

Parent Workbook

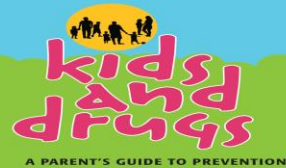


TABLE OF CONTENTS

The Power of Parents	3
Talking with your kids.....	9
Helping your kids make good decisions.....	13
Being a Great Parent	16
Developmental Assets	17
Asset Checklist	19
MVParents Web Site	20
DON'T'S for Parents	24
What I did	25
How to Raise Successful Children Advice.....	27
Helpful Advice.....	33
Bullying.....	35
Life Skills for Students	39

We encourage you to complete the workbook to get a good indication on where your children stand with respect to development and drug awareness.

THE POWER OF PARENTS

Understanding your child is one of the most important things that you should learn as a parent. It is very helpful in becoming effective in guiding and nurturing your child as they grow and mature. You need to bear in mind that your child has a unique personality trait that remains consistent throughout life. One of the ways you can understand your child is by observing them as they sleep, eat, or play. Look for the consistent traits. Which activities do they like best? Is adjusting to changes easy for them or do they need time to become familiar with these things? These things are the normal characteristics of a child and your child may not be an exception.

As much as possible, have time to talk to your children as this is crucial to gaining information and understanding. In the case of young children, they require less verbal language and more facial expression and body language in order to understand their thoughts and feelings. Asking them questions will allow them to share their feelings to you. For example, rather than asking them what they did in school, ask them what they built with their blocks today. Instead of asking them if they played with their playmate, focus on the game they played.

Another way of understanding your child is by taking a look at their environment in order to learn about a certain behavior that you have observed. Relatives, child care providers, friends, teachers, the community, the home setting, and other aspects of the environment can play a crucial role in the behavior of your child. For example, if your child is showing aggressiveness towards other children at school, you may want to find out all the possible sources of their aggressive behavior.

Some possible angles would be their association with another child who is showing aggressive tendencies as well. The environment at home is another possible source for such behavior. Have there been conflicts and arguments at home lately that was seen by your child? What about in the community? These are some angles that you should consider when trying to find the reason behind your child's aggressive behavior.

In addition, you can learn about your child by observing other children belonging to the similar age group. You can check out our recommended books and browse our site, for lots of tips and in depth knowledge on child development. Bear in mind that you went through the same stages as a child so more or less the behavior of children in that same stage would be similar. However, the speed of development through each stage is a personal thing.

By understanding your child's development, you will be able to provide them with opportunities as well as toys that can boost their development and prepare them for the next phase of their growth. At the same time, you as a parent would be able to set expectations and limits that are acceptable to your child.

Being a responsible parent is hard specially in this day and age when parents spend more time working rather than being with their kids. Quality time is difficult to achieve when you are trying to juggle your time between corporate life and parenthood. Not many people achieve success in parenthood and this could be frustrating on your part. Understanding your child is one effective way of becoming successful in the art of parenting.

As children develop from infants to teens to adults they go through a series of developmental stages that are important to all aspects of their personhood including physical, intellectual, emotional and social. The proper role of the parent is to provide encouragement, support and access to activities that enable the child to master key developmental tasks.

A parent is their child's first teacher and should remain their best teacher throughout life. Functioning as a coach, the parent exposes a child to age appropriate challenges to encourage development as well as to experiences that allows the child to explore on their own and learn from interacting with their environment.

Child Development specialists have learned that from birth children are goal directed to experiment and learn from each experience. Child Development experts have taken the concept of scaffolding from the building trades. Just as scaffolding is put up to support the structure of the building as it is being built and gradually taken down as the building is able to stand on its own, a parent needs to provide the necessary support for a child to allow them to safely and productively explore and learn from their environment. As the child matures and develops mastery the scaffolding is removed or changed to allow the child to become more independent. If the child is not quite ready, the support is reinstated and then gradually withdrawn once again.

Most of our children do not end up abusing alcohol and drugs. Still, there are many reasons why they might consider experimenting. They live in a society where alcohol, tobacco and other types of substances are common, promoted and accepted by certain people. For this reason alone, there are opportunities abound for our children to be introduced to a variety of mood-altering substances. Fortunately, we have a powerful line of defence against the mixed messages our children sometimes get from our drug-using culture - you!

You can help your children handle the pressures and influences to use drugs. You are - and will remain - the most important role model for your children, and you know your children better than anyone else. You can encourage them to think critically and to help them understand the importance of being careful about what they put into their bodies. Your children will see your example - positive or negative - as a pattern for the way they should lead their lives. Everyone makes mistakes. Keep in mind that there is no such thing as an ideal family. Every family has its challenges, and everyone makes mistakes - children and parents. What is important is how you as a parent act when you do not make the best choice. Honestly admitting when you are wrong and making amends can be a powerful way to model the behaviour you want your children to adopt.

As a parent, you must focus on your children's strengths and ways to keep them safe. Children experience differing degrees of vulnerability, based on their personality, genetics, family upbringing, peer groups, school, community and culture. The more risks they face, the more important it is for you to help them develop ways to cope.

3. How to help children cope
 - Belonging to a family that discusses and models responsible drug use (for instance, not allowing smoking in the home; drinking responsibly; not using illegal drugs; and ensuring that all prescription medication is stored and used appropriately).
 - Having you as a parent who strives to build close relationships with your children and sets clear expectations and consistent discipline.
 - Having friends who: do not use drugs or encourage drug use; are engaged in school and other positive social activities such as sports, music and art; and influence decision-making positively.

The 10 things kids need most

All kids need the basics of life - like food, warmth, shelter and clothing. But they also need to feel loved and secure. By giving our children all the things they need, we can help them be safe, strong and thrive.

One: Meeting their everyday needs

Babies and children need to know there is someone who loves them and that their needs will be met as soon as possible. This means: feeding them when they're hungry, keeping them warm, dry and safe from danger, helping them if they are in pain, scared or upset, providing family routines, making sure there is always someone you trust to look after them.

A few minutes is a long time for a baby who is feeling hungry or upset. The sooner they are comforted the safer they will feel. Older children might be able to wait a little longer, but they still need to know that you will feed them when they are hungry, and help them when they are sad or in pain.

When I cry: I'm a baby. I'll cry an average of two to five hours every day, it's my way of talking. Go through this checklist when I cry and it will help you work out what's wrong (and if I won't stop, just love me anyway!).

Crying checklist:

Please check my nappy, See if I'm hungry or uncomfortable, Make sure I'm not in pain or have a fever (if I do, call a doctor), Wrap me safely in a soft blanket and cuddle me, Take me for a ride in a buggy or car, Place me in a bouncy chair or gentle infant swing, Play soft music, sing or hum quietly, Give me a soothing bath.

Two: Feel safe and secure

When children feel safe and secure, they learn to trust other people. Children who don't feel safe can be anxious and unhappy. This can affect their health and learning. But when they learn that they can trust the adults around them, it helps them grow up happy, healthy and to enjoy the world around them. Firstly, we make children feel safe by meeting their basic needs. But we also make them feel safe by showing them that we love them.

Three: Love and hugs

Hugs and cuddles help children to feel safe and comforts them. Holding your children, picking them up, sitting them on your lap, kissing and cuddling, are all good ways to show that you care. Babies and toddlers usually love games like bouncing them on your knee, gently tickling, and games that involve wiggling their fingers or toes can be lots of fun.

Holding a toddler's hand when out walking helps to protect them from danger and to feel safe and secure in the outside world.

Older children need lots of affection to remind them that you care. You can do this with cuddles, a 'goodnight' kiss and a pat on the shoulder. Snuggling up close while reading a story together or watching TV is great for your child and you.

Think about your childhood... If you were brought up with lots of hugs and praise from your parents, then this will be normal for you. But if you weren't brought up like that, it might feel strange to do these things. The more you do it, the more natural it will feel. Keep asking yourself: What is good for my child? What kind of parent do I want to be?

Four: Plenty of praise

Your child wants to please you. If you praise them when they do well at something or are trying hard, it will make them want to do it again. Praising your child for being good will make them want to be good, and it will help them feel good about themselves.

Children who feel good about themselves tend to: learn more easily and make more effort to achieve, get into less trouble, get on well with others, make friends more easily, feel happier and more secure.

Five: Smiles

Give a new baby lots of smiles, and smiling will be one of the first things they learn to do for you. Smiling is one of the simplest ways of helping children feel happy and safe. When you smile at children you are telling them that: you love them, you enjoy their company, you are pleased with them, you are taking notice of them, you are happy, you are good fun to be with. Smiles work even better when you are looking into your child's eyes. Good eye contact when smiling, listening or talking to your child helps to get their attention.

Six: Talking

It's good to talk and sing to babies from the time they are born. A gentle voice helps your child to feel relaxed and secure. It helps them to get to know you, and to know that you are there to look after them. When you talk to children they soon start learning words themselves. The more you talk to them, the more they will learn.

They will also learn more if you use proper adult words most of the time. Learning words helps them to communicate and to understand more about the world. As they get older, words will become one of their most important tools. Children with a good use of words find it easier to express themselves, to make friends, and to learn at school and at home.

Some ideas for talking to your children: It's easy to switch off when you're busy and tired, but try to put aside a few minutes a day to talk to your child.

- 1) A quiet time together before bed: This can just be a few minutes of talking about your day and it will make it a special time.
- 2) Name games: When kids are learning words, play games like "Where's your tummy?"... "Where's the cat?"... "What's that?"
- 3) Bedtime stories: Or just read books at any time. Even if kids are young, they like looking at the pictures.
- 4) Talk topic: Ask them to pick a topic, and you can tell them a story about it from your own childhood.
- 5) Play 'highs and lows': If your child is a bit older, talk about the best thing and worst thing that happened that day.

Seven: Listening

As they get older and more able to use words, children begin to ask lots of questions. By listening carefully and doing your best to answer their questions, you will show them that learning is fun. Listening is another way of showing that you are interested and care about them. Even when kids are asking for something they can't have, they need an answer and a simple explanation. A scrapbook for your child: Children love stories about themselves - it helps them feel loved and important. You could make a scrapbook or album that's all about your child from the time they were born. Put all sorts of things in it: a handprint, photos, things they've said, a favourite birthday card. Read it with your child as a special reward or treat.

Eight: Learn new things

You don't need fancy toys or equipment to give your child new experiences. You can use everyday things around you, go for walks or explore the beach or park. Why not start a shell collection - or look for special stones? Or what about joining a toy library? It makes learning fun and teaches them about the world. They need other people too - other children to play with and relationships with people of all ages. For older children it's good to be involved in their school activities and homework, and to meet with their teacher often.

New experiences can include simple things like: tell a story from your childhood, play a game: a boardgame if they're older, peek-a-boo if they're younger, or naming games like 'I spy..', sing a song, explore the house and garden, read a book (even if babies like the pictures), teach your kids shapes and colours, take your kids to a friend's place to visit, praise your children for something new they did, or something they did well, take your child for a walk to the park, teach or anywhere near by, do some drawing, painting or colouring, pick up stones.

Nine: Take care of their feelings

Sometimes it's hard for children to find the right words, or tell you when they are sad or frightened. Babies and small children can be frightened by anything new and different, when there is no real danger. A stranger, a clown, or a loud noise, can all be very scary for a toddler who is not used to them. Sometimes you might feel tempted to laugh, to tease them or tell them 'not to be silly'. What they really need is for you to comfort them and give them a simple explanation. This will help them feel good about themselves, and feel OK about talking to you if they have a serious problem.

Ten: Rewards and special treats

All parents want their children to behave. If you give kids attention when they are good, it will make them want to be good more often. If you only notice them when they are naughty, it might make them want to be naughty more often. The best reward for being good is getting your time and attention. Taking time to play and have fun together doesn't have to cost money. A picnic, a walk in the park or a trip to the beach can be lots of fun.

An idea for giving kids your time and attention... Make them a scrapbook. Children love stories about themselves - it helps them feel loved and important. You could make a scrapbook or album that's all about your child from the time they were born. Put all sorts of things in it: a handprint, photos, things they've said, a favourite birthday card.

THE POWER OF PARENTS

What are the greatest challenges in raising your child?

What are some of your positive attributes you want your kids to model? Is there anything you could change?

Think of an example where you overreacted and did not handle the situation. Write a script where you apologize.

	Risk (what are my concerns what can I do)	Protective((what can I help develop)
Individual		
Family		
Peers		
School		
Community		

What are your expectations of your children?

Household chores _____
School Marks _____
Their Room _____
Garbage _____
Dishes _____
Meal Time _____
Cell Phone Usage _____
Other _____

I will set an example by doing the following

TALKING TO YOUR KIDS

Tell your children that you are open to conversations with them and want to hear their thoughts. You can do this in a casual or a more planned way (for example, at a family meeting). To open up the discussion, it is helpful to:

- avoid lecturing. Focus on having an open-minded discussion;
- keep a relaxed attitude and encourage your children to ask questions and to give their views;
- try to understand your children's point of view;
- do not expect teens to agree with you about everything just because you are the parent. (But they can learn your values and know where you stand); and
- develop active listening skills.

Children need to know that you, as their parent, are going to listen, be consistent in your actions, and protect them. They are much less likely to open up and seek help and advice if they expect you to react with anger or panic. Do not feel you must fix everything. Children learn independence when they are involved in solving their problems. Use I-messages ("I feel, because...") instead of you-messages that blame or put down ("You are being silly").

Responding in a helpful way

Some keys to success include:

- focusing on being honest and open about your values and how they relate to your children's lives;
- learning as many facts about drugs as you can;
- being prepared to help your children make sense of conflicting messages that they may be getting;
- emphasizing that using alcohol and other drugs is a choice and an opportunity to practise making good decisions; and
- letting them know that it is natural to have problems and make mistakes, and that they can count on you if they need help.

Many people do not think of alcohol as a drug, but it is. Alcohol is the most abused drug in our country. Because alcohol is socially accepted, it is the largest drug issue in families and communities.

What should you say to your children and at what age?

Your children learn their attitudes about alcohol and drugs from those around them, especially you as their parent, and from other adults. Talk with your children about alcohol and drugs when they are young. A constant dialogue should continue throughout their adolescence.

Preschoolers (three to five years of age)

Preschoolers are very imaginative and curious. If they are not told the facts, or if they are given only part of the picture, they will use their imaginations to fill in the blanks. They want a great deal of information and accept what you tell them at face value. This is the time to raise the topic yourself in what are known as teachable moments. Take advantage of social gatherings or other times your child may be around alcohol. What you say is important, but what you do is even more so. Your children watch what you do and hear what you say. Children start learning about alcohol and other drugs as soon as they are able to observe other people's use of and attitudes toward alcohol and other drugs.

School age (five to eight years of age)

Get to know your children's friends and their families. Continue to talk about alcohol and other drugs. Give your children complete, accurate information and make sure they are aware of the risks. Continue to make healthy choices to show your children how to take care of themselves and their bodies. If you do not have the answer to a question, it is acceptable to say, "I don't know, but together let's find out!" Children are interested in details of how things work and how information connects together.

By the end of this developmental stage, your children should know: how foods, poisons, medications and illegal drugs differ; how medications prescribed by a doctor may help during an illness but can be harmful if misused; and why adults may drink alcohol but children may not, even in small amounts, as it is harmful to children's developing brains and bodies.

School age (nine to 14 years of age)

Children are developing and confirming their personal boundaries; they are learning about their comfort zones. Keep on talking; this is when they need accurate information the most! Ten percent of New Brunswick's 7th graders have tried alcohol. Explain the difference in drinking in moderation and abusing alcohol. Be firm and consistent in your rules about alcohol and children. You may want to sign an agreement that sets out the consequences of underage drinking. If you make an agreement, stick to it. Stay up-to-date with what is happening in your children's lives. Make an effort to know their friends and their parents. Make sure that your children know that they can come to you if they need to talk. Instill in your children the confidence they need to withstand pressures from friends. Applaud their ability to think for themselves and to make decisions. Teach your children to be aware of how drugs and alcohol are promoted. Discuss how advertising, songs, movies and television shows convey messages that using alcohol and other drugs is fun and glamorous.

Adolescence (15 and 16 years of age)

These teenagers assert themselves increasingly. They go out with groups of friends more often than before, and they encounter pressure to do what everyone else is doing. At parties, they may want to drink alcohol. Fifty percent of New Brunswick High School students report drinking alcohol at least once, with 26% consuming alcohol more than once a month. Always know where your teens are and whom they are with. Define your expectations and establish clear, reasonable rules. Share with your children coping skills, such as calling if they need a ride and resisting the temptation of alcohol and drugs. They should understand what the consequences may be if they become intoxicated (becoming involved in a fight; an unplanned or unwanted sexual encounter (often leading to unplanned pregnancy and sexually transmitted infections); and motor vehicle accidents. Feel free to share your ideas and experiences.

Adolescence (17 and 18 years of age)

Advertising associating drinking with having a good time has a significant influence on older teenagers. Communication can become more difficult because of their need to separate from their parents and forge their identities. It is important that parents praise and encourage young people for all the things they do well and for the positive choices they make. Knowing that the adults in their lives appreciate them is highly motivating and can support teens in their commitments to avoiding alcohol and other drug use. Through trial and error, young people learn acceptable or appropriate limits of behaviour. They learn this partly through sharing their experiences with peers, and partly through interactions with adults, who provide feedback on

adolescent behaviour and set boundaries about what is appropriate. Adult behaviour about alcohol and other drug use influences adolescent attitudes.

Tips for talking with children

- Focus on the facts; give your children factual, age-appropriate information about alcohol and other drugs.
 - Keep your explanations short and simple. Use teachable moments.
 - Children like to ask questions; be ready to listen to and address their questions.
 - Children respond better to conversation than to lectures.
 - Do not tell children too much. They will absorb what they can and tune out what they cannot.
- Repeat yourself often; reinforcement is necessary.
- Help your children practise making decisions.
 - Discuss things they see on television, such as the glamorization of alcohol use. This gives them the facts so they can counteract television bias and glamour.

The list below contains behaviours and words we use that are counter-productive when dealing with our children. Check off the ones you are guilty of using and eliminate them.

WHAT WE DO	WHAT WE SAY	INSTANCES
JUDGING	That's where you're wrong	_____
YELLING	Raising Your Voice	_____
FORCING	Do Your Homework Now	_____
DERAILING	Yea Yea Heard it Before	_____
MINDREADING	Doing this in spite of me	_____
ORDERING	Go to your room	_____
THREATENING	You'll be sorry	_____
MORALIZING	Nice girls don't talk like that	_____
COMPARING	If only you were like your sister	_____
INEFF. PRAISE	You did good for your age	_____
PITY	Poor baby	_____
SHAMING	You're disgusting	_____
INTERROGATING	Where were you last night	_____
DENYING	You don't miss your old school	_____

TALKING TO YOUR KIDS

Setting the Stage - Decide on the time to talk or you're your child a choice either is good for you.

Write how you would open up a conversation about drugs.

Write down your child's interests

How do you disarm if your child says something negative about you?

List the barriers to effective 2 way communications

HELPING YOUR KIDS MAKE GOOD DECISIONS

One of the most powerful ways you can encourage your children to become successful, happy and contributing people is to teach them good decision-making, and then to allow them to make their own decisions. The decisions that your children make as they approach adulthood dictate the people they become and the life paths they choose. Unfortunately, popular culture has different ideas about your children's decision-making. Popular culture wants to make your children's decisions for them: what they wear, what they eat and drink, what television and movies they watch, what video games they play and what music they listen to.

Whenever I speak to a group of young people, I ask how many of them have ever done anything stupid. With complete unanimity and considerable enthusiasm, they all raise their hands. When I then ask whether they will ever do anything stupid in the future, the response is equally fervent. I also ask children why they do stupid things. Their responses include: I didn't stop to think, It seemed like fun at the time, I was bored, Peer pressure, I didn't consider the consequences, To get back at my parents. Yet when I ask them if it was usually worth doing that stupid thing, most say, "Not really." Because children lack experience and perspective, they tend to make decisions that are rash, egocentric and short-sighted. This absence of forethought can cause children to overlook the consequences of their decisions and to ignore their long-term ramifications.

Children should do stupid things. Making poor decisions and experiencing the consequences helps your children learn how to make better decisions in the future. A problem arises, however, if their poor decision-making continues. Because decision-making is a skill, children can become very good at making bad decisions. This usually occurs when parents don't hold them responsible for their poor decisions, but instead, bailing them out of the trouble their bad decision brings. These children learn that they aren't responsible for their decisions and can continue to do stupid things without fear of consequences. The long-term personal, social and professional implications of children growing up to be poor decision makers are profound, negative and, I think, obvious.

Ceding decision-making to your children is an incremental process based on their age, maturity and decision-making history. It would be downright dangerous to give children complete latitude in their decision-making. But you can begin to teach decision-making with very young children. For example, you shouldn't take your children into a convenience store and tell them they can have anything they want; they would be overwhelmed by the choices. But you can give them a choice among jawbreakers, licorice and bubble gum (or, better yet, sesame sticks, fruit wraps and yogurt peanuts) and they could then decide which treat they want.

As your children get older, expand the number of choices you give them. Then, increase the importance of the decisions they can make (e.g. what activities they choose to participate in or when they decide to go to bed). With each decision, they should recognize and take responsibility for the consequences of those decisions. Also, retain veto power when needed, but use it judiciously.

Good decision-making is a complex process that takes years to master. This process begins with educating children about decision-making. Children are notorious for making snap judgments and acting on them without thinking. The first step is to teach them to stop before they leap. With a few seconds of hesitation, your children can prevent a lot of bad decisions from being made. Help your children by "catching them in the act," meaning that when you see them

about to jump without thinking, stop them and guide them through the decision-making process. Also, because you can't always be looking over their shoulder, use times when they *do* leap without thinking (and things don't turn out that well) to ask them how they could have made a different choice in hindsight.

The next step is for your children to think before they act. Your children should ask themselves, "Why do I want to do this?" You want your children to understand what motivates their decisions. One problem is that children are often faced with conflicting motivations. They may know that doing something is stupid, but they may feel peer pressure to do it anyway. Except for the most mature children, if decisions come down to doing what is right or what is popular, the majority of children will almost always choose the latter.

The next question they should ask: "What are my options?" Children often have several possible choices when put in any given situation. For example, when faced with the possibility of stealing candy from a store with friends, children could take the candy; not take the candy, but ignore the fact that their friends are stealing; or try to convince their friends that stealing is wrong.

Then your children need to ask, "What are the consequences of my actions?" or, in their language, "How much trouble will I get in?" They need to judge the risks and rewards of their decisions. The problem is that children often underestimate the costs and overestimate the benefits of their decisions. How your children answer this question will depend on the expectations and consequences you establish for them. If you instill the wrath of God in your children, they're going to weigh them more heavily in their decisions.

Another question that children can have a difficult time considering: "How will my decision affect others?" Because of their natural egocentricity when they're young, children may not even think about who else they might be effecting. Teaching them to ask this question can help them make decisions that are most beneficial to both themselves and others.

Finally, perhaps the most important question children need to ask themselves: "Is this decision in my best interests?" Understanding what is in their best interests and having these concerns outweigh competing interests is the culmination of the decision-making process. A useful tool to help encourage your children to make good decisions is to post the questions I raised above in a noticeable place in your home, such as on your refrigerator.

Coaching Good Decision-Making

You can help your children learn good decision-making by coaching them through decisions. Help your children answer the key questions I offered above and take thoughtful steps to the decision. After the decision, help them judge how good the decision was and, if the decision turned out to be a poor one, what they can learn from it in the future. You can also present your children with hypothetical situations, such as a moral dilemma about lying to a friend, that they are likely to face and engage them in a conversation about how they would make a decision. Of course, children won't always make such deliberate decisions, particularly when they're young. But if you coach them and give them experience with good decision-making, they'll use it more as they gain maturity.

HELPING YOUR KIDS MAKE GOOD DECISIONS

Write an example of a decision you had your child make. Review the result and discuss this with your child.

How can I develop self-esteem in my children?

What are some responsibilities you have given your children?

What rules do I have? What are the consequences?

Personal Action Plan

How will I affirm and reward?

How will I show appreciation?

How can I give more responsibility?

The 10 Biggest Mistakes parents make. Are you guilty of any? Make a note of the ones you are doing and how and stop now.

1) Don't let them experience risk.

2) Rescue them too quickly.

3) Praise too easily.

4) Let guilt get in the way.

5) Don't share past mistakes.

6) We mistake intellect and talent for maturity.

7) Don't practice what we preach.

8) We Put our children on a pedestal

9) We give them too much without them working for it.

10) We argue with Children present



40 Developmental Assets® for Middle Childhood

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</p> <p>3. Other adult relationships—Child receives support from adults other than her or his parent(s).</p> <p>4. Caring neighborhood—Child experiences caring neighbors.</p> <p>5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.</p>
	Empowerment	<p>7. Community values children—Child feels valued and appreciated by adults in the community.</p> <p>8. Children as resources—Child is included in decisions at home and in the community.</p> <p>9. Service to others—Child has opportunities to help others in the community.</p> <p>10. Safety—Child feels safe at home, at school, and in his or her neighborhood.</p>
	Boundaries & Expectations	<p>11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</p> <p>12. School boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior.</p> <p>14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</p> <p>15. Positive peer influence—Child's closest friends model positive, responsible behavior.</p> <p>16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</p>
	Constructive Use of Time	<p>17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week.</p> <p>18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.</p> <p>19. Religious community—Child attends religious programs or services one or more times per week.</p> <p>20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</p>
Internal Assets	Commitment to Learning	<p>21. Achievement Motivation—Child is motivated and strives to do well in school.</p> <p>22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</p> <p>23. Homework—Child usually hands in homework on time.</p> <p>24. Bonding to school—Child cares about teachers and other adults at school.</p> <p>25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.</p>
	Positive Values	<p>26. Caring—Parent(s) tell the child it is important to help other people.</p> <p>27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people.</p> <p>28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs.</p> <p>29. Honesty—Parent(s) tell the child it is important to tell the truth.</p> <p>30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior.</p> <p>31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</p>
	Social Competencies	<p>32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions.</p> <p>33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</p> <p>34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</p> <p>35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</p> <p>36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.</p>
	Positive Identity	<p>37. Personal power—Child feels he or she has some influence over things that happen in her or his life.</p> <p>38. Self-esteem—Child likes and is proud to be the person that he or she is.</p> <p>39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</p> <p>40. Positive view of personal future—Child is optimistic about her or his personal future.</p>

<http://www.search-institute.org/40-developmental-assets>

Developmental Assets in the Home

<p><u>September</u></p> <p><u>Commitment to Learning</u></p> <p>Developing an internal intellectual curiosity and the skills to gain new knowledge is essential for both school and work success. The commitment-to-learning assets reflect how connected young people are to their schools, how motivated they are to achieve, and whether they express their curiosity and work ethic in homework and reading for fun.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Stay in contact with teachers about your children's progress. Don't wait for report cards. • Help your child stay alert in school by ensuring that they eat well and get enough sleep. • Monitor homework. Don't hover, but check in with your child every so often and ask "How's it going?" • Encourage your child to participate in activities that boost school spirit. • Limit television watching. 	<p><u>October</u></p> <p><u>Support</u></p> <p>The support assets refer to the ways in which children are loved, and accepted. Children experience a lot of support not only in their families but also from many people in a variety of settings, such as in schools or religious congregations, among extended family, within the family's social network, and in other areas in which socialization occurs.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Eat at least one meal together every day. • Be your children's biggest fan. • Ask your child's opinion or advice about something important. • Take family vacations with other families. • Get to know your children's friends. Welcome them into your home. • Get to know five kids in your neighborhood. • Thank your children's teacher for the good work they do. 	<p><u>November</u></p> <p><u>Empowerment</u></p> <p>An important developmental need is to feel safe and valued. The empowerment assets focus on community perceptions of youth and the opportunities they have to contribute to society in meaningful ways.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Attend community events as a family. • Have a family meeting and get everyone's ideas on accomplishing household tasks. Share the decisions and share the work. • Be a role model for your children by serving others. • Walk or drive you child's friends home after dark even if they live nearby. • Keep track of all family members' whereabouts and plans. Let each other know about changes.
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<p><u>December</u></p> <p><u>Constructive Use of Time</u></p> <p>Healthy communications provide a rich array of constructive after-school opportunities. Whether through schools, community organizations, congregations, or for-profit centers, structured activities stimulate positive growth and contribute to the development of the other assets.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Show your support by attending your children's performances. • Start or join a car pool for kids who participate in extracurricular activities. • Incorporate faith and spirituality into your daily life. • Monitor where your children go and who they're with, even when they're teenagers. • Make time at home fun for everyone. Spend time together doing things you all enjoy. Play favorite games, have a video night, read, take walks or ride bikes. 	<p><u>January</u></p> <p><u>Positive Identity</u></p> <p>This category focuses on young people's views of themselves—their own sense of agency, purpose, worth, and promise. Without a positive sense of who they are, youth may feel powerless, without a sense of initiative and direction.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Involve children of all ages in family decision making. • Give kids age-appropriate choices at all stages of their lives. • Express your love of your children regularly and often. Show them and tell them every day how much they mean to you. • Listen to your children when they talk to you about their dreams. Get excited with them. Ask how you can help. • Inspire hope by being hopeful, optimism by being optimistic. Look forward to your future and the future of your family with joyful anticipation. 	<p><u>February</u></p> <p><u>Positive Values</u></p> <p>Positive values are important "internal compasses" that guide young people's priorities and choices. Although there are many values that American society cherishes and seeks to nurture in youth, the asset framework focuses on several widely shared values that affect youth behavior.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Establish an atmosphere of mutual caring and helpfulness within your home. • Volunteer with your family at a soup kitchen, homeless shelters, or food pantry. Join marches and demonstrations for equality and social justice. • Celebrate when your child acts on a belief of conviction, especially when it is obviously hard to do. • Never punish your kids for being honest with you. • Recognize and affirm your child's responsible behavior.
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<p style="text-align: center;"><u>March</u></p> <p style="text-align: center;"><u>Social Competencies</u></p> <p>These assets are important personal and interpersonal skills youth need to negotiate the maze of choices, options, and relationships they face. These skills also lay the foundation for independence and competence as adults.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Allow for mistakes. Don't blow up at a poor choice and don't rescue your child from consequences. • Invite people over for dinner often. Spend time as a family talking with you guests. 	<p style="text-align: center;"><u>April</u></p> <p style="text-align: center;"><u>Empowerment</u></p> <p>An important developmental need is to feel safe and valued. The empowerment assets focus on community perceptions of youth and the opportunities they have to contribute to society in meaningful ways.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Affirm your support for your children's friends. Let them know that you value them. • Ask your children to help you plan family reunions, family outings, or neighborhood gatherings. 	<p style="text-align: center;"><u>May</u></p> <p style="text-align: center;"><u>Commitment to Learning</u></p> <p>Developing an internal intellectual curiosity and the skills to gain new knowledge is essential for both school and work success. The commitment-to-learning assets reflect how connected young people are to their schools, how motivated they are to achieve, and whether they express their curiosity and work ethic in homework and reading for fun.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Encourage your kids to do the best at school, but don't expect perfection, and leave room for mistakes. • Make it a point to attend school conferences and
<p style="text-align: center;"><u>June</u></p> <p style="text-align: center;"><u>Boundaries and Expectations</u></p> <p>Clear and consistent boundaries complement support and empowerment. Ideally, young people experience boundary assets in the family, at school, in after-school programs, and in the neighborhood. They provide a set of consistent messages about appropriate behavior and expectations across socializing contexts.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Have a family calendar on which all family members note where they will be and when. • Get involved in a parent-teacher policy organization. • Talk with your children about neighborhood boundaries. • Be involved in your child's life on a daily basis. • Resist the urge to criticize friendships that seem negative. 	<p style="text-align: center;"><u>July-August</u></p> <p style="text-align: center;"><u>Constructive Use of Time</u></p> <p>Healthy communications provide a rich array of constructive after-school opportunities. Whether through schools, community organizations, congregations, or for-profit centers, structured activities stimulate positive growth and contribute to the development of the other assets.</p> <p>To Promote this asset in your child:</p> <ul style="list-style-type: none"> • Encourage your child to get involved with the arts. • Set a good example by getting involved with a team, club, or organization that interests you. • Volunteer to lead or assist with a religion class for young people. • Limit the amount of time your children spend at home alone. Plan to be home with them as much as possible. Sit down to dinner together. Be available to help with homework or just talk. 	

Below are a number of books and web sites that contain some great information.

<http://parentingteens.about.com>

Books

Magical Parent Magical Child - Michael Mendizza, Joseph Chilton Pearce

How To Talk so Kids Will Listen and Listen so Kids Will Talk - Adele Faber

An Asset Checklist- FOR YOUTH

This checklist simplifies the asset list to help prompt conversation in families, organizations and communities. As an example, consider having both the young person and the parent/guardian each complete the checklist and then discuss any difference in response.

How accurate are these statements? 1 = Not accurate 5 = Very accurate

<input type="checkbox"/> 1. I receive high levels of love and support from family members.	<input type="checkbox"/> 21. I want to do well in school.
<input type="checkbox"/> 2. I can go to my parent/s or guardian/s for advice and support and have frequent, in-depth conversations with them.	<input type="checkbox"/> 22. I am actively engaged in learning.
<input type="checkbox"/> 3. I know some non-parent adults I can go to for advice and support.	<input type="checkbox"/> 23. I do an hour or more of homework each school day.
<input type="checkbox"/> 4. My neighbors encourage and support me.	<input type="checkbox"/> 24. I care about my school.
<input type="checkbox"/> 5. My school provides a caring, encouraging environment.	<input type="checkbox"/> 25. I read for pleasure three or more hours each week.
<input type="checkbox"/> 6. My parent/s or guardian/s help me succeed in school.	<input type="checkbox"/> 26. I believe it is really important to help other people.
<input type="checkbox"/> 7. I feel valued by adults in my community.	<input type="checkbox"/> 27. I want to help promote equality and reduce world poverty and hunger.
<input type="checkbox"/> 8. I am given useful roles in my community.	<input type="checkbox"/> 28. I stand up for what I believe in.
<input type="checkbox"/> 9. I serve in the community one hour or more each week.	<input type="checkbox"/> 29. I tell the truth even when it's not easy.
<input type="checkbox"/> 10. I feel safe at home, at school and in the neighborhood.	<input type="checkbox"/> 30. I can accept and take personal responsibility.
<input type="checkbox"/> 11. My family sets standards for appropriate conduct and monitors my whereabouts.	<input type="checkbox"/> 31. I believe it is important not to be sexually active or to use alcohol or other drugs.
<input type="checkbox"/> 12. My school has clear rules and consequences for behavior.	<input type="checkbox"/> 32. I am good at planning ahead and making decisions.
<input type="checkbox"/> 13. Neighbors take responsibility for monitoring my behavior.	<input type="checkbox"/> 33. I am good at making and keeping friends.
<input type="checkbox"/> 14. Parent/s and other adults model positive, responsible behavior.	<input type="checkbox"/> 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
<input type="checkbox"/> 15. My best friends model responsible behavior.	<input type="checkbox"/> 35. I can resist negative peer pressure and dangerous situations.
<input type="checkbox"/> 16. My parent/s/guardian/s and teachers encourage me to do well.	<input type="checkbox"/> 36. I try to resolve conflict nonviolently.
<input type="checkbox"/> 17. I spend three hours or more each week in lessons or practice in music, theater or other arts.	<input type="checkbox"/> 37. I believe I have control over many things that happen to me.
<input type="checkbox"/> 18. I spend three hours or more each week in school or community sports, clubs or organizations.	<input type="checkbox"/> 38. I feel good about myself.
<input type="checkbox"/> 19. I spend one hour or more each week in religious services or participating in spiritual activities.	<input type="checkbox"/> 39. I believe my life has a purpose.
<input type="checkbox"/> 20. I go out with friends "with nothing special to do" two or fewer nights each week.	<input type="checkbox"/> 40. I am optimistic about my future.

An Asset Checklist- FOR PARENTS/GUARDIANS

This checklist simplifies the asset list to help prompt conversation in families, organizations and communities. As an example, consider having both the young person and the parent/guardian each complete the checklist and then discuss any difference in response.

How accurate are these statements? 1 = Not accurate 5 = Very accurate

<input type="checkbox"/> 1. My child receives high levels of love and support from family members.	<input type="checkbox"/> 21. My child wants to do well in school.
<input type="checkbox"/> 2. My child can come to me for advice and support and have frequent, in-depth conversations.	<input type="checkbox"/> 22. My child is actively engaged in learning.
<input type="checkbox"/> 3. My child knows some non-parent adults he/she can go to for advice and support.	<input type="checkbox"/> 23. My child does an hour or more of homework each school day.
<input type="checkbox"/> 4. Our neighbors encourage and support my child.	<input type="checkbox"/> 24. My child cares about his/her school.
<input type="checkbox"/> 5. My child's school provides a caring, encouraging environment.	<input type="checkbox"/> 25. My child reads for pleasure three or more hours each week.
<input type="checkbox"/> 6. I help my child succeed in school.	<input type="checkbox"/> 26. My child believes it is really important to help other people.
<input type="checkbox"/> 7. My child feels valued by adults in our community.	<input type="checkbox"/> 27. My child wants to help promote equality and reduce world poverty and hunger.
<input type="checkbox"/> 8. My child is given useful roles in our community.	<input type="checkbox"/> 28. My child stands up for what he/she believes in.
<input type="checkbox"/> 9. My child/ serves in the community one hour or more each week.	<input type="checkbox"/> 29. My child tells the truth even when it's not easy.
<input type="checkbox"/> 10. My child/ feels safe at home, at school and in the neighborhood.	<input type="checkbox"/> 30. My child can accept and take personal responsibility.
<input type="checkbox"/> 11. I set standards for appropriate conduct and monitor my child's whereabouts.	<input type="checkbox"/> 31. My child believes it is important not to be sexually active or to use alcohol or other drugs.
<input type="checkbox"/> 12. Our school has clear rules and consequences for behavior.	<input type="checkbox"/> 32. My child is good at planning ahead and making decisions.
<input type="checkbox"/> 13. Neighbors take responsibility for monitoring my child behavior.	<input type="checkbox"/> 33. My child is good at making and keeping friends.
<input type="checkbox"/> 14. I and other adults model positive, responsible behavior.	<input type="checkbox"/> 34. My child knows and is comfortable with people of different cultural/racial/ethnic backgrounds.
<input type="checkbox"/> 15. My child's best friends model responsible behavior.	<input type="checkbox"/> 35. My child can resist negative peer pressure and dangerous situations.
<input type="checkbox"/> 16. I and his/her teachers encourages my child to do well.	<input type="checkbox"/> 36. My child tries to resolve conflict nonviolently.
<input type="checkbox"/> 17. My child spends three hours or more each week in lessons or practice in music, theater or other arts.	<input type="checkbox"/> 37. My child believes he/she has control over many things that happen to him/her.
<input type="checkbox"/> 18. My child/ spends three hours or more each week in school or community sports, clubs or organizations.	<input type="checkbox"/> 38. My child feels good about him/her self.
<input type="checkbox"/> 19. My child spends one hour or more each week in religious services or participating in spiritual activities.	<input type="checkbox"/> 39. My child believes his/her life has a purpose.
<input type="checkbox"/> 20. My child go out with friends "with nothing special to do" two or fewer nights each week.	<input type="checkbox"/> 40. My child is optimistic about his/her future.

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Tips and Tools

Throughout MVParents.com are downloadable tips and tool sheets. We've compiled a complete listing of all of them in one convenient spot.

- Download a one-page chart of the [40 Developmental Assets®](#) that you can post on your refrigerator as a reminder of the "good stuff" your child needs
- [Download Asset-Building Tips for Parents](#) — ideas for you, or someone you know, to be an asset-building parent and help children grow up healthy, caring and responsible.
- Use this ["Family Whereabouts Contract"](#) to help your family
- [Ideas for Building Asset #11: Family boundaries](#) — having clear rules and consequences and monitoring young people's whereabouts.
- [Ideas for building the Constructive Use of time Assets](#)
- [Tips for making the best use of your time](#)
- [How to Build Asset #15: Positive Peer Influence](#) — friends who model responsible behavior
- [Resistance Skills: Effective Responses to Negative Pressure](#) (a tip sheet to share with your teenager)
- "Service to others" is a key Developmental Asset in the Empowerment category. Get more ideas for [how you can empower children and teenagers](#).
- [Ideas for building asset #3: Other adult relationships](#)
- [Your greatest supporters](#) — a worksheet to use on your own or with your child
- [Ideas for Building Asset #2: Positive family communication](#)
- [Learn how to listen to your child's feelings, not just her or his words](#)
- [Ideas for Building Asset #31: Restraint](#) — believing it's important not to be sexually active or use alcohol or other drugs as a teenager

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Asset-Building Tips

The first step to becoming an asset-building parent is to pay attention to the things your children need to grow up healthy, caring and responsible. Here are some ideas to help you get started.

For All Parents

- Post the list of 40 Developmental Assets* on your refrigerator door. Each day, talk about one asset with your child, your spouse/partner or a close friend.
- Reflect on and celebrate your strengths as a parent and as a family. We all face challenges and draw from different sources of strength to get through, so be proud of them.
- Talk about the values, boundaries and expectations you wish to pass on to your children.
- Nurture your own assets. Spend time with supportive people, use your time wisely and strive to model your own values in your life.
- Regularly do things with your child, including projects where you live, recreational activities and service projects. From time to time let your child or teenager choose which activities to do together as a family.
- Introduce your children to other caring adults in your neighborhood, workplace, social network or faith community. Let other caring adults know you'd like them to get to know your child or teen because it's important that kids have as much support from others as possible.
- Try to eat together as a family as often as possible. The more you can do this, the better for everyone.
- Choose a service project to do together, such as collecting cans for a food drive.
- Find other parents to connect with and learn from. Talk about both the joys and challenges of being a parent. Make a point of saying something positive about yourself and your child or teen.
- If you have concerns about your own (or your partner's) parenting, anger or violence within your family, seek counsel from a trusted professional such as a counselor, religious leader or doctor.
- Be a friend and asset builder for the friends of your children. Welcome them into your home. Look for the good things in them and be sure to point them out.
- Give yourself permission to be "good enough." Nobody's perfect and that's okay. Take a deep breath now and then and remind yourself you're doing the best you can.

For Dads

- Think back to your childhood. What was your relationship like with your father or father figure? How much do you want your relationship with your children to emulate that relationship? What can you do to foster closeness?
- Recognize that "providing for" your children has many meanings besides financial support. It's also about supporting their interests, listening to their ideas and "showing up" whenever and however you can.
- Get to know the friends of your children. Learn their names. Tell them about yourself so they get to know you. Play with not only your own children but also your children and their friends.
- Take some time with each of your children on a regular basis. Each month, do something that you both enjoy, whether you go out for breakfast, take a bike ride or build a birdhouse.
- Talk and teach your positive values. Don't assume your children will pick them up by the way you act. Let them hear your words about what you value while also acting on them. This can also take the form of a special card.
- Watch how much time you spend enforcing boundaries and giving support. Try to keep the two in balance. Kids need both.
- Stay involved in your kids' lives through all stages of their development. Learn to enjoy new things about each stage of their lives. Even if their interests are very different than yours or seem like a waste of time to you, know that your support is what matters most. It's what they'll remember in the long run and what helps to build your lifelong bond.
- Focus attention on building or maintaining a strong relationship with your spouse/partner or your child's mother. If you and your child's other parent are not together, do your best to focus on what's best for your child.
- Cut yourself some slack. You aren't always going to be the perfect Dad. Just keep in mind that sometimes "good enough" is plenty.

For Moms

- Give lots of support and approval while also challenging children to take responsibility.
- Recognize the role of fathers and father figures. If you're parenting alone, find male role models or mentors for your children. If you're in a two-parent family, make sure that both partners share time with the children.
- Be intentional about building all the assets, not just the ones that seem to come naturally to you.
- Connect with other mothers who are interested in asset building. Form relationships in your neighborhood, on the job, at a congregation you attend or through an organization.
- Mothers can't—and shouldn't—build assets in their children alone. Not only do children benefit from having fathers and mothers, they need many, many adults. Get to know your children's teachers, coaches, childcare providers, religious leaders, club leaders and neighbors. Let them know that you value what they do with your children.
- Go easy on yourself. Your kids are watching you and how you balance your own life. Show them that adulthood is about health, happiness, taking care of yourself and finding meaningful moments and experiences. If you're working lots of hours, try not to feel guilty about doing something good for yourself, even if it means taking a little time away from your kids.

HERE ARE SOME HELPFUL IDEAS ON WHAT NOT TO DO.

DON'T SPOIL ME - I know that I ought not to have all that I ask for. I'm only testing you.

DON'T BE AFRAID TO BE FIRM WITH ME - I prefer it. It makes me feel more secure.

DON'T LET ME FORM BAD HABITS - I have to rely on you to detect them in early stages.

DON'T MAKE ME FEEL SMALLER THAN I AM - It makes me feel stupidly big.

DON'T NAG - If you do I will have to protect myself by appearing deaf.

DON'T FORGET THAT I CAN'T THRIVE WITHOUT LOTS OF UNDERSTANDING AND LOVE - But I don't need to tell you that do I.

DON'T CORRECT ME IN FRONT OF PEOPLE - I'll take more notice if we talk in private.

DON'T SUGGEST YOU'RE PERFECT OR INFALLIBLE - I'll get a shock when I find out you are not.

DON'T EVER THINK IT IS BENEATH YOUR DIGNITY TO APOLOGIZE TO ME - An honest apology makes me feel surprisingly warm towards you.

DON'T MAKE ME FEEL THAT MY MISTAKES ARE SINS - It upsets my sense of values.

DON'T BE UPSET WHEN I SAY "I HATE YOU" - It isn't you I hate but your power to thwart me.

DON'T TAX MY HONESTY TOO MUCH - I am easily frightened into telling lies.

DON'T BE INCONSISTENT - That completely confuses me and makes me lose faith in you.

DON'T PUT ME OFF WHEN I ASK QUESTIONS - If you do I stop asking and ask elsewhere.

DON'T TELL ME MY FEARS ARE SILLY - They are terribly real and you can do much to reassure me if you try to understand.

DON'T PROTECT ME FROM CONSEQUENCES - I need to learn the painful way sometimes.

DON'T TAKE MUCH NOTICE OF MY SMALL AILMENTS - I am quite capable of trading on them.

DON'T FORGET HOW QUICK I GROW UP - It is very difficult to keep up with me but please try.

DON'T MAKE RASH PROMISES - Remember I feel very let down when promises are broke.

DON'T FORGET I CAN'T EXPLAIN MYSELF AS I LIKE - This is why I am not always accurate.

1. If your child lies to you often, it is because you over-react too harshly to their inappropriate behaviour.
2. If your child is not taught to confide in you about their mistakes, you've lost them.
3. If your child had poor self-esteem, it is because you advice them more than you encourage them.
4. If your child does not stand up for themselves, it is because from a young age you have disciplined them regularly in public.
5. If your child takes things that do not belong to them, it is because when you buy them things, you don't let them chose what they want.
6. If your child is cowardly, it is because you help them too quickly.
7. If your child does not respect other people's feelings, it is because instead of speaking to your child, you order and command them.
8. If your child is too quick to anger, it is because you give too much attention to misbehaviour and you give little attention to good behaviour.
9. If your child is excessively jealous, it is because you only congratulate them when they successfully complete something and not when they improve at something even if they don't successfully complete it.
10. If your child intentionally disturbs you, it is because you are not physically affectionate enough.
11. If your child is openly defiant, it's because you threaten to do something but don't follow through.
12. If your child is secretive, it is because they don't trust that you won't blow things out of proportion.
13. If your child talks back to you, it is because they watch you do it to others and think its normal.
14. If your child doesn't listen to you but listens to others, it is because you are too quick to jump to conclusions
15. If your child rebels it is because they know you care more about what others think than what is right

When my daughter finished high school, I asked her if she wanted to go out to dinner and allow me to give her some advice as she was about to enter university. I printed off 2 pages of notes and discussed these after we had dinner. This approach allowed me to get her permission instead of trying to force my beliefs on her.

GENERAL

- Have a plan (at least 3 years usually 5) - you may modify it but never eliminate it. Live your life by that plan.
- **Always be sincere and honest.** If you make a mistake admit it. Anyone can lie. It takes a mature person to admit they were wrong and people will appreciate your integrity (integrity is what you do when no one is watching.) Always speak the truth, do not say something because it is what you feel that person wants to hear.
- Always remain focused.
- Set your priorities and never deviate from them (You can have anything you want, but you cannot have everything you want -- **Decide what is important in your life.**)
 - a. Family - always stay in touch.
 - b. Health - you only have one life.
 - c. Education - what you do over the next few years will have a life long impact.
 - d. Career - think hard about this, it is what you will be doing most of your life.
 - e. Friends - choose them wisely.
- **KEEP YOUR DREAMS ALIVE** - It is important to have dreams. The **ONLY** way to make them come true is work hard. You have the ability to do and be what ever you want. Set your goals and never talk yourself out of them or let any one else talk you out of them.
- Do something everyday to make yourself a better person.
- It does not matter what you do in life but how you do it and how you feel about it. All people have important functions in life.
- **BE AMBITIOUS** - strive to do your very best every day of your life. If you do a job, make sure you do it to the best of your ability.
- Become interdependent as soon as possible. Do not expect others to do your work for you. Rely on yourself to accomplish your goals.
- Live life as if you have no safety net. There may come a time when you fall and no one will be there to catch you.
- Hang around successful people and see what they do.
- Learn from your mistakes, even mistakes have positive outcomes - it will make you a stronger better person.
- You have to work hard before you can play. It never works the opposite. You have to earn the right to have fun.
- Don't be afraid to say **NO**, your opinion is important.
- If you cannot say something nice about someone, say nothing at all. (it is better to remain silent and thought a fool, than to speak up and remove all doubt. **Think before you speak**)
- There is no substitute for hard work.
- Eliminate negative words from your vocabulary (TRY, HOPE, MAYBE). Use positive words (WILL, DO, ALWAYS)
- Always maintain a positive attitude.

- Remember anger is a useless emotion, it can eat you up inside - always be prepared to forgive.
- Remember the saying - fool me once shame on you, fool me twice shame on me.
- **Make wise decisions** - decisions that are good for you - remember a good friend will not make you do something you do not want to do.
- **The day you stop listening is the day you stop learning.** You can never know too much and you will never know everything.
- Its not how many emails, or how many phone calls you get that will determine your success.
- ***If you think getting an education is hard, try living without one.***
- The work you do today will make life easier in the future.
- Live Life by the worst case scenario

FRIENDS

- Have high standards, not only for yourself but for others in your life. (friends etc.)
- A true friend will never make you do something you do not want to do yourself
- Make sure people treat you with respect and if they do not demand it.

MONEY

- Pay yourself first.
- Never live from pay day to pay day.
- Start an RRSP as soon as you can.
- Arrange to have expenses automatically taken out of your account.
- Do **Not** charge anything unless you can pay it off in full when the bill arrives.

RELATIONSHIPS

- When you meet someone you like make sure they treat you the best you can be treated (i.e. dinner, movies etc.) - never settle for second best.
- Look for someone with similar interests, goals, likes, dislikes and ambitions. The term opposites attract is a fallacy.
- Beware of people who will tell you what they think you want to hear.
- **Opposites attract is just not true.** The very thing that you like about someone can be the very thing that will turn you off.
- Don't consider a lasting relationship until you have your career and education under control.
- At some point in your life you will be hurt and you will probably hurt someone. There is a good chance that is going to happen, it is a part of life. Just remember, be honest and make decisions that are in your best interests.

Just remember, I will walk with you and support you every step of the way, but I will not push or pull you. - **You have to do all the work.**

The Secret to Raising Smart Kids

HINT: Don't tell your kids that they are. More than three decades of research shows that a focus on “process”—not on intelligence or ability—is key to success in school and in life

Growing Pains

- Many people assume that superior intelligence or ability is a key to success. But more than three decades of research shows that an overemphasis on intellect or talent—and the implication that such traits are innate and fixed—leaves people vulnerable to failure, fearful of challenges and unmotivated to learn.
- Teaching people to have a “growth mind-set,” which encourages a focus on “process” rather than on intelligence or talent, produces high achievers in school and in life.
- Parents and teachers can engender a growth mind-set in children by praising them for their persistence or strategies (rather than for their intelligence), by telling success stories that emphasize hard work and love of learning, and by teaching them about the brain as a learning machine.

A brilliant student, Jonathan sailed through grade school. He completed his assignments easily and routinely earned As. Jonathan puzzled over why some of his classmates struggled, and his parents told him he had a special gift. In the seventh grade, however, Jonathan suddenly lost interest in school, refusing to do homework or study for tests. As a consequence, his grades plummeted. His parents tried to boost their son's confidence by assuring him that he was very smart. But their attempts failed to motivate Jonathan (who is a composite drawn from several children). Schoolwork, their son maintained, was boring and pointless.

Our society worships talent, and many people assume that possessing superior intelligence or ability—along with confidence in that ability—is a recipe for success. In fact, however, more than 35 years of scientific investigation suggests that an overemphasis on intellect or talent leaves people vulnerable to failure, fearful of challenges and unwilling to remedy their shortcomings. The result plays out in children like Jonathan, who coast through the early grades under the dangerous notion that no-effort academic achievement defines them as smart or gifted. Such children hold an implicit belief that intelligence is innate and fixed, making striving to learn seem far less important than being (or looking) smart. This belief also makes them see challenges, mistakes and even the need to exert effort as threats to their ego rather than as opportunities to improve. And it causes them to lose confidence and motivation when the work is no longer easy for them. Praising children's innate abilities, as Jonathan's parents did, reinforces this mind-set, which can also prevent young athletes or people in the workforce and even marriages from living up to their potential. On the other hand, our studies show that teaching people to have a “growth mind-set,” which encourages a focus on “process” (consisting of personal effort and effective strategies) rather than on intelligence or talent, helps make them into high achievers in school and in life.

The Opportunity of Defeat

People can learn to be helpless, too, but not everyone reacts to setbacks this way. I wondered: Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about *why* they had failed.

In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. In 1972, when I taught a group of elementary and middle school children who displayed helpless behavior in school that a lack of effort (rather than lack of ability) led to their mistakes on math problems, the kids learned to keep trying when the problems got tough. They also solved many more problems even in the face of difficulty. Another group of helpless children who were simply rewarded for their success on easier problems did not improve their ability to solve hard math problems. These experiments were an early indication that a focus on effort can help resolve helplessness and engender success.

Subsequent studies revealed that the most persistent students do not ruminate about their own failure much at all but instead think of mistakes as problems to be solved. At the University of Illinois in the 1970s I, along with my then graduate student Carol Diener, asked 60 fifth graders to think out loud while they solved very difficult pattern-recognition problems. Some students reacted defensively to mistakes, denigrating their skills with comments such as “I never did have a good memory,” and their problem-solving strategies deteriorated.

Others, meanwhile, focused on fixing errors and honing their skills. One advised himself: “I should slow down and try to figure this out.” Two schoolchildren were particularly inspiring. One, in the wake of difficulty, pulled up his chair, rubbed his hands together, smacked his lips and said, “I love a challenge!” The other, also confronting the hard problems, looked up at the experimenter and approvingly declared, “I was *hoping* this would be informative!” Predictably, the students with this attitude outperformed their cohorts in these studies.

Two Views of Intelligence

Several years later I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized that these different types of students not only explain their failures differently, but they also hold different “theories” of intelligence. The helpless ones believe that intelligence is a fixed trait: you have only a certain amount, and that's that. I call this a “fixed mind-set.” Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely and looking smart less so. Like Jonathan, such children shun effort in the belief that having to work hard means they are dumb.

The mastery-oriented children, on the other hand, think intelligence is malleable and can be developed through education and hard work. They want to learn above all else. After all, if you believe that you can expand your intellectual skills, you want to do just that. Because slipups stem from a lack of effort or acquirable skills, not fixed ability, they can be remedied by perseverance. Challenges are energizing rather than intimidating; they offer opportunities to learn. Students with such a growth mind-set, we predicted, were destined for greater academic success and were quite likely to outperform their counterparts.

We validated these expectations in a study published in early 2007. Psychologists Lisa Blackwell, then at Columbia University, and Kali H. Trzesniewski, then at Stanford University, and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more stringent, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change." We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.

As we had predicted, the students with a growth mind-set felt that learning was a more important goal in school than getting good grades. In addition, they held hard work in high regard, believing that the more you labored at something, the better you would become at it. They understood that even geniuses have to work hard for their great accomplishments. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy for mastering the material.

The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard at something was a sign of low ability. They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that they would study *less* in the future, try never to take that subject again and consider cheating on future tests.

Such divergent outlooks had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester—and the gap between the two groups continued to widen during the two years we followed them.

Along with psychologist Heidi Grant Halvorson, now at Columbia, I found a similar relation between mind-set and achievement in a 2003 study of 128 Columbia freshman premed students who were enrolled in a challenging general chemistry course. Although all the students cared about grades, the ones who earned the best grades were those who placed a high premium on learning rather than on showing that they were smart in chemistry. The focus on learning strategies, effort and persistence paid off for these students.

Confronting Deficiencies

A belief in fixed intelligence also makes people less willing to admit to errors or to confront and remedy their deficiencies in school, at work and in their social relationships. In a study published in 1999 of 168 freshmen entering the University of Hong Kong, where all instruction and coursework are in English, three Hong Kong colleagues and I found that students with a growth mind-set who scored poorly on their English proficiency exam were far more inclined to take a remedial English course than were low-scoring students with a fixed mind-set. The students with a stagnant view of intelligence were presumably unwilling to admit to their deficit and thus passed up the opportunity to correct it.

A fixed mind-set can similarly hamper communication and progress in the workplace by leading managers and employees to discourage or ignore constructive criticism and advice. Research by

psychologists Peter Heslin, now at the University of New South Wales in Australia, Don VandeWalle of Southern Methodist University and Gary Latham of the University of Toronto shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set. Presumably, managers with a growth mind-set see themselves as works-in-progress and understand that they need feedback to improve, whereas bosses with a fixed mind-set are more likely to see criticism as reflecting their underlying level of competence. Assuming that other people are not capable of changing either, executives with a fixed mind-set are also less likely to mentor their underlings. But after Heslin, VandeWalle and Latham gave managers a tutorial on the value and principles of the growth mind-set, supervisors became more willing to coach their employees and gave more useful advice.

Mind-set can affect the quality and longevity of personal relationships as well, through people's willingness—or unwillingness—to deal with difficulties. Those with a fixed mind-set are less likely than those with a growth mind-set to broach problems in their relationships and to try to solve them, according to a 2006 study I conducted with psychologist Lara Kammrath, now at Wake Forest University. After all, if you think that human personality traits are more or less fixed, relationship repair seems largely futile. Individuals who believe people can change and grow, however, are more confident that confronting concerns in their relationships will lead to resolutions.

Proper Praise

How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills engenders a growth mind-set, our studies have shown. People also communicate mind-sets through praise. Although many, if not most, parents believe that they should build up children by telling them how brilliant and talented they are, our research suggests that this is misguided.

In studies involving several hundred fifth graders published in 1998, for example, psychologist Claudia M. Mueller, now at Stanford, and I gave children questions from a nonverbal IQ test. After the first 10 problems, on which most children did fairly well, we praised them. We praised some of them for their intelligence: “Wow ... that's a really good score. You must be smart at this.” We commended others for their process: “Wow ... that's a really good score. You must have worked really hard.”

We found that intelligence praise encouraged a fixed mind-set more often than did pats on the back for effort. Those congratulated for their intelligence, for example, shied away from a challenging assignment—they wanted an easy one instead—far more often than the kids applauded for their process. (Most of those lauded for their hard work wanted the difficult problem set from which they would learn.) When we gave everyone hard problems anyway, those praised for being smart became discouraged, doubting their ability. And their scores, even on an easier problem set we gave them afterward, declined as compared with their previous results on equivalent problems. In contrast, students praised for their hard work did not lose confidence when faced with the harder questions, and their performance improved markedly on the easier problems that followed.

Making Up Your Mind-set

In addition to encouraging a growth mind-set through praise for effort, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine. Blackwell, Trzesniewski and I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork.

In the growth mind-set classes, students read and discussed an article entitled “You Can Grow Your Brain.” They were taught that the brain is like a muscle that gets stronger with use and that learning prompts neurons in the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Students who had been disruptive or bored sat still and took note. One particularly unruly boy looked up during the discussion and said, “You mean I don’t have to be dumb?”

As the semester progressed, the math grades of the kids who learned only study skills continued to decline, whereas those of the students given the growth-mind-set training stopped falling and began to bounce back to their former levels. Despite being unaware that there were two types of instruction, teachers reported noticing significant motivational changes in 27 percent of the children in the growth mind-set workshop as compared with only 9 percent of students in the control group. One teacher wrote: “Your workshop has already had an effect. L [our unruly male student], who never puts in any extra effort and often doesn’t turn in homework on time, actually stayed up late to finish an assignment early so I could review it and give him a chance to revise it. He earned a B+. (He had been getting Cs and lower.)”

Other researchers have replicated our results. Psychologists Catherine Good, now at Baruch College, Joshua Aronson of New York University and Michael Inzlicht, now at the University of Toronto, reported in 2003 that a growth mind-set workshop raised the math and English achievement test scores of seventh graders. In a 2002 study Aronson, Good (then a graduate student at the University of Texas at Austin) and their colleagues found that college students began to enjoy their schoolwork more, value it more highly and get better grades as a result of training that fostered a growth mind-set.

We have now encapsulated such instruction in an interactive computer program called Brainology. Its five modules teach students about the brain—what it does and how to make it work better. In a virtual brain lab, users can click on brain regions to determine their functions or on nerve endings to see how connections form or strengthen when people learn. Users can also advise virtual students with problems as a way of practicing how to handle schoolwork difficulties; additionally, users keep an online journal of their study practices.

New York City seventh graders who tested Brainology told us that the program had changed their view of learning and how to promote it. One wrote: “My favorite thing from Brainology is the neurons part where when u [sic] learn something there are connections and they keep growing. I always picture them when I’m in school.” A teacher said of the students who used the program: “They offer to practice, study, take notes, or pay attention to ensure that connections will be made.”

Teaching children such information is not just a ploy to get them to study. People may well differ in intelligence, talent and ability. And yet research is converging on the conclusion that great accomplishment, and even what we call genius, is typically the result of years of passion and dedication and not something that flows naturally from a gift. Mozart, Edison, Curie, Darwin and Cézanne were not simply born with talent; they cultivated it through tremendous and sustained effort. Similarly, hard work and discipline contribute more to school achievement than IQ does. Such lessons apply to almost every human endeavor. For instance, many young athletes value talent more than hard work and have consequently become unteachable. Similarly, many people accomplish little in their jobs without constant praise and encouragement to maintain their motivation. If we foster a growth mind-set in our homes and schools, however, we will give our children the tools to succeed in their pursuits and to become productive workers and citizens. —*Carol S. Dweck*

A for Effort

According to a survey we conducted in the mid-1990s, 85 percent of parents believed that praising children's ability or intelligence when they perform well is important for making them feel smart. But our work shows that praising a child's intelligence makes a child fragile and defensive. So, too, does generic praise that suggests a stable trait, such as "You are a good artist." Praise can be very valuable, however, if it is carefully worded. Praise for the specific process a child used to accomplish something fosters motivation and confidence by focusing children on the actions that lead to success. Such process praise may involve commending effort, strategies, focus, persistence in the face of difficulty, and willingness to take on challenges. The following are examples of such communications:

- You did a good job drawing. I like the detail you added to the people's faces.
- You really studied for your social studies test. You read the material over several times, outlined it and tested yourself on it. It really worked!
- I like the way you tried a lot of different strategies on that math problem until you finally got it.
- That was a hard English assignment, but you stuck with it until you got it done. You stayed at your desk and kept your concentration. That's great!
- I like that you took on that challenging project for your science class. It will take a lot of work—doing the research, designing the apparatus, making the parts and building it. You are going to learn a lot of great things.

Parents and teachers can also teach children to enjoy the process of learning by expressing positive views of challenges, effort and mistakes. Here are some examples:

Boy, this is hard—this is fun.

Oh, sorry, that was too easy—no fun. Let's do something more challenging that you can learn from.

Let's all talk about what we struggled with today and learned from. I'll go first.

Mistakes are so interesting. Here's a wonderful mistake. Let's see what we can learn from it.

Here are some helpful hints.

1. **Ignore Mild Misbehavior** - Sometimes it makes sense to ignore mild misbehavior. If your child mumbles under his breath when you tell him to turn off his video game, you might choose to ignore it as long as he is compliant with shutting his game off. Other mild misbehavior that can be ignored includes an eye roll or sighing when told to do something. Drawing attention to these minor behaviors can sometimes increase the behavior and lead to more behavior problems. such as “Kids might not want to play with you when you behave disrespectfully.”
2. **Grandma’s Rule of Discipline** - Grandma’s rule can be a great way to turn around disrespectful behavior fast. Offer kids a reminder about their disrespectful behavior and make it clear they’ll gain more by behaving in a respectful manner. Use Grandma’s rule by saying something such as, “When you lower your voice and talk calmly, I’ll answer you,” or “I’ll help you pick up the toys when you stop being bossy.” Wording your response in a positive manner can go a long way to changing disrespectful behavior fast.
3. **Use An If...Then Warning** - Sometimes disrespectful behavior requires a warning. Use an, “if...then,” statement to tell kids what will happen if the behavior doesn’t change. For example, say, “If you don’t stop interrupting when I’m on the phone then you’ll need to go to your room.” Give kids an opportunity to change their behavior and if they don’t, follow through with a negative consequence.
4. **Provide a Negative Consequence** - Moderate or serious disrespectful behavior requires an immediate negative consequence. For example, if your teen walks out the door after you’ve told him he can’t leave, take away his privileges. Time out can be an effective negative consequence for young children. Logical consequences can be an effective disciplinary method for both children and teens.
5. **Restitution** If your child or teen behaves disrespectful manner, restitution may be necessary to discourage it from happening again. For example, if your child hits his brother, restitution can be an effective consequence. Or, if your teen breaks something out of anger, make him fix it or pay to get it fixed. Restitution can be a great way to teach children and teens that saying, “I’m sorry,” doesn’t always fix things. Restitution helps kids take responsibility for their disrespectful behavior.

1. Children do as you do. Your child watches you to get clues on how to behave in the world. You’re her role model, so use your own behaviour to guide her. What you do is often much more important than what you say. If you want your child to say ‘please’, say it yourself. If you don’t want your child to raise her voice, speak quietly and gently yourself.
2. Show your child how you feel. Tell him honestly how his behaviour affects you. This will help him see his her own feelings in yours, like a mirror. This is called empathy. By the age of three, children can show real empathy. So you might say, ‘I’m getting upset because there is so much noise I can’t talk on the phone’. When you start the sentence with ‘I’, it gives your child the chance to see things from your perspective.
3. Catch her being ‘good’. This simply means that when your child is behaving in a way you like, you can give her some positive feedback. For example, ‘Wow, you are playing so nicely. I really like the way you are keeping all the blocks on the table’. This works better than waiting for the blocks to come crashing to the floor before you take notice and bark, ‘Hey, stop that’. This positive feedback is sometimes called ‘descriptive praise’. Try to say six positive comments (praise and encouragement) for every negative comment (criticisms and reprimands). The 6-1 ratio keeps things in balance. Remember that if children have a choice only between no attention or negative attention, they will seek out negative attention.
4. Get down to your child’s level. Kneeling or squatting down next to children is a very powerful tool for communicating positively with them. Getting close allows you to tune in to

what they might be feeling or thinking. It also helps them focus on what you are saying or asking for. If you are close to your child and have his attention, there is no need to make him look at you.

5. 'I hear you.' Active listening is another tool for helping young children cope with their emotions. They tend to get frustrated a lot, especially if they can't express themselves well enough verbally. When you repeat back to them what you think they might be feeling, it helps to relieve some of their tension. It also makes them feel respected and comforted. It can diffuse many potential temper tantrums.

6. Keep promises. Stick to agreements. When you follow through on your promises, good or bad, your child learns to trust and respect you. So when you promise to go for a walk after she picks up her toys, make sure you have your walking shoes handy. When you say you will leave the library if she doesn't stop running around, be prepared to leave straight away. No need to make a fuss about it - the more matter of fact, the better. This helps your child feel more secure, because it creates a consistent and predictable environment.

7. Reduce temptation. Your glasses look like so much fun to play with - it's hard for children to remember not to touch. Reduce the chance for innocent but costly exploration by keeping that stuff out of sight.

8. Choose your battles . Before you get involved in anything your child is doing - especially to say 'no' or 'stop' - ask yourself if it really matters. By keeping instructions, requests and negative feedback to a minimum, you create less opportunity for conflict and bad feelings. Rules are important, but use them only when it's really important.

9. Whining: be strong. Kids don't want to be annoying. By giving in when they're whining for something, we train them to do it more - even if we don't mean to. 'No' means 'no', not maybe, so don't say it unless you mean it. If you say 'no' and then give in, children will be whine even more the next time, hoping to get lucky again.

10. Keep it simple and positive . If you can give clear instructions in simple terms, your child will know what is expected of him. ('Please hold my hand when we cross the road.') Stating things in a positive way gets their heads thinking in the right direction. For example, 'Please shut the gate' is better than 'Don't leave the gate open'.

11. Responsibility and consequences . As children get older, you can give them more responsibility for their own behaviour. You can also give them the chance to experience the natural consequences of that behaviour. You don't have to be the bad guy all the time. For example, if your child forgot to put her lunch box in her bag, she will go hungry at lunch time. It is her hunger and her consequence. It won't hurt her to go hungry just that one time. Sometimes, with the best intentions, we do so much for our children that we don't allow them to learn for themselves. At other times you need to provide consequences for unacceptable or dangerous behaviour. For these times, it is best to ensure that you have explained the consequences and that your children have agreed to them in advance.

12. Say it once and move on. It is surprising how much your child is listening even though he might not have the social maturity to tell you. Nagging and criticising is boring for you and doesn't work. Your child will just end up tuning you out and wonder why you get more upset. If you want to give him one last chance to cooperate, remind him of the consequences for not cooperating. Then start counting to three.

13. Make your child feel important. Children love it when they can contribute to the family. Start introducing some simple chores or things that she can do to play her own important part in helping the household. This will make her feel important and she'll take pride in helping out. If you can give your child lots of practice doing a chore, she will get better at it and will keep trying harder. Safe chores help children feel responsible, build their self-esteem and help you out too.

Why a bully might be targeting your child



Research shows that about 25 percent of kids experience bullying, so you're not alone. While there are many reasons why bullies may be targeting you, the main reasons are usually your physical appearance or social standing within your peer group.

Bullies tend to pick on people who are “different” or don't fit in with the mainstream. It may be because of how you dress, act, or because of your race, religion, or sexual

orientation. It may simply be that you're new to the school or neighborhood and haven't made friends yet.

If your child is being bullied, remember to tell them:

Don't blame yourself. It is not your fault. No matter what someone says or does, you should not be ashamed of who you are or what you feel.

Be proud of who you are. Despite what a bully says, there are many wonderful things about you. Keep those in mind instead of the messages you hear from bullies.

Get help. Talk to a parent, teacher, counselor, or other trusted adult. Seeing a counselor does not mean there is something wrong with you.

Learn to deal with stress. Finding ways to relieve stress can make you more resilient so you won't feel overwhelmed by bullying. Exercise, meditation, positive self-talk, muscle relaxation, and breathing exercises are all good ways to manage the stress from bullying.

There is no single solution to bullying or best way to handle a bully. It may take some experimenting with a variety of different responses to find the strategy that works best for your situation. To defeat a bully, you need to retain your self-control and preserve your sense of self.

Tip #1: Understand the truth about bullying

Walk away from the bully. Bullies want to know they have control over your emotions so don't react with anger or retaliate with physical force. If you walk away, ignore them, or calmly and assertively tell them you're not interested in what they have to say, you're demonstrating that they don't have control over you.

Protect yourself. If you can't walk away and are being physically hurt, protect yourself so you can get away. Your safety is the first priority.

Report the bullying to a trusted adult. If you don't report threats and assaults, a bully will often become more and more aggressive. In many cases adults can find ways to help with the problem without letting the bully know it was you who reported them.

Repeat as necessary. Like the bully, you may have to be relentless. Report each and every bullying incident until it stops. There is no reason for you to ever put up with bullying.

Tip #2: Reframe the problem of bullying. By changing your attitude towards bullying you can help regain a sense of control.

Try to view bullying from a different perspective. The bully is an unhappy, frustrated person who wants to have control over your feelings so that you feel as badly as they do. Don't give them the satisfaction.

Look at the big picture. Bullying can be extremely painful, but try asking yourself how important it will seem to you in the long run. Will it matter in a year? Is it worth getting so

upset over? If the answer is no, focus your time and energy elsewhere.

Focus on the positive. Reflect on all the things you appreciate in your life, including your own positive qualities and gifts. Make a list and refer to it whenever you feel down.

Find the humor. If you're relaxed enough to recognize the absurdity of a bullying situation, and to comment on it with humor, you'll likely no longer be an interesting target for a bully.

Don't try to control the uncontrollable. Many things in life are beyond our control—including the behavior of other people. Rather than stressing, focus on the things you can control such as the way you choose to react to bullies.

Tip #3: Find support from those who don't bully. Having trusted people you can turn to for encouragement and support will boost your resilience when being bullied. Reach out to connect with family and real friends (those who don't participate in bullying) or explore ways of making new friends. There are plenty of people who will love and appreciate you for who you are.

Find others who share your same values and interests. You may be able to make friends at a youth group, book club, or religious organization. Learn a new sport, join a team, or take up a new hobby such as chess, art, or music.

Share your feelings. Talk to a parent, counselor, coach, religious leader, or trusted friend.

Expressing what you're going through can make a huge difference to the way you feel, even if it doesn't change the situation.

Boost your confidence. Exercise is a great way to help you feel good about yourself, as well as reduce stress. Punch a mattress or take a kick boxing class to work off your anger.

Don't beat yourself up. Don't make a bullying incident worse by dwelling on it or replaying it over and over in your head. Instead, focus on positive experiences you've had.

Teachers and parents of both the bullied and the bullies can play a crucial role in preventing, identifying, and stopping bullying. Creating safe, stress-free environments at home and at school can help prevent the tension and anxiety that can lead to bullying. Despite how widespread the problem has become, many parents and teachers still have some misconceptions about bullying.

Myths & Facts about Bullying

MYTH: It's only bullying if the child is physically hurt. Words can't hurt.

FACT: Children have killed each other and committed suicide after being involved in verbal, relationship, or cyber-bullying. Words do hurt and they can have a devastating effect on the emotional wellbeing of a child or teen.

MYTH: My child would never be a bully.

FACT: All kids make mistakes; it's part of growing up. Parents who deny the possibility that their child is capable of being hurtful make it harder for bullies to get the help they need.

MYTH: Bullies are simply bad people and should be expelled from school.

FACT: There are a lot of reasons why children bully. Some are bullied themselves, at home or elsewhere, others bully only when they feel stressed or overwhelmed

MYTH: Kids can be either bullies or victims, not both.

FACT: Kids can often change roles, going from victim to bully and back again. For example, a bully in fifth grade may be a victim when he moves to middle school, or a victim in the playground can take revenge and become the bully online.

Tip #2: Spot the warning signs that a child or teen is being bullied

If a child is being bullied it may not be obvious to a parent or teacher. Most bullying occurs away from adults, when kids are alone in hallways or on the way home from school, for

example. Bullies tend to be adept at hiding their behavior from adults and bullying victims will often cover up evidence because of a sense of shame at being victimized.

Tip #3: Take steps to stop bullying

Talk to kids about bullying. Just talking about the problem can be a huge stress reliever for someone who's being bullied. Be supportive and listen to a child's feelings without judgment, criticism, or blame.

Remove the bait. If your child is targeted by a bully for his or her lunch money, phone, or iPod, for example, suggest your child packs a lunch for school and leaves the gadgets at home.

Find help for a child who's afraid of a bully. Make sure other teachers, coaches, and counselors know the child is being bullied. No child should have to handle bullying alone.

Help the bullied child avoid isolation. Kids with friends are better equipped to handle bullying. Find ways to increase their social circle, via youth or religious groups or clubs, for example.

If your child is a bully, It can be difficult for any parent to learn that their child is bullying others. The sooner you address the problem, though, the better chance you have of avoiding the long-term effects this behavior can have on a child. People who bully others:

- Have a higher risk of abusing alcohol and other drugs in adolescence and as adults.
- Are more likely to get into fights, vandalize property, and drop out of school.
- Are twice as likely as their peers to have criminal convictions as adults and four times more likely to be multiple offenders.
- Are more likely as adults to be abusive toward their romantic partners, spouses, or children.

Warning signs your child may be a bully

Frequently becomes violent with others, Gets into physical or verbal fights with others, Gets sent to the principal's office or detention a lot, Has extra money or new belongings that cannot be explained, Is quick to blame others, Will not accept responsibility for his or her actions, Has friends who bully others, Needs to win or be best at everything

Bullying is often a learned behavior

Bullies can learn aggressive behavior from their experiences at home. Research suggests that some kids and teens may become more aggressive by playing violent video games. While it's a controversial subject, parents should monitor the amount of violent content their children are exposed to via TV, movies, or video games. As a parent, you may be setting a bad example for your kids by spanking or otherwise striking them, verbally or physically abusing your spouse, or by displaying bullying behavior such as:

- Abusing your child's sports coach, umpires and referees, or members of the opposing team.
- Swearing at other drivers on the road.
- Humiliating a waitress, shop assistant, or cab driver who makes a mistake.
- Talking negatively about other students, parents, or teachers so that your child thinks it's acceptable to use verbal abuse to intimidate others.

Tips for parents dealing with a bullying child

Learn about your child's life. If your behavior at home isn't negatively influencing your child, it's possible his or her friends or peers are encouraging the bullying behavior. Your child may be struggling to fit in or develop relationships with other kids. Talk to your child. The more

understand about his or her life, the easier you'll be able to identify the source of the problem. **Educate your child about bullying.** Your child may have difficulty reading social signs or may not understand how hurtful and damaging their behavior can be. Foster empathy and awareness by encouraging your child to look at their actions from the victim's perspective. Remind your child that bullying can have legal consequences.

Manage stress. Teach your child positive ways to manage stress. Your child's bullying may be an attempt at relieving stress. Or your own stress, anxiety, or worry may be creating an unstable home environment. Exercise, spending time in nature, or playing with a pet are great ways for both kids and adults to let off steam and relieve stress.

Set limits with technology. Let your child know you'll be monitoring his or her use of computers, email, and text messaging. Limit the amount of time they spend playing video games and watching TV. Numerous studies reveal that many popular TV shows and violent video games celebrate negative values, reduce empathy, and encourage aggression in kids.

Establish consistent rules of behavior. Make sure your child understands your rules and the punishment for breaking them. Children may not think they need discipline, but a lack of boundaries sends a signal that the child is unworthy of the parents' time, care, and attention.

Moving on after being bullied. Bullying can be a traumatic event for anyone. Even when the bullying stops, you may be left with feelings of fear, helplessness, anger, or anxiety. Your first instinct may be to withdraw from others. However, isolation will only make things worse. Connecting to others who don't participate in bullying will help you heal. Make an effort to maintain your positive relationships and avoid spending too much time alone.

Give yourself time to heal from the trauma of bullying. Don't try to force the healing process and be prepared for difficult and volatile emotions. Allow yourself to feel whatever you're feeling without judgment or guilt. Talking to a trusted friend, family member or school counselor can help.

Overcome feelings of helplessness. You can foster a sense of hope and control by reaching out to others who are being bullied, being active in your school's campaign to stop bullying, writing thank you messages to people who have helped you, or by volunteering in some other way. As well as helping other people or animals, volunteering can even help to put some of your own problems into perspective.

Manage anger in positive ways. Don't let your anger lead you to seek revenge or target others by becoming a bully yourself. Instead, find healthy ways to manage your anger and learn safe ways to cool down.

Returning to school after being bullied. Returning to school and having to face those who have bullied you can be a frightening prospect. You may want to avoid or change schools, or opt for home schooling. But this can disrupt your education, cut you off from current friends, and limit future social opportunities. Unfortunately, every school has bullies so changing schools may not always be the best solution. 1) Instead of focusing on the people and things you don't like about school, try to focus on the people and aspects of school that you do enjoy. 2) By reporting bullying and involving the school, you may be able to change some classes to keep you away from those who bullied you. If that's not possible, a sympathetic teacher can at least help you find a different place to sit in class, away from the bully. 3) Finding new afterschool activities, such as joining a drama club or sports team, can offer you ways to enjoy a fresh start with a new group of friends. 4) Making fun plans for weekends, evenings, and school vacations will mean that you always have things to look forward to and aren't focused on what happened in the past.

PERSONALIZED ONE-ON-ONE COACHING FOR STUDENTS

I get many calls from parents wondering if I can help motivate their kids. These children range in age from 14 - 18. Some of these students have low self-esteem, others a drug problem while others are just not motivated. Being a former teacher I understand.

We all want the best for our children including seeing them reach their true potential. Having spent the last 30 years developing school programs including, "DISCOVER THE MAGIC IN YOU, SAY NO TO DRUGS," AND "LIFE SKILLS FOR STUDENTS" which have all been endorsed by the Dept. of Education, and both the RNC and RCMP, I understand the secret to success. I have also been involved in a project with the RNC and RCMP called, "KIDS & DRUGS" where we help parents develop skills to help them work effectively with their children to help them make correct decisions.

We all need a little help along the way and these seminars do just that. Everyone deserves the best from life and this is the goal of these workshops.

My 6 week program is designed to change the way students view life by helping them understand the secrets to success and to stop the self-defeating behaviour that causes so many young people to fail. **HERE IS THE SESSION SCHEDULE:**

Week 1- Setting the Stage.

In order to have a successful program it is critical to determine at what stage the student is. There are a number of forms that are completed by the student and these forms are reviewed and discussed. There is also a comparative form completed by both parent and child and the answers discussed to see if there are any disconnects. The final portion of this session is an in-depth analysis of the students thought process and this will determine the next steps.

Week 2 - How to Effectively Use Your Brain.

It is more than ability that gets us ahead in life. Motivation and attitude are the key ingredients behind every successful person and it all begins with the predominant thoughts we have. Every behaviour, every act, every feeling begins with an initial thought. Your brain does not care if that thought is positive or negative, it will manifest something from that thought. This session helps students understand how to create an environment that fosters a positive attitude, a self-motivated nature and a recipe for success.

Week 3 - How to overcome limiting self-defeating beliefs.

Within us lies our core beliefs and we see whatever we are lead to believe. Beliefs are choices we make reinforced by our behaviour. Neural plasticity allows us to re-program our subconscious beliefs so we can change the printout of our lives. Realize that anything is possible if you program yourself for success.

Week 4 - How Life really works.

As teenagers we feel that we know everything and we are invincible. We have all the answers until we come face to face with the real world. Life is tough and a teenagers ability to make good decisions will determine whether their next few years are going to be very easy or awfully difficult. This session helps students to get prepared to make the transition from the Classroom to the Boardroom by understanding some guiding principles that every successful person uses.

Week 5 - How to develop a life plan.

As teenagers as long as we have a few dollars in our pocket for tomorrow that is what matters most. When a student fails to prepare they essentially prepare to fail. Having a reason to get out of bed each day provides the motivation to learn and without motivation the alternative is very bleak, drugs, alcohol, acting out, skipping school and the list just goes on. This section provides students with a blueprint that guides them to an understanding of how to set achievable, realistic goals so they reach your true potential.

Week 6 - Review of Life Plan.

Students are given 2 weeks to complete their plan and have it ready for their final session. Once this planning process is complete there is a final check to make sure they are on the right track ready to achieve their goals.

The first session is 90 minutes while the other 5 are all 1 hour in length. In addition to these sessions, students will be given assignments to complete before each session and reviewed and discussed at the next session. There are some exercises that will be done by the student only and others that both student and parent do. This is a very intensive hands-on program designed to get students on the right track, help them develop focus, improve their attitude and marks and prepare them for working life. This program is what is missing in the school system. Students get lost, have no direction and as a result fail. Everyone deserves a chance and this program will give your child just that. I have been delivering school programs since 1997. Here is what some former teachers have said. You can also click on the testimonials link below to read what other students thought about this program.

Here are some teacher comments:

- 1) "I really feel this material goes hand in hand with Career Development."
- 2) "I will definitely be using the material and hoping to incorporate it with my Step Co-op sessions. Good learning experience."
- 3) "Great ideas that students need to reflect upon more often."

These seminars are endorsed by the Dept. of Education and you can read more about them, including seeing a sample video on my web site @ www.garysummers.ca

NOTES

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.