

# ***Practice - Temperament***

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1. Having reviewed the Trait Chart, what traits do you recognize as being extreme in your child?

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2. How can you assist your child with the challenging side of these traits?

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3. How can you encourage your child with appreciation of the positive side of these traits?

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4. As temperament is genetic, can you identify with traits displayed in your child?

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5. How were these characteristics expressed in your childhood?

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6. How are they expressed in your parenting?

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# A Look at Family Temperament Traits

This table is designed to give you a look at *your perception* of your family's temperament traits. Remember that your ratings reflect your own temperament and perceptions; other members of your family may use different ratings. Completing this chart may give you some insight on family personalities and relationships between family members. You may find two members that are alike and perhaps clash at times, or members who get along well because their temperaments compliment each other.

Rate each person from 1 to 10 on each trait. Use 10 when you think the person high; 1 when you think the person is low; and somewhere in between to reflect medium, medium high, and medium low. For a more visual view, try coloring highs red, mediums yellow, and lows blue.

<b>Names of Family Members:</b>					
<b>Activity Level</b>					
<b>Distractibility</b>					
<b>Persistence</b>					
<b>Approach/Withdrawal</b>					
<b>Adaptability</b>					
<b>Emotional Intensity</b>					
<b>Bodily Regularity</b>					
<b>Sensory Sensitivity</b>					
<b>Mood</b>					

# Practice - Tell Me It's a Stage

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Use this table to determine if your child is struggling for independence, or is afraid of the next step towards independence. Check off the behaviours you recognize in your child or teen.

<b><i>Symptoms of the Fear of Independence</i></b>		<b><i>Symptoms of the Struggle for Independence</i></b>	
	<ul style="list-style-type: none"> <li>• needing parents at night</li> <li>• crying when parents leave</li> <li>• “you do it for me”</li> <li>• “I can’t”</li> <li>• self-criticism</li> <li>• touchiness</li> <li>• babyish behaviour</li> </ul>		<ul style="list-style-type: none"> <li>• negativism</li> <li>• changing their minds</li> <li>• refusing help</li> <li>• stubbornness</li> <li>• defiance and talking back</li> <li>• criticizing parents</li> <li>• shutting out family members</li> <li>• doing this to irritate you</li> <li>• arguing</li> <li>•</li> </ul>
<b><i>Egocentric Behaviours</i></b>		<b><i>Children’s Problems With Feelings</i></b>	
	<ul style="list-style-type: none"> <li>• demanding undue attention</li> <li>• refusing to share</li> <li>• cruelty to animals</li> <li>• cruelty to people</li> <li>• provoking and “bugging”</li> <li>• fighting and arguing</li> <li>• group cruelty to those who are different</li> </ul>		<ul style="list-style-type: none"> <li>• not knowing what is the matter</li> <li>• identifying feelings incorrectly</li> <li>• hurting others physically</li> <li>• hurting others verbally</li> <li>• wanting something right now</li> <li>• temper tantrums</li> <li>• moodiness, moping and sulking</li> <li>• touchiness</li> </ul>

Normal children require long hours of work from their parents, through sickness and health. They are incredibly messy and can’t clean up very well. They are amazingly noisy and forget to be quiet when we are resting. We must go through things over and over and over again with your children before they really get it. Children are self-centered, and they don’t know how worn out we are. Children push limits a lot. And... they need positive attention from us, and lots of it.

## Sidestepping the Power Struggle – Practice Material

1. Have you checked off any behaviours that are results of the normal struggle for independence or the fear of independence? Explain:

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2. Which problematic behaviours could be a result of immaturity in dealing with feelings?

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3. What is working for you presently when dealing with these behaviours?

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4. Pay attention to your thinking. If you take it personally or think your child is doing things just to bug you, you will feel angry. Can you catch your thoughts and change gears? For example “My son doesn’t hear his loudness. He is frustrated and he just needs to calm down. I need to calm down, don’t take it seriously, breathe.”

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5. Can you remember going through any of these stages as a child yourself? If so, how does this change your perspective (if at all)?

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Sidestepping the Power Struggle – Practice Material

6. Many people feel guilty about having experienced certain normal behaviours and emotions in their childhood. Can you let go of unnecessary shame or guilt for the way you were as a child?

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## ***Practice – The Heart of Discipline***

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1. Identify the parenting approaches that you feel work for you.

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2. Can you identify any tendencies that keep you stuck in power struggles with your child? (backing down, too much control, nagging, threatening)

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3. Have you become more aware of exerting too much control or taking on an area of responsibility that your child could begin to handle? Please describe:

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4. What have you tried *not to do* this week and how did that play out?

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5. Are you clear with the concept of natural consequences? If not where are you stuck?

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## Sidestepping the Power Struggle – Practice Material

- Use the following table to list any issues that you have with your child. Now figure out which issues belong to you and which ones belong to the child and check the appropriate column. Can you identify one or two small issues that belong to your child that you can let go of?

*Remember to consider the child's age and temperament, and their gifts and their weaknesses. Always adjust your expectations for children with learning disabilities, or children who are in the midst of a major change, or loss.*

The following example might suit a typical 12 year old boy:

List of Issues	Kid Issue?	Parent Issue?
Bedroom is a mess.		
Unwilling to do household chores		
Plays music too loud.		
Poor personal hygiene.		

Letting go of a few small issues will improve your home's atmosphere immediately. Tackle the bigger issues when you feel confident. Come back to your list after the next few chapters. In the meantime try to be more aware of your habits, your child's reaction, and where your responsibility ends.

# ***Practice – Love, Limits & Consequences***

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1. Have you continued to let go of kid issues?

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2. What family issues are you clarifying with your child?

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3. What are important points in using logical consequences?

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4. What continues to be a challenge?

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5. Do you talk about limits with your kids and negotiate?

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# ***Practice – The Freedom of Responsibility***

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1. Refer to the responsibility outline at the beginning of the workshop. What responsibilities did you take on when you were growing up?

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2. Considering the age of your child, what responsibilities do you think they need to start owning?

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3. What gets in the way of your children assuming responsibilities?

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4. How do you teach your children to take on tasks? Does the level system work for you?

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5. Were you given an allowance growing up and do you give one to your children?

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# Behaviour? What behaviour?

Behaviour Analysis for:		
_____		_____
(name)		(describe behaviour here)
<b>Physical Antecedents?</b>	<b>Y/N</b>	<b>Solution</b>
Is the child tired?		
Is the child hungry or thirsty?		
<b>Temperamental Antecedents?</b>	<b>Y/N</b>	<b>Solution</b>
Is the child frustrated? Does she need help?		
Is a sensitive child being stressed by the environment? Lights? Noise? Sock seams?		
Has a slow approach child been hurried through a new activity, place, people?		
Has a regular child's routine been disrupted?		
Has an active child had time to "burn off steam"?		
Has a non-adaptable child been hurried through a transition or surprised?		
Is the behaviour typical of an intense child?		
<b>Triggers?</b>	<b>Y/N</b>	<b>Solution</b>
Has the child had something happen that generated the behaviour?		
Does the behaviour occur at a particular place? What can you do to prepare for high trigger places?		
What can you do to plan ahead for the impact of triggers that cannot be avoided?		
<b>Maturity &amp; Expectations</b>	<b>Y/N</b>	<b>Solution</b>
Is the child mature enough to resist temptation or is the temptation too strong?		
Are your expectations suitable for the age, temperament, and development of the child?		

## Sidestepping the Power Struggle – Practice Material

<b>Discipline</b>	<b>Y/N</b>	<b>Solution</b>
Are limits around the behaviour clear and consistent?		
Has the child participated in defining consequences?		
Is the child getting enough freedom? Is the behaviour a push on their framework of limits?		
<b>Parental Attention &amp; Behaviour</b>	<b>Y/N</b>	<b>Solution</b>
Has the child spent enough time with you to fill up his need for positive attention?		
Does the child need affection?		
Have you been too focused on negative behaviour?		
Can you describe in words your child's positive traits and gifts? Have you done so recently?		
How is your own behaviour affecting the situation? Have your needs for rest and relaxation been met?		
<b>Other Considerations</b>	<b>Y/N</b>	<b>Solution</b>
Are there other family dynamics or circumstances that are contributing to the behaviour? (moves, illness, deaths, divorce?)		

## ***Practice - Act Your Age***

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### **My Child's Immature Understanding**

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Under each heading, put a ✓ in the box beside each problem you have with your child which may be considered a normal sign of immaturity.

#### **IGNORANCE AND CURIOSITY**

- mistaken ideas about the world
- behavior that embarrasses parents
- getting into everything
- making dangerous explorations
- making a mess of everything
- having irrational fears
- having realistic fears
- saying things that aren't true
- constant questioning

#### **LIMITATIONS IN INFORMATION PROCESSING**

- getting distracted
- inability to remember more than two instructions
- inability to focus on what is important
- misuse of time
- inability to plan ahead
- saying thoughts out loud
- ability to take things apart but not put them together
- inability to clean up his or her room properly
- losing things