or her **development and learning** at this age?
If yes, which task? There are lists of tasks in your book, pages 311-323.
2. Does the situation give a disproportionate amount of family **resources** to meet the needs, not the wants, of one or more of the children? Resources can include money, space, time, energy, attention, and psychic input.
3. Does this situation exist to meet the **adult’s needs** more than the child’s? It is important for adults to get their needs met, but overindulging children in an attempt to meet adult’s needs is not good for the children.
4. Could this situation potentially **harm** others, society, or the planet in some way?



If any one of these four clues is clearly present, there is an overindulgence problem.

Ask: Will you look at the Meeting 1, Handout #6, Test of Four, and apply the Test of Four to one of the examples?



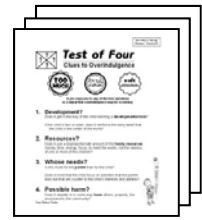
Meeting 1 Handout #6

- Ask:
- Could this cause a delay in learning **developmental tasks**?
If people disagree, that is okay. Encourage them to think for themselves.
 - Does this use too much of the family’s **resources**?
 - Is this more for the **parents’ needs** than for the child’s?
 - Could this cause possible **harm** to others, to property, or the environment?

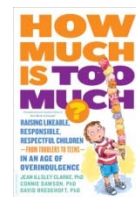
Say: Since we don't know someone else's resources or needs, we can't really know if it is overindulgence. We can only know for sure about our own overindulgence and then only if we are willing to be scrupulously honest.

Say: Post your Test of Four Meeting 1, Handout #6 in a place where it will remind you to ask yourself the four questions. If you are not sure about the developmental tasks, refer to the *How Much Is Too Much?* book for the jobs of your child, Appendix D

Say: You can bring your example to the next meeting.
We will practice using the Test of Four at every meeting.



Meeting 1 Handout #6



Activity 7: Stages of growth and affirmations

(20 minutes)

Say: Think about the definitions of overindulgence by adults who had been overindulged as children. They said that overindulgence interfered with their development.

Notice that the first question in the Test of Four is “Does it get in the way of the child learning a developmental task?”

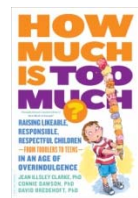
Say: We will do a quick review of the developmental tasks of each **stage of development**. We will combine the developmental Jobs of the Child with the Affirmations for Growth.

Say: **A developmental stage is defined as a describable segment of the process of growing up.** During each segment, the person is busy with age-appropriate tasks that help answer three all-important questions:

- Who am I?
- Who am I in relation to others?
- How do I acquire the skills that I need?

Each stage has characteristic behaviors and tasks associated with it.

Say: The stages are outlined in **charts** beginning on page 311 in your *How Much Is Too Much?* book. In this class we will explore stages one through six (birth through teenage). Find the pages that describe the age of your child.



Point to Meeting 1, Poster #5, Affirmation Ages and Colors, which has the ages, colors, and the book page numbers.

Say: You will notice that Section 1 lists the jobs of the child. Section 3 lists affirmations that support that job.

Say: Today we will relate the jobs of each stage to the **developmental affirmations**.

Say: Affirmations have three functions.

Ages & Colors of Affirmations	
Stage BECOMING	Prenatal (peach)
Stage I BEING	Birth to 6 months (red) p. 275-276
Stage II DOING	6 to 18 months (orange) p. 276-278
Stage III THINKING	18 mos. thru 2 years (yellow) p. 278-280
Stage IV IDENTITY & POWER	3 to 6 years (green) p. 280-282
Stage V STRUCTURE	6 to 12 years (light blue) p. 282-285
Stage VI IDENTITY, SEXUALITY & SEPARATION	13 to 19 years (dark blue) p. 285-288
Stage VII INTERDEPENDENCE	20 years & above (purple)
Stage VIII INTEGRATION	End of Life (white)

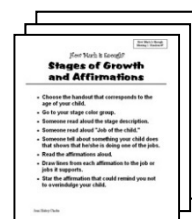
Meeting 1 Poster #5

Point to Meeting 1, Poster #6, Uses of Developmental Affirmations, and read it.

Uses of Developmental Affirmations		
For Children	For Parents	For Adults
DECIDING	PROVIDING	REDECIDING
Healthy decisions we hope children are making.	Reminders to parents to provide an environment that supports the child in making these decisions.	Offer adults a chance to evaluate old decisions and make some new ones.

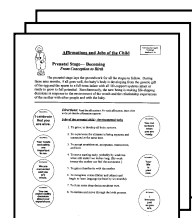
Meeting 1 Poster #6

Say: The **job of the child** is to go about what he needs to be learning.
The **affirmations** are messages he can be getting from us that support his learning and encourage him to make positive decisions about himself.
See if you can find a connection.



Meeting 1 Handout #7

Say: Go to the part of the room with the large colored affirmation ovals that identify the age of your child or a child with whom you are connected.
Take your book and a pencil or pen and Meeting 1 Handouts #7 and #8 a-g, *Affirmations and Jobs of the Child*.



Meeting 1 Handouts #8a-g

Assign parts of the room for each age group by pointing to the Meeting 1, Posters #7a-g, Large Affirmation Oval of that color.

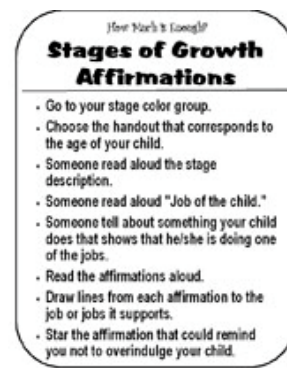


Meeting 1 Posters #7 a-g

Read the Meeting 1, Poster #8, *Stages of Growth and Affirmations*.

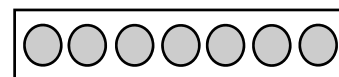
Hold up your own Meeting 1, Handout #8a-g, *Affirmations & Jobs of the Child*, with the lines drawn.

While groups are working, answer any questions, and hand each person a set of colored strips of affirmation ovals Handout 9a-j, *Developmental Affirmations Strips*. You can invite parents to cut out affirmations. After 10 minutes, or when they are finished, ask people to focus toward the whole group.



Meeting 1 Poster #8

Say: Children choose their **behaviors** in order to try to achieve their developmental tasks for their stage. The **affirmations** support children in learning to accomplish their developmental tasks.



Meeting 1 Handouts #9 a-j

Ask: Did everyone in your group agree about which affirmation supports which task?

Say: Each of us comes from our own **frame of reference**, so it follows that we will see things differently.

Say: We will **share** some of what we have learned with the whole group. Will someone from each small group read the description of the stage at the top of the page and share one or two of their tasks and the affirmations they chose?

(The leader may choose to read the descriptions instead of asking class members to do it.)

Say: In your *How Much Is Too Much?* book, pages 24-25, is a chart about overindulging at each stage of development and **decisions** children might make. You can use this chart during the week to help you think about decisions your child may be making.

Choosing affirmations for your child

Ask: Will you turn back to your small group?

Say: Choose **one developmental task** from the list of jobs that you would like your child to become more accomplished at during the next week. Choose an **affirmation** to support your child in that task.

Give people a minute to choose.

Say: Tell another person how you can **give that affirmation** to your child twice a day each day during the coming week. Ex: You could sing it. You could say it. You could put it on the mirror. You could write it on a note in a lunch box. You could show it by your behavior.

*Ask each color/task group to share two of their ideas with the whole group (if there is time).
Ask people to return to the large group.*

Ask: Do you have **questions** or did you notice something interesting?

Say: We will explore many different ways to use the affirmations throughout this course.

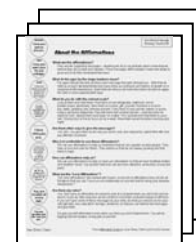
Say: **Post** your affirmation colored strip where you will see it every day to remind you to give your child the affirmation in some way.

You can also suggest they cut out the affirmation oval they have chosen and post it.



Meeting 1 Handout #10

Say: Affirmations for all of the stages are combined on the Meeting 1, Handout #10, **Developmental Affirmations**. You may want to post the whole set of affirmations inside a cupboard door for easy reference, with ways to use them, Meeting 1, Handout #11, **About the Affirmations**.



Meeting 1 Handout #11

Say: Although we focus on birth through adolescence in this course, remember that parenting is a **lifelong commitment**. Sometimes we will parent our adult children, and sometimes they will parent us in wonderful ways.

Activity 8: The parenting highway—nurture and structure

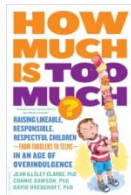
(20 minutes)

Say: Parenting in this age of media, marketing, and conflicting values is not easy. The challenge for parents is how to balance nurture, the soft side of care, with structure, the firm side of care, in order to support our children in learning their developmental tasks. To help us do that we will create a Developmental Parenting Highway by putting the *Developmental Tasks* and the *Parenting Highway* together in a single picture. First, let's get acquainted with the **Parenting Highway**. We will use it to help us see where overindulgence fits with other ways of parenting.

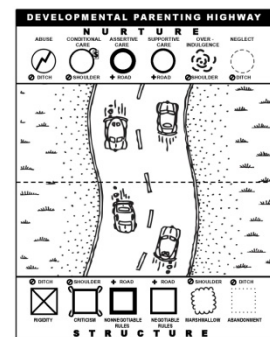
Point to the large Meeting 1, Poster #9, Developmental Parenting Highway.

Say: Parenting is like driving a car. Staying in the **center of the road** is safe and supportive for children. If we stray onto the shoulder or into a ditch, we need to get back into the center as quickly as possible.

Say: You have a picture of the Highway on page 210 in your book. Mark this page so you can find it easily, as we will be using it in every class. The areas of the highway are described briefly on



Meeting 1, Handout #12, Developmental Parenting Highway. You may want to post the Highway somewhere in your home so you can refer to it easily. We will focus on the middle of the Highway, the ways of parenting that are most helpful.



Meeting 1 Poster #9



Meeting 1 Handout #12

Say: Overindulging puts us on a shoulder. We will focus on ways of getting our parenting off the overindulging shoulder and back on the middle of the road without **overcorrecting** and going off onto the other shoulder or into a ditch.

Walk the highway

Say: First, to get to know the Highway, after I describe it, we will **walk** it. We will step on every part of it and think about how parenting is done on each part.

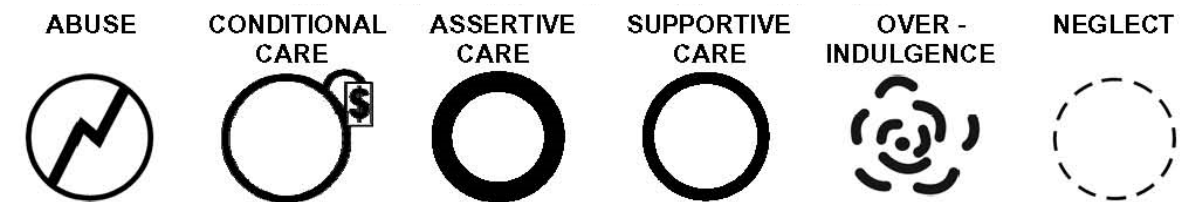
Directions: This activity can be done in many ways. If the teaching room is large enough, draw the Highway on the floor there. Sometimes classes move to a hallway or in pleasant weather onto a deck or sidewalk. You can mark the Highway yourself or have students draw it with masking tape or chalk or yarn or whatever medium is safe on the surface that is available to you. Be sure to put the paper signs of the Nurture Circles and Structure Squares, Posters #10 and #11, at the ends of the appropriate twelve parts of the Highway, arranged exactly as they are on the poster, so Rigidity is on the same ditch as Abuse, etc.

Say: We parent in **different ways** on different days and in different circumstances. All of us may have parented from most parts of the Highway at some time. Parenting is a demanding 24/7 job, and when we are tired or stressed or don't know what to do, we do the best we can. Sometimes we even do the things our parents did that we vowed we would never do. But if we parent from the middle, most of the time our children should fare well.

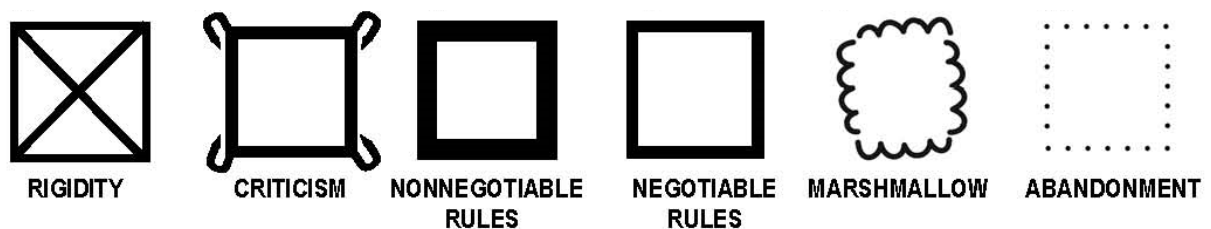
Say: Will you stand around the Highway as I **describe** each part? You can follow me on Meeting 1, Handout #12, Developmental Parenting Highway.



Meeting 1 Handout #12

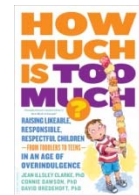


Meeting 1 Posters #10 Nurture circles



Meeting 1 Posters #11 Structure squares

*Walk through each of the 12 parts of the Highway reading the descriptions on Meeting 1, Handout #12 Developmental Parenting Highway, or briefly describe the **characteristics** of each part. After each, give your own example or read the examples from the *How Much Is Too Much?* book, pages 126-127 and 200-201. Use appropriate voice tone, facial expression, and body language.*



Ask: Will all of you **come and walk** all over the Highway? Think about how each part feels to you. Remember your right to pass. End in the middle.

When everyone has walked, reassemble the group and derole.

Say: It is always important to **derole** and let go of any negative feelings we may have had while we were doing a role-play

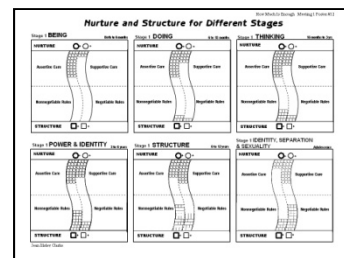
Ask: Will you **shake off** any bad feelings you may have had while you were on the Highway and move to the place of good feelings?

Ask: Does anyone want to **share** something about this Highway walk?
Give people permission to feel what they feel. Some people don't really understand the Highway unless they walk it. If someone finds walking it confusing, invite them to let that go and to depend on the poster.

As children grow we change how we use the highway

Ask: On Meeting 1, Poster #12, Nurture and Structure for Different Stages of Growth, will you notice that different parts of the highway are needed for different ages?

*Point to different parts of the poster as you explain each section.
 Do this part quickly as an introduction.*



Meeting 1 Poster 12

Say: The circles and squares on this Example Highway show ways of parenting that seem to meet the developmental needs of many children. A glance at the poster reminds me that we need to parent **in different ways** as our children grow. The large amount of **Assertive Care** needed during the first five years reminds us how busy parents are during those years. In their adolescent years, children usually have much less need for Assertive Care as they have internalized many ways of caring for themselves.

Supportive Care is a big part of parenting the adolescent, while for the infant, Supportive Care is mostly about reading the baby's cues to tell us what Assertive Care to provide at the moment.

Learning to follow **Nonnegotiable Rules** is a big part of growing up. While the infant's brain is too undeveloped to learn about rules, the school-age child is very busy with this task. The teenager, on the other hand, has internalized so many of the Nonnegotiable Rules that parents don't need to mention many of them. But notice how much parents will be **negotiating** with teens as they learn the complex thinking skills required to keep themselves and others safe in their adolescent world.

Say: We will look at this more carefully at our next meeting.

Say: If you notice an early age at which your parenting didn't match the map, don't worry. It is **impossible to parent perfectly**. Our goal is to learn how to parent to meet the needs of our child now. What is overindulgence at one age or in one situation may not be overindulgence at another. These are just guidelines, and children are resilient.

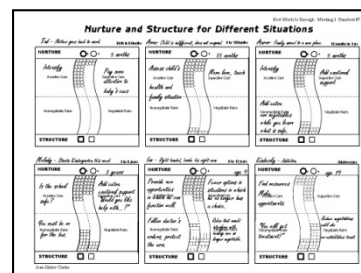
Different situations call for different parenting approaches

Say: Of course your own Child's Highway Map will look different. It will reflect your child's temperament and whatever is going on in his life at the moment. Your child may have some special need. For example, if your child is ill, has allergies, is in a wheelchair, has attention deficit disorder, is recently adopted, or is bullying or is engaged in drug or food abuses, you will be adding some special parenting skills. We will be considering your child's **individual needs** as we build your Highway during coming meetings.

Then, if we get onto a shoulder or into a ditch, we can each use our own child's Developmental Parenting Highway map to help us get back in the middle of the road.

Say: Let's see **how parenting differs** in different situations. Notice that there is more or less nurture or structure needed for different situations.

Hold up or point to Meeting 1, Poster #13, Nurture and Structure in Different Situations. Talk about parenting for special needs in one of the situations.



Meeting 1 Poster #13

For example:

Kimberly, age 17, has an addiction.

- Extra **Assertive Care** circles are added because the family has to take assertive action. “We will find a treatment program!”
- Extra **Supportive Care** circles are added because Kimberly needs extra emotional support.
- Lots more **Nonnegotiable Rules** are added because Kimberly is not making good choices. “You will get into a treatment program.”
- Many things that were **Negotiated** when Kimberly was making good decision are no longer negotiable. She has to re-earn the family’s trust. On the map, several of the usual squares have been marked out.

Say: At our next meeting you will start to identify the sections and amounts that you think your child needs, considering your child’s temperament, health and the situations your child and your family are in. Each of your Highways will look different.

Ask: Are there any questions about the Highway so far?

Activity 9: Parenting from our strengths

(10 minutes)

Say: As we look at the research and the Test of Four we may realize that we have been overindulging to some degree. Welcome to the real world. None of us parent perfectly. It's not possible. Let us remember that if we missed supporting some of our children's developmental tasks in the past, our children are resilient and can learn these skills later, as can we. **We do the best we can**, building on the ways we were parented and on what we learn about parenting as we go along. Sometimes we parent well, sometimes not. We parent unevenly.

In this class we focus on our **strengths**. Let's do an exercise in which we claim those strengths. First we will claim the strengths from the parenting we got as children.

How you were parented?

Ask: Will you stand and explore with me? Remember your right to pass.

Say: * Stand comfortably and **center** yourself.
* Take one step **forward** (as large as the room will allow). Notice your body and how you feel.
* Think about *one* positive thing you got from your family of origin. Notice how you feel. Notice your body – how you stand, what your arms are doing.
* Now move back to your starting place and **center** yourself.
* Now move one step **backward**.
* Think about *one* thing that you got from your family of origin that didn't work well. Notice your body and how you feel.
* Now return to your starting place and **center** yourself.
* Now step **forward** and recapture that strong feeling that helps you parent well.
* Now return to the center and feel **centered**.

How you parent

Say: * Think about how you parent your children.
* Take one large step **forward**.
* Think about *one* positive way you have related to your child. Notice your body and how you feel.
* Now return to your starting place and **center** yourself.
* Now move one large step **backward**.
* Think about *one* way you have parented that you wish you had done differently. Notice *how you feel*.
* Now return to your starting place and **center** yourself.
* Now move **forward** and recapture that strong feeling of having done well. In the future, when you are not sure about what to do, step forward, center yourself, take a deep breath, and parent from your strengths. This is your positive parenting power position.

Say: Please return to your chairs and tell the person next to you **what you learned** from doing this exercise. Take about 3 minutes. Remember your right to pass.

Ask: Will someone tell about **how you felt** at each position? What did you **learn**?

Activity 10: Closing with affirmations

(10 minutes)

Say: We have covered (all, most or whatever) of our agenda. Thank you for participating. At our next meeting we will look at the hazards of giving Too Much, and we will explore the idea of **enough**.

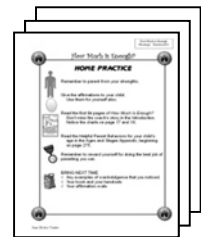
If you did not do Suggestion Circles or Parent Power, say that you will do them at the next meeting, Handout #13.

Ask: For your home practice, will you:

- Remember the difference between **intent and impact** and that overindulgence comes from a good heart. If you overindulge others, forgive yourself. Keep your good intentions, and figure out what to do instead.
- Remember, **if you were overindulged**, it is **not your fault**. Children deal with what is offered to them.

Say: Refer to the Meeting 1, Handout #14, Home Practice sheet.
Do as much as you can.

Read the Home Practice Handout aloud if there is time.



Meeting 1 Handout #15

Resentments and appreciations

Say: We will end each meeting with “Resentments and Appreciations.”

This lets us leave our resentments here in the group.

Each of us may be able to do something about them before our next meeting.

Say: Any **resentments** or wishes that things-had-been-different are okay to say. Say them in one sentence. All are listened to but not answered. Take responsibility for your own feelings and behavior. Say, “I resent that we allowed so many interruptions,” rather than “I resent that Jane is so long-winded.” Some people resent the word resentments. If you prefer, next week we can choose another term.

Say: If you have **appreciations** for other people or for yourself, will you say them in one sentence? It is important to end each meeting with Appreciations. Doing so lets us collect good feelings as we leave the group and gives us practice saying positive things to each other.

Give one example: “I appreciate that you all came,” or, “I appreciate the way in which you shared.”

Affirmations

Say: Now look at your **affirmations**. In preparation for the topic Too Much at our next meeting, **pick one** affirmation that will help you as you choose whether or not to buy a specific item for your child this week.

Say: Let us close by **standing** in a circle and each **reading** the affirmation we chose aloud.
Be sure to read yours.

Say: **Thank you** for coming. This meeting is over. I look forward to seeing you next week.
Collect the name tags.

Suggestion circle

(15 minutes)

If there is not enough time to include the Suggestion Circle Activity in Meeting 1, transfer this activity to Meeting 2, Suggestion Circle Activity, in place of the one that is there. If you have time for the Suggestion Circle or Parent Power, decide which would be more helpful, and introduce the other exercise in Meeting 2.

Say: One of the ways we claim our strengths as parents is to ask for help. In this class we will do this with **Suggestion Circles**. Today we will learn how the circle works by walking through one or two circles that another group has done.

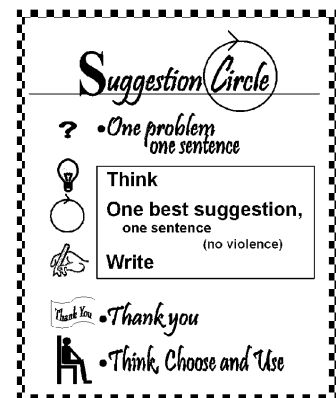
Say: Let me tell you about the Suggestion Circle. It is a way to:

- * offer alternatives
- * offer boost-ups instead of put-downs
- * stimulate thinking
- * encourage responsibility

You may have done *brainstorming* in which you offered lots of ideas before judging their worth. The Suggestion Circle is the *opposite* of brainstorming. We collect each person's highest quality suggestion the first time around and trust the person who asked for suggestions to think about what would work for them. The Suggestion Circle is different from discussion because the group does **not evaluate** the suggestions or advise the person which suggestion to choose. The Suggestion Circle **gives everyone an equal opportunity** to offer suggestions. It makes **efficient use of our time**, since an experienced group can usually do a circle in about three minutes.

Point to the Meeting 1, Poster #14, Suggestion Circle, as you describe each step.

Say: This is the way we do the Suggestion Circle



Meeting 1 Poster #14

1. You state your **concern** in one sentence.
2. Each person **thinks** of his/her best suggestion—no violence and no put-downs.
3. I ask two people to **record** alternate suggestions.
4. We go quickly around the circle as each person either offers a **one-sentence suggestion** or passes.
5. You **listen** to each suggestion and do not say anything except “**Thank you**” to everyone, including those who pass. You do not say, “That was a good answer” or “That wouldn’t work at my house.”
6. I return to the people who **passed** to see if they want to offer a suggestion.
7. You take the suggestions home and use them in the way **that fits for you**.

Say: We will practice doing a Suggestion Circle by reading one that another group has done. See Meeting 1, Handout #13, **Suggestion Circles**, for two examples of Circles done by parents in classes like this one.



Ask: Will someone choose to be the **focus person** and read one of the example problems aloud? Will **each of you** read one response to the problem in order? Will the person who read the problem say “Thank you?”

None of us will comment on a suggestion, so the focus person is free to think for himself. We will skip having suggestions written down because they are already written on your handout.

Meeting 1 Handout #13

Ask: Will the focus person **read** the problem?

Ask: Is someone willing to **read** the first suggestion?

Make sure they read in order. After each person has read,

Ask the focus person: Will you take these suggestions home and use the ones that **fit for you**?

Say: Often, even if none of the suggestions feel right at the time, getting a Suggestion Circle seems to **free people** to come up with their *own* best solution to try out—perhaps one that they had not been able to come up with before.

Ask: Are there **questions** about the Suggestion Circle process?

If there is time, read the other example.

Say: You can **ask** for a Suggestion Circle anytime you want. Does anyone want a Suggestion Circle right now?

If someone wants one, get a clear statement from her that she is willing to listen to each idea and to respond only with “Thank you.” Then lead the Circle.

Say: Sometimes when we know there is a problem, we don’t do anything about it because we don’t know what to do, or we think there is nothing we can do. The next time any of us feels stuck, we can ask for a Suggestion Circle at the next meeting, or we can form a Telephone Circle by **calling eight people** and writing down what each suggests. Remember the rules and simply say, “Thank you for your suggestion.”

Parent power - *You should buy it* (optional)

(10 minutes)

If there is not enough time to include this in Meeting 1, transfer this activity to Meeting 2, Parent Power Activity, in place of the one that is there.

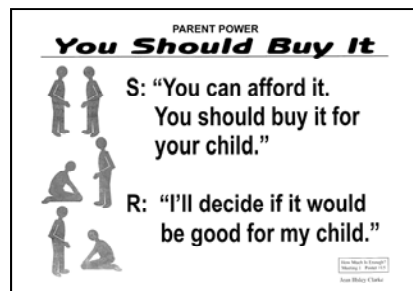
Say: At these meetings we will be doing activities that will help us look at ourselves and think about how we are using our power as parents. If you think **power** means hurting others, or exploiting others, you can relax. The kind of power we are talking about is the ability to *change what we need to change and keep what we need to keep*. It is about our ability to care for our children and ourselves and to help other adults do the same. It is about caring in respectful, not exploitative ways. This is the kind of power everyone needs.

Say: Learning to **claim our rightful power** is a big job for some of us, especially if we have been giving in to our children for a long time. We will practice claiming a different kind of power at each meeting. We will do this by checking out our bodies to find out in which positions we feel most powerful.

Say: In the first exercise, the sender gives **advice** in a domineering way and the responder practices **thinking for herself** about her child's needs.

Point to the Meeting 1, Poster #15, Parent Power – You Should Buy It.

Say: The reason we do these Parent Power exercises **with our bodies** as well as our words is that only 7 percent of our message is sent with words. Much, much more, 93 percent of our message, is sent physically with our body posture, our facial expression, and our tone of voice.



Meeting 1 Poster #15

Say: We will work in pairs. Will someone demonstrate with me?

Demonstrate all three of the following positions with a participant. You be the sender.



1. "S" stand up facing "R"; say in a guilt-producing voice, "You can afford it. You should buy it for your child." "R" responds, "I'll decide if it would be good for my child." The responder thinks how she feels about responding in this manner.
2. "S" kneel, look up at your partner and repeat the command. "R" is standing, responds, thinks and feels.
3. "S" stand tall and repeat the command. "R" is kneeling, responds, thinks and feels.
4. Reverse roles and repeat.
5. Talk briefly about what you learned.

Ask: Will each of you find a partner and **repeat the exercise** we demonstrated? Be sure to play both roles. If you are unable to kneel, you can sit, but know that kneeling gives a more accurate feeling of being “one down.” Remember your right to pass, and learn by watching, if watching is what you need to do today. What you learn is about you. It may be very different from what I learn.

Say: When you have finished the exercise, please **sit down and discuss** what you have learned.

After five minutes, reassemble people in a circle.

Ask: Will you **thank** your partner and **derole** each other?

Say: Let go of any negative feelings you had about yourself or another person, and see yourself and others as the competent, caring persons you really are.

Ask: * Raise a hand to indicate where you felt most powerful?

- When you were equal?
- When you were above?
- When you were below?

You can remember to be in that position when you need to claim your parent power.

* What change made more difference: words, tone of voice, facial expression or body position?

Ask: Will you **observe** your behavior between now and the next meeting and notice which body level you tend to use when you need to be powerful? You can practice using the level that helps you feel most in charge of yourself.

A five minute book walk (optional)

(5 minutes plus the number of people)

Option: If your meetings are longer than two hours, insert this activity after Activity 5, What the Overindulgence Research Tells Us.

Say: We will be using the *How Much Is Too Much?* book a lot. Let's start to get acquainted with it by doing a Five Minute Book Walk.

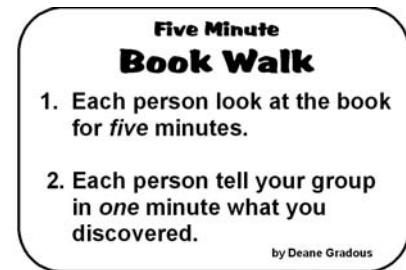
Point to the Meeting 1, Poster #16, Five Minute Book Walk.

Say: Each person **look** at the book for *five* minutes. Look at it any way you want to—front, back, glossary, table of contents, index, or just open it up and read.

After 5 minutes, call the group together.

Say: Each person **tell** your group in *one* minute what you discovered. I will time you and stop you when your minute is up.

(Use a timer and give no more than one minute.)



Meeting 1 Poster #16

Ask: Will someone start? You may say anything you want to about the book.

After 1 minute,

Say: Thank you. Next?

After everyone has spoken or passed,

Ask: What do you **think** of this way of getting acquainted with a book?

Are there **other ways** or places where you could use a five minute book walk?

--Thanks to Deane Gradous for this activity.

Meeting 2

Too Much?



Agenda

Min

10	1. <i>Introductions and Ground Rules</i> -----	1-2
10	2. <i>Suggestion Circle</i> -----	3-4
5	3. <i>Overindulgence Risk Factors</i> -----	5
20	4. <i>A Cupful of Enough</i> -----	6-7
10	5. <i>Test of Four</i> -----	8
20	6. <i>Structure Highway</i> -----	9-11
15	7. <i>Your Child's Developmental Parenting Highway</i> -----	12-13
5	8. <i>Marketing</i> -----	14
10	9. <i>Parent Power – Pester Power- Saying No</i> -----	15
10	10. <i>Affirmations and Closing</i> -----	16

Meeting 2 – Facilitator Letter

Too Much?

Dear Alex,

Welcome to Meeting 2. We do this Too Much part of overindulgence first because that is how so many people describe it. “You should see the toys! You can hardly walk across the floor.” I hope that attitude changes and people will see that doing too much for children, giving too much freedom, and letting children run the family is just as damaging as too much “stuff.”

Do you let new people enter the class at the second meeting? When I do, I usually find that it disrupts the group bonding and slows learning.

About Activity 1 – Introductions, Ground Rules

Kristi Hanson says if the introduction topic seems tender she leaves the information in the pairs instead of sharing with the whole group. If I chose to do this, I would tell my own example and ask the group to identify if it was Too Much, Over-Nurture or Soft Structure, or a combination of these.

Think carefully before you skip the ground rules. Lack of rules was a major complaint of people in the overindulgence studies. The consistent honoring of ground rules within the meetings signals, “Pay attention to rules. They help us stay safe.”

Report on Home Practice, Celebrations, and Concerns: This is the place where people often share “I’m learning about ... and this is a new idea for me.”

See what Diane Bush and Resaca Whipkey said: “Our group came in with specific examples of overindulgence and had begun making changes. Example: One parent got rid of all the clothes her child never wanted or wore. Then she noted that the child hung up her clothes. There was a huge improvement in the neatness of her room. Celebrations went on because the parents were so excited about the changes they had made. We incorporated pieces of the lesson into the discussion rather than stopping the discussion. These parents were motivated by the reading and took action on their own. We supported them and tried to encourage their efforts.”

If people had not done the reading, you may want to do the Five Minute Book Walk from Meeting 1 here to acquaint them with the book.

About Activity 2 – Suggestion Circle

I prefer to run Suggestion Circles at this time because if someone comes in with an urgent issue, waiting until the end of the meeting could distract from learning. Also, if I hold the problem until later and forget, I am discounting the student. If no one has a request, do one you know will fit a topic from the meeting or use one of the suggestions on Meeting 2, Handout #1.

Listen for opportunities to talk about the uses and abuses of the Internet, video games, and all electronic communication devices. You may have favorite sources of information for parents. I recommend Center of Media and Children's Health website, <http://cmch.tv/> There is a sample page in the Appendix, p. 9. That one focuses on game addiction.

Avoid giving your answer first as some participants might assume yours is the "right" answer.

Sometimes items come up that fit with later topics in the lesson. You decide whether to ask people to hold those ideas until later or whether to incorporate those teachings on the spot.

Both Test of Four and Suggestion Circles may be very helpful at this time.

About Activity 3 – Overindulgence Risk Factors

If people are reluctant to cover their eyes and raise their hands, emphasize the right to pass and think about how much safety you are creating. Seeing the hands gives you clues about what you will want to emphasize.

About Activity 4 – A Cupful of Enough

This is a powerful open-ended exercise in which people are encouraged to think about their own understanding of the concept of "enough" and their boundaries about respecting "enough" for themselves and for other people. The activity takes about 20 to 45 minutes and is suitable for a group of four to fifty people.

Provide as many small paper cups as people. Set out five or more bowls of small food – crackers, peanuts, popcorn, pretzels, grapes, baby carrots, small celery sticks, animal crackers, potato chips, etc. Avoid using more than one bowl of sweets as some people can't tolerate sugar.

Marilyn Neel says, "Cupful exercise is very powerful. I used food and non-food items. The little glass stones and ceramic little hearts were more powerful than the food items. It really enabled them to connect with the loss of feeling loved that parents try to fill with an overabundance of stuff."

I notice that some people have trouble identifying "enough" while some find the line between abundance and overindulgence difficult to identify. Remember, abundance makes life better; overindulgence presents hazards in adult life.

About Activity 5 – Test of Four

If you use the Test of Four every time an example of overindulgence comes up you can skip it as Activity 5, but it is important for people to experience it many times. It seems simple, but hearing it about a wide variety of situations helps people get it in depth.

About Activity 6 – Structure Highway

Be sure to leave enough time for the Structure Highway, as building the individual Highways is a crucial part of the learning in this class.

Do encourage someone to walk the parenting line beside you. People sitting in the circle will listen also, but having your body two to three feet from the speaker seems to have a different impact than sitting in your chair at a distance.

Some leaders choose to post the Nonverbal Communication Poster #6 at each meeting to remind people how powerful body language is.

Be very careful to derole people thoroughly so they don't carry negative feelings out of the meeting. Role-Playing and Safety, Appendix, p. 8, reviews the many aspects of successful deroling.

About Activity 7 – Your Child's Highway

Here is the big one! People are starting to build their own Child's Highway Map. Keep connecting the parenting needed with developmental tasks. Be sure to derole people carefully. It is unfortunate if someone carries out of the classroom a role they played or sees someone else as "critical" or "rigid" because they played that role well.

When describing the child and family's "situations," mention the usual—divorce, new baby, lost job, moving. Also anything external that's current—the flood, the fire, the war.

Share your knowledge of development. *A mom in my class had a five-year-old with motor delays but normal social development. She said, "I have been expecting him to develop behaviors across the board. Now I realize I need one bar for motor skills and a different one for social skills. I can have strong nonnegotiable rules about 'please' and 'thank you,' but since he still has difficulty using a fork, I don't need to be strict about a 'no eating with your fingers' rule yet."*

You may have references on both child and adult development that you want to share. If someone in the class is over fifty, I recommend Gene Cohen's book *The Mature Mind*. It is a wonderful myth buster about ageism. Share your favorite resources on temperament. See the reference list for Mary Sheedy Kurcinka's and Linda Budd's books, Appendix p. 1 and 2.

About Activity 8 – Marketing

If your group needs more time on the Test of Four and the Highway, send the marketing quiz home. Be gentle with people if they seem resistant to the power of advertising. One person disliked the marketing information because he said it showed that I am against making a profit. I am not against profit; I am against exploiting children for profit. Many of us adults don't like to admit we didn't know what was going on. It's hard to grasp that marketing has become a third parent. There is an example data sheet for your own information, Overindulgence Today by the Numbers, in the Appendix, p. 10. I hesitate to include it because the numbers will have changed by the time you get it. You can update it or create your own or ask class members to bring in current data if you want to.

About Activity 9 – Parent Power – Pester Power

If you have a class full of kinesthetic learners, be sure to do a Parent Power exercise at every meeting. It wakes people up, so I lead it early in the meeting if people seem sleepy.

If there are parents of young children in the class, I recommend Simons' activity book *Taking No for an Answer*. For all ages I recommend David Walsh's book *NO: Why Kids—of All Ages—Need to Hear It and Ways Parents Can Say It*.

If your group seems to have trouble saying “No,” you could substitute How to Say No to Begging, Handout #13, for Pester Power. Have the group read the Say No options as you beg again and again and again. Adults who are having difficulty saying no to other adults can find help in William Ury's book, *The Power of a Positive No: How to Say No and Still Get to Yes*.

About Activity 10 – Closing with Affirmations

Affirmation Ovals - See the facilitator information sheet (Appendix, p. 6-7) if people want ideas of ways parents can use the affirmation ovals. Many people find the affirmations to be a powerful tool, but several exposures to these affirmations are often needed before people begin to grasp their depth and power. Because they are such a basic tool for parenting, it is important to offer them during every session. No need to push them; your enthusiasm for them will encourage people to engage with them. You can place a small basket or bowl of cut up ovals by the nametags people pick up as they come in. Add a sign inviting people to take one for the day. You can use the bowl of affirmations at closing in case someone forgot to bring theirs. People can pick any one. All of the messages are healthy.

You can place a vehicle on the Highway poster if you want to, but remember not to comment on where others place theirs. Instead of the paper vehicles, some leaders bring small toy cars. Some find small vehicle beads at a craft store. Sometimes parents, especially dads, bring their own small vehicles to my classes.

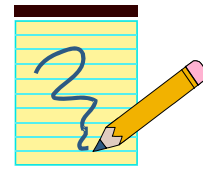
I hope the dance you and your class are developing goes well.

Enjoy,

A handwritten signature in black ink that reads "Jean Illsley Clarke". The signature is written in a cursive, flowing style.



Meeting 2 – Preparation *Too Much?*



Behavioral objectives

Participants will have the opportunity:

- To compare too little, enough, abundance, and too much
- To apply the Test of Four to examples of possible overindulgence
- To build the Nonnegotiable rules part of their child's highway map
- To identify marketing strategies aimed at children

Collect posters

1. Welcome
2. Agenda
 - Ground Rules (M 1 – 3)
 - Suggestion Circle (M 1 – 14)
3. Three Ways of Overindulging
4. Cup-Fillers I
5. Cup-Fillers II
 - Test of Four (M 1 – 4)
 - Developmental Parenting Highway (M 1 – 9)
6. Nonverbal Communication
7. a-f Six Structure Signs
 - a. Rigidity
 - b. Criticism
 - c. Nonnegotiable Rules
 - d. Negotiable Rules
 - e. Marshmallow
 - f. Abandonment
 - Nurture and Structure for Different Stages (M 1 – 12)
 - Nurture and Structure in Different Situations (M 1 – 13)
8. Parent Power – *Pester Power*
9. Small Vehicles (to be cut up)

Bring to class

- *How Much Is Enough?* book
- name tags
- posters and copies of handouts
- small vehicles or Vehicles Poster #9 cut up
- paper for recording Suggestion Circles
- small bowl of affirmations ovals
- paper cups, food in bowls

Duplicate handouts

- #1 Suggestion Circles
- #2 Overindulgence Risk Factors
- #3 How Much Is Enough?
- #4 Test of Four
- #5 Structure Highway Examples
- #6 Nurture and Structure for Different Stages
- #7 Nurture and Structure in Different Situations
- #8a-g My Child's Highway
- #9a-c Inborn Temperament and Overindulgence
- #10a-b Structure – Nonnegotiable Rules, Stages 1 - 6
- #11 Jobs of the Child
- #12 Marketing Quiz
- #13 Say No to Begging
- #14 Too Much Assessment
- #15 Home Practice

Agenda *Too Much?*

Min

- 10 1. Introductions and Ground Rules
- 10 2. Suggestion Circle
- 5 3. Overindulgence Risk Factors
- 20 4. A Cupful of Enough
- 10 5. Test of Four
- 20 6. Structure Highway
- 15 7. Your Child's Developmental Parenting Highway
- 5 8. Marketing
- 10 9. Parent Power – *Pester Power- Saying No*
- 10 10. Affirmations and Closing

How Much Is Too Much?

Meeting 2 – Too Much?

Before the Meeting: Greeting

If you are using PowerPoint, post the following posters before the class so they can be read throughout the meeting.

- Welcome
- Agenda
- Ground Rules (Meeting 1-3)
- Suggestion Circle (Meeting 1-14)
- Test of Four (Meeting 1-4)
- Developmental Parenting Highway (Meeting 1-9)

Have name tags ready from the first meeting or have people make new ones. Greet people as they come in and ask them to follow the instructions on Poster #1, How Much Is Too Much? Welcome.

Activity 1: Opening

(10 minutes)

Introductions

Ask: Will you **introduce** your partner and, if your partner noticed some overindulgence and is willing, tell us if you think the overindulgence was Too Much, Over-Nurture or Soft Structure. Please do that in one or two sentences.

Start by introducing your partner.

Agenda

Point to Poster #2, Agenda.

Say: Today we will consider How Much Is Too Much of things that **cost money**.



Meeting 2 Poster #1



Meeting 2 Poster #2

Ground rules

Say: First, let's **review** our ground rules.
Today we will think about how much is enough.

Say: As I read each ground rule, please raise your hand if that ground rule will help you **think** your own thoughts, not what others might want you to think, about how much is enough.



from Meeting 1 Poster #3

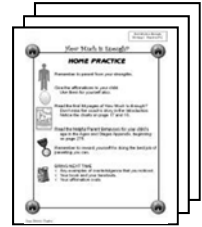
Read each one and point to the poster.

Say: Remember that the **right to pass** helps you decide when to learn by talking and when to learn by listening.

Report on home practice

Hold up your Home Practice handout from Meeting 1, Handout #14 .

Ask: Will someone who remembered to **step forward** and parent from your strengths tell us what happened?



from Meeting 1 Handout #14

Ask: Does someone want to share an insight from the **reading**, or ask a question about it?

Ask: Will someone tell a way children learn about **“enough?”**

Ask: Does anyone have a **celebration** to share with the group? It can be about anything, but please describe it briefly. (*Keep the celebrations under 5 minutes.*)

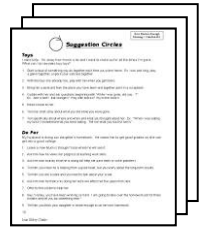
Ask: Does anyone have a **concern**, especially about overindulgence?

Listen for concerns that could be addressed in a Suggestion Circle. If there is a question about whether something was an overindulgence, hold it for Activity 5, Test of Four.

Activity 2: Suggestion circle

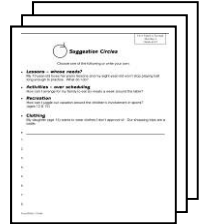
(10 minutes)

If you did not teach a Suggestion Circle in Meeting 1, do that here using directions from Meeting 1, pages 23-24 and handout examples from Meeting 1, Handout #13.



from Meeting 1 Handout #13

Say: We will do our Suggestion Circles now. Remember that the Suggestion Circle is a **problem solving tool** that we practiced at our last meeting. Hand sheets of paper to two recorders, one for odd number suggestions and one for even number suggestions.



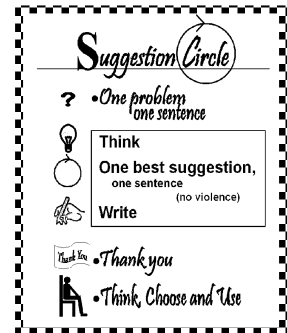
Meeting 2 Handout #1

Ask: Does anyone want a Suggestion Circle?

*If someone asked for a Circle during concerns, do that one.
If no one requests one, offer one of your own problems or let someone choose a topic from Meeting 2, Handout #1, Suggestion Circles.*

Point to the Suggestion Circle Poster as you speak.

1. Will you **state your problem** in one sentence?
2. Will two people volunteer to **write** alternate suggestions?
3. **Offer** your best suggestion in one or two sentences, no violence, no put-downs. Whoever is ready may start and then we will continue around the circle. When your turn comes, offer your suggestion or pass. Do not comment on any of the suggestions.
4. Person receiving says, **“Thank you.”** That is all that is needed.



from Meeting 1 Poster #14

5. When the circle is complete, Does someone who **passed** have a suggestion now?

If the group is 6 or smaller, go around twice.

6. Will the persons who wrote the **suggestions** **pass** them to the person who asked for the circle?
7. To the person with the problem: Will you take these suggestions home and **use** the ones that fit for your family or situation?

If people start to speak out of order, ask them to wait for their turn. Watch the pace. If people ramble, ask them to think of a way to give their suggestion in one sentence and you will come back to them after the circle is complete. Be sure the writers have time to record the suggestions.

When you finish the circle,

8. Does anyone else want a Suggestion Circle?

Do as many as requested.

Closing

At the end say: Remember, doing nothing about a problem because we don't know what to do is doing something—it is choosing to take no action. A Suggestion Circle can help us think about what to do.

Activity 3: Overindulgence risk factors

(5 minutes)

Say: At our last meeting we learned that the Overindulgence Research Studies showed there are three ways of overindulging. These items were identified by adults who were overindulged during childhood.

Point to the Three Ways of Overindulging, Poster #3

Say: Look at Meeting 2, Handout #2, Overindulgence Risk Factors. Remember the three ways that overindulgence occurs.

Too Much

Say: One way to overindulge is to give **too many or too much of** anything that costs money.



Meeting 2 Poster #3

Over-Nurture

Say: A second way of overindulging is by **over-nurturing**. That is, by constantly doing things children ought to be doing for themselves, by smothering them with love or by coddling.

Soft Structure

Say: A third way of overindulging is with **soft structure**, by not having rules or not enforcing them, by not having children do chores, by not teaching standards or making sure that children learn the information and skills that they need, and by letting children run the family.

Self-Assessment

Say: Remembering that overindulgence comes from a good heart, think about which of these could be **easiest** for you to do. For some of us it is easy to do all three.

Say: Remembering your right to pass, let's do a self-assessment. As I read each one, please close your eyes and indicate **how often you want to** overindulge in that way by holding your hand near the floor for never or almost never to above your head for almost always or always: Too Much, *pause* Over-Nurture, *pause* Soft Structure *pause*.

Ask: If your hand was high on **Too Much**, the information in this meeting is especially for you. What are three things we could give too much of?

Ask: Each area of overindulging led to some problems in adult life. Who will read the main risk factors for **Too much** as that is our focus today?



Say: Thank you

Meeting 2 Handout #2

Activity 4: A cupful of enough

(20 minutes)

Say: Each of the three ways of overindulging left children not being sure about how much is enough.

Say: The Cupful of Enough exercise will help us identify **how we know when we have enough**. If you have done this exercise before, see what you learn from doing it again today.

Part 1

Ask: Will you use Meeting 2, Handout #3, How Much Is Too Much? work in groups of four, and describe:

Too Little Enough Abundance Too Much

You can talk about anything - food, toys, attention, love, etc.

Choose any topic you want, but choose your topic quickly and take about four minutes to fill in your responses.



Meeting 2 Handout #3

After four minutes call the group back together.

Ask: Which was the **easiest** to identify?
Which was most **difficult** to identify?

Ask: Will three groups **share** their responses?

Briefly discuss their responses. Emphasize that abundance makes life better; too much is overindulgence.

Say: Many people who were overindulged as children do not know what is enough. We will do an exercise to help us all think about **enough**.

Part 2

Ask: Will people work in pairs? Each pair **decides** who will be the Cup-Filler and who will be the Cup-Receiver.

Hand one paper cup to each pair.

Explain what is in the food bowls.

Ask: Will the Cup-Receivers **think** about exactly how much they want of each food for themselves, not to share, **mark that on their cups**, and explain to the Cup-Filler exactly what they want?

Say: It is important for the Cup-Filler to follow directions **exactly** and present the cup willingly.

Hold up Poster #4, Cup-Fillers I.



Meeting 2 Poster #4

After two or three minutes when all of the Cup-Receiver have their cups

Ask: What did the Cup-Receiver **learn or observe**?
(Ex: I felt good, I felt honored, a new experience.)

Ask: What did the Cup-Fillers **learn or observe**?

Part 3

Say: For the next part of the exercise, **do not change roles**. The Cup-Receiver will please cover their eyes while the Cup-Fillers read their new directions silently.

Hold up the Cup-Fillers II Poster #5 while the Cup-Fillers read it. (Do not post it!)

Hide the poster.

Ask: Will the Cup-Receiver **open their eyes** and the Cup-Fillers **do their task**?

After Cup-Receiver have been urged to eat more than they wanted,

Ask: What did the Cup-Receiver and the Cup-Fillers learn or observe this time?
(Ex: It felt too familiar, I did this yesterday, It felt yucky.)

Say: We will **not reverse roles** and have Cup-Receiver become Cup-Fillers because that seems to reinforce for some Cup-Receiver that they are not supposed to receive. Cup-Fillers can fill a cup for themselves after the meeting.

**Remind people: Abundance is often better than enough.
Too much is not better than abundance.**

Ask: Since children are taught about Enough informally at every age, will you notice this week some ways you **teach** your child about How Much Is Enough?



Activity 5: The test of four – Is this overindulgence?

(10 minutes)

Say: Knowing what is enough is not always easy.

The Test of Four can help us identify when we are giving too much.

Point to the Test of Four Poster #4 from Meeting 1.

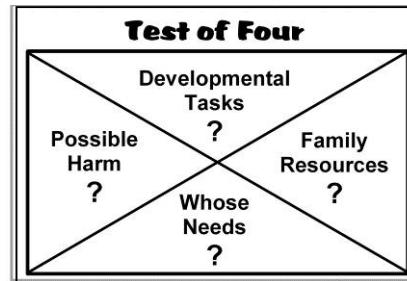
Ask: Is there someone who will explain the Test of Four?

If no one offers,

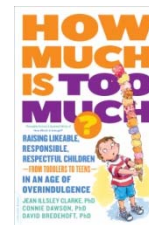
Say: On page 20 of your text it says:

There are four common clues to overindulgence:

1. Does the situation hinder the child from learning the tasks that support his or her **development and learning** at this age? If yes, which tasks? Refer to Meeting 2, Handout #11.
 2. Does the situation give a disproportionate amount of family **resources** to one or more of the children? (Resources can include money, space, time, energy, attention, and psychic input.)
 3. Does this situation exist to meet the **adult's needs** more than the child's? It is important for adults to get their needs met, but overindulging children in an attempt to meet adults' needs is not good for the children.
 4. Does the child's behavior potentially **harm** others, society, or the planet in some way?
- If any one of these four clues is clearly present, there can be an overindulgence problem.

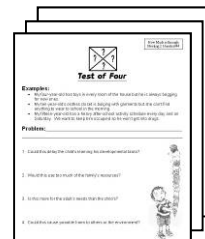


from Meeting 1 Poster #4



Ask: Will you look at the Meeting 2, Handout #4, Test of Four, and we will do a Test of Four now.

If no one had an example, use one you know or one from the handout sheet.



Meeting 2 Handout # 4

Say: Remember, if we don't know someone else's resources or needs, we **can't really know** if it is overindulgence.

We can only know for sure about our own overindulgence and then only if we are willing to be rigorously honest.

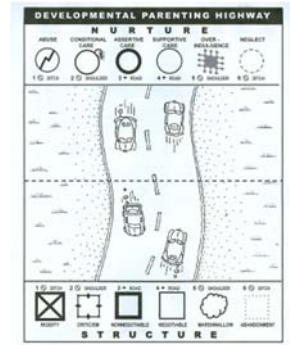
Say: You can **post** your Test of Four handout in a place where it will remind you to ask yourself the four questions.

Activity 6: The structure highway

(20 minutes)

Say: In the book's Section Two, *Too Much*, we learned that the research identified three ways adults said they had been given too much as children:

- Lots of toys
- Any clothes I wanted
- Over-scheduled my time



from Meeting 1 Poster #9

Say: Let's take a look at one of these using the Structure part of the Parenting Highway.

Point to the Structure part of the Parenting Highway poster.

Say: Structure is the whole **how to** of life; it is all the ways we are capable. It involves all of our **skills**. Notice especially how having appropriate nonnegotiable rules avoids the Too Much pitfalls and how Marshmallowing invites us to give too much.

Say: We will do a physical **demonstration** of how these six messages are communicated.

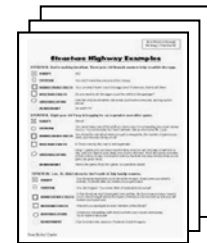


Meeting 2 Poster #6

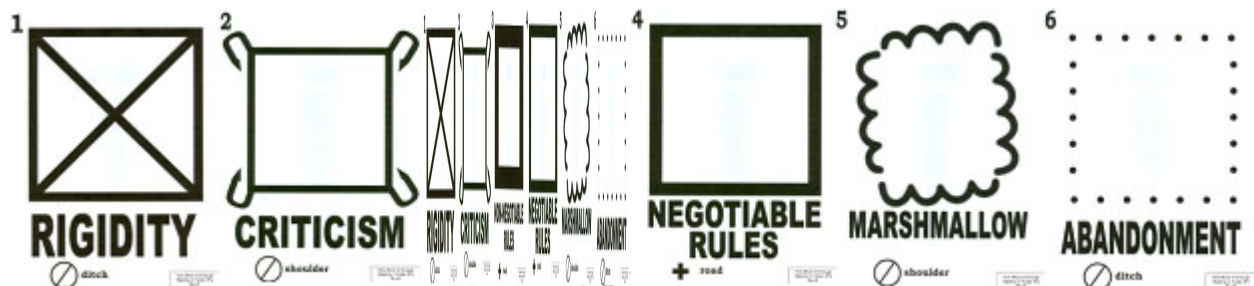
First, look at Poster #6, Nonverbal Communication.

No matter what our **words** say, people tend to believe what our facial expressions and bodies say.

Ask: Will six people stand under the Six Structure Signs on the wall and **read** your example from Handout #5, Structure Highway Examples?



Meeting 2 Handout #5



Stand by each poster a-f and you describe the position after each person has read and example.

Say: **Rigidity** is for the **comfort of parents**, often to cover fear. Rigidity ignores the developmental needs of the child, and can never be changed.

Poster person reads example.

Criticism programs children to fail by name-calling and using discouraging words like always and never. Sarcasm and ridicule are forms of criticism.

Poster person reads example.

Nonnegotiable rules are for the **welfare** of the child as well as for the rest of the family and can be rewritten when needed. They provide safety and teach compliance. They set the limits that help children learn the difference between wants and needs. They also set the limits that help children learn about how much is enough. They are the rules that must be obeyed and there are consequences for breaking them.

Poster person reads example.

Negotiable rules are used to teach responsibility and thinking skills. They support the child's growth and development. They are based on nonnegotiable safety issues or family values.

Poster person reads example.

Marshmallowing teaches the child to be **irresponsible**. It is the way parents give in and give too much. It is a form of overindulgence.

Poster person reads example.

Abandonment is probably the **most damaging** as it offers no structure at all.

Poster person reads example.

Ask: Will someone come up, **read** the third situation about Kimberly and **walk** along the line with me as we hear the different responses?

When the person is with you,

Ask: Are you going to **listen** as the child, or as a responsible parent? Please just listen and don't respond.

Ask: Will each of you **read your message** with the voice and body language that would usually accompany that message? Will the nonnegotiable and negotiable people be sure to give their messages in firm, matter-of-fact ways, without criticism in their voices or threatening expressions on their faces? Remember that words are only 7% of a communication. Tone of voice is 38% and more than half, 55%, is body language.

After all have read, ask the person walking with you,

Ask: How were those for you?

Say: **Marshmallowing** is a form of overindulgence. Often children eight and younger like it best. You may observe that after age eight or nine children who have good structure start to feel uncomfortable with it.

After all have finished, deroling is very important. See the facilitator resource sheet Role Playing and Safety, Appendix, pg 8.

Ask: Will you who were watching **derole each person** up here and see them as the competent persons they are?

Ask: Will you who were up here **derole yourselves**, shake off any bad feelings you may have had, and return to your chairs?

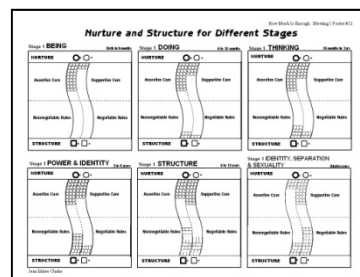
Ask the group: Will you **thank** them for being willing to demonstrate so we all can learn better? **Clap** if you want to.

Activity 7: Your child's developmental parenting highway

(15 to 20 minutes)

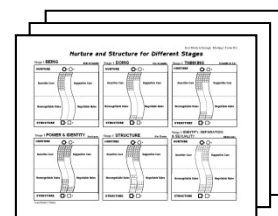
Point to the large Nurture and Structure for Different Stages Poster #12 from Meeting 1.

Say: You have a copy of this poster on your Handout #6, *Nurture and Structure for Different Stages*. These are general ways of parenting that work for different ages. Today we will start to make a road map for your child in your situation. It will look different from the general map.



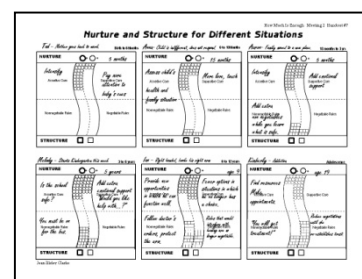
from Meeting 1 Poster #12

Say: Look at your Handout #7, *Nurture and Structure for Different Situations*.



Meeting 2 Handout #6

Point to the Meeting 1, Poster #13, Nurture and Structure for Different Situations, and pick two ages that fit ages of children represented in your group. Explain as in the following examples.



from Meeting 1 Poster #13

- Five-year-old Melody starts kindergarten this week.

She gets **extra emotional supportive care** until she feels comfortable at school.

She gets **extra assertive care** while her parents figure out if the school scene is safe for her.

She has **new nonnegotiable rules** relating to school such as being on time for the school bus. Her map will change during the next few weeks as she adjusts during the transition.

Or,

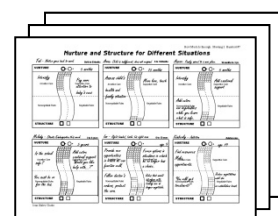
- Nine-year-old Ian broke his right arm.

He gets **more assertive care** while his parents provide different opportunities in which he can function well.

He gets **fewer supportive care choices** because there are things he no longer has the choice of doing. It wouldn't be safe, or he just can't.

He has a **new set of nonnegotiable rules**: doctor's orders and restrictions on activities. Activities that would interfere with his healing are **no longer negotiable**.

People may suggest other changes that could be made.



Meeting 2 Handout #7

Say: Now we will start to build your Child's Highway Map. Today we will think about nonnegotiable rules because saying "No" is how we avoid giving too much.

Say: Now **find the handout** with a map for a child the age of yours from Handouts #8a-g, My Child's Highway.

Hold up your marked handout as an example. Explain why you marked it the way you did.

Say: Make a note of your child's **temperament**. Is he generally calm, usually excitable, easily distracted, very determined? You can learn more about temperament differences from Handout #9a-c, Inborn Temperament and Overindulgence, by Helen Neville, and from her book *Is This a Phase?*

Say: Then make some notes about your child's **health**. Anything special going on?

Say: Then note the current **situation** in your child's life. Remember, children sense family tension even if they don't talk about it, or are too young to talk. Birth order may be an important part of some children's situations.

Say: Now **darken the squares** on your child's highway map to show the number of nonnegotiable rules you think she needs now. Too few lead to overindulgence. Too many overwhelm a child. You can refer back to Handout #6 for suggested amounts.

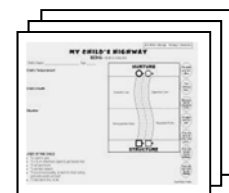
Say: If you think you have the correct amount now, but you need to be firmer, darken your squares even more. **Write** whatever will help you think about what you need to provide for your child.

Say: For **help** thinking about your age child, look at the **jobs of the child** on the bottom of the sheet. There are further ideas on your Handouts #10a-b, Structure – Nonnegotiable Rules, Stages 1-3 and 4-6.

Say: Do as much as you can here, and you can add to it at home.

Say: Be sure to **bring** this sheet with you next week when we will do another part of the map.

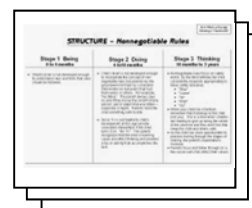
Say: If you have children of other ages, or just as a reminder, you may **post** Handout #11, Jobs of the Child. Actually, children have many tasks: physical, social, emotional and cognitive. The brief summaries of developmental tasks we use in this course go only through adolescence. Remember we are all growing all of our lives; we all have age-appropriate tasks. You can read more about those tasks in *Growing Up Again* by Jean Illsley Clarke and Connie Dawson.



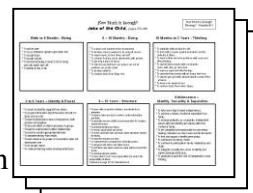
Meeting 2 Handouts #8a-g



Meeting 2 Handouts #9a-c



Meeting 2 Handouts #10 a-b



Meeting 2 Handout #11

Activity 8: Marketing

(5 minutes)

Say: One reason children ask for so many things is because they have been surrounded with very sophisticated high-priced **marketing** campaigns.

Say: “Advertising is a massive, multibillion dollar project that’s having an enormous impact on child development. Thanks to advertising, children have become convinced that they are inferior if they don’t have an endless array of new products.” It is estimated that marketers now spend **10 billion dollars** a year targeting children, 18 months to eight years old to get brand loyalty for their own products and to influence parental purchases. Some auto companies are advertising to three-year-olds.

These references are from: “How Not to Be Our Child’s ATM: Prodigal Sons & Material Girls” by Nathan Dungan (John Wiley & Sons, 2003), “Born to Buy” by Juliet B. Schor (Scribner, 2004), “Consuming Kids” by Susan Linn (The New Press, 2004), “Why Do They Act that Way?” by David Walsh (Free Press, 2014), and Walsh’s Media Watch, Appendix, pg 9). You can hold up those books if you have them, or recommend them.

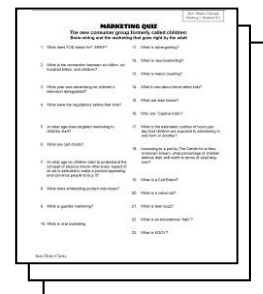
Say: To become acquainted with how sophisticated and many faceted the marketing thrusts are, we will look at some of the **ways** “buy messages” are delivered.

If your group needed more time on Test of Four and the Highway, send this home to be answered at the next meeting.

Ask: Will you, in groups of three, look at Handout #12, Marketing Quiz, to see how many questions you can answer and how many terms you can define?

After two or three minutes,

Ask: How many items did you **identify**? Bring your sheet with you and we will go over the answers at our next meeting.



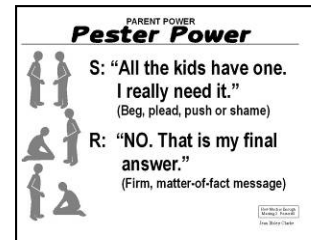
Meeting 2 Handout #12

Activity 9: Parent power – Pester power

(10 minutes)

Say: Today's Parent Power Exercise is about **saying "No"** to the children's pester power. Saying no when we need to is a powerful part of keeping children and ourselves safe. It is an essential tool for avoiding overindulgence. But sometimes, because we want our kids to be happy, or to avoid conflict, or just because we are tired of being nagged, we find it hard to say "No." Today we will discover in which body position we can most easily say a powerful "No."

Point to Poster #9, Parent Power – Pester Power. Some leaders make two copies of this poster and hang them on opposite walls to make it easier for everyone to see. Some hand out 3 x 5 cards with the messages.



Meeting 2 Poster #8

If you did not do Parent Power exercises in Meeting 1, demonstrate using Meeting 1, pages 24 and 25 directions, but using the words on this poster.

Ask: Do you need a **demonstration**? *If yes, do one.*

Ask: Remembering your right to pass, will each of you find a partner and **do the exercise**? Sit instead of kneeling if kneeling is difficult for you. There are no right or wrong answers. We are learning about ourselves.

Say: When you have both done all 3 positions, **sit down and discuss** what you learned.

Debrief

When everyone is seated or after five minutes reassemble people.

Ask: Will you **thank** your partner for role-playing and derole her, seeing her not as a pester power kid, but as a strong parent?

Ask: What did you "Receivers" learn when you **said no**?
What did you "Senders" learn when the "Receiver" **said no to you**?
What made more **difference**: words, tone of voice, facial expression, or body position?



Meeting 2 Handout #13

Say: Think of a time when you would have liked to say no and couldn't or found it hard. Think of a time when you should have said no and you did. When you need to say no, use your parent power body position.

Say: If you need more ways to say, "No," to children, **practice** by reading Handout #13 while looking in the mirror to check your facial expressions and body posture. Do not smile as that signals children you don't really mean it.

Activity 10: Affirmations and closing

(10 minutes)

Say: Thank you for your participation. We have covered (how many) items on our **agenda** and we have practiced the Test of Four and the Suggestion Circle.

Say: We have talked about **how much is too much**. Let's remember that with a constant barrage of too many and too much, children often experience a **sense of scarcity** because they fail to learn the vital skill of ascertaining what is enough.

Ask: Will you think about Enough for your child, and fill out the **Too Much Assessment**, Handout #14, and bring it to the next meeting?

A form titled "Too Much Assessment" with sections for "Name", "Age", "Gender", "Ethnicity", "Religion", "Occupation", and "Education". It also has a section for "Comments" and a "Date" field.

Meeting 2 Handout #14

Ask: Will you look at your affirmation strips and **choose one affirmation** that will support you in knowing what is enough or in saying no this week?

Will you choose one affirmation for your child that will help him feel loved or competent this week?

Say: Please look at the **Home Practice**, Handout #15 with me.

Read the items if there is time.

Ask: Does anyone want to share a **resentment** or a wish-had-been-different?

Say "Thank you" for each.

If your group doesn't like the word resentment choose a different word.

A form titled "Home Practice" with sections for "Your Mark is Enough", "Home Practice", and "Share with Me". It includes a list of items to mark and a section for sharing.

Meeting 2 Handout #15

Ask: Does anyone want to share an appreciation for what you or someone else contributed?

Say "Thank you" for each.

Say: We will close our meeting by **standing** in a circle and each **reading** aloud an **affirmation** to help us avoid overindulging. I will start.

When they have finished,

Say: As you leave, put a vehicle on the highway poster that is on the table/floor, marking one place you plan to parent during the coming week. You don't need to explain to anyone. This is your contract with yourself.

Thank you and I'll see you at our next meeting.

Collect name tags.



Meeting 2 Poster #9

Meeting 3

Over-Nurture: The Trouble with Coddling



Agenda

<u>Min</u>		
10	1. Introductions, Ground Rules, and Reports -----	1-2
15-20	2. Marketing -----	3-4
15-20	3. Over-Nurture or Coddling -----	5-6
20	4. The Nurture Highway -----	7-10
20	5. Your Child's Developmental Highway -----	11-12
10	6. Alternatives to Saying Okay, Okay? -----	13
10	7. Test of Four and Suggestion Circle -----	14
10	8. Parent Power – <i>Keep Your Child Comfortable</i> ----	15
5	9. Affirmations for Getting Needs Met -----	16
5	10. Closing -----	17

Meeting 3 – Facilitator Letter

Over-Nurture: The Trouble with Coddling

Dear Alex,
Welcome!

Over-Nurture may come from a good heart or from guilt, or it may just come from lack of knowledge about child development and not recognizing children's ability to be competent. It can be tough for the parent who believes "doing for" a child is good parenting, to recognize the hurts that can come from over-nurturing.

Jan Rossbach says, "This is a tough one for me especially since I have a child with a handicap – so identifying with parents was easy. This can be the hardest to describe to parents as 'How can one possibly over-nurture?' – probably for 'good parents' the most easily done and quite disastrous as it is not easily recognized with the Test of Four."

So, be firm but gentle.

About Activity 1 – Introductions, Ground Rules and Reports

Focus on Ground Rules, even if for only one minute. Reinforce the idea that rules are to support as well as limit.

Review homework:

Diane & Resaca said, "Lots of discussion on the Too Much Assessment. Their kids also filled them in, and their opinions really differed in some cases from their mom's opinions!"

About Test of Four and Suggestion Circles – now or later in the meeting

These two exercises may be used most effectively at teachable moments throughout the class. You decide whether to do Suggestion Circles and Test of Four here or whether to go directly into marketing, but never skip doing the Test of Four. This is the piece people can carry in their heads forever. If no one asks for a Test of Four and you want to do one here, use Handout #7.

Suggestion Circle: If your group requests circles easily, you can carry plain paper for the recorders to use. If no one seems to want a Circle, use the Suggestion Circles handout #8. People can choose one of the suggested problems.

If people are not keeping answers short or are commenting on each others' answers, you can say, "We seem to have forgotten how to make our circles crisp and to the point. Let's review how to do a circle in three minutes." Then go back to Meeting 2, page 3 and teach it again.

About Activity 2 – Marketing

You will know how much emphasis your group needs on this “becoming aware” part. Carole Gesme, one of our testers, reported about teaching a class of young mothers, half very affluent and half from subsidized housing. In that particular group the poorer women understood the marketing techniques very quickly. The affluent women had a difficult time understanding anything beyond TV ads. Reminds me of the childcare provider whose moms would bring infants in designer outfits and then demand that they not get soiled.

As you learn about more marketing techniques or new names for them, add them to the handouts.

About Activity 3 – Over-Nurture or Coddling

Children who are coddled are over-protected by parents who hover and don’t expect their children to be able to cope with life. Helicopter parents take coddling a step further. They have been described in major media as parents who hover and prevent children from taking responsibility. Helicopter parents have been reported to do children’s homework, demand that teachers assign higher grades, and write seniors’ college admission essays. Parents may not have a clue that they are creating Learned Helplessness.

Jan says: “Another parent had a great example of a parent’s own trained helplessness – where she couldn’t make a decision. Many awarenesses.”

Take extra copies of the Over-Nurture or Coddling Assessment, Handout #3.

Diane and Resaca’s class members asked for extra copies to take home and have their kids complete for *themselves* to get the child’s perspective on this!

About Activity 4 – The Nurture Highway

Because this activity is so much more powerful acted out than talked about, I highly recommend that you have people stand under the signs and read. Sometimes people say, “Oh, let us just sit and read.” That cuts out the kinesthetic learners and lowers the energy level of the group. If you have fewer than six people, let them change places and read, or have one person read the whole line, moving from spot to spot.

About Activity 5 – Your Child’s Developmental Highway

“...fill in how much assertive care and supportive care you think is the *right amount* for your child at this age.” Kristi Hanson says, “This was hard for people.”

Ah, yes. It is hard for me, too. It requires me to stop parenting on automatic and really observe my child and respond to her needs, not mine, and observe whether the impact and the results of my parenting match my intent. For example, I love to help my granddaughters. When we three are doing something difficult, it is so easy for me to say, “Here, I’ll do that.” Now I am learning to say to four-year-old Katie, “You can do it. I will

help you,” and to say to ten-year-old Addie, “Would you like help with that?” if it is something Addie is capable of doing for herself.

Give people lots of help with this exercise, and encourage them to help each other.

Be gentle and encouraging with those of us who are thinking about things we have not thought about before. We are building new pathways in our brains, and that takes time and practice, experimentation and self-forgiving when we don’t get it right. And we may never get it totally right. Remember, good parenting is an art, not a science, and our children don’t need perfect parents. They need good-enough parents most of the time and then it is up to them to make themselves into responsible, productive citizens.

About Activity 6 – Alternatives to Saying Okay, Okay?

Testers reported a big positive response to *Alternatives to Saying Okay*.

About Activity 7 – Test of Four and Suggestion Circles

I hope the group has done both Suggestion Circles and Test of Four at some teachable moment during the class. If not, catch them now.

About Activity 8 – Parent Power

Jan says, “Parents really appreciated the empowerment for parents at different levels and eye contact. Also the realization that it is important to have level eye contact with the child, which can mean getting down to his/her level. Also allowing the child to learn to handle discomfort – that it is ok for our children not to have to be happy all the time. We are not “bad” parents if they decide not to like what we are saying – in fact it is good for us to be firm in our structural role. Empowered parents.”

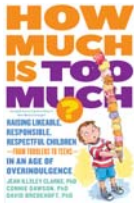
About Activities 9 & 10 – Affirmations and Closing

You may copy extra affirmation sheets, Meeting 1, Handout #10, in case some people didn’t bring their colored ovals.

Never skip the affirmations, even if you have to keep the activity short. Affirmations are a specific help to parents, a way to take care of themselves while they are changing behaviors. Remember that repeated contact with the affirmations helps people incorporate them in the way that fits for them.

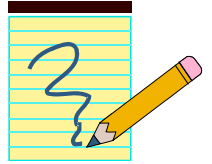
Happy nurturing. I hope you are receiving it as well as giving it.

A handwritten signature in cursive script that reads "Jean Illsley Clarke".



Meeting 3 – Preparation

Over-Nurture: The Trouble with Coddling



Behavioral objectives

Participants will have the opportunity:

- To identify the role of FUD in creating fear, uncertainty, and doubt in marketing to children
- To list different ways parents can do too much for children and the results for the children
- To compare the behaviors on the six Nurture points on the Developmental Parenting Highway
- To fill in the Assertive Care and Supportive Care portions on their child's Highway
- To practice alternatives to saying okay at the end of a directive to a child

Collect posters

1. Welcome
 - Ground Rules (M 1 – 3)
2. Agenda
 - Test of Four (M 1 - 4)
 - Suggestion Circle (M 1 -14)
3. Over-Nurture Risk Factors
 - Developmental Parenting Highway (M 1 – 9)
4. a-f Nurture Signs
 - a. Abuse
 - b. Conditional Care
 - c Assertive Care
 - d. Supportive Care
 - e. Overindulgence
 - f. Neglect
 - Nurture & Structure for Different Ages (M 1 – 12)
5. Parent Power – *Keep Your Child Comfortable*

Bring to class

- *How Much Is Enough?* book
- name tags
- posters and vehicles
- copies of handouts
- extra affirmation sheets (M 1 – 10)
- paper for recording Suggestion Circles
- small bowl of affirmation ovals

Duplicate handouts

- #1a-b Marketing
- #2a-b Creating Learned Helplessness
- #3 Over-Nurture or Coddling Assessment
- #4 Nurture Highway Examples
- #5a-d Nurture – Assertive & Supportive Care Ideas
- #6 Don't Say Okay, Okay?
- #7 Test of Four
- #8 Suggestion Circles - Nurture
- #9 Home Practice

Agenda Over-Nurture

Min	
10	1. Introductions, Ground Rules, and Reports
15-20	2. Marketing
15-20	3. Over-Nurture or Coddling
20	4. The Nurture Highway
20	5. Your Child's Developmental Highway
10	6. Alternatives to Saying Okay, Okay?
10	7. Test of Four and Suggestion Circle
10	8. Parent Power – <i>Keep Your Child Comfortable</i>
5	9. Affirmations for Getting Needs Met
5	10. Closing

How Much is Too Much?

Meeting 3: Over-Nurture The Trouble with Coddling

Before the Meeting

If you are using Power Point, post the following paper posters to be visible throughout the meeting:

- *Ground Rules*
- *Agenda*
- *Parenting Highway – a poster on the wall and one on a table or the floor*
- *Six Nurture Signs – in a row and spaced so people can stand below them*
- *Test of Four*
- *Suggestion Circle*

Greeting

*Have name tags ready. Greet people as they come in.
Ask them to put a vehicle on the Highway to show one place
they have parented since the last class and to follow the
instructions on the Welcome, Poster #1.*

Activity 1: Opening

(10 minutes)

Welcome, ground rules, and reports

Say: Welcome.

Ask: Will someone tell us what **coddling** means?

Ask: Will you **introduce** your partner and, if your partner is willing, share the way she thinks an adult could over-nurture or coddle a child.

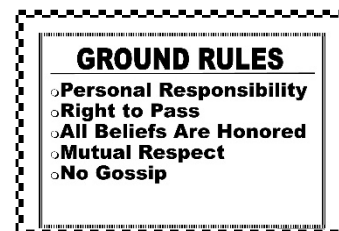
Say: Today we will explore the **Over-Nurturing** way of overindulging.

Ground rules

Point to the Ground Rules Poster and ask someone to read the ground rules.



Meeting 3 Poster #1



from Meeting 1 Poster #3

Say: Today we will be talking about **nurture**. One thing nurture does is provide **support**.

Ask: Which ground rule helps you **feel supported** in this group?

Ask: Is there any other ground rule we need to add?

Reports

Ask: Before we talk about over-nurture, let's hear about what happened since our last meeting. Who has a comment or a question about your reading or the **Home Practices**? Please hold your questions about marketing. We will go over the quiz later.

Ask: Who noticed a way to teach a child about **enough**?

Ask: Who found a way to give **affirmations** to your child or yourself?

Ask: Did anyone bring a copy of your family's **Rules Poster**?

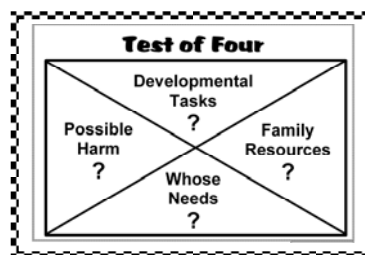
Ask: Does anyone have a concern or an overindulgence example to put against the **Test of Four** or does anyone need a **Suggestion Circle**?

Be sure to run both the Test of Four (Meeting 2, pg. 3) and the Suggestion Circle (Meeting 2, pg. 8) here or at some teachable moments during the meeting.

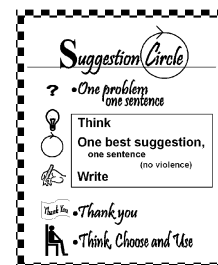
Say: Look at the Agenda, Poster #2.



Meeting 3 Poster #2



Meeting 1 Poster #4



Meeting 1 Poster #14

Activity 2: Marketing

(15-20 minutes)

Say: Let's talk about marketing.

Ask: Who found answers or definitions for all of the items on the **Marketing Quiz**? Does someone here work in marketing or know a lot about it?

If so, indicate that that person can be a helpful resource.

Say: Let's go over the items on the quiz. Look at your Handout #1a-b, **Marketing**.

Ask people to take turns reading the answers, you talk about them, and encourage people to become more aware of the subtlety of some of them.

For example: **FUD**

Say: Marketers know that adults have the biggest **emotional response** to ads that feature sex, humor, and violence. As we adults become desensitized to levels of violence, for instance, the degree of violence is raised to get our attention.

But children's brains are not mature enough to get the proper responses to sex, humor, and violence, so marketers amassed sophisticated knowledge about what grabs children and came up with FUD.

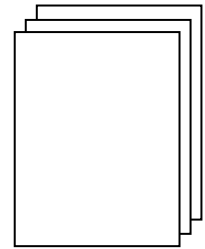
Rather than, "You will enjoy this," the message is "You will not be okay unless you get this." The code is FUD—create fear, uncertainty and doubt. Three-, four- and five-year-olds are building their identity, and it is natural for them to want to wear a T-shirt with a familiar image on it. But do we want them to be wearing the latest rock star because they will be "not okay" if they don't? At what age do older children learn that the toy, the doll, the action toy, or electronic game they have now will be out of date next season and they will *need* a new one?

For example: **Neuromarketing** and **Trendsetter kids**

Teenagers need to be accepted by their **peers**, but do we want them to be accepted because they buy the "right" product or style or color often enough?

Think about **brand names** you favor. Do you buy a certain brand because it is a dependable brand, because it fits well or wears well or performs well? Or do you buy it because your self-esteem will suffer if you don't have that product?

Say: Between now and our next meeting try **counting** the marketing and **brand name** messages your children receive from any source. Remember that marketing can be helpful when it gives us information that lets us know what is available. Parents need



Meeting 3 Handout #1a-b

to judge which messages are helpful and which try to turn a *want* into a *need* or exploit children's immature thinking.

Find out how the group wants to do that.

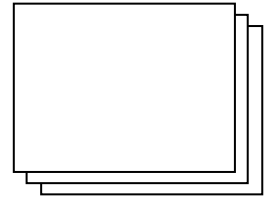
Examples:

- Everybody look for every technique on the quiz.
- Divide up the techniques.
- Someone count messages to parents on what to buy for kids (food, etc.).
- Someone count messages from child's peers, including T-shirts, lunchboxes, books, games, etc. other children have.
- Someone go to a store and count all the ways one brand name is presented. In some stores they are located in many places. Clothes, toys, books, games, CDs, etc.
- Someone watch three hours of TV and count all brand-name references.
- Someone choose one day and count all the messages in your child's total environments.
- Work in pairs, groups or independently.
- Enlist your children in the search.

Say: Bring your report to our next meeting.

Activity 3: Over-Nurture or coddling

(15 or 20 minutes)



from Meeting 2 Handout #14

Review Too Much

Hold up your Too Much Assessment, Handout #14 from Meeting 2.

If this was covered in Reports at the beginning of the meeting, move to Over-Nurture.

Ask: Some of you pondered over the Too Much Assessment from our last meeting. Will you share in pairs or threes for a couple of minutes what you learned or wondered about that?

Ask: Did you find the assessment easy to do?

Ask: Will a couple of you share what you learned with the whole group?

Over-Nurture research

Say: Besides too many things there is a part of overindulging called **Over-Nurture**. Sometimes it is called coddling or smothering. Sometimes parents who hover are called helicopter parents.

Ask: Does anyone want to comment on or ask a question about the **book chapters** on Over-Nurture?

Say: **Nurture** is all the soft ways we care for people. It is not only good, it is necessary. It is essential for life! But like too much food or clothing, too much nurture is not good.

Say: Remember, one of the *three areas of overindulgence* is over-nurture. When the research participants described over-nurture, many of them said,

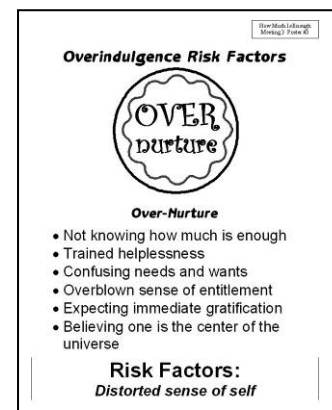
When I was growing up:

- my parents did things for me that I should or could do for myself.
- my parents were over-loving and gave me too much attention.
- I was allowed lots of privileges.
- my parents made sure I was entertained.

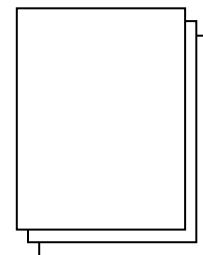
Point to the Over-Nurture Risk Factors, Poster #3 and read it.

Ask: What do you think **trained or learned helplessness** is?

Say: Let's hear how we could, without meaning to, foster helplessness by reading aloud the messages on Handout #2a. Take turns, left side of the room read the left items, right side of the room read the right.



Meeting 3 Poster #3



Meeting 3 Handout #2a

Say: You can learn more about trained helplessness from your Handout #2b.

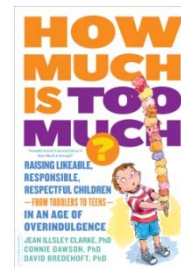
Hold up your book.



Meeting 3 Handout #2b

Ask: Many people who were overindulged reported on their beliefs. Will someone read aloud the three beliefs under the *Unintended Impact* on pg 93 in the *How Much Is Too Much?* book?

Ask: Will someone read the five problems reported at the very bottom of page 99?



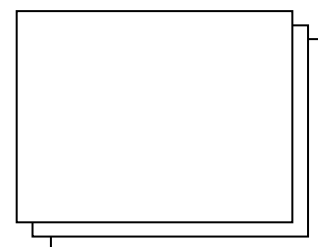
Say: The parents who were smothering or helicoptering never intended it to have these outcomes. The impact of their good-hearted over-nurturing did not match their intent.

Over-nurture

(If people needed extra time for the opening or marketing, introduce this activity and send it home to be done there.)

Hold up the Over-Nurture or Coddling Assessment, Handout #3.

Say: This week we use the Over-Nurture or Coddling sheet to help us think about how **much nurture is helpful** for our child.



Meeting 3 Handout #3

Say: When we think about nurture for a child we think about that child, and we think especially carefully about whether the nurture is for them or for us.

If we are extra busy or preoccupied or stressed we may convince ourselves that this child is self-sufficient beyond her years and doesn't need much care from us. Wrong! **All children need care.**

If we do things for a child she should be doing for herself, that too is for us!

Say: Look at the Over-Nurture or Coddling Assessment, Handout #3.

Ask: Which items are positive and which are negative?

Ask: Will you write your child's name and age at the top?
Choose one of the topics and fill in the three columns across the page.

Say: After you have finished writing, share your thinking with another person.

After about three minutes,

Ask: Does anyone have a **question**?

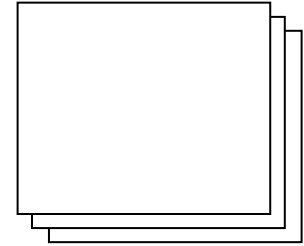
Ask: Will you **finish** this activity sheet at **home** and bring it next week?

Activity 4: The nurture highway

(20 minutes)

Say: Let's think about the Parenting Highway. Please take out your Meeting 2, Handout #8a-g, My Child's Highway.

At our last meeting we talked about the firm part of structure, the nonnegotiable rules.



from Meeting 2 Handouts # 8a-g

Hold up your highway with nonnegotiable rules grayed in.

Ask: Who had a thought about the firm rules supporting your child's development?

Say: Remember that we have nonnegotiable rules for ourselves, for our own parenting behaviors at every age, but the infant's brain is not well enough developed for us to expect him to follow rules. **Our bars indicate how actively we are teaching our age child to follow rules.**

After one or two examples,

Say: Now in groups of two or three, take a couple of minutes to tell each other about one way you used firm rules for yourself or your child to support your child's growth this past week.

After three or four minutes,

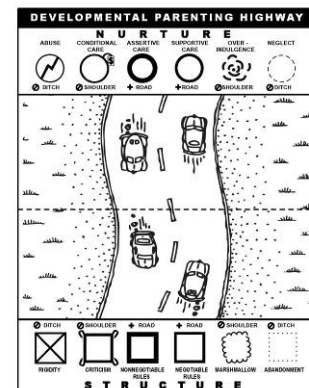
Say: Nonnegotiable rules are important because they provide safety and stability for children and for adults.

Ask: Are there any questions about nonnegotiable rules?

Nurture

Say: Today we will talk about the **Nurturing part of the Developmental Parenting Highway.**

Say: Over-Nurture is a form of overindulgence, but **nurture is a human need.** We will look at all the ways nurture can be offered.



from Meeting 1 Poster #9

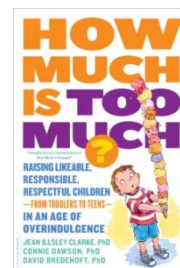
Point to the Nurture top of the Developmental Parenting Highway, Meeting 1, Poster #9.

Say: **Nurture** is all the ways we **give love** and **establish connection**. Nurture is important because it helps people of all ages thrive and develop. It offers us the hope, joy, and self-confidence to be ourselves, to be successful. Nurture includes touch, affection, acceptance and care. We store it as the basis of our self-esteem. Nurture encourages us to hear and believe positive structure. When we feel truly loved we are not apt to hear the structure messages "Do this" or "Do this differently" as criticism or shaming.

Say: When we are nurtured, **we know we are lovable, we feel worthy and expect to ask for and get structure.** But some of the people in the Overindulgence Research Studies were over-nurtured. They reported that this smothering attention did not result in their feeling loved. The **impact** of the overindulging did not match the parent's loving **intent**.

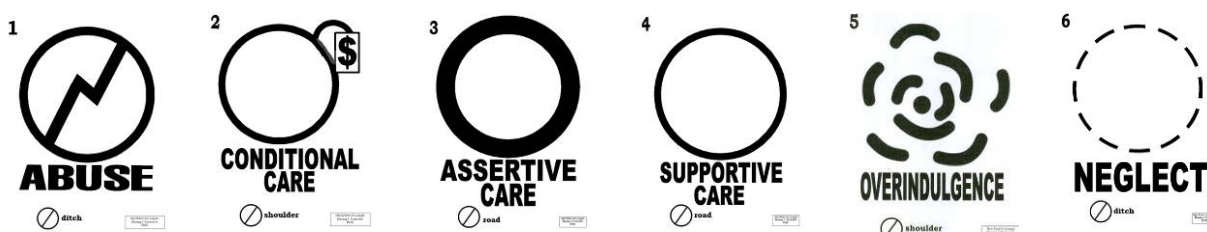
Look at the charts on pages 24 and 25 in your book and notice the decisions some children made in response to being overindulged at the age of your child.

Ask: Will someone read aloud the desirable **healthy decisions** and the possible **unhealthy decisions** from overindulging for your age child?



Six nurture points introduction

Say: People don't get love exclusively from what we say or sing to them. They also get it very powerfully in the ways we respond to their needs and make contact with them. We will explore six ways we can respond, two helpful and four unhelpful. As we did with structure, I will describe each nurture point briefly and you will read the examples.

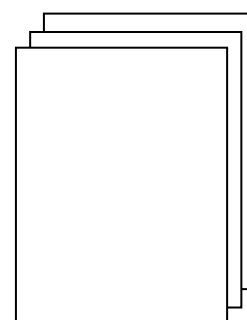


Meeting 3 Posters # 4a–f

Example I

Ask: Will **six of you** bring Handout #4, Nurture Highway Examples, and stand under the Nurture Signs, Poster #4a-f on the wall and read the candy bar example with convincing voice and body language for that message?

Stand by each point as you describe it and have the poster person read the example.



Meeting 3 Handout #4

Abuse:

Say: *Abuse hurts the body and the soul. It is contact gone wrong. But it is contact. Some children have run away from foster homes where they were ignored and returned to a parent who beats them. They say, "At least the old man (or woman) knows that I'm alive."*

Poster person reads example.

Conditional Care:

Say: Conditional care has a price tag. I'll care for you if you take care of me, make me look good, don't tell Daddy I drink during the day, etc.

Poster person reads example.

Assertive Care:

Say: This is the care we give because the parent decides what the child needs and provides it. Clothing, food, safety, loving touch, etc. It builds connections.

Poster person reads example.

Supportive Care:

Say: Supportive care also strengthens the connection with the child. It is the care that we offer when a child is able to do a task for herself. “Do you want help or do you want to do that by yourself?” Supportive care is never offered unless *I’ll do it myself* is safe and okay with the parent.

Poster person reads example.

Overindulgence:

Say: **Overindulgence is Assertive Care and Supportive Care gone wrong.** It does things for the child that he should be doing for himself. It provides too much, too soon, too long.

Poster person reads example.

Neglect:

Say: Neglect is probably the most harmful because the parent doesn’t acknowledge or provide for the child’s needs at all.

Poster person reads example.

After all have read

Example II

Ask: Will one of you walk with me and hear the example about Ben and his allowance?

When the person is with you,

Ask: Are you going to pretend to be a child and listen, or are you listening as a responsible parent?

Ask: Will you poster people read the responses to Ben with appropriate voice and body language?

Stand by each point as the poster person reads the examples.

Ask the person walking with you: How did you **respond** to each of these messages?

After you have finished,

Ask: Will the demonstrating people shake off any bad feelings they may have? Will you **derole yourselves and each other**? Will you in the **group derole the ones demonstrating**?

Ask: Will the group **thank** or **clap** for people who demonstrated so that we all can learn better?

Example III

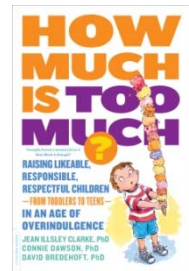
If there is time, run the third line, Kimberly and the car, or,

Ask: Does anyone want us to do a line on a **problem of yours**? If so, we will make up possible responses.

*Invite the audience members to come up and help the people on the line think of answers.
Do the line and debrief as above.*

Say: Today we will fill in the Assertive and Supportive Care sections of our Highway maps.

Ask: Will you look at pages 126-127 in the book? Will someone read aloud the **decisions** often made by children who get **Assertive Care**? Will someone else read the decisions from **Supportive Care**? Please pursue the rest of the chart on your own. Think about what decision you may have made as a child and what affirmations you would need to help you parent from the center two lanes.



Say: **Often young children like overindulgence best.** If it has been an early pattern, they may prefer it all of their lives.

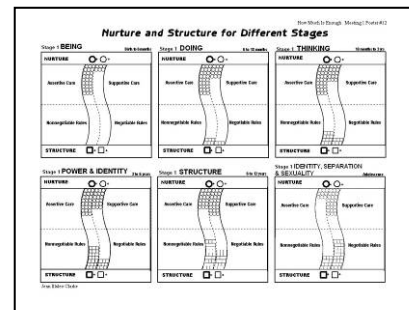
Activity 5: Your child's developmental highway

(20 minutes)

Say: Now we will look at your child's highway map.

Ask: What did you notice about your child's temperament?

Point to the Nurture and Structure for Different Stages Meeting 1, Poster #12.



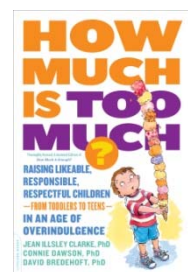
from Meeting 1 Poster #12

Say: On the Nurture and Structure for Different Stages, notice that **amounts** of assertive care and supportive care **change** with developmental stages.

Ask: Why would the school-age child have more supportive care than the three to six-year-old?

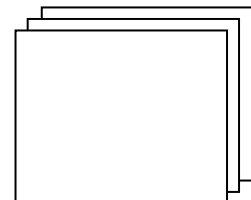
Ask: Will someone **review** by reading Assertive Care and Supportive Care aloud, the first paragraph, page 123, from the book?

Say: On your Meeting 2, Handout #8, we will fill in how much assertive care and supportive care we think is the right amount for our child at this age.



Hold up your Meeting 2, Handout #8, My Child's Highway, with the Assertive and Supportive Care circles filled in.

Say: Depending on the child's needs and your situation, the amounts your child needs may be different from the amount on the example page.



from Meeting 2 Handout #8

Say: Think about the difference between Assertive Care and Supportive Care as I read these examples.

Point to the Nurture and Structure for Different Stages Poster as you read:

0-6 months

AC – Infants are totally dependent on us for their survival. They need full-time assertive care.

SC – By responding to their cues, we encourage them to let us know what they need.

6-18 months

AC – She is on the move. I keep her safe and provide safe things for her to taste, touch, listen to, look at.

SC – You may ask a 15-month-old if she wants to wear the red shirt or the blue shirt.

18 months – 3 years

AC – He is learning to do something for himself. I offer opportunities for him to become capable.

SC – Shall I help you pick up toys or do you want to do it all by yourself today?

3 – 6 years

AC – Keep her safe, give her opportunities to become capable, model and teach social skills, and start simple chores.

SC – If she knows how to do something ask, “Do you know how you do that or shall I help you?”

6 – 12 years

AC – Intervene on child’s behalf when needed. Teach problem solving skills.

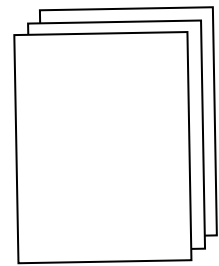
SC – “Let me know when you need help.” And, “I’m ready to listen.”

Teen

AC – Intervene on destructive attitudes, beliefs, or behaviors.

SC – Offer to help. Encourage self-sufficiency. Listen.

Ask: Who has a clue about why your child might need more AC or more SC from the notes on **temperament**, Meeting 2, Handout 9a-c?

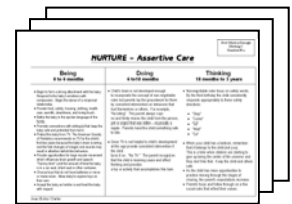


Meeting 2 Handouts 9 a-c

Encourage people to learn more about temperament. Show a copy of Neville’s book or any other books about the subject that you like.

Say: You can refer to Handout #5 a-d Nurture—Assertive & Supportive Care Ideas, for ideas about children the age of yours.

Say: In light of your child’s temperament, health, and the situation, indicate how much **Assertive Care** and how much **Supportive Care** your child needs.



Meeting 3 Handouts 5 a-d

Say: You can **write some notes** on your Highway to help you remember what to do.

Ask: Are there any **questions**?

When they have finished or after several minutes.

Ask: In **pairs**, will you **share** for two minutes *why* you made your bars the height you did?

After a couple of minutes

Ask: Does anyone want to **share** an insight or a question with the **whole group**?

Activity 6: Alternatives to saying okay, okay?

(10 minutes)

Say: One of the ways we can over-nurture is by giving a child a **choice** when we mean to give a **direction**. Sometimes we discount the power of a directive by presenting it as a question. Let's think about the difference between a directive and a question. *Time to put on your shoes* is a directive. *Time to put on your shoes, okay?* is a question.

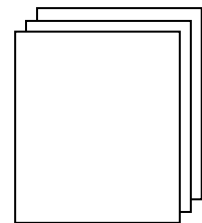
Ask: What is the question? (*Are you willing? Do you understand?*)

Ask: If the adult means, *Do you understand?* and the child hears *Do you want to do this?* what happens next? (*Disagreement, argument, hassling, resistance, non-compliance*)

Ask: **Could a constant use of “okay?” encourage a child to feel entitled to agree or disagree with all directives?**

Ask: How would this play out in the workplace in later life?

Say: Look at Handout #6, **Don't Say Okay, Okay?** Notice that the title is making fun of saying okay. Let's have half of the group read the okay question with an over-nurturing voice and then the other half read the directive with a firm structure voice.



Meeting 3 Handout #6

Sides take turns reading the items.

Ask: Will someone tell how the sides differed?

Ask: Anyone want to give an example of a directive it is easy to say okay to and we'll think of a structuring alternative? (*Time to come in the house, okay? Will you set the table now, okay? We need to have a family meeting, okay? Let's talk about your report card, okay?*)

Suggested alternatives to “Okay?”

Say: Here are some alternatives to asking “Okay?”

Action words

- Here we go!
- In one minute.
- Show me the way.
- Come on.
- NOW!
- Got it?
- Who will be first?

Attitude words

- This is how our family does it.
- You can do it.
- I know you care about ...
- Remember the rule.
- I expect you to...

Ask: What are some others?

Activity 7: Test of four and suggestion circle

(15 minutes if not done at beginning of class)

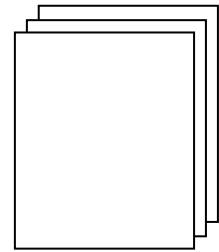
If the Test of Four and the Suggestion Circle were not done at the beginning, do one of each now, using the directions from Meeting 2, Test of Four, page 8 and Suggestion Circle, page 3.

Use their examples, or something you noticed during the meeting, or an example you offer, or an example from Handout 7, Test of Four, or Suggestion Circles – Nurture Handout #8.

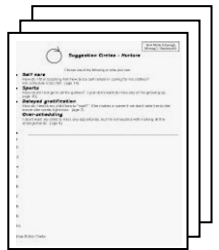
For the Test of Four, remember to emphasize that children's needs are best met by parents whose own needs are met, but not by overindulging the children.

For the Suggestions Circles, review the process from Meeting 1 or Meeting 2 if you need to. Keep the circles to three minutes, starting with the statement of the problem.

If someone rambles or has a difficult time stating one problem clearly, you can paraphrase the problem, or you can say, "You may need a little more time to think. Let us do another circle and then come back to you."



Meeting 3 Handout #7



Meeting 3 Handout #8

Activity 8: Parent power – Keep your child comfortable

(10 minutes)

Do this if you have time, but don't slight the Nurture Highway or the Test of Four.

Say: We will use our Parent Power Exercise today to help us confront another reason parents over-nurture. That is: We don't want our children to be uncomfortable.

If they did the Pester Power activity at the last meeting,

Ask: Do you have any insights or questions about the **last Parent Power** about marketing and peer pressure?

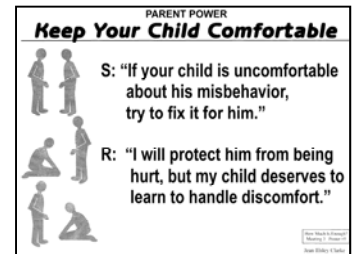
Say: It is natural for a parent to want a child to be comfortable. We may slip into coddling because it is difficult for us to see our children being uncomfortable. But children need and deserve opportunities to learn to **comfort themselves**. They also need to **experience discomfort** when they have misbehaved. Today we will practice tolerating a child's discomfort.

Point to the Parent Power – Keep Your Child Comfortable Poster #5 and read it aloud.

Ask: Do you need a demonstration?

If yes, do one.

Say: What **you learn** will probably be different from what I learn. Remember your right to pass.



Meeting 3 Poster #5

Ask: Will each of you find a partner, **do the exercise**, and sit down when you have finished?

*Reassemble people after five minutes. Ask people to thank their partners and **derole** them.*

Ask: What made **more difference**: words, tone of voice, facial expression, or body position?

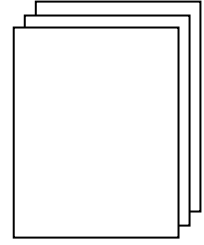
Ask: Who **felt more powerful**: face to face? Above? Below? Remember to use that position when others are urging you to overindulge.

If people want a Suggestion Circle on helping children handle discomfort, lead it.

Activity 9: Affirmations for getting needs met

(5 minutes)

You may take extra affirmation sheets, Meeting 1, Handout #10, in case some people didn't bring their colored ovals.



from Meeting 1 Handout #10

Say: Overindulgence comes from a good heart and we don't need to feel ashamed about doing something with good intent, but **we need to be sure that the impact of our giving matches our good intent.**

Ask: Will you look at your affirmation ovals and choose one that will help you **resist over-nurturing or coddling**? When you have selected it, will you read it aloud to a partner?

Say: Children who are over-nurtured and are **trained to be helpless** may let other people think for them. Choose one affirmation that will encourage your **child to be responsible** for her own thinking and give that affirmation in some way every day.

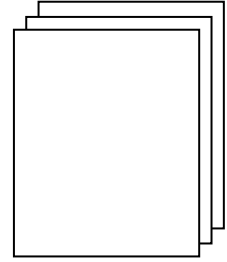
Ask: Taking turns, will you **read** your child's affirmation aloud?

Activity 10: Closing

(5 minutes)

Say: Thank you for your participation. We have covered (how many) items on our agenda and we have practiced the *Test of Four* and the *Suggestion Circle*.

Say: Please look at the *Home Practice*, Handout #9 with me.



Meeting 3 Handout #9

Read the items if there is time.

Say: Remember to teach about **enough**.

Ask: Does anyone have any **resentments** or wish-it-had-been different?

Ask: Who has an **appreciation** for yourself or for a way someone else helped you learn?

When they have finished,

Say: Remember to place your vehicle on a lane you plan to parent in this week.

Say: Thank you, give healthy care this week, and I'll see you at our next meeting.

Collect name tags.



Meeting 4

Soft Structure: They Wish They Had Done Chores?



Agenda

Min

10	1. Introductions, Ground Rules, and Reports-----	1-2
10	2. Marketing -----	3
10	3. Test of Four and Suggestion Circle-----	4
10	4. Soft Structure and Affirmations-----	5
10	5. Chores -----	6-7
5	6. Parent Power – <i>The Gift of Chores</i> -----	8
5	7. About Rules-----	9
5	8. Monitoring Teenagers -----	10
5	9. Soft Structure Assessment -----	11
10	10. Review the Structure Highway-----	12-13
20	11. Negotiating Rules – Needs and Wants -----	14-16
15	12. Your Child’s Developmental Highway -----	17
5	13. Closing and Affirmations -----	18

Meeting 4 – Facilitator Letter

Soft Structure: They Wish They Had Done Chores?

Dear Alex,

Welcome to the challenge of helping people think about their family structures. You may want to revisit the **Inborn Temperament and Overindulgence** handout (M 2 9 a-c) and review how the parents' natures can make holding the line easier or harder.

About Activity 1 – Introductions, Ground Rules and Reports

Since this meeting includes rules, don't skip doing Ground Rules.

Jan reported raised awareness about what chores people did as children and what has changed in society since then.

About Activity 2 – Marketing

Bring in ideas of your own about countering marketing. If people are discounting the seriousness or pervasiveness of marketing, encourage them to think about whether marketing makes it easier or harder to teach family values.

About Activity 3 –Suggestion Circle

Perhaps good Suggestion Circle questions came up during the Marketing discussion. Hold Test of Four for Activity 11 – Negotiating Rules.

About Activity 4 – Soft Structure and Affirmations

You could emphasize that it is easy to say, "This child is irresponsible." The real question is, "How am I allowing or training this child to be irresponsible?" You can emphasize that a chapter in the book explores each of the research findings.

About Activity 5 – Chores

The Household Jobs Participation Chart got very positive responses. It affirmed parents who were already having children do chores, and gave clues to others as to what their children could be doing. The chart is from *Pick Up Your Socks* by Elizabeth Crary. If you have that book, hold it up. The source for Martha Rossman's research on household tasks is listed in the References, Appendix, p. 2.

About Activity 6 – Parent Power

Jan's group liked the idea of "chores – a gift I give them."

About Activity 7 – About Rules

Encourage people to bring in examples of their posted rules.

Jan says that handout, What Does Your Family Teach about Rules, was an eye-opener about intent and impact.

Diane and Resaca said that handout helped some parents realize that rules were not well defined in their families.

If someone objects to the term rules, ask what word would work for them. Norms? Boundaries? Customs? Decrees?

If you haven't discussed negotiable and nonnegotiable rules about website use, be sure to do so. Diane and Resaca included information about internet use and abuse at this meeting. Find the most recent data that you can. For example, at the time of this writing, there is a news release about data from the Kaiser Family Foundation, Parents Getting Control of Their Children's Exposure to Sex and Violence in the Media, with a parent fact sheet, Teen Talk – Teens and Social Networking Websites. Of course you bring supportive materials when people show a concern about something. Center on Media and Childs Healthy, Appendix, p. 9, has good information on marketing, video games, and media at www.cmch.tv/

About Activity 8 – Monitoring Teenagers

Kristi "liked the 'teen monitoring' even for a group with young children – it gives a mindset to parents that prepares them early for these important years."

Diane and Resaca said that parents tied monitoring and risk factors to their current personal experiences.

If your group is interested in teenagers, this is an ideal place to introduce David Walsh's book *Why Do They Act That Way?* Some parents report getting a great deal of relief and support from it.

About Activity 9 – Soft Structure Assessment

Diane and Resaca wrote: "The members verbalized that they really liked the chart because it helped to differentiate/clarify the different components of soft structure – made them more aware of all the pieces that are a part of that."

Marilyn says, "Very powerful skills learned in a simple activity such as pick up your toys helped people see what is learned for later activities and chores in life."

About Activity 10 – Review the Structure Highway

The Structure Highway – Walking under the structure signs and reading or making up examples a second time (first in Meeting 2) helps people "get it."

About Activity 11 – Negotiating Rules – Needs and Wants

Criteria for negotiating – great insights for people who have never thought about it. Again, good time to reference David Walsh’s *Why Do They Act That Way?* for brain research on adolescent behavior. Or, you may have something even more recent. If some people have trouble separating needs and wants, be sure to revisit it in Meeting 5.

About Activity 12 – Your Child’s Developmental Highway

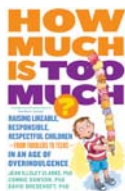
Your Highway – **This is the most crucial learning in these classes. It asks people to integrate what they have been learning. Be willing to help people.**

About Activity 13 – Closing and Affirmations

I hope you are knowing and growing with the people in your group.

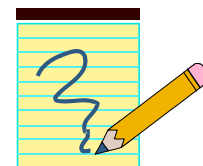
Sincerely,

A handwritten signature in black ink that reads "Jean Illsley Clarke". The signature is written in a cursive, flowing style.



Meeting 4 – Preparation

Soft Structure: They Wish They Had Done Chores?



Behavioral objectives

Participants will have the opportunity:

- To identify the benefit of negotiating rules and which rules are negotiable on their child's highway
- To share information about marketing aimed at children
- To identify the hazards of Soft Structure in children's lives
- To identify what chores children can be expected to do at what ages
- To explore the family's rules about rules

Collect posters

1. Welcome
2. Agenda
 - Ground Rules (M 1 – 3)
 - Test of Four (M 1 – 4)
 - Suggestion Circle (M 1 -14)
3. Soft Structure Risk Factors
4. Parent Power – *The Gift of Chores*
5. Our Rules
6. Monitoring Teenagers
 - Developmental Parenting Highway (M 1 – 9)
 - Six Structure Signs (M 2 – 7a-f)
7. Criteria for Negotiating
 - Nurture and Structure for Different Stages (M 1 – 12)

Bring to class

- *How Much Is Enough?* book
- name tags
- posters and small vehicles
- copies of handouts
- paper for suggestion circles
- small bowl of affirmations

Duplicate handouts

- #1 Test of Four
- #2 Suggestion Circles
- #3 Household Jobs Participation Chart
- #4 Who Is in Charge? Avoiding Trained Irresponsibility
- #5 Family Rules
- #6 What Does Your Family Teach About Rules?
- #7 Soft Structure Assessment
- #8 The Difference Between Wants and Needs
- #9 Negotiating
- #10 Structure – Negotiable Rules
- #11 Home Practice

Agenda

Soft Structure: They Wish They Had Done Chores?

Min

- 10 1. Introductions, Ground Rules, and Reports
- 10 2. Marketing
- 10 3. Test of Four and Suggestion Circle
- 10 4. Soft Structure and Affirmations
- 10 5. Chores
- 5 6. Parent Power – *The Gift of Chores*
- 5 7. About Rules
- 5 8. Monitoring Teenagers
- 5 9. Soft Structure Assessment
- 10 10. Review the Structure Highway
- 20 11. Negotiating Rules – Needs and Wants
- 15 12. Your Child's Developmental Highway
- 5 13. Closing and Affirmations

How Much is Too Much?

Meeting 4: Soft Structure: They Wish They Had Done Chores?

Before the Meeting

If you are using Power Point for posters, post these paper posters to be visible throughout the meeting:

- *Ground Rules*
- *Agenda*
- *Soft Structure Risk Factors*
- *Parenting Highway – a poster on the wall and one on a table or on the floor*
- *Six Structure Signs – in a row and spaced so people can stand below them.*
- *Test of Four*
- *Suggestion Circle*

Greeting

Have name tags ready. Greet people as they come in, ask them to place vehicles on the Highway marking one place they parented this week and then follow the instructions on the Welcome, Poster #1.



Meeting 4 Poster #1

Activity 1: Opening

(10-15 minutes)

Introductions

Ask: Will you **introduce** your partner and, if your partner is willing, share one chore he had to do.

Point to the Agenda, Poster #2.

Say: Today we will explore **Soft Structure**.

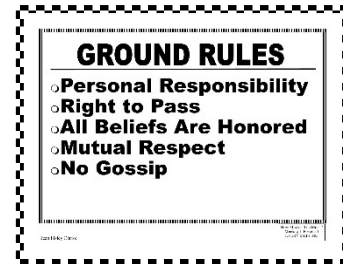


Meeting 4 Poster #2

Ground rules

Ask: Which ground rule can help you remember to be in charge of the rules in your home?

Point to the Ground Rules Poster.



from Meeting 1 Poster #3

Say: We will be talking about **rules** and **chores** today. Remember that some children learn most easily by hearing (you repeat the rule or ask them to tell you), some by seeing (the poster), and some by doing (acting out the rules).

Ask: How has having the Ground Rules posted and **focused** on at every meeting **helped** you?

Ask: Which Ground Rule has broader or deeper **meaning** now than it did at the first meeting?

Report on home activities

Ask: Does someone want to share an **insight** from the reading or ask a **question** about it?

Ask: What did you notice about ending a directive with **Okay**?

Ask: Who noticed ways you were teaching your child about “**enough**”?

Ask: Will someone tell us about one way you are giving your child **affirmations**?

Activity 2: Marketing

(10 minutes)

Say: At our last meeting we talked about various techniques used to **market** to children.

Ask: Will you report on the marketing messages you **counted**?

Depending on how they decided to do this, ask the leading questions.

Say: The next question involves how do we **teach our children** to be aware of and to **resist** marketing. Think about the fact that in Sweden it is against the law to market to children younger than twelve. How do we help youngsters realize that products are marketed to make a profit, whether they are good for children or not?

Say: Let's list some ways we can help children **recognize marketing**.

List their ideas on big paper. Add your own.

Examples:

- Google “advertising appeals” and taking two or three at a time, ask children to identify the appeal of the ads as they see them.
- Explain to kids that marketing is for profit.
- Have children identify all the places they see Disney products. Create a competition to see which can make the longest list. Do not give a Disney product as a prize.
- Ask older children to identify all the ways athletes are used to market products.
- Talk about how easy it can be to want a new product without really thinking through whether it is a good idea for you.
- In front of the children, adults talk about how marketing is targeted at adults. “We are thinking about getting a new car. How many places have we seen ads for cars? TV, newspapers, magazines, billboards, signs by auto sales lots, prestige cars in movies, etc.”
- Take the children with you to the auto dealer and have them notice how the sales person invites you to think their cars are the best.
- Go to a tween or teen website like Youtube and see what ads pop up. Talk about them. Do those pop-ups make you want to purchase things?
- If your children have [Channel 1 News](#) in their classroom or on the school bus, ask them each day what the ads were for and whether those products are healthy or would be good for them.
- Take one item at a time from the **Marketing Quiz**, Meeting 2, Handout #12, and help children learn to recognize that method.

When the list is complete,

Ask: Considering the age of your child, will you try out some ideas this week and notice how your child responds?

After class, make a copy of the list for each person to use at the next meeting.

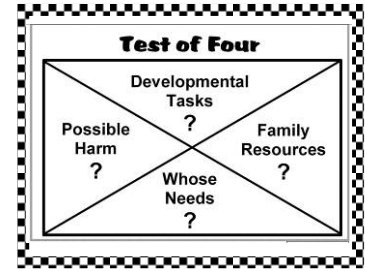
Activity 3: Test of four and suggestion circles (15 minutes)

Unless they fit well later in the lesson, run the Test of Four and the Suggestion Circle.

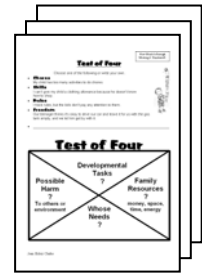
Ask: Does anyone have a concern or an overindulgence example to put against the Test of Four or shall we use one from Handout #1, Test of Four?

Ask: Does someone have a request for a Suggestion Circle or shall we use one from Meeting 4, Handout #2?

Point to the Suggestion Circle Poster, Meeting 1, Poster #14.



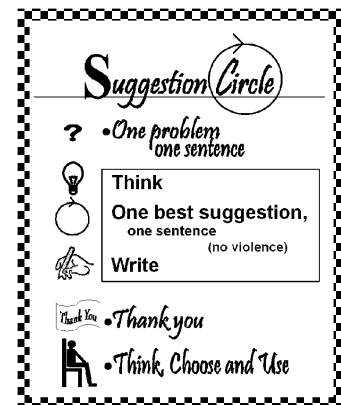
from Meeting 1 Poster #4



Meeting 4 Handout #1



Meeting 4 Handout #2



from Meeting 1 Poster #14

Activity 4: Soft structure and affirmations

(10 minutes)

Say: In Meeting 2 we talked about the ways parents create safe structure with **nonnegotiable** rules. Now we will consider the role of **negotiable** rules in supporting children's development.

Say: First let's review what **structure** is. Structure is all the firm ways we care for ourselves and others. It is essential for life. It provides our boundaries and tells us how to be responsible for ourselves and toward others.

Research participants who reported growing up with **soft structure** said:

When I was growing up:

- My parents did not expect me to do chores.
- I was not expected to learn the same skills as other children.
- My parents didn't have rules or make me follow them.
- My parents allowed me to take the lead or dominate the family.
- My parents gave me too much freedom.

*Point to the **Soft Structure Risk Factors**
Meeting 4, Poster #3.*

Ask: Will someone read the Risk Factors?

Ask: Who will give us an example of lax boundaries?

Ask: Will you look at your **colored affirmation oval strips** and choose an affirmation or two **that will help you** evaluate your own parenting around structure without getting into guilt or shame?

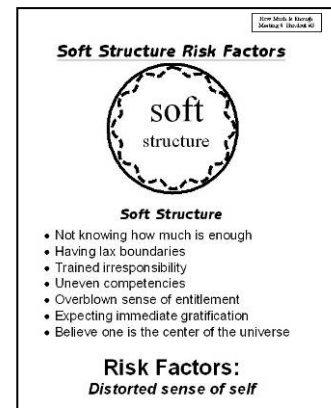
Say: Remember we parent better from our **strengths** than from our mistakes. All parents make mistakes, but all parents have strengths.

Ask: Will you ask someone to **read** your affirmations to you?

Say: Now choose one that will help **your child be responsible**. Give it to him daily.

Ask: Will someone tell us about how you gave your child the "**think for yourself**" messages since our last meeting?

Say: Put your affirmations aside. We will use them again at the end of the meeting.



Meeting 4 Poster #3

Activity 5: Chores

(10 minutes)

Say: When asked, “How were you overindulged?” the two most frequent responses of research subjects were: **Having things done for you** and **no consistent chores expected**. People complained that they did not know how to organize and complete jobs and that they lacked everyday skills for living. That was very painful for some of them. Many missing skills were obvious like, *I don’t know how to care for my clothes, cook, maintain my car, budget, clean house, shop wisely, etc.* Some of the missing skills were less obvious and very embarrassing.

Say: Listen to the conversation between Daniel and the research interviewer.

D: I never learned to use the telephone. My mother or the maid took all calls and made all arrangements. I don’t know how to do small talk. I never made a call or answered the phone.

J: So, how do you manage?

D: When I left home it was tough. It meant I couldn’t take a job that didn’t have a secretary. My wife and I fight about it all the time. She gets mad when I won’t answer the phone.

J: Have you told her?

D: No. How could I tell her a 37-year-old man doesn’t know how to talk on the phone? I’d be embarrassed and she wouldn’t respect me. I feel really stuck.

Ask: Can any of you remember a time when you felt really stuck because you couldn’t do something everyone else could do?

Ask: Do you think Daniel’s mother had good intent? Had a good heart?

Say: This is a form of neglect. We don’t laugh at abuse and we need to remember not to laugh at painful results of overindulgence.

Ask: What are some **common self-care tasks or household tasks** (besides how to answer the phone) that children need to learn to do?

List them on newsprint or board.

Say: **We will choose one chore and think about how many skills a child learns doing that.**

Ask: Which one shall we explore?

Write the list of skills the child will learn. Be sure that the five steps of doing a job are included. 1. What is the job? 2. How is it done? 3. Do it. 4. Finish it. 5. Put everything away.

Ask: How will learning these skills help the child as an adult in the home and in the workplace?

Say: Martha Rossman, University of Minnesota, did a longitudinal study on the relationship between the age at which children start to do chores and competence in their mid 20s. She discovered that people in their mid 20s who were the most competent had started doing household tasks when they were **three**.

Say: Please look at your Household Jobs Participation Chart, Handout #3.

Say: Elizabeth Crary asked parents in Seattle, Washington, at what ages their children did tasks with help (H), with reminding (R), and (A) assertively without reminding or supervision.

Remember these **ages are the average**, so many children will do them earlier or later.

Notice some jobs that children did independently before age 12 and then needing reminding after they reached age 12.

Ask: Why do you suppose that happened?

Hold up the book Pick Up Your Socks if you have it.

Ask: If someone here has used the *Pick Up Your Socks* book, will you tell the group a bit about it?

Say: Children learn to be responsible by doing household tasks and learning self-care skills. If parents do everything, stay in charge of everything, they train children to be irresponsible.

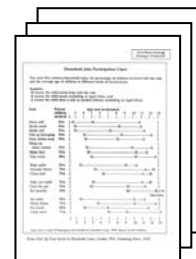
Ask: Will someone tell the group what you think “**trained irresponsibility**” means?

Say: Look at Handout #4, Who Is In Charge – Avoiding Trained Irresponsibility.

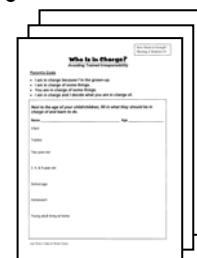
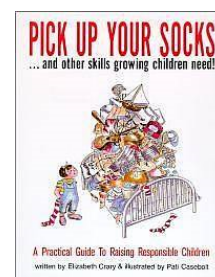
Ask: Will you fill in some of the things your child should be responsible for at his age? If you need help, look at the list we made and the Household Jobs Participation Chart Handout #3.

If there is time,

Say: Share with a partner **how you teach** your child the skill to do one of her chores. Share what standards you expect at that age, and how you teach those standards. Remember, children may resist doing chores at the time, but regret it later if they didn’t learn to do many household tasks.



Meeting 4 Handout #3



Meeting 4 Handout #4

Activity 6: Parent power – The gift of chores

(5 minutes)

Say: Sometimes we think we are too busy to help children do chores. Sometimes we want the job done better than they do it. Many times we can do it faster. But, children need to learn to do household tasks, so let's think of chores as a gift of competence.

Point to the Parent Power, Poster #4 and read it aloud.

Ask: Do you want a **demonstration**?

Say: We will **work in pairs**, each person playing both parts.

Ask: Remembering your **right to pass**, will each of you find a partner, do the exercise and sit down when finished?



Meeting 4 Poster #4

*Reassemble people after five minutes. Ask people to **thank** their partners and **derole** them.*

Ask: Will you raise your hand to indicate which position felt most **powerful**: Equal? Above? Below?

Say: Remember, there is no one right answer to this question. There is only a right answer for you.

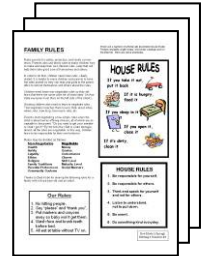
Activity 7: About rules

(5 minutes)

Say: In the Overindulgence Research Studies, adults who had been overindulged during childhood complained not only about not having done chores, but also about not having rules or not having to follow rules.

Say: One thing that helps children feel secure and teaches them about boundaries is to know what the **household rules** are and to have them consistently enforced.

Ask: Will someone share their rules poster or their list of rules? Did anyone find that their children's list of rules differed from theirs?



Meeting 4 Handout #5

Say: You can think about your house rules and **post** them. Even if children are too young to read, having rules posted makes them more important. Look at your Family Rules, Handout #5 with some sample rules.

Hold up your Family Rules Handout #5.

Point to the Our Rules, Poster #5 with pictures.

Say: Compare the rules for a three-year-old on your handout #5 with the Our Rules poster #5 with pictures. Children who can't read words **can read pictures**.

Ask: At what age could children choose pictures from magazines to glue on a poster?
Who has a child who could draw recognizable illustrations?

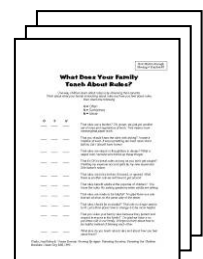


Meeting 4 Poster #5

Ask: What are your rules about internet use?

Ask: Are there any questions?

Ask: Will you check out what your family is teaching about rules by going through Handout #6, What Does Your Family Teach about Rules, with everyone in your family over age 5?



Meeting 4 Handout #6

(4/21/10)

Activity 8: Monitoring teenagers

(5 minutes)

Say: Although adolescents may be very competent and responsible, they **still need structure**. One mom said, “I stop parenting when my kids reach age 13. Parents need to back off and let teenagers separate.” Scary!

Say: We need to be concerned about statements like that. Brain researchers tell us that the adolescent brain is changing in major ways and that the frontal cortex, seat of reason and logical thinking, is often **not mature until about age 25**. Therefore, it is not surprising that teenagers often take risky chances and don’t prioritize in the ways adults do. Adolescents still need to borrow our adult brains and follow our safety structures.

Point to the Monitoring Teenagers, Poster #6, and ask someone to read it aloud.

Say: Monitoring means you know **where** your children are, **what** they are doing, **whom** they are with, and **when** and **how** they will get home.

Ask: What are **some ways** that parents can do that?

If the following suggestion doesn’t come up,

Ask: Who uses a **chalkboard** or someplace where every family member posts where they are going and what time they will be home?

Say: Remember that all family members need to know where the others are. If only the children have to tell, it can seem controlling or punitive, so **parents post** where they are going and when they will be home also.

Ask: How do you monitor **TV** and all **screen time** for adolescents?

Say: Instead of **letting go** of teens, we can **walk beside them**.



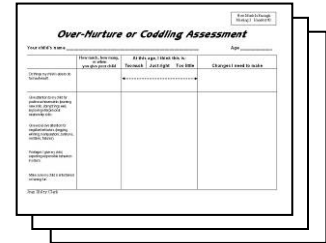
Meeting 4 Poster #6

Activity 9: Soft structure assessment

(5 minutes)

If people talked about the Over-Nurture Assessment during the opening reports, acknowledge that and move to Soft Structure.

Ask: First, will you take out your **Over-Nurture or Coddling Assessment Handout** from Meeting 3, #3? Will someone share something you thought about while pondering the chart?

The image shows a handout titled "Over-Nurture or Coddling Assessment". It includes a section for "Your child's name" and "Age". Below this is a table with three columns: "How much too much or over-nurture/coddling?", "At this age, I think this is...", and "Changes I need to make". The table has several rows for different categories of behavior or parenting practices.

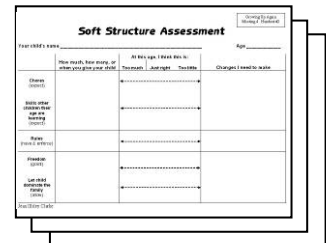
from Meeting 3 Handout #3

Ask: Did you find it easy to fill out?

Soft structure

Say: Today we do a Soft Structure Assessment.

Send this home if you have less than an hour and a quarter left.

The image shows a handout titled "Soft Structure Assessment". It includes a section for "Your child's name" and "Age". Below this is a table with three columns: "How much too much or over-nurture/coddling?", "At this age, I think this is...", and "Changes I need to make". The table has several rows for different categories of behavior or parenting practices.

Meeting 4 Handout #7

Say: Look at the Handout #7.

Ask: Will you write your child's name and age at the top?
Choose either **chores** or **rules** and start to fill in the three columns across the page.

After three minutes,

Ask: Does anyone have a comment or question?

Say: You may have other areas of structure you want to add to the chart.

Say: You can finish this activity sheet at home.

Activity 10: Review the structure highway

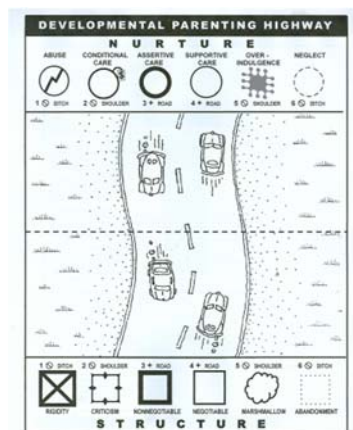
(10 minutes)

Say: Today we do the Negotiable Rules part of our Child's Highway.
First let's review Structure.

Point to the Structure section of the Developmental Parenting Highway Poster.

Say: Structure is a **human need** and children **must** have it.

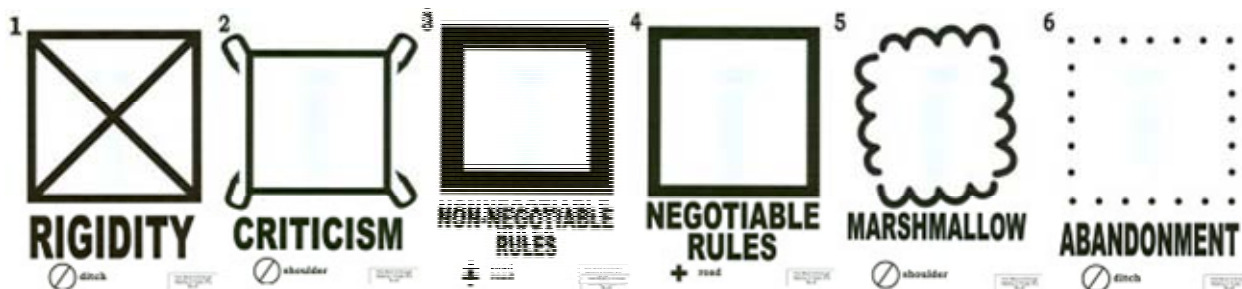
- ☑ Structure provides safety, protection, and freedom.
- ☑ It is how we teach our children about enough.
- ☑ Giving structure to children is one way of showing love.
- ☑ Some people think of structure as inhibiting or restricting. True structure gives freedom because it lets us know what we can do safely.
- ☑ The values part of one's internal structure is called *conscience*.



from Meeting 1 Poster #9

Today we will focus on the Negotiable Rules part of the Structure Highway.

Point to the negotiable rules sign in the line of the Structure Signs posters.



Meeting 2 Poster #7a-f

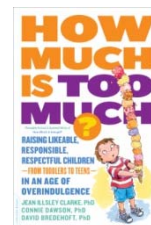
Describe the points

Ask: Will six of you bring your book and stand under the Structure signs? Will each of you describe the characteristics of your sign or read from the book, pages 200-201?

Help them if they need help.

Example 1

Ask: Will someone bring a problem of your own or choose one of the examples on pages 208 in the book, come up, say the problems and **walk** along the line with me as we hear the different responses?



When the person is with you,

Ask: Are you going to **listen** as a responsible parent, or are you going to listen as a child might be hearing?

To the readers,

Ask: Will each of you **offer your message** with the voice and body language that would usually accompany that message? Will the nonnegotiable and negotiable people be sure to give their messages in firm, matter-of-fact ways, without criticism in their voices or threatening expressions on their faces?

If either of the middle of the road people seems critical, ask them to repeat the message in an uncritical way.

With your volunteer person, walk to each poster person as they read. After all have spoken, ask the person walking with you:

Ask: How were those for you?

If there is time, repeat using another example.

After all have finished,

Ask: Will you who were watching **derole each person up here** and see them all as the competent persons they are?

Ask: Will you who were up here **derole yourselves** and shake off any bad feelings you may have had and return to your chairs?

Ask the group: Will you **thank** people for being willing to demonstrate so we all can learn better? **Clap** if you want to.

Say: Please take a couple of minutes to share with a neighbor **what you learned** or what questions you had after watching or demonstrating.

After two or three minutes,

Say: Will someone tell us what he or she said or heard?

Activity 11: Negotiating rules – Needs and wants

(20 minutes)

Say: We have already talked about nonnegotiable rules. They teach the obedience necessary for safety and for living with others, but they do not teach children how to think and make responsible decisions. That is the role of negotiable rules, and the children learn those skills through the process of negotiation.

Say: We will explore the **why**, the **what**, **where**, and the **how** of negotiating.

Why

Say: The **why** is simple. Negotiating

- teaches **thinking** and **problem solving skills**.
- encourages the development of **internal responsibility**.
- strengthens **connections** with the parents.
- teaches **family values**.
- teaches **concern for others** and **delayed gratification** skills.
- provides **contact** with and **attention** from adults.

What

Ask: What kinds of things do parents make **nonnegotiable rules** about? Ex: *safety, health, ethics, community, customs, perhaps about religion, and family traditions.*

Ask: What kinds of thing do parents **negotiate** about? Ex: *money, grades, activities, chores, social manners, and family convenience, depending on the child's skill level and maturity level.*

Say: Parents can get caught when children turn negotiations into hassling, begging, or blaming sessions if the parents are not clear about the differences between needs and wants. We may negotiate about how **needs** are met. We do not negotiate if **wants** are inappropriate.

Ask: What are some of the things children ask for?

List on the board or newsprint. Add your own.

Ex: *He wants expensive brand name shoes.*

She is begging to go on a weekend outing with her friends.

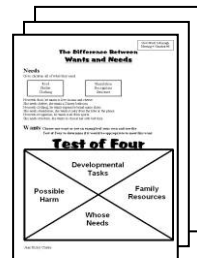
He wants another computer game.

She wants a cell phone.

Ask: Will you choose one of these topics to examine using Handout #8, The Difference Between Wants and Needs?

Ask: Which need might this satisfy?

Ask: Is this clearly a need, or is it partly a want?



Meeting 4 Handout #8

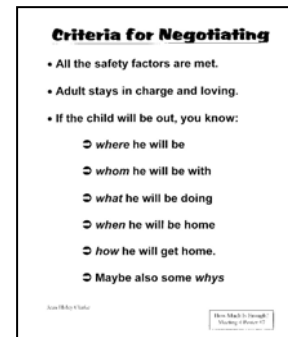
How

Say: Let's look at the how-to of negotiating.

Point to and read the Criteria for Negotiating, Poster #7.

Ask: Will the group watch our demonstration to be sure that all the criteria are met?

Ask someone to pretend to be a teenager and negotiate with you whether he can go to an overnight party, or any other topic the group chooses. Get answers to the who, what, where, when, how, and why questions. If people are reluctant to make up one, demonstrate it by reading one of the negotiation examples on pages 203-204 in the book. You read the parent parts and someone else plays the teenager.



Meeting 4 Poster #7

Ask the group: Did we **meet the criteria**? What did you learn from watching this negotiation?

Say: When we negotiate with adults we often negotiate about who does what, but sometimes we negotiate about our personal boundaries. We may use the **same set of skills** we learned from negotiating during our growing years – knowing what you want, asking for what you want, and taking both your needs and the other person's needs into account.

When

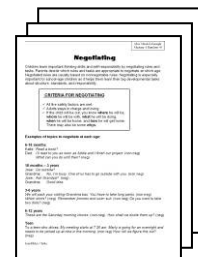
Ask: At **what age** can an adult start negotiating with a child? About what?

Ask: Why do we not ask an infant or toddler to negotiate?

Ask: Will you look at Handout #9, **Negotiating**. Working in pairs, will you identify two more things that could be negotiated with a child the age of yours, except infancy. Notice what nonnegotiable rules your negotiating is based on.

After five or six minutes,

Ask: Will someone from each age group tell the whole group one thing you think could be negotiated with your age child?



Meeting 4 Handout #9

Say: Sometimes when children don't get what they want, they **walk off in a huff**. Let them learn to deal with their discomfort. That's a skill they need to learn. Refrain from over-nurturing them and "fixing" it for them.

Say: Remember, the **adults are always in charge** of the negotiations. Children of all ages need caring adults who provide firm structure.

Hassling

Say: Children deserve to grow up in a family that is **run by the adults**. Managing a family is an adult job. Some kids hassle us more than others. They do so for many reasons, including:

1. personality types
2. the adults hassle, so the kids do too
3. not being sure the adults are willing to be in charge of the family
4. the amount and type of TV programs, games and music with which the child is engaged.
5. having a peer group that encourages arguing and begging
6. low resistance to the barrage of marketing messages that surround our children and teens

Say: Notice that reasons 3, 4, 5, and 6 are all related to who is running the family.

Ask: Can you think of other reasons?

Say: Sometimes kids turn negotiations into hassle sessions. Parents should always stay in charge of negotiations. Lovingly, firmly in charge. For some children, hassling is a way of having contact with an adult. When an adult gets tired, he can say, “I’m tired. No more hassles until tomorrow.” Or, “I’m tired of this. Let’s find a way of being together that is fun for both of us.”

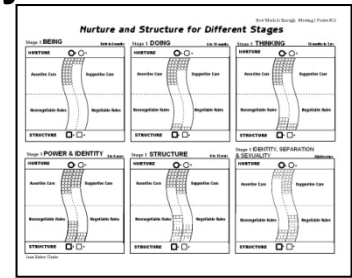
Say: If you have difficulty **negotiating with adolescents**, if they seem logical one day and illogical the next, try reading David Walsh’s book, *Why Do They Act That Way?* It will help you sort out what part is resistance, what part is separation, and what is a result of changes in the adolescent brain. Researchers tell us that the frontal cortex of the brain is not fully developed until age 25 or older. That part of the brain is involved with making moral considerations and assessing long-term outcomes. But we don’t wait until age 25 to start learning those skills. Possibly, careful negotiating helps that part of the brain develop.

Activity 12: Your child's developmental highway

(15 minutes)

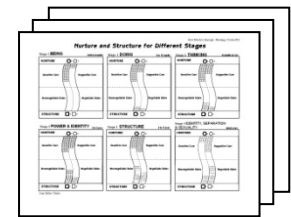
Say: Now we are ready to fill in the negotiation bar on our Child's Highway Map.

Say: Look at Nurture and Structure for Different Stages Poster from Meeting 1, #12. You have it as a handout, Meeting 2, #6.



from Meeting 1 Poster #12

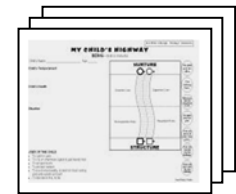
Say: Remember, this was done by a few people who have studied child development. It is an assessment of what many children are ready for and need. Looking at this example can help us get started, but **our bars may look different** because of our unique circumstances and our children's personality styles or special needs



from Meeting 2 Handout #6

Hold up your My Child's Highway Handout from Meeting 2, #8a-g.

Say: My child is age ____ and for these reasons I think I should negotiate about this much. Things I might negotiate are...

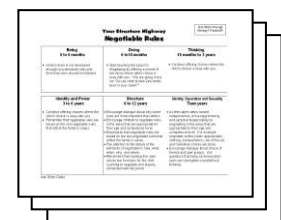


from Meeting 2 Handouts #8a-g

Say: You can use Handout #10, Structure – Negotiable Rules to help you fill in your map.

After they have written,

Ask: Will you find someone with a child in the same age group as yours and tell each other why you filled in your negotiable lane as high as you did?



Meeting 4 Handout #10

After several minutes,

Ask: Does anyone want to share an **insight** or **awareness** or a **question** with the whole group?

Say: Now we have identified the four parenting parts of the middle of the Highway. But, even when we think we know what we should do, we still may wander onto a shoulder, or even into the ditch. Then we look at our Child's Highway Map to see where we need to go when the situation changes and whether we need to update our Child's Highway Map. **Overcorrecting** from marshmallowing to criticism or rigidity is not helpful. We need to get back onto the middle of the road.

Ask: During the coming week will you observe how often you parent from each part of the middle of the road and how your child responds?

Activity 13: Closing & affirmations

Say: Thank you for your participation. We have covered (how many) items on our agenda and we have practiced the Test of Four and the Suggestion Circle.

Say: Please look at the Home Practice Handout #11, with me.

Read one or two items.

Say: Thinking about both negatives and positives helps us think about the structure we need. We will hear resentments first, then appreciations.



Meeting 4 Handout #11

Ask: Who has a **resentment** or wish-had-been-different?

Ask: Who has an **appreciation** to share?

Say: We will close our meeting by standing in a circle and reading aloud **affirmations** you chose to help you provide firm structure.
I will start.

When they have finished,

Say: Thank you and I'll see you at our next meeting.

Meeting 5

Discounting: Everyone Is Doing It!



Agenda

Min

15-20	1. Introductions, Ground Rules, Reports, & Goals ----	1-2
15	2. Marketing – Share, Save, Spend -----	3-4
10	3. Why Parents Overindulge -----	5
20	4. Denial and Discounting -----	6-9
10	5. Where Am I Vulnerable?-----	10
15-20	6. Resisting Discounts – Your Child’s Highway-----	11-13
5	7. Parent Power – <i>It Doesn’t Do Any Harm</i> -----	14
10	8. When Others Overindulge Your Children -----	15
10	9. Affirmations to Help Avoid Discounting -----	16
5	10. Closing-----	17

Meeting 5 – Facilitator Letter

Discounting: Everyone Is Doing It!

Dear Alex,

Welcome! This meeting is about getting past denial, a challenge for all of us, and probably a lifelong journey. If you meet some resistance to the ideas, just love the person who is resisting, accept the resistance, and move on. We all grow at our own pace. However you choose to run the meeting, be sure to leave time for Activity 6, Resisting Our Own Discounting.

About Activity 1 – Opening

Move as quickly as is feasible through the opening to leave plenty of time to deal with discounting. As usual, do a Suggestion Circle and Test of Four if someone wants one, but today you may prefer to do them at the end of the meeting to help people deal with discounting and denial.

Often the most accurate evaluation of participant learnings comes to you during the **reports**.

Sandy says, “This week a step-dad reported that he took three little girls camping. They were obnoxious. He said, ‘This is not working at all.’ He looked at each of them, eye-to-eye. ‘Treat each other better and follow the rules or we pack up and go home.’ They shaped up and had a good time. Before he would have yelled and stayed and had a wretched time. He said he thought they responded because he took charge in an appropriate way.”

Jan says, “A great observation by the parents, as we continued into meeting 5, was the importance of awareness of the many concepts being learned. Just knowing about them is/was like a big light bulb being turned on in their lives as they could now start identifying what was occurring during interactions in their homes and community, etc.”

Diane and Resaca say, “Huge amount of discussion took place about last week’s info on chores and rules. Several women had outlined family rules – in writing, and also conducted family meetings to determine a set of rules. They also worked during the week on chore lists and reward systems for getting their kids (teens in particular) to consistently do chores expected of them. We also talked a lot about allowance – how much, when, for what ...many felt that certain chores should be expected and chores above and beyond that could be done for extra money/allowance.”

About Activity 2 – Marketing – Share, Save, Spend

Good luck. It is not easy, in the face of the ubiquitousness of marketing, to learn to recognize and resist its impact. At the time of this writing, the average child sees more than 20,000 TV ads each year. Nathan Dungan's Share, Save, Spend model, his book, *Prodigal Sons and Material Girls*, and his website <http://www.sharesavespend.com> can be very helpful resources.

In addition to a plethora of information about marketing, the book offers stories and ideas parents can use to help their children manage money and help both the natural savers and the natural spenders become more balanced. The website includes a bi-weekly newsletter as well as information about Money Sanity Solutions with Leaders' Guide.

Helping children become savvy about money before they hit the adult world is very important.

Before the economic downturn Dungan noted:

- Children today spend FIVE times more money than their parents did at the same age (and that's adjusted for inflation).
- The savings rate for young people 35 and under is negative 16% – Bureau of Labor.
- Individuals ages 25-34 carry an average of \$5,200 in credit card debt – *BusinessWeek*.
- Average credit card debt per U.S. household is over \$9,300 – *BusinessWeek*.

You may want to offer your students updated information about the national and the local scene.

About Activity 3 – Why Parents Overindulge

This activity should be an eye opener. It can help people give up thinking they know why other people overindulge.

About Activity 4 – Denial and Discounting

Plan the discounting activities so there will be enough time left for people to do whatever is needed with their Developmental Parenting Highway. There is much more information about discounting in the *Growing Up Again* book. You may find examples there that seem more appropriate for your group, or you can change the Examples Handout #3, and substitute examples that focus on specific needs of your group. Having people stand under the signs and read offers them a far more powerful experience than just talking about discounting. When the bodies as well as the brains learn, the retention is far greater.

About Activity 5 – Where Am I Vulnerable?

This is a very empowering part of the whole learning about discounting. You may want to share a story of your own or one about someone who stopped absorbing discounts. Lead this activity gently and with empathy for all us discounters. Guide us past shame.

Mary Paananen says: "Denial, discounting and frame of reference – such valuable information and info on why it is so hard to change. Liked beginning to talk about it in Session 1 and then tying it together here – very potent information."

Kristi says, “The cutting example on Handout #3 seemed too extreme for preschool parents. Since self-cutting is currently being recognized as a problem for some older children, this might be a chance to let parents know that.”

About Activity 6 – Resisting Discounts -Your Child’s Highway

If people’s My Child’s Highway Maps are not complete it may be more important to finish those than to do the rest of the activities. Resisting discounts is a strengthen-your-backbone and be-in-charge-of-your-family activity. Since some problems of overindulging by others can be very sticky, I think it’s especially important to be supportive here.

About Activity 7 – Parent Power – It Doesn’t Do Any Harm

People have been sitting, thinking, wrestling with ideas. Time to get them on their feet and have a chance to physically claim their positive parenting power.

About Activity 8 – When Others Overindulge Your Children

Countering overindulgence of your children by others can be a challenge. Encourage people to use their strength *and* their tact.

About Activity 9 – Affirmations to Help Avoid Discounting

If you are short of time, roll this into the closing.

Jan says: “Great for helping everyone use this information personally with affirmations and to identify how we discount ourselves. Practicing choosing affirmations for our children to use in face of discounting and ridicule – how absolutely valuable! “

About Activity 10 – Closing

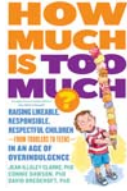
Sandy says: “Awareness of Affirmations, Nurture/Structure chart, and discounting, denial and empowerment are like learning a whole new language, which takes persistence and practice, practice, practice.”

If your group is talking about continuing to meet after the next meeting, congratulate yourself. If they aren’t, congratulate yourself for suggesting the opportunity.

I congratulate you for guiding people on their journey of exploration.

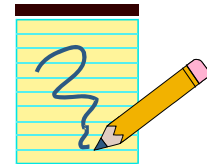
Cheers,





Meeting 5 – Preparation

Discounting: Everyone Is Doing It!



Behavioral objectives

Participants will have the opportunity:

- To share ways to teach children how to recognize and resist marketing techniques.
- To explore the Share, Save, Spend way to teach money management and family values.
- To identify the four levels at which people engage in denial.
- To share ways to recognize and resist discounting and denial.
- To practice ways to overcome other people's and their own ways of denying.

Collect posters

1. Welcome
2. Agenda
 - Ground Rules (M 1 – 3)
 - Suggestion Circle (M 1 -14)
 - Test of Four (M 1 – 4)
 - Developmental Parenting Highway (M 1 – 9)
3. a-e Five Discounting Signs
 - a. No Problem
 - b. Not Serious
 - c. No Solution
 - d. Not Me
 - e. Empowerment
4. Empowerment
5. Moving Past Discounting
6. Parent Power – *It Doesn't Do Any Harm*

Bring to class

- *How Much Is Enough?* book
- name tags
- posters and small vehicles
- copies of handouts
- paper for Suggestion Circles
- participants' goals from Meeting 1
- small bowl of affirmations

Duplicate handouts

- #1a-b Share, Save, Spend
- #2 Why Parents Overindulge
- #3 Examples of the Four Levels of Discounting
- #4 Test Examples of Four Levels of Discounting
- #5 Empowerment
- #6 Suggestion Circles – Discounting
- #7 Test of Four – Discounting
- #8 Home Practice

Agenda

Discounting: Everyone Is Doing It!

Min	
15-20	1. Introductions, Ground Rules, Reports, & Goals
15	2. Marketing – Share, Save, Spend
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5	10. Closing

How Much is Too Much?

Meeting 5: Discounting: Everyone Is Doing It!

Before the Meeting

If you are using Power Point for posters, post these paper posters to be visible throughout the meeting:

- *Ground Rules*
- *Agenda*
- *Test of Four*
- *Suggestion Circle*
- *Parenting Highway – a poster on the wall and one on a table or the floor*
- *Discounting Posters in a row spaced so readers can stand in front of them*

Greeting

Have name tags ready. Greet people as they come in, ask them to place a vehicle on the Highway showing one place they parented this week and ask them to follow the instructions on the Welcome, Poster #1.

Activity 1: Opening

(15-20 minutes)

Introductions

Ask: Will you **introduce** your partner and, if your partner is willing, share one response that she gets.

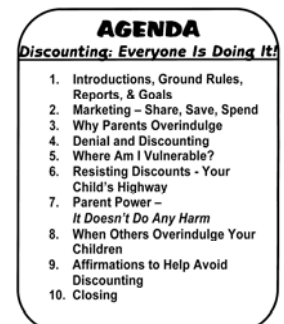
After everyone is introduced,

Say: Sometimes when people are overindulging they don't want to think about it. Today we will learn more about what happens when someone denies or discounts what is really going on.

Point to the Agenda Poster#2 and read it.



Meeting 5 Poster #1

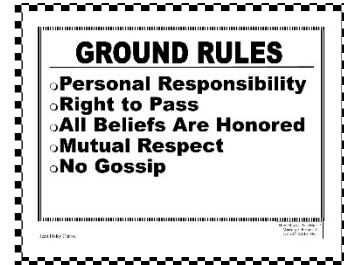


Meeting 5 Poster #2

Ground rules

Point to the Ground Rules Poster.

Ask: Today we will think about ways we or other people have been **excusing overindulgence**. Is there a ground rule that reminds you that in this group it is **safe** to think your own thoughts about overindulgence?

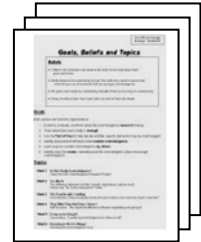


from Meeting 1 Poster #3

Goals

Hold up Handout #2 from Meeting 1, Goals, Beliefs and Topics.

Ask: Will each of you think about the **goal** you had when you came to this class? Some of you may have changed a goal. Take a minute to think about what you hoped to get from this class.



from Meeting 1 Handout #2

Bring the list of goals people identified in Meeting 1 so you can remind those who have forgotten their goals.

Ask: Does anyone want to share a **celebration** or a **concern** about how you are meeting a goal or how you have changed your goals?

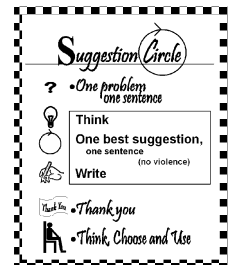
Ask: Will everyone **silently celebrate** that you have children whose parents care enough to learn new parenting skills?

Report on home activities

Ask: Does anyone have a comment or question about the Home Practice?

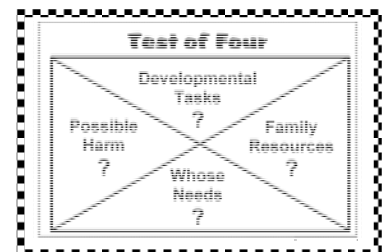
Ask: Any of the following questions that didn't come up:

- About saying "okay"
- Teaching about enough
- Soft structure activity chart
- Posting rules
- Family teaching about rules
- Chores
- Needs and wants



from Meeting 1 Poster #14

Do Suggestion Circles and Tests of Four if people have some topics. Otherwise wait until the end of the meeting.



from Meeting 1 Poster #4

Activity 2: Marketing – Share, Save, Spend

(15-20 minutes)

Say: At previous meetings we talked about the many ways marketing sends “buy” messages to our children and to us. We had **counted** the marketing messages we could see. The current estimate is that children are bombarded with up to **(keep this number current)** messages a day, and it isn’t always easy for us to see how the children have absorbed them. Here are two stories.

A Swarm of Bees Story

Sometimes it’s hard to see what we haven’t seen before. There is a story about an African man who had lived all his life in the dense rain forest and had never seen a horizon. When he came to America and observed a herd of buffalo approaching in the distance he called out, “Look, a swarm of bees is coming!” When he was told that the bees were really buffalo he did not believe it. When the buffalo were recognizable he insisted that the bees had turned into buffalo. His brain had no long-distance perspective connections for him to tap into.

Sometimes it is like that with us. If we were raised before the days of heavy marketing to young children, **our brains are not wired** to notice some things.

I Like This Brand Story

A grandmother who is training herself to notice children’s responses to marketing tells this story. When her granddaughter was seven, Grandma searched for a birthday nightie that didn’t carry pictures of media characters. Finally she found a pretty floral nightie with no advertising on it. When she presented her granddaughter with the gift, the child looked at the label first, and said, “I like this brand,” and then she held up the nightie to look at it. When she left the room to prepare to model the garment, Grandma asked Grandpa and the child’s parents if they had noticed the evaluation of the brand. None of them had. They all said, “Well, I didn’t see that.” Not one of them said, “Really? At age seven?” Were they watching? Yes. Do they love this child? Yes. Do they care about her values? Yes. But think about it. None of them had any “growing-up experience” wired in their brains to expect to notice judging a garment by brand name before looking at the garment. During their childhood, experts had not been spending \$6 billion dollars a year marketing to children aged 18 months to eight-years-old. Think about when you were seven. What brand were your pajamas? We have to train ourselves to see.

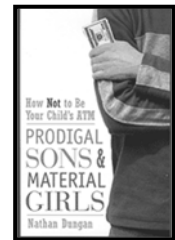
Say: Now, the challenge is how to teach our children to be **aware** of and to notice the difference between giving information and appealing to emotions or self image.

Say: Let’s hear what people have tried.

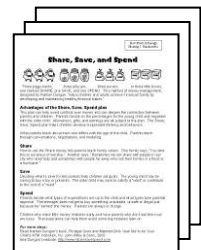
Depending on how they decided to divide up this task at the last meeting, ask the appropriate questions. Be sure to ask what people found on their Google searches.

After they have finished reporting and you have added your methods and insights,

Say: One way to help children become aware of how much they really want something is to use the Share, Save, Spend method. Nathan Dungan describes this way of teaching money management in his book, *Prodigal Sons and Material Girls*. If you aren't already doing Share, Save, Spend, you can start with children at any age. You guide how to share, what to save for, and what to spend for. The share part lets you teach your family values. For the young child, the save will be for a very short-term goal. For the older child, it may be for a much bigger goal – a trip, college, a new computer, a car—a good way to teach delayed gratification. The little one could get three quarters – one for each bank. For the older child who has school and social expenditures, it might be 10% share, 10% save, and 80% spend. You decide the amount for the young child and negotiate with the older child.



When children have their own money to spend and have savings, you can counter begging with, “If you want that, you buy it with your own money.” Sometimes they do, sometimes they save for the item, sometimes they say, “No way, I’m not going to spend *my* money on that.”



Meeting 5 Handout #1a

Point to the Developmental Parenting Highway Poster.

Say: Share, Save, and Spend ideas fit on the Developmental Parenting Highway. Assertive and Supportive Care model **sharing**, Nonnegotiable Rules guide what **savings** may be spent for, and the **spend** part is an ideal way to teach negotiation and thinking skills.

Say: There is additional information about the Share, Save and Spend method on your Handout #1a, Share, Save, Spend, and on the website www.sharesavespend.com.

Say: Handout #1b is an Activity Sheet for you to do at home with other adults and with the children if they are old enough.



from Meeting 1 Poster #9

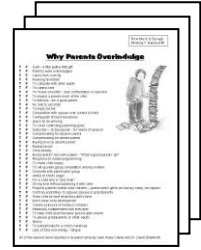


Meeting 5 Handout #1b

Activity 3: Why parents overindulge

(10 minutes)

Say: Since overindulgence is a form of neglect and causes such pain, inconvenience, and distress later in life, why would parents do it? We often hear that it is because of affluence, or that parents give what they didn't have. The overindulgence studies indicate that overindulging can happen **at any income level**.



Meeting 5 Handout #2

Take the true-false quiz on your Handout #2 and guess which reasons were identified in the overindulgence research. Circle T if you believe the reason was reported or F if you believe the reason was not reported.

This half of the room starts at the top of the list, and the other half work from the bottom up. Answer as many as you can in three minutes.

After they have taken the quiz,

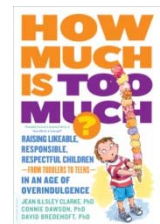
Say: All the reasons are true for someone according to the research.

Ask: Can you think of other reasons?

Ask: Will somebody pick one reason from the list so we can share ideas about how parents could meet that need other than through the children?

Ask: Will you open your book to page 77 and look at the graph?

Say: Because children often don't know what the family income is, the researchers asked adults who had been overindulged as children, "How did your family's income compare to the people in your area?" Notice that **lot more** and **lot less** are about equal. Overindulgence can happen in **any** family.



1/19/11

Activity 4: Denial and discounting

(20 minutes)

Your highway

Say: We have each looked carefully at the uniqueness of our children and have made our own child's special highway. But sometimes other people don't understand our situation. For example: Jeannette has a daughter with a life-threatening allergy to peanuts. A neighbor says, "That's all in her head. I'm going to hide a peanut in some candy and you'll see she has been making this up just to get attention." When someone discounts our attempts to give the parenting our child needs, we say they are "in denial." They may say, "You should let your child have what the other children have," or "You are way too strict about curfew."

Describe denial

Say: Let's think about how denial can keep us from dealing with overindulgence.

Ask: Will someone say what denial means to you in **your own words**?

Say: Sometimes we deny something because we simply do **not have enough information** about it. Other times we deny to **protect an old belief** or to defend behavior that we don't want to examine.

Say: Here is a description of denial from the *Growing Up Again* book. "Once a person has made a conclusion about life, especially if that conclusion was made early and under duress, she tends to defend it. Often, old decisions, once made, were put outside of our awareness, where they are followed automatically and not thoughtfully. When behaviors resulting from those decisions lose their usefulness or become downright harmful, we sometimes still defend them vigorously. That defense is called denial."

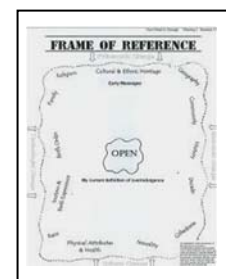
Frame of reference

Say: When we deny some aspect of reality to protect an old decision or attitude or behavior, we could say that we are protecting our frame of reference. That process is called discounting.

Hold up two Frames of Reference Handouts from Meeting 1, #3.

Say: Remember in Meeting 1 we noticed that when you and I talk about an area of parenting we openly agree on, we can get along very easily.

Point to a spot where your frame is closed but the other is open.



from Meeting 1 Handout #3

Say: But when you talk to me from an open part of your frame and the topic hits a closed part of my frame I may **discount** or deny what you say to **protect my frame**. I protect myself from the discomfort or the hard work of examining what is inside of my frame. If you say that teenagers need parental monitoring of where they go, with whom, to do what, for how long, and I had parents who were too strict so I gave my child complete freedom to come and go, I can find many excuses not to examine what you say.

Ask: Does anyone want to offer an insight or question about this?

Permission to explore

Say: * All of us use denial, that is a **part of the human condition**.

- * As we study denial today, we are doing this as a form of **self-exploration and research**, not to blame or shame ourselves or others, but to look at our behavior, and perhaps to enlarge our old frame of reference.
- * It is important that we approach this with the spirit of **curiosity** and research. We are not alone. If we feel ashamed about our denial, let's not use that shame energy to stop us from going on and making positive changes for ourselves.
- * If any of us feels the inclination to say, "Oh, I've done this, how terrible, and I don't want to hear any more about it," we can move to a place of saying, "I did this because **I am human**, and I can learn to do it differently now."
- * A parent told Jean Clarke, "Reading the chapter on denial was difficult for me!" Jean looked sympathetic and said, "It was difficult for Connie and me to write it! **We all need to grow.**"

Four levels of discounting

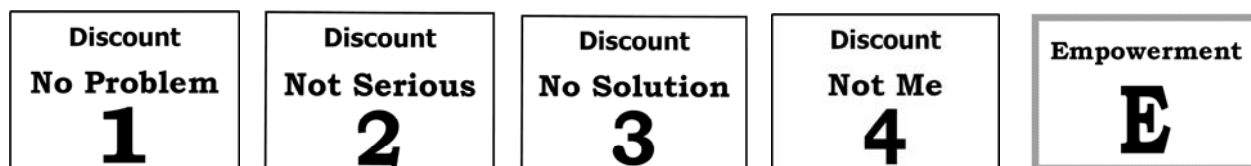
Say: One way to think about denial is to think of it as **four levels of discounting**.

Ask: What words come to mind when you think of the word "**discount**"?

Example: on sale, left over, damaged merchandise, something other people didn't want

Say: Discounting, as we will use the word, is the process of making something **other than it is** or **less than** it is or **different from** what it is. Let's look at how that works.

Point to Poster #3, the Five Discounting Signs, as you explain each point.



Meeting 5 Posters #3a-e

Say: These are the four levels of discounting and the fifth position is empowerment. I will describe each point briefly.

Move to each point as you describe it.

Level 1 – discounts the existence of the situation, the problem, or the person.

“That's no problem.”

Level 2 – discounts the severity of the problem. “That's no biggie.”

Level 3 – discounts the solvability of the problem. “You can't fight City Hall.”

Level 4 – discounts the personal power to solve problems. “Nothing I can do about that.”

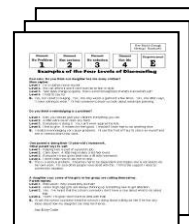
Empowerment – “Here is what I will do...” When we invite ourselves and other people to move from the passivity of discounting to the position of action and power, we call that Empowerment.

No matter at what level a problem is discounted, **the problem does not get solved.**

Understanding the levels is helpful because it helps us deal with discounts. Levels 3 and 4 can often be resolved with information. Here is what others have done (3) or here is what you can do (4). Levels 1 and 2 are often harder to deal with. Yes, it is important and here's why (2), or yes, this situation does exist! (1) Many times with adults we let a first level go: “That person just doesn't get it.” With our children, however, we treat first level discounts very seriously.

Example 1

Ask: Will five people bring their books and Handout #3, Examples of the Four Levels of Discounting, come to the front, and stand under the charts on the wall? We will think about each level of discounting and the act of empowering, and notice the kinds of voice and body posture that go with each one. Will you read the **Jerry example** from the book, page 223?



Meeting 5 Handout #3

Example 2

Say: We will do another example from Handout #3.

Ask: Do any of you five want to sit down and have someone else take your place?

If so, affirm their decision to do that, derole them, and invite others to bring Handout #3 and come up.

Ask: Will someone chose a problem from Handout #3 and come up and walk beside me as we listen to that example?

After all five have read,

Ask: Did any of those levels feel more familiar to you than others? Which felt most helpful?

Example 3

Ask: Will someone who wants to walk beside me come up and choose another example from Handout #3?

Ask: Do any of you five want to sit down and have someone else take your place?

If so, affirm their decision to do that and invite others to bring Handout #3 and come up.

After all five have read –

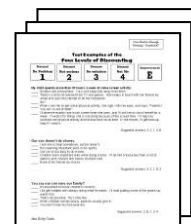
Ask: Did any of those levels feel more familiar to you than others? Which felt most helpful?

Repeat for other two examples if there is time.

Thank the role players, derole them. If the group is large ask them to sit down.

Test

Say: Sometimes messages that discount have different meanings depending on tone of voice and body language. Also, what one person hears at one level, another may hear at another level. Let's play with the examples on Handout #4, Test Examples of the Four Levels of Discounting. Ignore the suggested answers until after we have made our decisions.



Meeting 5 Handout #4

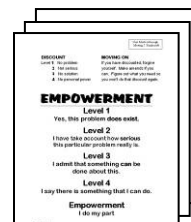
Ask: Will someone choose the example for us to read?

Ask: Will five people come up and stand off to one side of the charts?
Will each of you read one of the test responses for the chosen example from Handout #4?

Ask: Will the group tell each person which level sign to stand beneath?

When everyone is in place,

Ask: Will you each read again to see if the group still agrees with its decisions?



Meeting 5 Handout #5

Ask: Is this an example of Too Much, Over-Nurture, or Soft Structure?

*Do a second test and examples from the group if there is time.
Derole and sit.*

Empowering

Say: The empowering response is not about power as exploitation. It is about the power we need to care for ourselves and others. It is the "can do" position.

Look at your Handout #5, Empowerment.

Point to Poster #4, Empowerment, and ask people to read it aloud with you.



Meeting 5 Poster #4

5-10

Activity 5: Where am I vulnerable?

(10 minutes)

Say: To help us **resist discounts** we will identify the levels of discounting at which we are most vulnerable.

Say: Some people have noticed that they are more easily **hooked by a discount** at one level than at the other three levels. That may be because they were discounted at that level in their family of origin. **Think of a problem you have.** I will read an example of each level and you can notice if you are vulnerable at a certain level.

Say: **Think** about your problem and **pretend** that I'm responding to you and your problem.

Stand under each appropriate chart as you say:

Say: 1. Your problem is not a problem.
2. What you are telling me is not serious. It's not worth bothering about.
3. Lots of people have that problem. Get used to it.
4. You can't do anything about that.

Ask: How many of you felt most vulnerable at Level 1? 2? 3? 4?

Say: Now that you know that, the next time someone discounts you and you start to get that old helpless or sinking feeling, say to yourself –

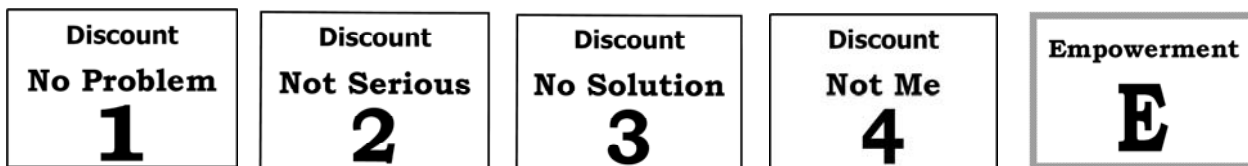
Point to Poster #5, Moving Past Discounting,

Ask: Will you read it aloud with me?

Discounting overindulgence

Say: Let's practice resisting discounting the problem of overindulgence.

Ask: Will someone say, "Overindulging children is not good for them"?



Stand under the appropriate sign as you say:

Level 1 I don't see any overindulgence.

Level 2 A lot of good stuff never hurt anyone.

Level 3 Everybody is doing it.

Level 4 You can't fight it. It's bigger than you are.

Ask: Does anyone have a question or want to share an insight?

(5-10)

Activity 6: Resisting discounts - Your child's highways

(15-20 minutes)

(If your Child's Developmental Highways are not complete, help people finish those instead of doing this activity.

If you are co-leading, you can split the group.)

Say: Let's see how someone might discount My Child's Highway map.

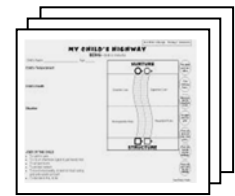
Ask: Will someone say, **Let me show you a Developmental Parenting Highway chart about the different kinds of parenting children need at different ages.**

You stand under the correct discounting sign as you read each example, with feeling.

1. I don't need to see it. Love is all they need. If you love children enough, they'll turn out okay.
2. I don't think that development stuff is important. Being consistent is what is important.
3. There is no "good" way to raise kids. They're all different!
4. I don't want to look at it. I might see what I've done wrong.
- E. Show me. Tell me about it. I'll decide if it's helpful to me.

Say: We can strengthen ourselves against other people's discounts of us by guessing what those discounts might be and we can practice resisting them.

Say: Look at your My Child's Highway, Handout #8 from Meeting 2 and pick one part of the middle of the highway. Then guess what someone might say to discount what your child needs.



from Meeting 2 Handout #8

Ask: Will some of you tell us your examples?

Offer examples if they can't think of any. Examples:

Infant (Discounts Assertive Care)

Don't pick your infant up every time she cries. You'll spoil her.

6-18 months (Discounts Assertive Care)

Why do you talk to your baby? He can't understand you.

18 months-3 years (Discounts Nonnegotiable Rules)

Loosen up! You can't expect a child that young to come when you call.

3-6 years (Discounts Supportive Care)

If you let her help set the table she'll break things. Anyway, she is too young to be of help and way too young to start chores.

6-12 years (Discounts Assertive Care)

Why are you going to the school about a little bullying? Sure he doesn't like it, but bullying is just part of school life.

Teen (Discounts Negotiable Rules)

All these conversations with her about what she needs to do are so tiresome. Just come down hard and tell her what to do.

(Discounts Nonnegotiable Rules)

You can't tell teenagers anything. Back off!

(5-10)

Say: One way to think about other people's discounts is to remember that we are not responsible **for** their discounts. We are responsible for **how we respond** to discounts, how we stay strong for our children.

Say: If your children discount some of the love and structure you offer them, **challenge** the discounts. You can *challenge* and *invite* children to stop discounting. You can't make them *stop* discounting. Remember, it is the parents' job to teach children self-care, safety, and regard for others. It is the children's job to learn those things.

Say: As you think about levels of discounting this week, remember that although first and second level discounts may be harder to confront than third or fourth, **any level** of discounting **keeps the problem from being solved**.

Say: We may **wish** other people would "get it" and shift from a Level 1 to Empowerment all at once. It seldom works that way. Some people need a week or two between moves. That gives them **time to think** about it and get past any shame that they may have for not having realized what they were doing.

Ask: Are there any questions or comments?

Dealing with Other People's Discounts

Say: When we have to deal with other people's discounts we can remember four things.

1. If the person is discounting because of **lack of information**, **education** will move a person from any level.
2. If a person is discounting to **protect frame of reference**, particularly a very old belief, countering a first or second level discount can be very difficult. Sometimes even tough confrontation does not get through. Perseverance is necessary. Education may be effective in countering a third or fourth level discount. Give the person information about what **others have done** and what that person **could** do.
3. **Don't expect people to jump** from Level I to Empowerment. Maybe they will about an issue of safety, *the brakes on the car are not reliable*, but often people need to work their way from one level to another, 1, 2, 3, 4 to E.
4. It is not unusual for people, when they recognize that they have been discounting, to **feel embarrassed or ashamed** about what they have been doing. If at all possible, when you have got someone to move one level, leave him or her alone for a few days

before you approach the next level.

(Optional – if there is time) Getting others to move

Ask: Will five people stand under the discounting level signs, read an example from Handout #2, or one you took from the class?

Ask: Will someone try to get the Level 4 person to move to Empowerment by moving Level 1 to 2, Level 2 to 3, Level 3 to 4, Level 4 to E?

Ask all role players to shake off any bad feelings, drop their roles, move to Empowerment, and return to their seats from the Empowered position.

Derole, thank, shake and clap.

(Optional if there is time) Group write

Ask: Will you work in groups of three or four, and as a group write the four discounting points about a problem of your own? *(or leader offers two examples that would fit for the group)*

After five minutes,

Ask: Will one group stand under the signs and present your responses? If you do not have all of them, we will help you.

Derole, thank, shake, and clap.

Activity 7: Parent power - It doesn't do any harm

(10 minutes)

Say: In today's Parent Power Exercise we will practice resisting when others discount our choices.

Point to Poster #6, Parent Power – It Doesn't Do Any Harm, and read:

Ask: Do you need a demonstration?

Ask: Remembering your right to pass, will each of you find a partner and do the exercise and sit down when you have finished?

Reassemble people after five minutes. Ask people to thank their partners and derole them.

Ask: What made more difference: words, tone of voice, facial expression, or body position?

- What did you learn as the “S” person?
- What did you learn as the “R” person? Did anyone feel more able to consider your own needs more in one position than another? Which one?
- What did you learn about **Empowerment** and about what facial expressions, body language and tone of voice have to do with Empowerment?
- What else did you notice?



Meeting 5 Poster #6

Activity 8: When others overindulge your children

(10 minutes)

Ask: Who wants a Suggestion Circle or a Test of Four about what to do when someone else overindulges your child?



Meeting 5 Handout #6

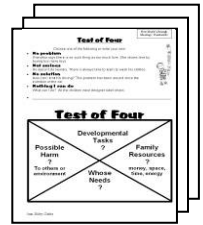
*If no one offers, use the Suggestion Circle, Meeting 5, Handout #6.
If people have difficulty with this, you offer suggestions.*

Examples:

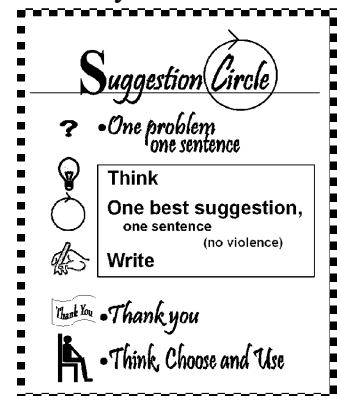
- Ignore the incident at the time and talk about it later with the children. Emphasize intent and impact.
- Set rules ahead of time with children and with adults.
- Request alternatives from the adults
- See those friends without your or their children.
- Focus on what is enough with your own children.
- If they are given too many toys or clothes, help children give some to charity.
- If grandparents overindulge, avoid telling them not to give.

Grandparents seem to be genetically programmed to give. Tell them what to give instead. For example:

- ✓ Please bring only two toys. Please write a check for the rest of the money you plan to spend, wrap it in a box with a ribbon so your grandchild can open the gift. I'll help him deposit the money in his savings account.
- ✓ Please bring only one or two toys, and make coupons for activities you will do with your grandchild for the rest of the gifts.

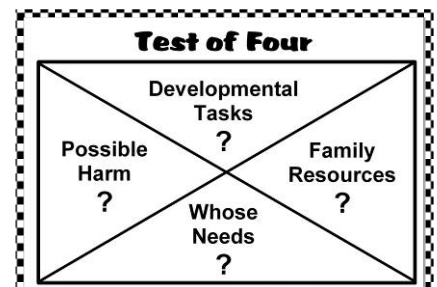


Meeting 5 Handout #7



from Meeting 1 Poster #14

If people need ideas for a Test of Four, use the Test of Four, Handout #7



Meeting 1 Poster #4

Activity 9: Affirmations to help avoid discounting

(10 minutes)

Ask: Since we are focusing on discounting today, will you please glance through your affirmations and choose two or three that will help you avoid discounting and accept that you may have discounted at some time and not get into shame about that?

Say: Let's focus on how we can **move ourselves** from discounting to empowering. We will practice this by noticing how we might discount the affirmations.

Say: **Pick** an **affirmation** you would like to believe more wholeheartedly.

Say: **Stand up and read** your affirmation aloud, everyone at the same time.

Say: Now **move**, as I move, one step to your right as I read each level. Think about how you feel at each level.

Stand in front of the Discounting and Empowerment Charts and move from level to level as you read the following:

Level 1 – “I don't need this affirmation.” *Move to level 2*

Level 2 – “Maybe I need it, but not very much.” *Move to level 3.*

Level 3 – “Okay, I need it, but there is nobody to give it to me.” *Move to level 4.*

Level 4 – “Okay, so maybe some people believe this, but I don't know how to accept it or believe it.” *Move to Empowerment.*

Empowerment – “I will think about how my life would be better if I believed this, and I will start to believe it a little more each day.”

Ask: Will someone tell us how you **felt** at each level?

Say: Remember to move at your **own pace**. Sometimes people can jump from a first level discount to acting powerfully, particularly if it involves the safety of a child. But, not believing an affirmation reflects a way we were taught to discount ourselves. The belief may be **deep in our frame of reference**. Usually, when we are doing the discounting, we need time to change, especially if we feel ashamed. We often need to move only one level at a time. Sending a week or five at each level is fine as long as we are moving in the direction of Empowerment.

Ask: **How long** has it taken some of you to make changes in your lives?

Activity 10: Closing

(5 minutes)

Say: Thank you for your participation. We have covered (how many) items on our agenda and we have practiced the Test of Four and the Suggestion Circle.

Say: Some of those **reasons** parents overindulge don't look as if they come from good intent, but underneath they are about some unmet need of the parents, such as to be recognized, or to appear competent, or to make the child happy, or just to get through the day. None of those are bad needs, they are all good needs, but we parents need to find ways to get our needs met directly, not by putting them onto our children.

Ask: Will you open your *How Much is Too Much?* book to page 225-226?

Say: If you want to make some **change**, look through that list of 10 ways to change and pick one way to start.

Say: Please look at the Home Practice, Handout #8 with me.

Read the items if there is time.

Say: We will do **resentments** and **appreciations**.

Do them.

Say: When we stop discounting overindulgence and stop being *pushover parents*, children often work hard to pull us back to our old familiar ways.

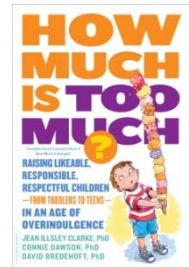
Ask: Will you open your books to page 229 and read aloud with me this list of things we can say **when the children push?**

Read the list in unison.

Say: We will close our meeting by standing in a circle and reading our affirmations aloud. I will start.

When they have finished,

Say: Thank you and I'll see you at our next meeting.



Meeting 5 Handout #8

Meeting 6

Parenting Is Not for Wimps – Who Runs the Family?



Agenda

Min

15	1. <i>Introductions and Assessment</i> -----	1-2
15	2. <i>Marketing – Beyond the Family</i> -----	3
20	3. <i>When Children Run the Family</i> -----	4-5
25	4. <i>The Parenting Highway – Putting It All Together</i>	6-7
5	5. <i>Other Uses of the Developmental Parenting Highway</i> -----	8
	6. <i>Discounting (optional)</i> -----	9
5	7. <i>Parent Power – Who Leads the Family?</i> -----	10
10	8. <i>Test of Four and Suggestion Circles</i> -----	11
15-20	9. <i>Affirmations and Closing</i> -----	12

Meeting 6 – Facilitator Letter

Parenting Is Not for Wimps – Who Runs the Family?

Dear Alex,

Welcome to the last class. (Unless your group decides to continue.) Here is where it all comes together. You will, of course, tailor this concluding meeting to meet the needs of your group, celebrating the parts they have done easily, focusing on the parts that were more challenging. Jan Rossbach wants a seventh meeting to review the concepts and have parents practice them once more. The theory piece about functions of leadership is an eye-opener for some people, but, for me, the crucial part of this last meeting is Activity 5, The Parenting Highway – Putting It All Together. Here is where the people integrate the learnings. I consider it the test of my teaching. If I am leading a class of parents of older teenagers, I skip something else and do the Four Ways of Separating, Appendix, p. 11.

Marilyn says, “For the last class you need to allow 2 ½ hours if you have a celebration – a fun thing, plus it helps to let people practice what is enough in food items. I brought flavored water – how many flavors is enough??? I finally decided on two. I debated over what is enough standing in the grocery aisle of multi-flavored waters.”

Carole says, “My class thought 6 weeks was too short. They suggested eight or if they did six, then have a sequel to it. My class wants to have a follow-up support group. We will meet in July to see how everyone is doing.”

About Activity 1 – Introduction and Assessment

Jan: “It was effective doing the Overindulgence Assessment Tool again. It was important for parents to see their progress.”

Sandy: A parent reported, “I am more aware of the issues in my parenting now.”

Diane and Resaca, “Leaders brought refreshments to this session only. They observe that it is ‘very hard to change the okay? habit.’”

I slip and hear myself saying “okay” every once in a while. Good thing we don’t need to parent perfectly, only to be *good enough* parents.

Remind people to continue to use the Test of Four and Suggestion Circles. Some classes share phone numbers so they can call each other to check out a Test of Four or Suggestion Circle.

About Activity 2 – Marketing

I hope the information on marketing has been a wake-up-call for people to become more aware of our children's world. Susan Linn's book, *Consuming Kids*, has information about organizing to resist exploitive marketing.

About Activity 3 – When Children Run the Family

Use the case studies in the book if they fit better for your group.

Marilyn says, "The 3 functions of leadership idea is very powerful and insightful."

Diane and Resaca say: "Handout #2, The Three Functions of Leadership brought up a discussion of mother's and father's roles. You can think ahead about what you believe, about how roles are changing, and special situations such as when one parent travels a lot, or a parent is ill, or how roles shift when service people return from deployment."

Bonnie Cleverdon says: "It was difficult for parents to get the difference between being responsible and the term Responsible Leader even though we talked about the definition and the idea that the buck stops here, it is the person responsible for the family, but when the discussion continued they would start talking about being responsible. Did you purposely call it this or can the word responsible be changed?"

We often have to help people understand different uses of the same word. The Three Leadership Functions are quoted directly from Eric Berne's book, *The Structure and Dynamics of Organizations and Groups*, so I have to leave the titles this way, but you use whatever terms work for your group.

About Activity 4 – The Parenting Highway – Putting It all Together

Jan said, on Handout #4, her group decided, "Baby Allie was in charge of sleeping – how much sleep mother and dad receive. Bartie was in charge of entertainment, parent's time and energy. Cassie was in charge of Dad. Demetri was in charge of family functions. Ellie was in charge of family vacation. Farley was in charge of Mother and Dad's life."

The examples include all eight shoulder and ditch behaviors. See if your group catches them all. You may hear/see them differently than I do. People put their own interpretations on the messages as they imagine tone of voice and body language. Of course, the children may be getting other types of parenting not revealed in the examples. Urge people to stick to the examples. You may want to bring some extra copies of Meeting 2, Handout #6, Nurture and Structure for Different Ages.

About Activity 5 – Optional uses of the Developmental Parenting Highway

See the Appendix, p. 12, for a way Mary Paananen used the Highway in a Women's/Family Safe Shelter. I know an organizational consultant who is using the Developmental Parenting Highway in management training courses.

Jan says: "One parent spoke about how this can be used with senior citizens in the nursing home experience."

About Activity 6 - Discounting

Jan says: "Parent had a great example re: discounting at a meeting in a school where no one in authority decided to be empowered. This was a great awareness for her."

About Activity 7 – Parent Power – Who Leads the Family?

Once more, time to get people on their feet and take the learnings into their bodies.

About Activity 8 – Test of Four and Suggestion Circles

Diane and Resaca emphasized the importance of using both the Test of Four and Suggestion Circles to help folks "put it all together."

About Activity 9 – Affirmations and closing

This is a very important part. It lets people get closure on the group, a summation of their learnings, and the all-important saying goodbye to each other in this situation, so they are ready to say hello when they meet again.

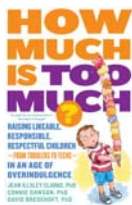
By now you know your group well and you will know whether to offer Handout #6, Providing Enough in an Overindulgent World, with a quick review and a "post this inside your cupboard door for a daily reminder," or whether to make it a longer summation and celebration of what they have learned.

The Affirmation Double Circle can be a memorable closing. Touching people who have a "no-touching" rule can be very disturbing to them, hence the admonition not to touch.

Thank you for leading. I hope you had a wonderful time guiding your group. Please send all of your comments about the course to me at 16535 9th Ave N., Minneapolis, MN 55447, Ph/fax: 763 473-1840 E-mail: jiconsults@aol.com. You may have wonderful ways to improve the course. I hope to share some of them on our website, www.overindulgence.org.

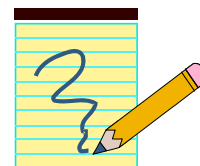
Sincerely,





Meeting 6 – Preparation

Parenting Is Not for Wimps – Who Runs the Family?



Behavioral objectives

Participants will have the opportunity:

- To share ways to teach children how to deal with marketing messages.
- To compare the three essential functions of leadership, identify their preferred role, and to assess how leadership is distributed in their families and in the case study families.
- To identify which parts of the Highway case study parents are using and indicate healthy choices they could make instead.
- To review the strategies taught during the whole course.

Collect posters

1. Welcome
2. Agenda
 - Ground Rules (M 1 – 3)
3. a-c Three Leader Signs
 - a. Responsible
 - b. Effective
 - c. Psychological
 - Developmental Parenting Highway (M 1 – 9)
4. Putting It All Together
5. Overindulgence Risk Factors
 - Five Discounting Signs (M 5 – 3a-e)
6. Parent Power – *Who Leads the Family?*
 - Test of Four (M 1 – 4)
 - Suggestion Circle (M 1 -14)
7. Affirmation Double Circle

Bring to class

- *How Much Is Enough?* book
- name tags and small bowl of affirmations
- posters and small vehicles
- copies of handouts
- paper for Suggestion Circles
- participants' Parental Overindulgence Assessment Tool from Meeting 1
- participants' goals from Meeting 1
- structure and nurture posters in case someone wants to put a problem on a line

Duplicate handouts

- #1 Parental Overindulgence Assessment Tool
- #2 The Three Functions of Leadership
- #3a-b Case Studies – Temporary Roles
- #4 Children Who Run the Family
- #5 Developmental Parenting Highways
- #6 Providing Enough in an Overindulgent World
- #7 Class Evaluation

Agenda

Parenting Is Not for Wimps!

Min	
15	1. Introductions and Assessment
15	2. Marketing – Beyond the Family
20	3. When Children Run the Family
25	4. The Parenting Highway – Putting It All Together
5	5. Other Uses of the Developmental Parenting Highway
5	6. Discounting (optional)
10	7. Parent Power – <i>Who Leads the Family?</i>
10	8. Test of Four and Suggestion Circles
15-20	9. Affirmations and Closing

How Much is Too Much?

Meeting 6: Parenting Is Not for Wimps

Who Runs the Family?

Before the Meeting

If you are using Power Point for posters, post these paper posters to be visible throughout the meeting:

- *Ground Rules*
- *Agenda*
- *Test of Four*
- *Suggestion Circle*
- *Parenting Highway – one poster on the wall and one on a table or the floor*
- *Overindulgence Risk Factors*
- *Five Discounting Signs*
- *Post the Three Leader Signs posters in three different parts of the room.*

Greeting

Have name tags ready. Greet people as they come in, ask them to place a car on the highway showing a lane in which they are getting stronger and to follow the instructions on the Welcome Poster, #1.



Meeting 6 Poster #1

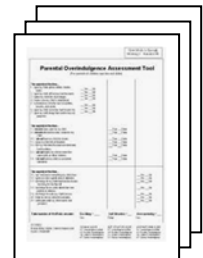
Activity 1: Opening

(15 minutes)

Introductions and assessment

Ask: Will you **introduce** your partner and, if your partner is willing, share one of the **changes** she has made in one or two sentences?

Ask: So we can see if your progress shows up on the Parental Overindulgence Assessment Tool, will you fill out Handout #1 now? I have your sheets from the first meeting and we will compare them.



Meeting 6 Handout #1

When people have finished, pass out the Assessment sheet that people completed in Meeting 1.

Ask: Will you **compare** the two sheets?

Ask: Do you think this tool gives an **accurate reflection** of your progress?

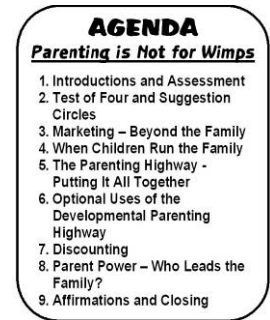
Ask: Are you willing to let me take your sheets and put the results on a compiled bar graph?

That information will be useful to me. Please put the same designating mark you used on the Meeting 1 sheet on your Meeting 6 sheet. Thank you.

(If someone wants a copy of the compilation, offer to send it.)

Point to the Agenda Poster, #2.

Say: Here is our agenda for today. We may rearrange it as we go.

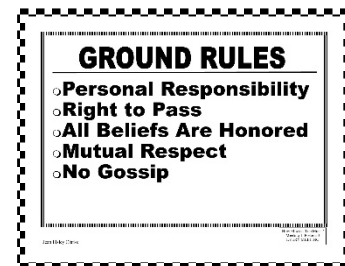


Meeting 6 Poster #2

Ground rules

Point to the Ground Rules poster.

Ask: Have any of the ground rules helped us **avoid discounting**? Which ones?



from Meeting 1 Poster #3

Say: **All groups** have rules, spoken or unspoken. Schools, churches, bowling teams, gangs, friendships, marriages, families, all have rules. Whether you call them norms or protocols or guides or laws or regulations or bylaws, every group has rules.

Ask: Has anyone been in another group where you **wished** ground rules were agreed upon and posted?

Report on home activities

Ask: What have you noticed about ending a directive with **okay**?

Ask: Did anyone notice a child indicate that he or she had "**enough**" of something?

Ask: What did you notice about **discounting** since our last meeting?

Ask: Will someone share something you learned or a question you have about the Home Practices?

Activity 2: Marketing – Beyond the family

(15 minutes)

Say: We have been thinking about marketing. Some marketing messages are helpful. They let us know what is available. Parents have to judge which marketing gives information to children and which could be exploitive.

Ask: Will someone tell us how you taught your kids to **notice** and **reject** marketing?
How did the children respond to your efforts?

Ask: Who had some success convincing children that **marketing is for the profit** of the marketer, not unnessarily the welfare of the family?

Ask: Who is using the **Share, Save, Spend** plan? What is the children's response?

Ask: Who has **discussed** what we are learning about marketing **with another adult** and what was the response?

Ask: Who has found a **book** that is helpful about marketing? There are several useful books about marketing to children now.

Recommend the ones you like or Born to Buy by Juliet B. Shor, Buy, Buy, Baby by Susan Thomas and Consuming Kids by Susan Linn.

Ask: Who has thought about what one could do beyond the family about marketing?

Ask: Who has already done something? What?

After people have finished talking,

Say: It doesn't look as if, in America, marketing to children is going to go away. Probably it will increase. We will need to use our positive parenting power to help our children learn about it and learn how to separate their wants from their needs.

Activity 3: When children run the family

(20 minutes)

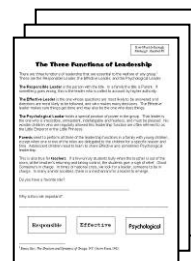
Say: Let's take a look at who runs the family. Sometimes parents let children be in charge of too many decisions and functions in the family. This can happen when someone is ill or overly stressed or because the parent isn't sure about how to be in charge. When there is a need, and the parent is clear with the child that this is a temporary situation, being given leadership can build the child's self-esteem and competence and can help the family. However, if letting the child lead is unintentional and unchecked, it can reinforce the child's belief that she is the center of the universe and that she is entitled to have her world run her way. That can be gross overindulgence.

Ask: Will someone give an **example** of a child's behavior that looks as if he is running the family?

Three functions of Leadership

Say: Please look at Handout #2, The Three Functions of Leadership.

Ask: Will one person **read** the description of the Responsible Leader, one person the Effective Leader and one person the Psychological Leader?



As they read, point to the appropriate Posters, #3a-c, Three Leader Signs, in three different parts of the room.

Meeting 6 Handout #2

Responsible

Effective

Psychological

Meeting 6 Posters 3a-c

After they have read,

Say: All three functions are equally important. Sometimes parents provide all three. Sometimes children help with Effective or Psychological leadership, but the **parents** are always, by definition, the **Responsible Leaders**.

Ask: To help us explore these roles, will you move to **stand by** the one that is easiest for you to fulfill right now and tell each other why that role is important to the family?

After three or four minutes,

Ask: Will someone from each group **tell** the other two groups why your role is important?

You add ideas for each or summarize theirs.

Say: Please return to your chairs and **write** the answers to the questions on Handout #2.

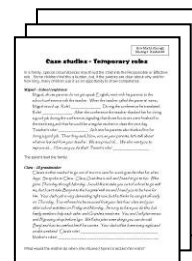
Ask: Will someone read aloud the *parents* and *teachers* paragraphs on Handout #2?

Ask: Will someone read aloud from the book, page 189, the first and third paragraphs on *Sharing Responsible, Effective and Psychological Leadership*?

Say: Sometimes we ask or allow youngsters to assist in the Effective Leadership role when they have more knowledge than we do. Maybe something about computers or other technology. Children who help in this way are called *youth fluentials*. But we parents need to be clear about the difference between *youth fluentials* and letting kids lead because they are good at *pester power*.

Say: We will identify the leadership roles in three case studies. Please look at Meeting 6, Handout #3a-b, Case Studies – Temporary Roles,

Divide the participants into three groups and assign one case study to each. After three to five minutes, call people back together.



Meeting 6 Handout #3a-b

Ask: Will someone from each group read your case study aloud and tell why your group assigned the roles as you did?

After all have reported,

Ask: Who has a further question about these three roles?

Take back the leadership

Say: Parents can take back roles they have inadvertently given to children. Page 193 in your book suggests five ways parents can reclaim leadership.

Ask: Working in groups of three, will each of you identify which of the five would most likely be helpful in your family *if* you had let a child take over a leadership role? Will you add what else you could do?

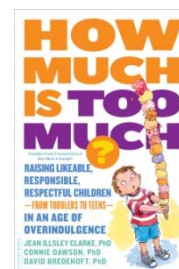
After about five minutes call the group back together.

Ask: In a show of hands, let me know which way you preferred. You can vote more than once. 1? 2? 3? 4? 5?

Ask: What other options did you suggest?

After they have responded,

Say: This is a good reminder that what works with one child may not work with another. Remember, parenting is an art, not a science, and parents must be the leaders in families in order for the children to be free to do the developmental jobs children need to do.



Activity 4: The developmental parenting highway – Putting it all together

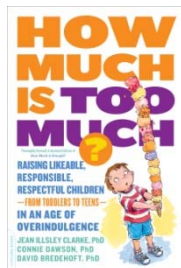
Focus on this activity. It ties together all of the learnings – the use of the highway, child development, recognizing overindulgent parental behaviors, and how to parent instead. If your group was especially interested in discounting, you can ask what were the parents discounting and together guess at the level.

Point to the Developmental Parenting Highway poster.

Say: Today we will put all of the learnings from this class together as we identify overindulgence, chart different ways of parenting on the highway, and identify what to do instead.

Handout #4, Children Who Run the Family, has some examples of families where the parents are having the children run some parts of their families.

Ask: Will you bring Handout #4, Children Who Run the Family, and #5 Developmental Parenting Highways and **form groups** by the ages of your child?



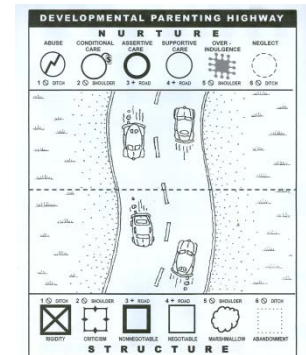
Read Poster #4, Putting It All Together.

Remind them to refer to the book, pp. 311-323, if they need to review jobs of the child or helpful parenting behaviors.

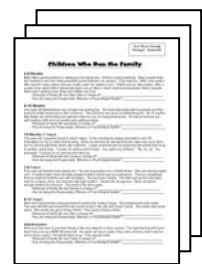
After five minutes or when they have finished,

Ask: Will someone from each group **read** your example? Then go to the big Highway poster on the wall and **point** to each part of the Highway as you tell the large group how your group thinks the child in your example is being parented and what is needed instead.

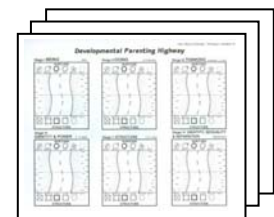
Ask: What leadership function do you think this child has been given?



from Meeting 1, Poster #9



Meeting 6 Handout #4



Meeting 6 Handout #5

Putting It All Together

- Form groups by the ages of your child.
- Read the scenario on Handout #4 for your age child.
- Together answer the questions.
- Together, fill in the highway on Handout #5 showing how that child is being parented.
- Thinking about the child's developmental age, in another color, show one kind of parenting he needs more of now.

Meeting 6 Poster #4

After each has finished,

Ask: Does anyone in the large group have a **question** or a suggestion?

Say: Let's see how letting children run the family fits with the overindulgence risk factors. Look at the Poster on Overindulgence Risk Factors.

Point to the Overindulgence Risk Factors poster #5.

Ask: **Which** of the three ways of overindulging is involved in letting a child run the family?

Ask: How does letting a child lead the family contribute to the child's

- overblown sense of entitlement?
- continuing to believe that he is the center of the universe?



from Meeting 6 Poster #5

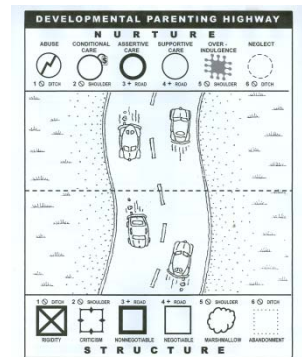
Activity 5: Other uses for the developmental parenting highway

(5 minutes)

Ask: Has anyone thought of **other ways** to use the Developmental Parenting Highway?

If the response is low, ask a couple of the following questions or some of your own.

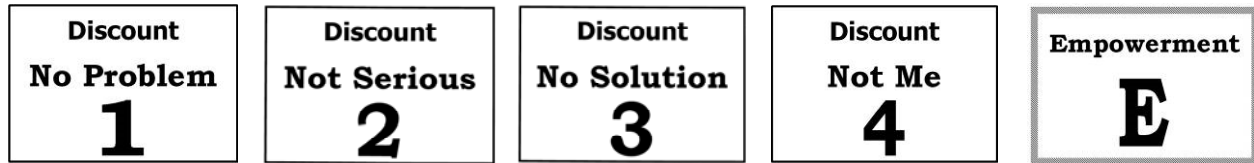
1. After a divorce, at what age could you use three blank My Child's Highways to discuss with a child how parenting differs at Mom's house, Dad's house, and Grandparents' house?
2. How could the Highways be used to help the child recognize that he has to adjust to each house and what life skills he can learn from each?
3. How could Highways help parents who are blending or merging families compare how each parented before and what they need to do after the merger?
4. If a child regresses when he is sick, how could you use the Highway maps to help you care for the child in the way you would have when he was younger?
5. Has anyone here done family of origin work by comparing the Highway parenting they received when they were the age of their child with the parenting they want and need to give their child now?
6. How could a teacher, coach, mentor, or counselor use the charts to help a returning veteran learn how his child has changed since his deployment?



from Meeting 1 Poster #9

Activity 6: Discounting (Optional)

(5-20 minutes)



from Meeting 5 Poster 3 a-e

If time permits, do one or more of the discounting exercises. Use the posters from meeting 5.

Ask: What have you **noticed** about discounting since our last meeting?

Say: If we have let the psychological leadership slip to one of the children it may be easy to **discount** the situation.

Ask: Does anyone have an example of children who run the family that you would like to see on the Four Levels of Discounting?

*If not, let them choose one from Handout #4, **Children Who Run the Family** and make up responses to illustrate each of the levels.*



Meeting 6 Handout #4

Activity 7: Parent power – Who leads the family?

(5 minutes)

Say: Today's Parent Power Exercise is about claiming our power as the leaders of our families.
Point to the poster.

Ask: Do you need a demonstration?

If yes, do one.

Ask: Remembering your right to pass, will each of you find a partner and do the exercise? Sit instead of kneeling if kneeling is difficult for you. There are no right or wrong answers. We are learning about ourselves.

Say: When you have both done all three positions, sit down and discuss what you learned.

(Role-play with anyone who does not have a partner.)

After role-plays are finished, call them back together.

*Ask people to thank their partners and **derole** them.*



Meeting 6 Poster #6

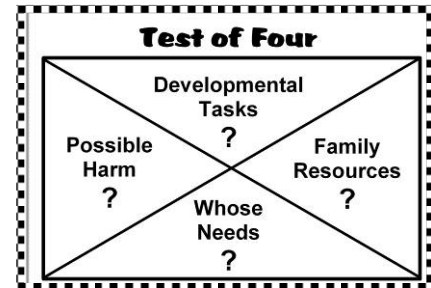
Activity 8: Test of Four and Suggestion Circles

(10 minutes)

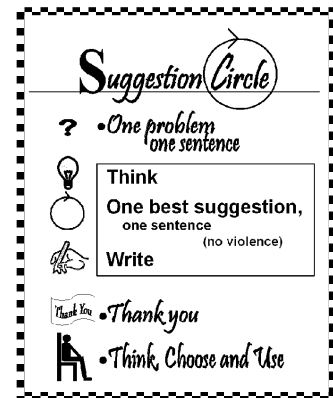
If you have not led a Test of Four or Suggestion Circle, do that now.

Ask: Does anyone have a concern or an overindulgence example to put against the Test of Four or does anyone want a Suggestion Circle?

Remind people that they can continue to get Suggestion Circles using phone circles. Call eight or ten people, write the answers, read, think, and use what works for you. Also, remember that often we don't use a suggestion from the circle, but getting the circle helps us get out of a stuck place and do what we need to do.



from Meeting 1 Poster #4



from Meeting 1 Poster #14

Activity 9: Affirmations and closing

(20 minutes)

Ask: In our closing time today, we will

- ✓ Recall the goals we had in coming to this class and to what degree we have reached them.
- ✓ We will review what we learned about **Enough**.
- ✓ You will please do an **evaluation** of the class to help me.
- ✓ We will close our group with **Affirmation Double Circle**.
- ✓ Then we can say our individual **thank-yous** and **good-byes**.

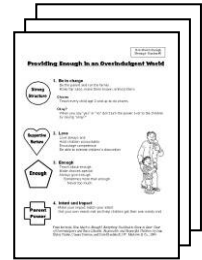
Ask: Will each of you tell **one goal** you brought to class that you have met?

If changes in goals or new goals did not come up in Meeting 5 when you reviewed goals, ask if anyone added goals during the course.

Say: Look at **Handout #6**, Providing Enough in an Overindulgent World.

Handle this in the way that seems right for your group.

If you are using an evaluation sheet, do that here or ask people to fill it out after the class is over.

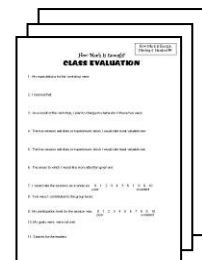


Meeting 6 Handout #6

Ask: Will each of you fill out the **Class Evaluation sheet**, Handout #7?
Can you do that in three minutes?

As soon as they are finished,

Say: We will do an **Affirmation Double Circle** now. *Point to Poster #7.*
Each person chooses an affirmation she wants to hear. The group forms two circles, one inside of the other. People in the inside circle hold their affirmation oval next to one ear so it can be read by the people in the outside circle. People in the outside circle read each affirmation to the person holding it. Do not touch the person. Move to the left until each inner circle person has heard her affirmation from each person in the outer circle. Change places and repeat.



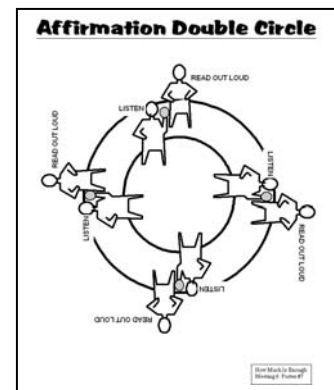
Meeting 6 Handout #7

After the exercise is finished,

Say: Let us stand in a big circle and with our eyes **thank each other** for all the ways we have supported each other in this learning journey. You can say your verbal thank yous to each other on the way out.

When people have had a chance to “look” their thanks,

Say: I wish you well, and thank you all for coming.



Meeting 6 Poster #7

How Much Is Too Much? Leader's Guide

Appendix



Appendix

References and Readings -----	1-2
Major Influences Behind the Methods Used in the How Much Is Enough? Model -----	3-4
Developmental Educational Affirmation Ordering Information -----	5
Using the Affirmation Ovals with Children -----	6-7
Role-Playing and Safety -----	8
Sample from the “Media Watch” Website -----	9
Overindulgence Today by the Numbers -----	10
Four Ways of Separating-----	11
The Use of the Developmental Parenting Highway in a Safe Shelter -----	12
For Counselors and Therapists: Counseling an Adult Who Has Been Overindulged -----	13
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Major Influences Behind the Methods Used in the How Much Is Too Much? Model

Who are the people, writers, thinkers who have influenced me in ways that are reflected in the *How Much Is Too Much?* model?

About education: My college adult education teacher, Juliet Myron, brought theories from John Dewey directly into the classroom and challenged students to design curricula that could respond to the immediate, real needs of students. Later I found Malcolm Knowles and his wonderful spelling out of Andragogy, the art and science of teaching adults. I was thrilled when he endorsed my book, *Who, Me Lead A Group?* I learned many of the concepts in that book from my father, Harry Illsley, who was a master at group facilitation. I have also learned about process from every class I have ever taken, even from teachers who bored or offended me as I figured out what they did that didn't work and what I could do instead. The new research on the brain will have much to tell us about how people learn.

About human development: There are so many theories of human development. *Development Through Life: A Psychosocial Approach, 7th edition*, by Barbara and Philip Newman, offers 538 pages of explanation of how the myriad theories, from Piaget's to Vygotsky's, illuminate various aspects of development. I suppose each one I study adds something. Originally I used Maslow's and Kohlberg's somewhat hierarchical models, but I preferred Erik Erikson's contributions, which fit with the cyclical model I prefer. Very useful for me is the recycling theory of developmental stages based on Erik Erikson, named by Pamela Levin, and added to by others, including myself. I usually think within a developmental framework: *What stage developmental tasks are reflected here?*

About human behavior and facilitation skills: I like the respectfulness of Carl Rogers but abhor the distortion of his theory into the "I never give advice to anyone" copout. I like and use the Jungian based model of Personality Types developed by Myers-Briggs. I pay attention to the temperament trait concepts first identified by Stella Chess and Alexander Thomas.

I use the many tools from my major field of study, Transactional Analysis, to understand and analyze human behavior. Transactional Analysis (TA) is a theory of personality and a systematic psychotherapy for personal growth, personal change and a theory of social psychology. I use, adapt, and add to many of the theories of Eric Berne, founder of TA, and the plethora of people who continue to develop the theories, particularly Muriel James, Hedges Capers, Fanita English, and Jacqui Schiff in America and Julie Hay, Trudi Newton, Susannah Temple, and Rosemary Napper in England. I am an internationally certified Trainer and Supervisor of TA in Education and get to discuss theories regularly with colleagues from around the world.

Besides thinking developmentally I think about behavior within systems: intrapsychic systems (TA), interpersonal systems (TA, Myers-Briggs, the Gottmans), family systems (TA, Carl Whittaker, and many others), and cultural systems. Currently, my most helpful writers about the global time of flux in which we live are George Land and Beth Jarmin. Their book *Breakpoint*

and Beyond: Mastering the Future Today offers a helpful theory about why the time in which we live seems so chaotic and what educators can do about that.

My choice of facilitation methods has probably grown as much out of my own experience as an adult educator (now over 50 years, isn't that shocking!) as from other theorists, except for Malcolm Knowles, the master. I continue to learn and explore new ways to facilitate. Important recent additions are the concepts of intent and impact and the research about group sizes from Robin Dunbar's book *Grooming, Gossip and the Evolution of Language*. That information verifies the effectiveness of the group sizes I use in the How Much Is Too Much? model. Many theorists and researchers have legitimized many methods that successful adult educators have used forever.

Again, the burgeoning research on the brain offers exciting new ways to understand development and behavior and points us toward better ways of helping parents and families. Currently my favorite website is http://www.sciencedaily.com/news/mind_brain/ and <http://eideneurolearningblog.blogspot.com/>.

About culture and ethnocentrism: I'm sure there are many other influences that are outside of my awareness, so deep in my life experience that I take them for granted and fail to recognize or articulate them. Each time I travel in a country with a culture very different from mine, say in Cambodia or Turkey or China or Japan, or among the native people in Bolivia, I become aware of how American I am, and of the deeply held attitudes I didn't even know I had. It reminds me how open and respectful we need to be when we have people from other cultures in our classes.

I hope this is helpful. I know that you will add your own wisdom, which will increase the richness of the learnings.

A handwritten signature in black ink that reads "Jean Illsley Clarke". The signature is written in a cursive, flowing style.

Developmental Educational Affirmations

Additional Resources Coming

Affirmation Ovals, 139 Ways to Give & Get Affirmations – book By Jean Illsley Clarke and Carole Gesme A collection of games and activities to help people of all ages use the affirmations. One set of small punch-out oval affirmations included.	
Large Affirmation Ovals Poster Masters Each affirmation oval is on its own Printer Quality white 8 1/2x11 Master Sheet. Copy each affirmation onto the designated color, laminate if you wish.	
Small Punch-out Affirmation Ovals 68 1 3/8 x 1 1/8 inch laminated ovals in rainbow colors. All stages.	
10 sets	
Affirmation Oval Stickers 54 affirmation ovals in rainbow colors. Birth-adult stages.	
10 sets	
Adoption and Foster Parent Punch-out Affirmation Ovals Set of seven laminated messages to help adoptive and foster parents and children achieve bonding, attachment and mutual support. (10 strips of 7 ovals each)	
Adoption and Foster Parent Affirmation Bookmarks 10 laminated bookmarks with 7 ovals each	
Sing Yes! Developmental Affirmation Songs by Darrell Faires 63 short, easy-to-remember songs in a twin CD set.	

Using the Affirmation Ovals with Children

These ideas are from the book, *Affirmation Ovals, 139 Ways to Give and Get Affirmations*, by Jean Illsley Clarke and Carole Gesme. The activity numbers are indicated.

Birth – 6 Months: Being Prompters

1. Prompters

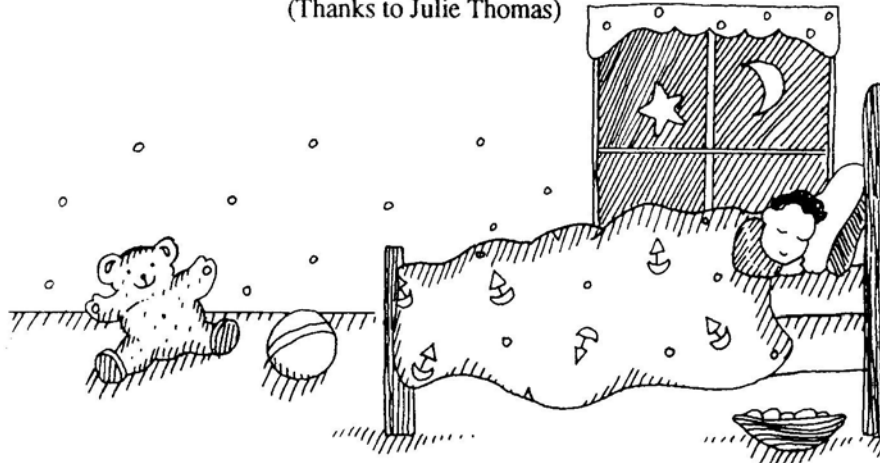
Post the Being affirmations over the changing table as “prompters” to say and sing these messages and to give them by touch, look, and in response to the baby’s cues.

6-18 Months: Doing

Good-Night. (Use as a bedtime ritual.)

64. Good-Night (especially for kids)

Keep a basket of Affirmation Ovals by each child's bed. Let the child pick three each night. Say those to the child as you tuck him into bed. (Thanks to Julie Thomas)



18 Months – 3 Years: Thinking

Introducing the Affirmations to Children (Playtime activity.)

15. Introducing the Affirmations to Children Who Are Learning to Identify Colors

Put the affirmations in a basket. Ask a child to go to the basket and hand you an affirmation of a certain color. Read it to her if it falls in or below her age group. For colors above her age, give her a hug, kiss, handshake, or compliment on identifying the color correctly. Continue as long as the child shows interest in the activity or until all affirmations have been read.

3-6 Years: Power & Identity

Boxes for Kids

103. Boxes For Kids

☺ For children ages three to six, color or collect four boxes, one red, one orange, one yellow, and one green. Have the child choose an affirmation and match it with the box of the same color. Read the affirmation to him before he puts it in the box.



6-12 Years: Structure

Helping Children Get

What They Need. (Try before school as a sendoff message.)

6. Helping Children Get What They Need

☺ Put the ovals in a basket or box. Tell the children they can choose one any time and bring it to you to read to them. (Thanks to Linda Buranen)

13 – 19 Years: Identity, Sexuality & Separation

Just Say No.

(Practicing for any occasion.)

61. Just Say No (especially for kids)

☺ Leader says:

"You are with a group of friends from school when someone in the group suggests that you:

- Go to his house. His parents are out of town and there is plenty of beer in the refrigerator.
- Try smoking the cigarettes she took from home.
- Steal candy from the store.
- Go to the movie when your parents told you not to.

Choose affirmations that will help you say NO to each of these suggestions. Share the affirmations with the group and tell how they will be helpful.

Work in pairs:

"Ask your partner to read one of the examples to you. Answer NO. Then ask your partner to read the affirmations you have chosen and then have them read the statement again. Say NO again. Was it easier to say NO after hearing the affirmations? Share this with the group." (Thanks to Project Charlie)

Role-Playing and Safety


Question: How can I make role-playing safe? I like to include some role-playing in my groups, but there are some group members who say they don't feel safe doing role-plays.

Answer: Role-playing is a very powerful learning tool. Most people learn more, faster, and retain the learning longer if they role-play and involve their bodies than if they use only their eyes and their ears to access learning. Since anything that is very powerful also carries inherent dangers, it is important to create safety for the individuals doing the role-plays and for the people watching. This is done in several ways.

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose | First, at the start, state the purpose and a one or two sentence description of the role-play scenario so people can judge if they prefer to participate or to watch. |
| Pass | Second, always give the players the right to pass . Offer this safety permission at the beginning of the session and repeat it just before people volunteer for the role-play. |
| Pass | Third, remind players they have the right to pass at any time during the role-play without explaining why. Sometimes role-players get in touch with something personal that they choose not to share. Or they might recognize possible later negative fallout from the role-play that the leader had no way of anticipating. |
| Watch | Fourth, if the problem being played was presented by a person in the group, that person may choose to play or to learn by watching others play. |
| Other | Fifth, distance, and therefore protection, (and often added learning) is provided by having the person with the problem role-play someone other than self . |
| Distance | Sixth, especially if you are not a member of the group (a guest teacher or substitute), create distance and therefore safety by changing a problem presented to a more generic problem or to a similar problem. This is especially important in any group (social group, school, business, agency, religious institution) where words and actions used in a role-play could be used against the player later on. |
| Derole | Seventh, deroling the players is essential. Invite players to derole themselves with Words: "Please see me as Martha, not as the role I played." Players also derole each other , perhaps by shaking hands, or by removing role signs from each other. "Bill, thank you for playing this role so I could learn. I see you not as the role you played, but as yourself." |
| Derole | Eighth, deroling both players and the audience is essential. "Will the players and audience look at each other and drop the roles of players and onlookers and all see each other as the capable participants that you are, as yourselves?" |
| Time | Ninth, deroling takes time and care . It is not enough for the leader to say, "Remember to derole each other," and move immediately to the next topic. |

Careful attention to each of these safety factors can create a safe and supportive situation in which people can gain full benefit from role-plays.

Sample from Center on Media and Children Health

**Center on Media
and Child Health**

Parents ▾ Researchers ▾ Clinicians ▾ #MorePlayToday ▾ About Us ▾ Get Involved ▾

AGES AND STAGES TIP SHEET
INFANTS/TODDLERS



How infants and toddlers are affected by media is important to their overall health and development. This tip sheet will help you understand how media can positively and negatively affect how they think, act, learn and grow. Use this information as a guide to help you choose media that are best for your infant and toddler.

Media, Infants, and Toddlers

The American Academy of Pediatrics suggests that parents set media limits for their children based on their child's individual needs. Below are some suggestions for how to best use media with your infant or toddler:

Video

- Some videos claim that your baby will become smarter by watching them, but evidence shows that this is not true. Help your baby learn real-world skills through playing games like peek-a-boo or other screen-free activities.
- Background TV can distract infants and toddlers while they play, taking time away from the activities they are doing and the skills they are learning. Turn off the TV when they are eating, playing, and sleeping.

Music

- Listening to music can help infants and toddlers with their brain development and increase their language skills. Play instrumental or music with toddler-friendly lyrics at soft volumes, so that they can move to the music or begin to sing along.
- Playing games with music, such as clapping along to a song, can help toddlers develop coordination skills and learn how to interact with others. Listen to music with a beat and play games with your baby as you listen.

Reading Materials

- Reading to your infant or toddler will help lay the foundation for your child's developing language skills. Choose books that are written for young children and that your baby enjoys.
- Reading with your child can help strengthen the parent-child bond. Talk to your infant and toddler about what is happening in the book, and point out interesting facts and pictures beyond the text.

Video Chat

- Interacting through video chat can help infants and get to know distant friends and family, and may help with their language development. Use video chat like FaceTime and Skype with your baby to interact with far away friends and relatives when unable to meet in person.

This toolkit was created with funding from [Harvard Pilgrim Health Care](#)

Media Health Surveys


- For Parents
- For Patients

Age-Based Tip Sheets for Parents


- Infants and Toddlers
- Preschoolers
- School Age
- Tweens
- Teens
- Young Adults

Healthy Media Strategies

- Sex**
 - Parent Tip Sheet
 - Anticipatory Guidance
- Social Skills**
 - Parent Tip Sheet
 - Anticipatory Guidance
- Eating and Exercise**
 - Parent Tip Sheet
 - Anticipatory Guidance
- Drugs, Alcohol, and Smoking**
 - Parent Tip Sheet
 - Anticipatory Guidance
- School**
 - Parent Tip Sheet
 - Anticipatory Guidance
- Time Management**
 - Parent Tip Sheet
 - Anticipatory Guidance
- Sleep**
 - Parent Tip Sheet
 - Anticipatory Guidance
- PIMU**
 - Parent Tip Sheet
 - Anticipatory Guidance

**Boston Children's Hospital**
Until every child is well

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cmch@childrens.harvard.edu | [617.355.5400](tel:6173555400)

**HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL**

Overindulgence Today by the Numbers

Companies spend an estimated \$14.4 billion dollars annually to advertise products to kids.

- Current marketing focuses on children aged 18 months to eight-years-old. Last year major marketers to children spent 6 billion on this age group.
- Preschoolers can be exposed to 200 to 300 “buy” messages a week.
- Children become brand conscious by age 3, and half of them ask for specific brands by age 5.
- Children influence parental decisions to the tune of **\$290 billion** annually.
- Children 18 and under spend \$150 billion dollars each year.

Americans under 25 spend 5 times more money than their parents did at that age.

- The average credit card debt for college freshmen is \$1533.
- The average credit card debt for college seniors is \$3262.
- 4% of college freshmen have credit card debt over \$7000.
- 9% of college seniors have credit card debt over \$7000.
- 31% of college seniors have credit card balances of \$3000 - \$7000.

Experts figure the annual tween-age (5-12 yr. olds) buying power at about \$85 billion.

- U.S. teens spend on average \$80.00 per shopping trip to the mall.
- 33% of 8-12 year-olds own a cell phone.
- Average back-to-school spending per family in 2003 was \$450.76 for a total of \$14.1 billion dollars.
- A growing number of parents are leaving school shopping to their tween-age children. They send them to the mall with money and little or no guidance.
- 25% of parents believe that their children manage money extremely well. At the same time, 50% of teenagers (14-16) say they’ve received little or no financial advice from their parents.
- The fastest growing bankruptcy rate is from adults under 25.

A recently released study found that 15% of girls and nearly 14% of boys in the US are classified as obese. When compared to their counterparts, American teens lead the world in obesity.

- One-third of U.S. children aged 4 to 19 eat at least one fast-food meal daily and take in 187 calories more a day than those that don’t, for an average of 6 extra pounds a year.
- The average U.S. child watches 10,000 food advertisements on TV each year.

On average, a child spends 44.6 hours in front of the TV each week and views 40,000 commercials per year.

- A study recently released in *Pediatrics* found that for every hour of TV watched daily by 1 to 3-year-olds there was a 10% increased risk of attention deficit problems by age 7.
- In the 3-year-old group: 7% no TV; 44% 1-2 hours; 27% 3-4 hours; 11% 5-6 hours; 10% 7+ hours a day.

A 2001 US Department of Agriculture report stated that a husband and wife family earning \$65,800 annually or more will spend \$249,180 to raise a child from birth to age 17.

A 2001 Time/CNN poll asked the following:

- Are children today more or less spoiled than children 10 or 15 years ago? 80% more.
- Are your own children spoiled or not spoiled? 68% very/somewhat spoiled.
- Do children today have to do fewer or more chores? 75% fewer.
- Are your children exposed to too much advertising when it comes to toys and games they might buy? 71% too much advertising.



Compiled by David Bredehoft

Four Ways of Separating

This is an activity that a group can do because someone is going to separate from the group, because someone in the group is going through some difficult separation, or because it is interesting to learn about separation.

We go through many separations throughout our lives. We separate from our families of origin, we separate from friends, lovers, jobs, organizations, clubs, groups, ideas, dreams, and from our own children.

Background

Read or tell:

There are four general ways that late teenagers separate from their families. Many of us, without realizing that we do so, use the same process when we go through other separations in our lives. Sometimes we expect other people to separate the way we do. This exercise will give participants the opportunity to experience some alternative ways of separating and to consider whether we want to make any changes in the way we separate or in the ways we support other people's separations.

Post a poster or write on a board:

1. Leave
2. Out and Back
3. Stay
4. Ejected

Say: These are the four general ways teenagers use to separate from their families. Some people separate pleasantly or with excitement and anticipation. Other people act angry and as if the people they are separating from are despicable, or disgusting or at least terribly boring.



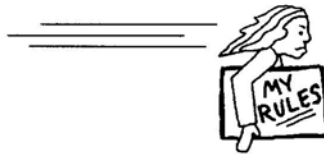
The first way of separating, **Leave** is used by the child who leaves home in a calm way or in an angry way, is gone for some time (at school, at a job, in the armed services), and then comes home as an adult and functions as a responsible adult in the extended family. He or she may live at home as an adult or may live someplace else.



The second way of separating is **Out and Back**. This child leaves home for awhile, then moves back home for a few months, then lives with friends for a few months, then moves back home again. This process of separation is completed when the young person is living at home or someplace else and is functioning as an equal adult in the world, not as a financially or emotionally dependent child.



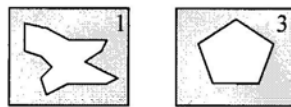
The third way of separating is to **Stay at Home**, to grow up and function as a responsible adult in the family. This used to be very common in America when we lived on big farms or took children into a family business. It is unpopular in some parts of the American culture now where it is viewed as unusual or as an inability to cut the apron strings. It is possible for a child to stay at home and become a financially responsible, emotionally differentiated adult.



Being Ejected by the family is the fourth way of separating. The child who chooses this way does whatever it takes to get the family to say, "Sorry, you can't live here and do that. You have to live somewhere else if you are going to act that way." So the child leaves. Ejected does not mean rejected. Being ejected means the child uses the adult's energy to help him leave. The separation is complete when the child has become a full, responsible adult in the community and is also functioning as a competent adult in the extended family.

Activity

1. Hand each person a cardboard or paper frame with a large hole and a number 1, 2, 3 on 4 written on the back.



2. Ask people to work in pairs, one person playing the adult role, and one playing the role of the separating teenager.
3. Ask each person to notice the number on her frame but not to tell her partner what that number is. Ask each person to think of the frame as a reminder that she is looking at the situation from her "frame" of reference about separating, and to pretend that the way of separating indicated by the number is the correct, the only real way that people should separate.
4. *Say:* The young person finishes high school or vocational school or a job that he or she held, while living at home, in June. It is the end of April and the two of you are discussing summer plans. Young person, you look through your frame of reference and make your plans to separate in the way that is indicated by your number. Remember, that is the "right" way to separate as far as you are concerned. Adult, you look through your frame of reference and make your plans

to help your child separate the way that is indicated by the number on your frame. Remember, for you that is the "right" way and you expect your child to do it that way.

5. Call the group back together after 5 to 8 minutes.
6. Remind people that it is the job of the late teenager to separate and to become an independent person from and perhaps in his family of origin. This is a step toward later interdependence.



Ask the following discussion questions:

1. Which pair had a satisfactory time deciding what to do? Did you have the same number on your frames?
2. Which pair did not have an easy time? Same number or different number?
3. Will you share something you have learned from this exercise?
4. How many of you think that people may make separations difficult by wanting other people to separate in a certain way?
5. Did anyone notice that they have a favorite way of separating that they have used many times?
6. Did anyone notice that the adult might be having more difficulty with the idea of separation than the child was having?
7. Is there anything else that you want to share or discuss?

Say:

Think about the statement, "It is hard to say Hello if you haven't said Goodbye." Before you can say hello to an independent child you need to say goodbye to the idea of having a dependent child. Before you can say hello to a new dream, occupation, or relationship, you need to say goodbye to the old one if it conflicts with the new one.

Ask:

If you agree with this statement, what messages or permissions do you need to help you make separations? People may want to write their messages on slips of paper and take them home or have someone read them aloud.

The Use of the Developmental Parenting Highway in a Safe Shelter

By Mary Paananen

The Women and Family Safe Shelter for homeless and/or abused people is a 24 bed facility in Seattle, WA.

I am a nurse, a parent educator, and a certified Transactional Analyst. I lead a parent education group at the shelter. My goal is to offer healthy structure and nurture and to teach residents to use the Developmental Parenting Highway. The challenges are great. We meet in the TV room and the sofas are soft and deep. People sink deep into the cushions and find it difficult to get up. Participants come and go. Some people are there for one session, some 2 months, some are experienced parents with teenagers and grandchildren, and some have new babies. There is a wide range of reasons these women, men, and children are in a shelter.

Childcare is provided during the one and a half-hour class.

- Ground Rules and Agenda are posted.
- Large love affirmation ovals are hung on the wall.
- Each participant receives a set of affirmations.
- Each session starts with participants choosing 2 affirmations for themselves and reading them aloud.

After introductions and ground rules we choose which part of the Highway to focus on. Participants report on areas where they have skills and where they need help. We look at developmental tasks and decide how to fit those on the Highway to help children live successfully in the shelter. The Highway helps parents be in charge of their learning and it gives us a common language.

For Counselors and Therapists: Counseling an Adult Who Has Been Overindulged

Dear Dr. Dawson,

I am looking for information to counsel a young adult that I believe is suffering from overindulgence. I have found numerous references about identifying this condition; however, I have found nothing that discusses treatment for young adults. Do you have suggestions?

Dr. Dawson's response:

Re: Treatment for overindulgence, a quick answer, not knowing the circumstances of this case, is a bit dangerous, but I will offer a couple of ideas.

My first question is whether the client accepts that he/she was overindulged. It goes without saying that when clients learn their current pain is largely a result of their parents' behavior, they may feel confused/resentful. After all, they were "lucky" to be overindulged when it was happening, but they discover the pain of it when they have to face the real world. The first step is for the client to decide that overindulgence is the problem. Then, enough information must be gathered to determine what kind of overindulgence the person sustained—material, relational and/or structural. Many cases are a combination. The area which is causing the client the most trouble can be addressed first.

In the case of material overindulgence, working on the concept of "enough" is a good start. Help your client learn to identify the difference between wants and needs and come to grips with the harmful consequences of having been overindulged and not taught how much is enough as a child.

Relational overindulgence is handled by systematically helping the client to take on the parts of his/her life that had been co-opted by the parent. One thing at a time. I focus on using either assertive care or supportive care in general.

Recovering from structural overindulgence is more complex. It involves the function and favor of having rules and consequences. This concerns the whole area of boundaries. It concerns the lack of skills. It concerns the role of the person within a group -- leader, follower, responsibility, etc. In this area, I start by focusing on helping the client become familiar with negotiable and non-negotiable rules.

I hope this is helpful.

Best regards, Connie Dawson, Ph. D.

Glossary

Abandonment – see Structure Continuum

Abundance – the amount that is more than enough and makes life better.

Abuse – see Nurture Continuum

Assertive Care – see Nurture Continuum

Boundary – the edges between two states, groups, or persons. The line that designates what space, property, or responsibility belongs to which group or person.

Bullying – intentionally intimidating or inflicting harm.

Coddling – overly protective parenting that hovers, yields, over-functions, and defends child's inappropriate behaviors.

Conditional Care – see Nurture Continuum

Criticism – see Structure Continuum

Denial – the position or avowal that someone or something is different than it actually is.

Developmental Stage – a describable segment of growing up. During each segment of time, the person is busy with age-appropriate tasks that help answer the all-important questions: Who am I? Who am I in relation to others? and How do I acquire the skills that I need?

Discounting – the process of denying a problem.

Four levels:

Level 1. denies the existence of the problem

Level 2. denies the severity of the problem

Level 3. denies the solvability of the problem

Level 4. denies the individual's own power or responsibility to address the problem

Empowerment – recognizing a problem for what it really is and taking appropriate action.

Enough – the amount that fulfills basic needs and is satisfying.

Frame of Reference – based on the individual's life experiences, one's frame provides one with an overall perceptual, conceptual, affective, and action set which is used to define the self, other people, and the world both structurally and dynamically. (Schiff, et al)
Information or experiences that threaten the frame can lead to anxiety and/or denial.

Helicopter parent – one who over-nurtures, hovers, makes decisions for and does things for children that they should be doing for themselves.

Helplessness, learned – a belief that one is not competent, resulting from having things done for one instead of being allowed, encouraged and taught how to be competent.

Indulgence – to gratify wishes in order to give pleasure.

Irresponsibility, trained – the belief that one is not accountable resulting from not having experienced being consistently held accountable.

Leader – the one who is in charge, focuses the group, gets others to follow toward some goal.

Leadership – the three functions of leadership, Responsible, Effective, and Psychological, must all be present in order for the group to survive. One person doing all three roles can lead to burnout. If people share leadership, as long as their goals are congruent, the group will thrive.

Responsible leader – the leader who is known to others to be the head of the group – the parent, the chairperson, the president.

Effective leader – the one who does the work required for the group to function or makes sure that others do it. (May also be the Responsible and/or Psychological leader.)

Psychological leader – the one who energizes and coalesces the group – the one who must be pleased. (May also be Responsible and/or Effective leader.)

Marshmallowing – see Structure Continuum

Neglect – see Nurture Continuum

Negotiable Rules – see Structure Continuum

Nonnegotiable Rules – see Structure Continuum

Nurture – the soft side of care, the expressions of love, acceptance, recognition and support that meet the child's needs and build relationships.

Nurture Continuum – from hard to soft

Abuse – punitive—physical or emotional damage, appears on the nurture continuum because it does provide contact, does acknowledge that the child exists. Negative effect—can be very debilitating or even fatal.

Conditional Care – price tag parenting, child has to pay a price for care, “I’ll love you if you...” Negative effect—withholds the life supporting power of unconditional love.

Assertive Care – provides, in a willing and sometimes joyful way, the goods and services the child needs in order to thrive. Positive effect—child's needs are met.

Supportive Care – offers support and encouragement that recognize and enhance the child's competence and confidence. Positive effect—encourages the development of self-care and other skills and recognizes child as a contributing family member.

Overindulgence – provides goods and services in amounts that

- delay the child's development
- use an inordinate amount of family resources
- are harmful to others, property, or the planet
- are done to meet the adult's needs, not the child's

Negative effect—a form of neglect, fails to provide for the child's needs.

Neglect – fails to provide for some or all of child's needs. Negative effect—makes it very difficult for the child to thrive.

Overindulgence – giving children anything that seems good but gives too much or too long or too soon so that it slows the child's development and creates the risk of problems occurring during adult life. Gratifies wishes beyond giving pleasure to the point where it does harm.

Types of overindulgence:

Material overindulgence – Too Much of anything that costs money.

Relational overindulgence – Over-Nurture, doing for the children what they should do for themselves.

Structural overindulgence – Soft Structure, no rules or rules not consistently enforced, no chores.

Rigidity – see Structure Continuum

Scarcity – the amount that is less than is needed to fulfill a basic need.

Structure – the firm side of care, the boundaries, rules, standards and values, plus the self care, household, social, and other skills taught in the family.

Structure Continuum – from hard to soft

Rigidity – inflexibly held parental position. Negative effect—does not take the circumstances or the child's needs into account.

Criticism – the delivery of messages about the child's person or behavior in derisive, name-calling ways. Negative effect—programs the child to fail.

Nonnegotiable Rules – rigorously enforced directives and standards chosen by the parents for the welfare of the child and the family. Positive effect—teaches socially appropriate compliance and safety.

Negotiable Rules – based on nonnegotiable rules, problem solving procedures decided jointly by parent and child with parent staying in charge. Positive effect—teaches thinking and negotiating skills, cooperation and responsibility.

Marshmallowing – structure gone soft or wobbly, lack of consistent rule enforcement, giving in, lax boundaries. Negative effect—child lacks certainty of dependable, consistent structure.

Abandonment – no rules or standards, or no regular enforcement. Unawareness of child's needs or problems. Physical or emotional absence. Most negative effect—sends a “you don't exist” message.

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Jean Illsley Clarke, Ph.D., CFLE, has over thirty years of experience as a parent educator. Her books include *How Much Is Enough? Everything You Need to Know to Steer Clear of Overindulgence and Raise Likeable, Responsible, and Respectful Children*; *Growing Up Again, Parenting Ourselves, Parenting Our Children* with Connie Dawson; *Who, Me Lead A Group?*; *Time-In: When Time-Out Doesn't Work*; and *Self-Esteem: A Family Affair*. She is the author of more than two hundred articles and chapters in books. She has taught parent and family educators across America and in a dozen foreign countries. The recipient of several honors and awards, her Developmental Parenting Highway is included on the Scholars' Walk Wall of Discovery at the University of Minnesota. She is the mother of three and grandmother of five, and lives with her husband in Minneapolis, Minnesota.