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*Easy to Love, Hard to Discipline*, by Becky A. Bailey, Ph.D.

Boys Town, *Sign with Me* series – Positive Parenting

**October 1, 2020 6:30 CST / 7:30 EST**

**6:25 CST / 7:25 EST Families get on ZOOM**

**6:30 / 7:30 – Begin Promptly**

**Introductions - Alisa**

* Your name
* Child’s name
* City / region of TN
* Check-in and sharing

**6:40 / 7:40 - Review – Tracy**

* We are here to discuss our children, not choices in communication mode or assistive listening technology. Conversations about these topics can be held at a later time.
* Discipline is teaching. Disciple is not punishment or punitive.
* Teaching is loving instruction provided with respect.

**6:45 / 7:45 – Why children do what they do … Alisa**

* Changing your own behavior, the way you think, and the words you choose require self-control and self-discipline will lead to your successful instruction to your child.
* Once you model self-control for your children, they will show better self-control.
* Strategies:
	+ Focus on what you want to have happen instead of what you don’t want to have happen.
	+ Rely on love, not fear, to motivate yourself and your children.

**6:50 / 7:50 - A Deaf Adult Experiences with Her Hearing Family – Brenda**

* Stories to share from my experiences:
	+ **Potty training memories:** I recall my mother being in the bathroom with me. We had direct eye contact. To keep me on the potty, she probably read books to me or talked to me. I don’t recall a reward system, but many of my friends use reward systems with their children. They come-up with the rewards themselves.
	+ **Misunderstandings due to communication breakdowns:** 3 year old my favorite ice cream was a vanilla swirl-cone dipped into chocolate (forming a hard shell). At the store I told my mother I wanted chocolate and she thought I meant a chocolate swirl-cone (not dipped into chocolate). I was so upset – crying and crying – my mother was so upset too. If we had gestured, pointed at pictures, or used sign language that could have been avoided.

This is an illustration about how parents think they know what their child is thinking or that they have mutual understanding – but they really don’t. Our family had a routine and I though the same things happened every time. My parents and siblings also thought that because I was involved in the everyday routines I was picking-up the rules. I thought my family could understand / read my thoughts – I thought they knew everything about me so I did not need to ‘clarify’ my wants and desires.

It is important to pay attention and take the time to figure out what each person means when communicating. There is not perfect situation – misunderstandings occur every day. The point is not to ASSUME everyone understands and then not take the time to be CERTAIN communication is clear.

* + **Misunderstandings from my own assumptions:** I grew-up on a farm in CA with lots of crops and animals. I was between 4 – 5 years old. I was eating an apple. I realized I had swallowed a seed. Immediately I was scared that because I swallowed a seed that it would grow inside me. I stopped eating any fruit that had a seed. I never thought about asking anyone if swallowing seeds would mean that it would grow inside me. No one told me that idea – I just came up with that on my own.

I became a fussy eater and avoided fruit and veggies. As a result, I experienced terrible constipation. The pain was terrible. I did not know until then that eating a variety of foods is important. No one explained that to me and I was eating only what I wanted at the table.

At 9 my father bribed me – to get me to eat different food, he said I could get my ears pierced. I ate the food, got my ears pierced, and then I stopped eating those foods – except the green peas.

* + **Memories about being calmed**: when I was younger my memories are about being held, rocked, and having physical contact by my mother. After my mother died (9 yrs), it was my dad or my sister.
	+ **Expectations and consequences:** I remember that sometimes I did not know the expectations and made mistakes. The consequences were to lose privileges, but then my father would come to me and explain in detail what the expectations were for me. When I knew the expectations and still chose to break the rule, I had consequences to suffer – but my father would come and explain further the why behind the rule (TV story).

My father provided the explanation after I calmed down because he knew I was too emotional to understand what he was saying or what he meant.

* + **Calming techniques:** I used art and being with animals to calm myself after being upset. Using drawings, I could express myself and receive pleasure while calming. This is true with the animals too – being with the animals, petting, touching, and being close to them helped me.
	+ Multiple Meaning Words: Once a student was told verbally to sit down to be counted as **present**. The student sat and waiting patiently for the **present** to arrive. They were upset when it did not appear! This happens often when the words are known only in one context – it is confusing.
	+ **Making Language Visual:** use drawings to explain concepts to children that are potentially confusing. Have one side with the misunderstanding and the other side with the intended meaning. Use a mark to show [ NO ] or [ YES ] to emphasize the expectation.

Ask the child to draw what they think so you can better understand them. Seeing what they thought is important to know so the accurate information can be shared.

**7:00 – 8:00 – Open for conversation:**

*Parent’s asked specifically about: How to guide my child: potty training, calming techniques in overstimulating areas*

**Notes from Chapters 1 - 3**

* Chapter 1 Key points
	+ To have meaningful relationships, we must learn the skills of interaction that promote respect.
	+ In order to influence behavior, we must focus on our perceptions as well as our actions.
	+ Self-control is the first priority of all parents; it is the ability to see beyond our self, empathize, resolve conflict in constructive ways and enjoy being close to others.
	+ The Seven Powers of Self-Control (page 6)
	+ Discipline - parents teaching their children how to behave, not about controlling their children’s behavior.
	+ Teaching is about giving. Control is about taking.
	+ The journey from FEAR to LOVE – (pages 10-11)
	+ Parents trying to direct their child’s behavior through fear and manipulation results in children learning to use those same strategies on the parent.
	+ Discipline based on love and the values it teaches (page18)
	+ Remember: Misbehavior actually serves many wonderful purposes in your child’s development. The parent is teaching how to prevent misbehavior being repeated, or a habit, by responding wisely when it occurs.
	+ Discipline is a lifelong journey, not a technique. Enjoy the journey!
	+ As humans develop, their behavior goes from being organized, to being chaotic, then to being organized. This is cyclical and not linear.
	+ What parents can do:
		- Your response to irritation points is the KEY
		- Irritation points are healthy – think positive
		- Distinguish between what is a problem and what is normal
		- You must gauge what is typical for your child and their developmental level
		- Children communicate by trying to make you feel like they do
		- There are no magic tricks.
		- Use the power of acceptance – this moment is what it is.
		- By your response to each behavior teaches your child acceptable / unacceptable ways to express anger.
		- Misbehavior is communication
* Chapter 2 Key points
	+ Self-control is an act of love and a choice you must make again and again.
	+ Look at live through the lends of love rather than the lens of fear.
	+ Be assertive and specific when you tell your child what you want.
	+ See the best in one another: if you offer others love and gratitude, you will feel warm and blessed inside.
	+ Responsibility is the ability to respond. Acceptance does not mean that we approve of the moment, only that we recognize what is happening at a certain moment – it is a fact happening The moment will be the way it is regardless of your accepting it or not.
	+ No one can make you angry without your permission. You are rarely upset for the reason you think you are.
	+ Conflict is the opportunity to teach.
	+ The only person you can make change is yourself.
	+ Focus on connecting instead of trying to be special. It comes from letting go of the need to compare yourself with others and choosing to connect through a sense of unity.
* Chapter 3 Key points
	+ Seven basic Discipline Skills
	+ Chart (page 53)
	+ The ultimate goal is to control our self and then structure situations in which children can succeed.
	+ Living the values, you want your child to develop.
	+ Honoring your children so they can honor you.
	+ Empathy demonstrates acceptance of feelings and teaches compassion.
	+ Create a cycle of success.
	+ Discipline yourself, then your children.
	+ What-Ifs …
		- Take a deep breath and relax your body
		- Become aware and acknowledge your anxiety
		- Decide whether you want anxiety to control your life and impede your learning, or whether you want to be in charge.
		- Write down your what-ifs as you encounter them on the special page at the back of the book (page 237 – 255) and (page 272)

**7:25 / 8:25 - Questions – Answers**

**7:30 / 8:30 Dismiss**