



Misbehaving Parents and Responsive Children

Potential Plus Big Family Weekend, 15th February 2014

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Outline of the Presentation

- Who am I?
- Typical behaviour management by parents
- Typical behavioural problems / misbehaviours of gifted children
- What makes children misbehave?
- Innocent misunderstanding
- Factors influencing behaviour
- Reactive vs proactive parenting
- Parenting styles
- Introduction to Happy Family blueprint
- Your family values and priorities
- Definitions of happiness and success
- General tips for getting to 'happy family'
- NLP strategies and interventions for common issues
- Parenting Resources

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Who am I?



- Potential Plus Member since 2011
- Mum of 9¼ y.o. daughter, Aliyah
- PhD in Psychology
- Contracted to revamp a school's wellbeing policy
- Attachment theory specialist
- Expertise in psychological trauma recovery and happy relationships

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Parenting HLP v 'Regular' Kids

- The issues faced are often more intense
- HLP kids tend to be more:
 - Independent
 - Emotionally sensitive/intense/unstable
 - Push boundaries more as an academic exercise
 - Ask tough questions earlier on
 - 'Name and shame' inconsistencies of values
 - Age-inappropriate queries, e.g. sexuality
 - Metaphysical discussions and deep questioning
 - Afraid of death earlier

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Typical behaviour management

- Limitation, e.g. “You can’t do that”
- Punishment, e.g. “Go to the naughty step” or “You are grounded for a week”
- Appealing to common sense: “Can’t you see that...”
- Submitting:
 - “Ok, he/she is smart, he/she knows better”
 - “I can’t make him/her listen so I may as well go along”
 - (most of the time) “S/He’s a good kid, it doesn’t matter, let it go”
- Negligent: “Whatever. I’ve got other things to do.”



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Mapping Responses to Styles

- Four styles:
 - Democratic (Authoritative) – cooperative, warm
 - Authoritarian – top-down, cold
 - Permissive – less bounded, well intentioned, warm
 - Withholding – neglectful, cold
- Based on
 - Disciplinary strategies
 - Warmth and nurturance
 - Communication styles
 - Expectations of maturity and control




Baumrind, D. (1967). Child-care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75, 43-88.
 The Heart of Parenting : How to raise an emotionally intelligent child – John Gottman

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Styles Close-Up (boundaried)



- Democratic (Authoritative)
 - Here are the reasons for doing x, and I'm willing to hear what you say.
 - I want you to grow up with capacities to be assertive, self-regulated, and cooperative.
- Authoritarian
 - Do it cuz I said so or I will punish you. You will have nothing to say about it. I am fearful you will rebel so I control you.
 - I may not mean to, but I am raising you to not think too much for yourself and not be assertive because I am training you in obedience.



Baumrind, D. (1967). Child-care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75, 43-88.

Styles Close-Up (boundaries?)

- Permissive Parenting:
 - It's OK, I don't expect much from you in terms of self-regulation or control anyway.
 - I am very well intentioned and I have no desire to control you, but I'm not teaching you about being cooperative or to cope with authority, nor to lead.
- Uninvolved:
 - Don't ask much of me and we'll get on fine. Do what you want.
 - Highest risk of outright neglecting children
 - I may not mean to, but I am teaching you how to live life unloved

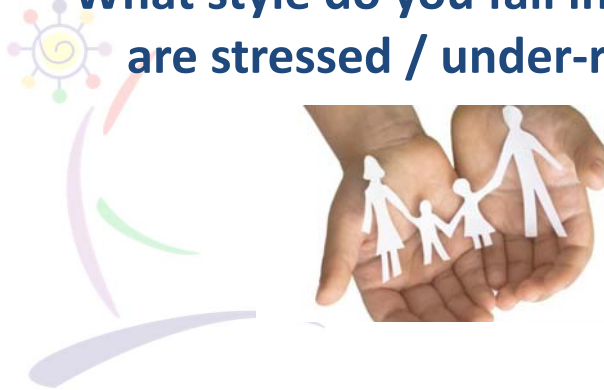



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Questions (in pairs, 1 min each):

What's your parenting style?

What style do you fall into when you are stressed / under-resourced?



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What makes children misbehave?

- Being tired / hungry / otherwise under-resourced
- Not knowing how to do a task
- Has been asked to do a task in a way that doesn't suit them
- Not feeling respected / listened to / understood / loved
 - Short- or long-term unprocessed resentment or anger
- Lack of appropriate boundaries



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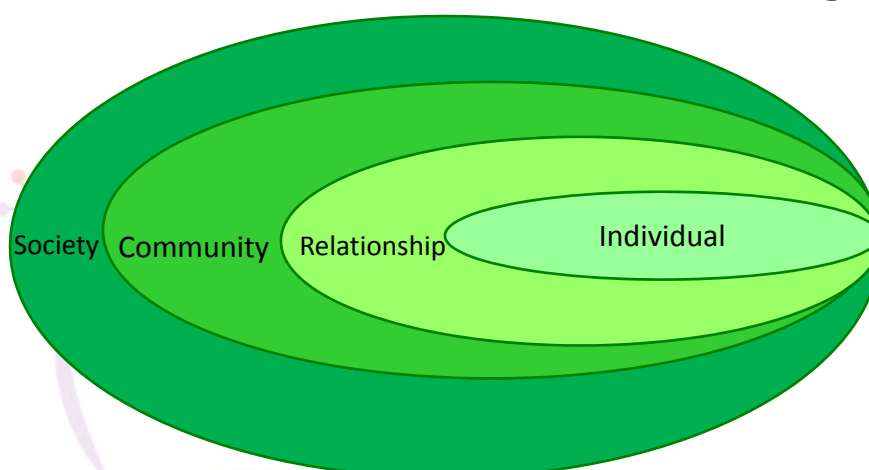
More reasons for misbehaving

- Thinking they know a better way / the best way
- Not seeing the point in doing the action
- Lost in stress / overwhelm
- Innocent misunderstandings about the nature of thought, circumstance and reality



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Ecological Model – not just you in charge



Heise L (1998) Violence against women: An integrated, ecological framework. *Violence Against Women* 4(3):262-290.

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Reactive vs proactive parenting

- Reactive parenting

Undesirable Outcome → Action to (Attempt to) Prevent it in the future



- Proactive parenting

Thought of desirable outcome → Instigating / preventative action → Desirable outcome (*or not, tweaking process*)

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Mini-discussion (in pairs, 1 min each):

What kind of parent are you (reactive or proactive)?

And when you are underresourced?



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Happy family blueprint

“All happy families are alike; each unhappy family is unhappy in its own way.”

Leo Tolstoy, *Anna Karenina*

- Kindness / Empathy
- Taking responsibility for own feelings (and not taking responsibility for feelings of others)
- Accountability
- Being “on the same team”
- Communicating well with each other
- Addressing all child’s needs (e.g. mental challenge, socialising, fun, exercise)
- Treating each other with respect
- Authority and independence
- Age appropriate tasks and child-appropriate solutions
- Encouragement / praise
- Effective conflict resolution processes for EVERYONE
- Parents healthy couple or at least amicably co-parenting



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Your family values and priorities

- Values: What is important for you / your family?
 - Examples: honesty, punctuality, hard work, respect, fun, freedom, spontaneity
 - Do all of you share the same values?
 - How might they be different amongst family members?
- What are your family priorities?
 - Prioritise your family values in order of importance wherever possible

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Ways to get to happy family

- Take responsibility for one's feelings and emotions
- Make a decision to get better as a family
- Discuss what works and doesn't in your family
- Live congruently with your values
- Heroically follow it through with **persistent** action!
 - Gather information, do your research
 - Practice
 - Gain feedback and adjust strategies
 - Be flexible



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Mini-discussion (in pairs, 1 min each):

**What are your family's values?
Is there a gap between those values
and what you DO?**



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PARENTING STRATEGIES AND INTERVENTIONS FOR COMMON ISSUES



"Because of their size, parents may be difficult to discipline properly."

P. J. O'Rourke

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Parenting Kids With Higher Learning Potential

- Favour collaborative, authoritative style because HLP kids are cooperative, not obedient, and, not grown up
- Appeal to their sense of justice and logic
- Allow room to question **everything** before coming to draft plan
- Make TIME for parenting – these are special needs kids
- Get ofay with basic thinking errors



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Problem Areas Like Homework

- Pre-agree, after discussion:
 - What the difficulties have been
 - What the plan is going forward
 - Consequences for not doing plan
- Look at problem in context:
 - Your parenting style/ do you have legitimate authority?
 - Other locations of identity /influences
 - Larger issues around the issue, e.g. Bored? Bullied?



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Problem solving / resolving process

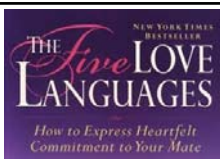
- Talk about the child's feelings and needs (NVC)
 - Do not permit the child to blame or accuse you
- Talk about your feelings and needs (NVC)
 - Without blaming or shaming
- Brainstorm together to find a mutually agreeable solution
- Decide together on the future plan of action
- Decide together on accountability and consequences



NVC-based book!



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The Five Love Languages

- Gifts
- Words of affirmation (e.g. saying “I love you”)
- Acts of service (e.g. doing washing up, fixing things)
- Quality Time (e.g. watching movie together)
- Physical Touch (e.g. hugs and cuddles)



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Neuro-Linguistic Programming(NLP)

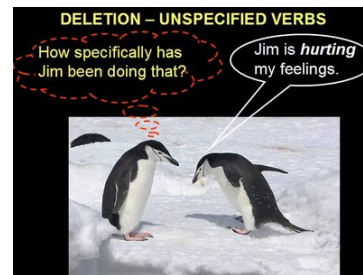
- About the way we learn, communicate and connect
- Use NLP to be highly effective in learning, teaching, communicating and connecting
- Underused, FANTASTIC parenting tool

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Top 10 Neuro-linguistic Programming Tips

1. What is it like negotiating with a child when they are distressed, hungry, or tired? POINTLESS. **Wait until their ears are working again.**

2. **Meta-model.** Elicit specifics and challenge generalisations – Why do they say they hate it? or... Really, NEVER? Or, ALWAYS? Worst or best thing about... What would make this the BEST birthday party?



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NLP Tips

3. You get more of what you focus on. **Give specific praise** and get more of that behaviour; it also conveys what you want. "Thank you" goes a LONG way!!

4. You get more of what you focus on. Tell them what you don't want and you get more of that. **Avoid negations.** Don't think of a pink elephant. Don't run down the aisle. Don't torture your little brother. Don't forget to brush your teeth.


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<u>Visual</u>	<u>Auditory</u>	<u>Kinesthetic</u>
Dark/Bright	Volume	Intensity
Near/Far	Tone	Area
Large/Small	Pitch	Texture
2D/3D	Tempo	Duration
Focus/Fuzzy	Stereo/Mono	Temperature
Colour/B&W	Distance	Weight
Framed/Panoramic	Location	Location
Still/Motion		
No. of Images		
Special Location		

More NLP Tips

5. Avoid using 'but' or 'however' as everything before gets deleted or unhelpfully affirmed by the subconscious mind. "I don't want to be disrespectful, but..." "You did great on that test, but..."
6. Black or white out scary images and move them far, far away; make scary sounds funny and give funny (e.g. Helium) voices to scary ones. In short, **work with submodalities**.

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MORE NLP Tips

7. Use conversational hypnosis wisely. NOT: "You must be really nervous right now, anybody would be in this situation" But –
When a kid says "I can't", reply "What if you could?" or "If it could be done, how could it be done?" "As you start paying attention to what I'm saying, you may notice... (it can be enjoyable to learn new things), isn't it?" "You don't need to feel sleepy now, what would it be like to just rest your eyes?"

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Yet MORE NLP Tips

8. **Future pace your child** in already having achieved their goal and get tips from their future self: "Imagine you've already passed your exam, and looking back on it, you can think of what was best about the way you revised for it?"



IMAGINATION IS EVERYTHING
IT IS THE PREVIEW OF LIFE'S COMING ATTRACTIONS
-ALBERT EINSTEIN

9. Teach your child to **second position (step into someone's shoes)**. This increases empathy and self-regulation.

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Last NLP Tip

10. **Teach in the way your child learns.** How does your child learn? What modalities and strategies do they use? Are they visual, auditory or kinaesthetic? Are there lessons at school / home taught in the way that is easiest for your child to process? (e.g. Draw a picture, talk it through, or move them around in a physical game)



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Parenting Resources

- <http://wellbeingforschools.com/freevideos> - a collection of video recordings of Shoshana's previous talks at Potential Plus / NAGC conferences
- How To Talk So Kids Will Listen And Listen So Kids Will Talk – *Faber & Mazlish*
- Parenting from the Heart – *J Pransky*
- Non-Violent Communication: A Language Of Life – *M Rosenberg*
- Influence: The Psychology Of Human Persuasion – *R Cialdini*
- Five Love Languages – *Gary Chapman* (www.5lovelanguages.com)
- Raising Resilient Children: Fostering Strength, Hope, And Optimism In Your Child – *Brooks & Goldstein* (They have an edition for children on the autistic spectrum)
- Clarity – *J Smart*
- You Can Be Happy No Matter What – *R Carlson*
- Conscious Loving: The Journey To Co-commitment *Hendricks & Hendricks*
- Radical Honesty – *B Blanton*
- To arrange a family consultation, or a speaking or teaching engagement:
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