A Programmed Course for Parents
Helping Your Children Learn Psychological Skills

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Chapter 1: Some Examples of Fundamental Ideas

1 When children have problems with how they act or feel, what helps them get better? Research tells us that one of the most helpful and efficient ways of improving things is to train parents to help their children. The same methods also help to prevent problems from coming up in the first place. And the same methods help to make life more fulfilling and successful, in addition to solving or preventing problems! Parents can learn many ways to help their children become happier and help other people to be happier. This book is meant to teach you some of the ways that parents can foster this crucial goal.

What's a main idea of what you just read?

A. Only a licensed therapist can do anything to help a child with mental health.
or
B. Parents can learn lots of things that will help their children have better mental health?

2 In each section of this series, you will read a bit and then answer a question on what you've read. These questions are here for two reasons. First, answering questions helps us to remember better. Second, the questions help you, and perhaps someone else, know how well this is working. Your answers will tell whether the main ideas are getting across, or not.

The purpose of this section was to

A. explain why the questions are a part of this,
or
B. give an example of how to help children behave better?

3 This book is about how to help your children become more mentally healthy. What is mental health? I define it as the skills and abilities that allow someone to:

1. be happy, and
2. help others to be happier.

In other words, the desired outcomes are that children care for themselves and care for others, and continue to do so as adults. In still other words,

we want to help children to "Love their neighbors, as themselves."

The bare minimum of looking after the welfare of oneself and others is to "first of all, do no harm." Not harming oneself or having any interest in harming oneself is the most basic requirement of fulfilling duty to oneself. Not harming others, either intentionally by aggressive actions or unintentionally by careless, impulsive, or selfish actions, is the beginning level of duty to others. Being a benefactor to humanity and having a great time doing it is the highest level of functioning.

What's the main idea of this section?

A. The author's definition of mental health centers around being able to promote the welfare of both oneself and others.
Or
B. Mental health is defined here as not having one of a large number of mental disorders defined in the diagnostic manual.

4 The art of helping oneself and others to be happy involves a number of important skills, called psychological skills. What does someone need to learn to do, to be a "mentally healthy" person? This book will go into this in lots more detail later. But let's look at a couple of examples.

Mentally healthy people can usually "take it" when things don't go well. They don't scream at people or hit people or throw things when they don't get what they want. Instead, they keep cool and try to figure out what's best to do. We call this skill fortitude. Fortitude is the skill of handling it when things are tough.

What's a summary of this section?

A. We will use a list of skills for mental health. One of these skills is fortitude, the ability to stay cool when things go wrong.
Or
B. The examples of behavior that children see around them are called models.

5 Mentally healthy people also feel good about lots of things. They feel good when they get work done. They feel proud when they make a good choice. They enjoy learning something new that might be useful. They feel grateful when someone else does something nice for them. We call all this the skill of joyousness. People can learn to increase this skill in themselves. They learn it partly by trying to say things to themselves that "celebrate"

good things. They say things to themselves like, "Hooray, I got some work done!" or "Yay, I think I made a good choice!"

What's the main idea of this section?

A. Doing something that doesn't feel good now, in order to make something good happen later, is called self-discipline.
Or
B. Feeling good about making good choices, doing good work, and other good things is the skill of joyousness. We can learn that by practicing "celebrating," or saying "Hooray!" to ourselves.

6 Another important skill for mental health is good decision-making. The psychologically healthiest child (or adult) thinks before acting and decides on actions that have good consequences for himself or herself and others. Parents, schools, and the justice system spend lots of time penalizing and punishing bad decisions. But less widely known and applied are important ways of teaching people how to make good decisions.

An idea in this section is that

A. Some of the time and energy spent in punishing bad decisions should instead be used to teach children the skill of making good decisions.
Or
B. Friendship-building is a group of skills that mentally healthy people are good at; social conversation is one of the friendship-building skills.

7 We often think about children's problems by asking, "How can we reduce this problem behavior?" And that's a fine question to ask. But two more questions are also very important. First: "What's the skill that's the opposite of that problem?" and second: "How can we increase the positive examples of that skill?"

     For example, if a child hits and screams when he doesn't get his way, we surely want to help him stop those behaviors. But we also realize that he needs more fortitude skill. We want to help him learn good things to do, think, and feel when he doesn't get his way. We want to teach him positive patterns, not just get rid of the negative ones.

This section explains a way of thinking about children's problems, which is

A. We want to improve the positive skills that can replace the problem behaviors we want to decrease.
Or
B. Punishment for negative behavior should be mild, but happen every time the behavior occurs.

8 Suppose you have decided what skills you want your child to get better in. How do you teach these skills? We will study this topic in more detail later. But let's mention two ways right now. These are modeling and reinforcement.

Modeling refers to the fact that children imitate what they see and hear. The behaviors that others do around them are models for their own behavior. The things that people do on TV or video games are also models. So are the words of songs. So are the behaviors children read or hear about in books. Parents will want to give children the best models they can. If a child has a problem with unkind behavior, for example, we will want to show the child as many models of kind behavior as possible. We will also want to keep the child away from the bad models that are so widespread on TV, movies, video games, and elsewhere.

The idea that children imitate what they see and hear would lead us to prefer which of the following ways to help a child with fortitude?

A. To show the child lots of examples of people doing a bad job of handling not getting what they want, and say to the child, "This is what you shouldn't do."
or
B. To show the child lots of examples of how people use good fortitude skills?

9 When your child is young, it's great to read to your child just about every day. When your child learns to read with you, it's good to have a custom of taking turns reading with your child just about every day. If the reading you select has many positive models, this will be a huge help to your child. At the same time, you will be helping your child with reading skills, which are among the most important skills for success. So giving your child many positive examples through stories is a major way to improve your child's mental health.

The main idea of this section is that

A. A major way that parents can help children is by reading together stories that model positive skills.
Or

B. The average show that you see on television contains more negative models than positive models.

10 A reinforcer, or reinforcement, means much the same as reward. It's something that tends to increase the frequency or likelihood of the behavior that precedes it. A reinforcer is usually something that you want, or something pleasant for you. People do much of what they do in order to get reinforcers. When we work for money, money is a reinforcer. When we tell a funny story, the other person's laughter might reinforce us for telling the funny story.

Here's something very important for parents to think about. For most children, their parent's attention and excitement are reinforcing. In other words, when you pay excited attention to some behavior, the child often is reinforced for the behavior and is more likely to do it again.

The tricky thing is that many times, parents reinforce a certain behavior when they are not meaning to. For example, each time two brothers get rough with each other, the parent pays attention, and in an excited voice says, "You boys, don't be so rough!" That attention and excitement may actually increase the wrestling and fighting, because somehow the boys want the parent's attention and excitement, even if it's in the form of scolding.

This section gave an example where

A. A parent decreased an unwanted behavior by ignoring it,
or
B. A parent may have increased an unwanted behavior by paying attention to it?

11 Here's a very common sequence of behavior between parent and child. I call it the RUB sequence. When people say, "There's the rub," (using the word *rub* as Shakespeare used it in a famous speech in *Hamlet*) they mean, "There's the chief difficulty." Often the RUB sequence is the explanation for difficulty in children's problems. RUB stands for "Reinforcing Unwanted Behavior." Parents who do it often are cruising toward great unhappiness. Here's just one example of how it can go:
1. The child wants something.
2. The parent says no. (Sometimes the child doesn't wait for this step, but skips it.)
3. The child screams, hits, whines, breaks things,

threatens to kill himself, or otherwise makes life miserable for the parent.

4. The parent finally gives in and gives the child what he wants.
5. The child stops the unpleasant behavior.

In this sequence, the parent, by giving in, reinforces the child's unpleasant behavior, making it more likely to happen again. The child, by turning off the unpleasant behavior, reinforces the parent for giving in. Both of them are reinforcing undesirable behavior by the other. Both of them are making it more likely for the sequence to happen again.

The basic bargain the child seems to offer in the Reinforcing Unwanted Behavior sequence is

A. "You do what I want, or else I'll make life very unpleasant for you." or
B. "I'll do something nice for you, so that you will feel like doing something nice in return."

12 Here are the lines that help parents avoid Reinforcing Unwanted Behavior. "Even if I wanted to give you what you want, I couldn't do it now, because of the way you're acting. If I were to give you what you want now, I would be rewarding you for what you're doing. A very important part of my job as parent is not to reward you for unwise behavior." If the child understands this, that's great. Even if the child can't understand it in the slightest, at least the parent is saying these important words to himself or herself!

The lines that are the opposite of the Reinforcing Unwanted Behavior sequence

A. explain to the child that the parent can't grant wishes at a time when the child is doing unwanted behaviors, or
B. explain to the child that people imitate the things they see other people doing?

13 We've seen so far that if parents don't watch out, they can Reinforce Unwanted Behavior by 1. excitement and attention, or 2. giving in. But you can also use attention and excitement and selectively noticing and talking about your children's admirable behaviors to bring out more of them. In a later chapter we'll talk about an "all-purpose" program for promoting psychological skill development. To preview: you notice the good behaviors, comment enthusiastically on them right away,

tell someone else about them later, review them with the child in a "nightly review" at the end of the day, and if you can, keep a log or diary of them. You also expose your child to as many positive models as you can.

This section advises you to reinforce your child's positive behaviors by

A. giving money, cookies, and allowing screen time,
or
B. showing excitement right away, telling someone else later, and reviewing the good behavior with the child still later in the "nightly review."

14 When you travel on an airplane, standard safety directions are that if you're traveling with children, and masks become necessary for breathing, first put on your own mask and then put the masks on your children. The principle is that if you don't take care of yourself, you'll not do a good job of taking care of your children. This principle applies to parenting in general. Everything I suggest in this book will be much easier if you take good care of your own mental and physical health, and if you are reasonably happy.

What's the point of this section?

A. If a plane cabin depressurizes, put your mask on as quickly as possible.
Or
B. If you take care of your own health and happiness, it's easier to parent well.

15 Although this book isn't explicitly about how to make yourself happy and healthy, the principles of mental health that we want children to learn are the same ones that help adults. As you study this book, see if you can figure out how to use the principles to make your own life better. If so, that can only help with the job of being a good parent!

One of the main points of this section is that

A. The principles of good psychological functioning that you want your child to learn are also capable of improving the lives of most adults.
Or
B. Social conversation, conflict resolution, the development of mutually gratifying activities, and learning to talk to yourself in a useful way are several of the specific skills we will examine.

16 This first chapter of parent training has given you some examples of the useful ideas people have come up with. There are many more.

Before we finish this first chapter, here is a sales pitch on continuing to learn about this subject. There is hardly any subject you can learn about that will be more rewarding. Learning ways to make your child happier and more productive and to have a better life is a very worthwhile way to spend some time. Many research studies have found that these principles really do work. And the question of how people learn to be better people, to accomplish more, to get along with other people better, and to be happier is about the most interesting subject you can find. If you can use any of these techniques to make a big positive impact on your child's life, you will deserve to feel very good for a very long time!

The purpose of this section was to

A. Introduce the subject of how to arrange things at home so that parents are in control.
or
B. Give a pep talk on the subject of parenting.

Chapter 2: Goals for Parents, and Methods of Influence

17 What are the goals of "good parenting?" You want your child to turn out happy, productive, and good – not just as an adult, eventually, but during childhood too. This means that you want your child to be competent at the art of living – to have as good a batch of "psychological skills" as you can impart. We will talk later on about what is meant by psychological skills. You also want life to be happy while your children are children, for the sake of all other family members, including yourself.

What's a summary of this?

A. Goals of good parenting are that the child will turn out very competent in lots of skills of living, and also that family life will be happy.
or
B. The methods of teaching psychological skills are very similar to those of teaching dancing or touch typing or piano playing or any other skill.

18 We can divide parenting into four task areas:

1. Meeting the child's basic needs; taking care of the child's health and safety.

2. Having a "positive emotional climate" in the family. This means letting the child have a relationship with you, and with other family members, where people are friendly, approving, supportive, kind, and fun-loving with each other.

3. Maintaining authority. Everyone, including the child, is happier when the overwhelming majority of the time, the child does what you ask him or her to do.

4. Teaching the child psychological skills. The fourth task is paying systematic attention to your child's psychological skills, and nurturing the growth of those skills as much as possible. How good is the child at productivity, joyousness, kindness, honesty, fortitude, decision-making, nonviolence, respectful talk, friendship-building, and other

psychological skills? How can you help the child develop these skills to the fullest?

What are the four tasks of parenting that the author lists in this section?

A. Caretaking, emotional climate, authority, and psychological skills promotion.
or
B. Assistance with competition, negotiating for the child, school activities, and extracurricular activities?

Caretaking

19 This book will not spend many words on the basic caretaking tasks, but they are of course extremely important. They are a major part of the way the child learns that he or she is loved. They are also responsible for keeping the child alive and well. Let's list some of the basic health and safety needs that parents supply:

1. Food and nutrition. Health-promoting food, in reasonable amounts; clean water.

2. A clean and sanitary place to live.

3. A safe environment, where hazards are minimized.

4. Adequate clothing, warmth, protection from cold and heat and sunburn.

5. Medical care, including immunizations and other preventive care.

6. Finding and providing a safe and healthy environment for education.

7. Protection from dangerous animals or humans.

8. Protecting the child, especially when young, from his or her own impulses to do unsafe things (for example, to run into the street, climb in unsafe places, or become a boxer...).

9. An environment where it is possible to sleep for an age-appropriate time, with adequate darkness and silence, and with a regular sleep rhythm.

10. Clean air, not polluted with cigarette or marijuana smoke.

11. Protection from loud noises that would damage hearing.

12. Adequate opportunity for exercise.

13. Adequate screening and assessment of any people to whom the care of the child is entrusted: relatives, babysitters, nanny, parent's boyfriend or girlfriend, spouse, etc.

14. Teaching the child health and safety habits.

Which of the following did the author NOT list?

A. vitamin supplements,
or
B. protection from loud noises and sunburn?

Positive Emotional Climate

20 Providing for all the needs for basic caretaking is no small task, especially when combined with the task of earning the money required to provide these things. Any parent who does all these things well has reason to feel proud.

The next major portion of the parenting checklist is to provide and foster a positive emotional climate. A relationship between two people has an emotional climate, as does the relationship among a group of people, such as a family. In the most positive emotional climate, people don't criticize each other often. There is no violence, and fairly little hostility and disapproving talk. They seldom or never raise their voices in anger at one another. They aren't bossy and argumentative. They enjoy telling each other about their lives; they convey approval in their words and their tones of voices; they help and have fun with each other. Other characteristics of emotional climates are listed in two questionnaires in appendices near the end of this book.

What characteristic of a positive emotional climate did the author NOT mention in this section?

A. The people are honest with each other and do not resort to deception and tricks.
or
B. The people never or almost never scream at each other in anger.

Authority

21 Things go much better when the child has the "skill of compliance" – the habit of obeying you. The younger the child, and the less developed is the child's judgment, the more the parent should hold more

power than the child. As the child gets older and wiser, power ideally comes to be shared more equally. One of the challenges for authority is making sure to give only those directives to the child that are right and good for the child to obey.

When a child learns to obey authority, the child practices doing things the child doesn't "feel like" doing. This is good for the child. Following an adult's directions prepares the child to develop self-discipline, which is the art of following our own resolutions, or the commands we give ourselves, to do things we may not feel like doing.

What's a point made in this section?

A. Compliance with authority is a skill that prepares the child to be a self-disciplined person.
or
B. When the parent issues commands in a polite way, this actually helps with the authority goal rather than detracting from it.

Promoting Psychological Skills

22 If you know the skills you want your child to have, you are much more likely to succeed in helping your child develop those skills. How can you do that? Here's a simple answer: You 1) get into your mind examples of those skills; 2) model the skills in your real life behavior and in the fiction the child sees or hears; 3) watch for the positive examples the child does; 4) try to react to those positive examples in a way that makes the child feel good. There are many more complex ways of teaching psychological skills, but if you can use modeling and reinforcement for the most important psychological skills, you're way ahead of the game.

In this section the two main methods the author mentions for promoting psychological skills are

A. modeling them (showing positive examples), and reinforcing them (noticing real life examples and responding in a rewarding way).
or
B. explaining them (giving verbal instructions in how to do them well) and monitoring them (keeping track, over time, of how well your child is doing in them).

23 I have spent a great deal of time researching the question: What skills are important for mental health? I generated a long list, with 62 skills, and a shorter list, with 16 groups of skills. Let's go over the shorter list

now. To be happy, successful, and good, what skills does a person need? Here are the first 8 out of 16.

1. Productivity. Working effectively toward worthy goals.

2. Joyousness. Feeling good about one's own kind acts and one's achievements; feeling grateful for other people's good acts; feeling joyous about the blessings of fate.

3. Kindness. Strongly desiring to make other people happy, and doing so very often.

4. Honesty. Telling the truth, keeping promises. Not lying, cheating, stealing, or deceiving. Not deceiving oneself.

5. Fortitude. Handling frustration, disappointment, or defeat. Trying to do the best thing even when feeling bad.

6a. Good individual decisions. Being rational – appraising situations, choosing goals, gathering information, listing options, predicting consequences, weighing advantages and disadvantages, deciding, doing what one has chosen to do, and learning from the experience.

6b. Good joint decisions. Having rational dialogues with other people in situations of joint decision or conflict. Listening to the other's point of view. Thinking of options for a solution. Considering advantages and disadvantages of options. Being polite to the other person.

7. Nonviolence. Not hurting or killing, and not encouraging or admiring violent models; working for the cause of nonviolence.

8. Respectful talk. Speaking politely and respectfully unless there is a very good reason not to.

If a child asks a parent for something and is told "No," and says "I can handle it," or even says nothing at all and acts reasonably, that would be classified as the skill of

A. fortitude,
or
B. serenity?

24 Here are skills 9 through 16.

9. Friendship-building. Using good social skills to make friends and to keep them. Social conversation is an important part of this.

10. Self-discipline. Choosing an option that is less pleasant than another, because it helps accomplish a worthy goal or outcome. Passing up immediate temptations for the sake of long-term gain.

11. Loyalty. Making wise and ethical choices about preserving relationships and keeping commitments.

12. Conservation. Not wasting time, money, or the Earth's resources.

13. Self-care. Trying to maximize both your own health and safety, and that of others; being careful.

14. Compliance. Obeying authority when it is good and right to do so; following reasonable and ethical laws and rules.

15. Positive fantasy rehearsal. Making positive use of the fact that rehearsing things in your imagination makes it easier to do them in real life. Avoiding entertaining yourself with images of violent or disrespectful behavior.

16. Courage. Not letting fear or aversions get in the way of carrying out the wisest and best actions you can choose.

Suppose that someone works on anger control by repeatedly imagining someone doing something provocative, and imagining himself responding in a calm and rational way. The person is working toward skills of nonviolence and respectful talk and fortitude, by using his skill of

A. conservation,
or
B. positive fantasy rehearsal?

25 In an appendix near the end of this book there is a list of positive examples of each of these skills. If you spend time studying this list, and adding to it, you will become much more familiar with the psychological skills; you will also be more able to notice the positive examples your child does. In order to reinforce those positive examples, you first have to notice them, and to notice them, you have to know what you're watching for. Studying these examples might also help you to figure out ways of modeling these skills for your child.

The list the author is referring to in this section is

A. a list of methods whereby one person influences another to get better at psychological skills,

or
b. a list of specific behavioral examples of the 16 skills we went over in the previous two sections?

Methods of Influence

26 You can't give your child psychological skills by magic. But you can provide influences that will help your child learn them. Many of these are just the same methods of influence that help people learn dancing, piano, tennis, chess, woodworking, or any other skill. They also are the same methods of influence that people use to get people to be violent, use drugs, waste too much time on video games, and other bad habits. Let's list the fundamental methods of influence, and go over them one by one. Some of these words won't mean much until I explain how we're using them here.

The list of methods of influence that we are going to look at applies to

A. all learned behaviors, including good habits and bad ones,
or
B. only certain psychological skills?

27   Methods of Influence:

1. Objective-formation
2. Hierarchy
3. Relationship
4. Attribution
5. Modeling
6. Practice
7. Reinforcement
8. Instruction
9. Stimulus control
10. Monitoring

Objective-formation, or goal-setting, means helping the person see the skill or habit as desirable. A child who wants to be productive, kind, and self-disciplined is more likely to become that way than a child who doesn't particularly value those goals.

A hierarchy is a list of things in order, from least to most. Hierarchy is the word we use to remember that you learn in a series of steps, learning the easier and simpler things first, and the harder and more complex things once you've been prepared for them by the previous learnings. You don't start teaching reading to children using college textbooks. When teaching psychological skills, as in teaching reading, you want to look for challenges that are just hard enough to produce growth, but not so hard as

to frustrate and discourage the learner.

By the word *relationship* we remind ourselves of the fact that we learn most readily from people whom we like, whom we get along with well, and whom we can depend on not to abandon us. Put another way, learning takes place best in a positive emotional climate.

Someone is teaching her child to be productive with household chores. But rather than just assigning a bunch of chores, the parent goes through a series of steps, from easier to harder: letting the child keep the parent company while the parent works, letting the child work alongside the parent, letting the child do work with the parent watching and celebrating the whole time, letting the child do work while the parent works on a different task in his presence, and so forth. The major principle the parent is using is what we here call

A. objective-formation,
or
B. hierarchy?

28 Attribution means to make statements about what a person is like – to attribute traits to that person. When you use attribution well, you imply that the person can and will be able to learn the skill – or at least may be able to. For example, saying "You just can't handle it when you don't get your way!" attributes low fortitude to the person, now and for the indefinite future. Contrast that with "When you get better at handling it when things don't go your way, you're going to be a lot happier, and your family members will too!" This statement attributes to the child the potential to get lots better at fortitude skills.

Modeling means supplying the person with examples to imitate. We get behaviors into our repertoires partly by seeing and hearing other people do them. The more positive models of the 16 skills you can download into your child's memory, the more equipped he or she will be to make good choices.

Practice refers to the fact that the more times you do a certain type of behavior, the easier it is to do. A major useful discovery is that practicing in imagination, or using fantasy rehearsal, makes it easier to do the pattern that was practiced.

A child with anger control problems has violent video games removed from the house. In place of these, the child starts working with a tutor in practicing thinking up reasonable, rational responses to imaginary provocations. They work

with at least 3 or 4 provocations each day. Which method of influence is primarily being used?

A. Practice, more specifically positive fantasy rehearsal,
or
B. Attribution?

29 Reinforcement, non-reinforcement, and punishment refer to the consequences that the learner sees as a result of a certain behavior. Some consequences, especially pleasant or desired ones, tend to make the behaviors they follow occur more often. These are called reinforcers or reinforcement. Sometimes the person tries to make something happen by a behavior, but it doesn't work – nothing desirable happens. That's non-reinforcement. Behavior tends eventually to be done less and less if it's non-reinforced, in what is called *extinction*. And sometimes as a consequence of a behavior, something unwanted or undesirable happens; that's called punishment. Trying to make reinforcing consequences come after admirable behaviors and not come after undesirable behaviors is one of the big jobs of parenting.

A child has a tantrum because the parent refuses to give the child a certain treat. The parent gives the child the treat in hopes of quieting the child, and the child does quiet down. The parent feels better now that the tantrum is over. What behavior has been reinforced?

A. The child was reinforced for tantrumming by the treat; the parent was reinforced for giving in, by the child's quieting down.
or
B. The parent was reinforced by other parent, and the child was reinforced for fortitude skills.

30 Instruction means simply explaining to someone how to do a certain skill, either with speech or in writing or other media. This book, and lots of books for children written in this format, aim to improve psychological skills by instruction.

Stimulus control means manipulating the things in the environment that tempt us to behave one way or another. Suppose a parent keeps a bowl of candy on the kitchen table, and the child has a habit of often taking several pieces and eating them. Suppose that rather than punishing the child, lecturing the child, or rewarding the child for passing up the candy, the parent simply ceases to have the candy accessible. It is stored in the trunk of

a car and only brought out under certain restricted circumstances. This is an example of stimulus control – the parent removed the stimulus that tempted the child.

Suppose someone offers to get the child a TV to have in the child's room. The parent turns down this offer, because the TV would compete too successfully with the child's doing homework in her room.

A person has an alcohol problem. What would be an example of using stimulus control to help the problem?

A. Not having any alcohol in the apartment, and never walking into a bar or restaurant that sells alcohol.
or
B. Taking a medicine that results in a very punishing reaction when alcohol is drunk.

31 Monitoring means keeping track of how things are going. For example, a child who has reading problems gets a reading test every two months to see how the reading is progressing. For a child who has tantrums, the parents keep a record of how many tantrums there are each day, and how many days each week there are zero tantrums. A child who bites his nails is taught to count how many times he brings his fingers to his mouth each day. Someone who wants to exercise more keeps track of how many hours per week she exercises. All these are examples of monitoring. Sometimes just keeping track of the frequency of a behavior is enough to improve it.

The method of influence that this book primarily provides is

A. monitoring
or
B. instruction?

Chapter 3: An All-Purpose Program to Promote Psychological Skill Growth

32 The last chapter gave you a list of psychological skills that constitute mental health, and a set of general methods to promote them. This chapter will give some more specific suggestions on a way to promote psychological skills in your child using social reinforcement and modeling. I believe the methods of this chapter are helpful both in solving and preventing a wide variety of problems, and promoting the most important strengths, with all children. Thus this is a generic or universal program that can be applied across the board; more specialized methods apply to other issues.

The author recommends the methods to be described in this chapter with

A. children meeting certain diagnostic criteria,
Or
B. all parents and children?

33 Here's the shortest description of the program: watch for positive examples of psychological skills, and respond in "socially reinforcing" ways to these examples. In addition, expose your child in a fun way to as many positive models of these skills as possible.

The program relies on

A. social reinforcement, which is the rewarding things people say and do in social interactions with each other,
Or
B. tangible reinforcement, which is prizes such as toys?

34 Here's a longer description of the program:

1. Work on your vocal expression skills until you are able to communicate very great enthusiasm, approval, and positive excitement in your tone of voice and gestures.

2. Study a list of concrete examples of psychological skills until you are sure which skills are highest priority for your child at present, and until you have clearly in mind some examples of those skills.

3. Watch "like a hawk" for positive examples that your child demonstrates.

4. Unless it would embarrass the child, respond with immediate attention, approval, enthusiasm, and excitement when you see a positive example.

5. Later, recount the positive example to someone else, e.g. the other parent, preferably in the child's hearing.

6. At bedtime, do a "nightly review" in which you narrate the positive examples to the child.

7. For some children, it's more fun to see you act out the positive examples with toy people, puppets, stuffed animals, etc.

8. If you have the energy to go the extra mile, write down the positive examples in an ever-growing file that you can periodically read with your child. Another option is collaborating with your child to make illustrated stories of the positive examples. (You can write down the story, a sentence or two per page, and the child can illustrate each page with crayon drawings.)

9. Expose your child to as many positive examples as you can. One way is by reading positive modeling stories to your child. Another is by trying to model the skills in real life for your child.

Which of the following was not mentioned as part of this program?

A. Withdrawing a privilege if the child non-complies,
Or
B. Keeping a written log of the positive examples for that child?

35 Let's go over each of these parts of the program separately.

From training many people to work effectively with children, we have noticed two things: 1. Many people don't know how to sound reinforcing. Many people, when they say, "Hey! You just did an example of fortitude! Congratulations!" have a mournful, tired, diffident, or otherwise non-reinforcing tone of voice. 2. Most of those people believe that they are very proficient at conveying approval and enthusiasm, until they hear themselves, and hear someone else model what enthusiasm sounds like.

The author believes that

A. Most people are worse at conveying approval and enthusiasm than they think they are,
Or

B. Most people are better at conveying approval and enthusiasm than they think they are?

36 In the "tones of approval" exercise, you first practice classifying utterances that someone else makes as one of these:

Neutral
Small to moderate approval
Large approval.

Then you practice saying things in various of these tones, and see if the other person correctly guesses which one you were trying to do. Use phrases like:

Look what you did.
Congratulations.
Looks like you finished it.
You just did a kind act.
That was an example of self-discipline.
How did you do that?

The author seems to believe that

A. It's artificial to practice conveying approval outside the real-life situation where it's appropriate – the spirit will move you when you're in the situation.
Or
B. It's good to practice and monitor your nonverbal communications as a pure acting exercise.

37 When you do respond with approval and enthusiasm to the child's positive example, it's often a good idea to name the psychological skill that you saw the example of. For example:

Hey, a kindness celebration!
Look at this productivity you've been up to!
I love your joyousness skills!
What you just did is an honesty celebration!

Such utterances help the child connect the positive example to the skill concepts he or she is learning. But of course there's no rigid rule that you have to do this every time.

This section indicates that the author believes

A. that parents should get very familiar with the names of the skills and principles,
Or
B. that parents should pick books for children partly on the ratio of positive models to negative models that they contain?

38 When one parent recounts the positive example to the other parent (or a grandparent, or any other adult who cares about the child), it's good for that

other parent to listen with attention and respond with excitement and approval. That person might say, "Oh boy! I love hearing these positive examples! It makes me feel good!" That person should not just say "Huh," while focusing on the television. The teller and the listener should both be in on this strategy, working together. The teller shouldn't expect the listener to respond in a reinforcing way without some pre-planning.

What's the point of this section?

A. Children are exposed to too many violent models.
Or
B. The other adult who hears a recounting of a positive example should be prepared to respond with great interest and energy.

39 When you narrate a positive example, either to another adult or to the child, you want to be concrete and specific, not general and abstract.
Thus:
"Pedro was kind to his sister," is abstract and general.
"Pedro included his sister in his play," is a little more specific.
"Pedro and Joaquin were doing dramatic play. Maria said, 'May I play too?' and Pedro said, "Sure, Maria, I'm happy to have you join us!'" That's specific and concrete!

Which of the following is an example of the concrete narration the author advocates?

A. "Wilson was compliant with me this afternoon."
Or
B. "Wilson was playing Minecraft. But when I said, 'Wilson, it's time to put that away,' he said, 'OK, Dad,' and he turned it off within seconds!"

40 When you narrate the positive examples to the child at bedtime, you want to be concrete and specific. Acting out the positive examples with toy characters is another way to be concrete and specific. For example:

Dad: Here's a really good positive example I saw today. This character is Dad, and this one is you.

Wilson's character: Wow, it's fun playing Minecraft. I've got a big plan.

Dad's character: Wilson, it's time to put the Minecraft away. We need to go.

Wilson's character: (To himself, in a "soliloquy": Let's see if I can do a compliance and self-discipline triumph.) OK, Dad! There it goes!

Dad's character: Wow, that took you only seconds! What a compliance and self-discipline triumph!

Dad: And that's the end of the play!

If you can't remember the exact words in a positive example, which do you think is better?

A. Make up words that have the same meaning and spirit as what you saw, Or
B. Just not mention that example if you can't remember the exact words?

41   If you can take a few minutes to type out a little story of the positive example, in a growing positive example log, you are in rare and distinguished company.

A fun way to accumulate positive modeling stories, especially for younger children or more artistically inclined ones, is to type a sentence or two per page for about 3 pages plus a title page. Print them out and let the child quickly illustrate each page with a crayon drawing. Staple the pages down the left side, and you have a positive modeling book that you can read over and over. The more straightforward technique is to go to the end of a text file, type out the story of the positive example, and save the file. This is appropriate with children

of all ages. The big advantage of preserving these positive examples in writing is that you and the child can read them over and over. Each time a story takes another trip through the child's imagination, your child has done another positive fantasy rehearsal.

The strategy of this generic program appears to be to

A. send the stories of the child's positive examples through the neurons as many times, and as pleasurably, as possible.
Or
B. make sure that the child can not defy parental authority with impunity.

42 In addition to the models that the child carries out, you want to read and show as many positive models to the child as possible. Several of my books, including *Illustrated Stories That Model Psychological Skills, Plays That Model Psychological Skills, and Programmed Readings for Psychological Skills* present one positive model after another. *Highlights* magazine has long been a source of positive models. *The Value Tale Series* and *The Boxcar Children Series* are great sources of positive models. The book *A Call to Character* is a great source of positive models for more advanced readers.

If you can involve your child in a major project of finding positive models in literature, movies, songs, television shows, historical events, biographies, and in observations of real-life people, this can be a very fun project that will be quite rewarding.

What's the point of this section?

A. That it's good to supplement the stories of the child's positive examples with as many other positive examples of psychological skills as you can gather.
Or
B. A positive model has more influence if the person observing admires the model.

43 The all-purpose program described in this chapter does not involve the whole range of possible influences that parents can apply. This program does not imply that other influences, including punishment, should never be used. But the more parents can reinforce, celebrate, and model positive examples, the less need for punishment there will be.

The point of this section is that

A. The parent's attention is more reinforcing if the parent does fun things with the child and has fun chats with the child.

Or
B. The more parents can focus on and reinforce the positive models, the less it will be necessary to use unpleasant influence methods such as punishment.

Chapter 4: Conversation, Listening, Emotional Climate, and CCCT Versus REFFF

44 Some parents who are reading this book may be wanting answers to questions like the following: "What do I do when my child is violent? How do I respond when my child defies me, won't eat, can't make friends, is scared to go to school, threatens self-harm?" But this chapter explores how to encourage high quality interaction and conversation between family members. Some people may think, "This is trivial. I don't want lessons on how to make small talk. I want to get to the important stuff."

But the quality of the discourse between family members is anything but trivial. "Small talk" is a very big deal! I am certain that happiness versus misery, sobriety versus addiction, success versus failure, love versus hatred, and even life versus death have hinged upon the quality of discourse in families.

What's a summary of this section?

A. The quality of the talk that goes on between family members is not trivial, but crucial.
or
B. Surveys have demonstrated that the families where the most hostile screaming goes on are also the ones where the most physical violence takes place.

45 A great deal of research has concluded that a "positive emotional climate" in the relation of parent and child, and in the family as a whole, helps mental health. The emotional climate is how much people feel good about each other. In a positive emotional climate, it's fun for people to be with each other.

The emotional climate is of course not the only thing that affects mental health. Some disorders, for example, have a very strong genetic contribution. But even people with the most biological disorders seem to do better in positive emotional climates than negative ones.

Which of the following is the author's stance?

A. If someone has a psychological disorder, it must have been caused by a negative emotional climate.
or
B. If someone has a psychological disorder, the person will probably do better in a positive emotional climate than a negative one.

46 What are the sorts of utterances, which when given in excess, create a negative emotional climate? There are four big ones, that begin with the letters CCCT:

1. Commands: Get over here! Take your coat off! No, don't put it on the floor! Put it on the hook. Sit down. Quit jiggling that foot!

2. Criticisms: You're doing that all wrong. You're not very bright, are you? You're just a spoiled brat.

3. Contradictions: No, that's not right. You're totally wrong about that. No way is that true.

4. Threats: If you don't straighten out, you're going to get a beating. If you keep on like this, you can go live with Uncle Chester and we'll see how you like that.

What do CCC and T stand for in this section?

A. commands, criticisms, contradictions, and threats.
or
B. courage, confidence, compliance, and trust?

47 I am not advising that a parent avoid these four types of utterances altogether. They are sometimes very necessary, and sometimes do much more good than harm, especially when they are expressed in a tactful and polite way. For example:

Command: We have to leave now to get to our appointment with the doctor. Come with me now, please.

Criticism: When you tell someone you're going to do something and then don't do it, you reduce their trust in you.

Contradiction: No, I'm happy to tell you that's wrong. The sun is not going to destroy the earth any time within millions of years of our lifetimes.

Threats: Your mom and I have decided that each time you hit a family member, we will permanently

get rid of some toy, movie, or book that has any glorification of violence.

But even when they are very reasonable and tactfully expressed, a steady diet of nothing but CCCT leads to an unfavorable emotional climate.

What's a summary of this section?

A. Reasonable and tactful commands, criticisms, contradictions, and threats are sometimes necessary and useful, but if people hear almost nothing but these, the emotional climate suffers. Or
B. The author believes that it's reasonable to say "please" even with commands or threats – as in "Please don't litter – $200 fine."

48 What sorts of utterances tend to produce a positive emotional climate? Let's think about 5 big ones, whose key words start with the letters REFFF.

Reflections: If I understand you right, you're glad you're not doing that, because you think it's a waste of time? So you're saying you feel you should have done something to stop this from happening?

Telling About Your Own Experience: Guess what I did today? I was able to help someone a lot, I think....

Facilitations: Uh huh. Yes. Really? OK. I see. How about that! Huhm. Oh?

Follow Up Questions: What happened next? Tell me more about that. Where did that happen? How did you do that?

Positive Feedback: I'm glad you did that. Interesting idea! Good point! Thanks for doing that for me. What a nice job!

49 Every utterance you make to your child is either pleasant, neutral, or unpleasant for the child to hear – it's either reinforcing, non-reinforcing, or punishing. A positive emotional climate, good conversations, and good relationships come when the utterances are mostly reinforcing. Reflections, facilitations, and follow-up questions tend to be reinforcing because they send the message, "I'm interested in you, and in what you have to say." Positive feedback is reinforcing because you are directly

31

complimenting the other person. And telling about your own experience can make the conversation more fun (especially if what you say is interesting), as well as modeling for the child how to tell about his or her own experience, and also can send the child the message, "You are important enough that I want to talk about my own life with you."
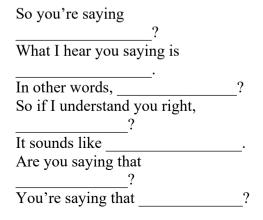
What's the main point of this section?

A. Reflections can clear up misunderstandings – sometimes when we say, "Here's what I heard you say, do I understand right?" the answer is "No."
or
B. Reflections, facilitations, follow-up questions, positive feedback, and telling about your own experience can all be very pleasant for the other person, and contribute to a positive relationship.

50 The art of doing reflections has been included in many parent-training programs, and rightly so. Reflections are a great ingredient for good conversations and good relationships. For many people, it can be very difficult to learn to do them. I found that learning to do reflections is enormously easier if you use the following prompts:

So you're saying _____?
What I hear you saying is _____.
In other words, _____?
So if I understand you right, _____?
It sounds like _____.
Are you saying that _____?
You're saying that _____?

In the "reflections exercise," one person talks, and the other listens and reflects. The listener just concentrates on what the other person says, and when they stop talking, the listener says one of the prompts, and fills in the blank with a paraphrase of what the other person said. You don't usually say the other person's exact words; you put it into your own words.

Why do you think a reflection is called a reflection?

A. Because it tells what you think about what the other person said, after reflecting upon it.
or
B. Because you are reflecting back to the person what you hope is the same message they sent to you, without changing their meaning or adding your own editorial commentary.

51 Let's make up a conversation that contrasts what happens when a parent uses REFFF versus CCCT. Let's go with CCCT first.

Parent: How's the math coming?

Child: It's stupid.

Parent: It's not stupid. It's very important for you to learn. (contradiction)

Child: The teacher doesn't teach me! I'm just expected to know this already!

Parent: I'm sure your teacher does teach you. (contradiction) You have a way of not paying attention. (criticism) You need to listen to your teacher more. (command)

Child: How do you know so much about my school? You aren't there!

Parent: You shouldn't talk to me like that. (command) You're being rude. (criticism)

Child: I didn't ask you to talk with me about this. Next time just leave me alone if you don't like the way I talk.

Parent: If you don't change your attitude, you're going to have all screen time taken away. (threat)

The main emotion the parent's utterances seemed to evoke in the child was

A. surprise,
or
B. anger?

52 Now let's replay the conversation with the parent using REFFF rather than CCCT.

Parent: How's the math coming?

Child: It's stupid.

Parent: Sounds pretty unpleasant. (reflection) Tell me more, please. (follow-up question)

Child: The teacher doesn't teach me! I'm just expected to know this already!

Parent: So if I understand you right, there are things you're expected to already know, that you just haven't been taught yet, huh? (reflection)

Child: We went much slower in my old school. This school goes lots faster. I think the other kids who didn't transfer have had a lot of stuff that I haven't had.

Parent: Hmm! (facilitation) Sounds like you're noticing something very important! (positive feedback) Tell me more, please. (follow-up question)

Child: The other kids in my class know all about decimals. But we didn't even study anything about it. The teacher gets mad at me for not paying attention, but that's not it.

Parent: I see. (facilitation) Do you have any thoughts about what to do about this problem? (follow-up question)

Child: Could you work with me on decimals some?

Parent: Wow, you're willing to work on schoolwork that you weren't assigned – not many kids have productivity skills like that! (positive feedback) I have a book called *Reading About Math*, that explains decimals really well! (telling about your own experience) I love the idea of working together on this! (telling about your own experience)

The utterances that the parent made this time

A. gave the child little or nothing to argue against, but encouraged the child to tell about their own experience,
or
B. let the child know a really good solution to the problem right off the bat?

53 A key idea in promoting a positive emotional climate is the ratio of approval to disapproval. Approving messages are those that say, "I like what you just did!" Disapproving messages say, "I didn't like what you did!" Approving messages can be words, like "Thank you!" Or they can be facial expressions, like smiles, or gestures, like a pat on the back.

Here's a great rule of thumb: for everyone who lives with you, try to approve four times as often as you disapprove. And help all people in the household to do the same thing. In other words, try to arrange things so that at least 80% of the messages people to give each other are approving.

The main point of this is

A. In your household, try to make it so there is 4 times as much approval as disapproval.
Or
B. Written messages, doing work to help someone out, and various other behaviors can also send the message, "I approve of you?"

54 Why do we talk about approval among all family members, and not toward one certain child? Even if we're only talking about the health of one child, that child will do better if everybody in the household gets along. Suppose a mom almost always approves of the child, but almost always disapproves of her spouse! This is probably not a good situation for the child. Children do best in a good "emotional climate": a place where people seem to like each other, act nice to each other, and have fun with each other.

The main idea of this is that

A. children do best in households where everyone involved is able to give lots of approval to everyone else,
or
B. it's important for children to be tough enough to handle disapproval?

55 Tones of voice are very important ways of giving approval or disapproval. Imagine someone saying, in a robot-like, monotone voice, "Good morning." That tone is neutral, conveying no approval. If you imagine a cheerful, friendly, relaxed, "Good morning!" – that tone may be in the small to moderate approval range. If you imagine a really excited tone, a Wow! I'm really GLAD to see you type of tone, a very enthusiastic "Good MORNING!" -- then that's large approval. Of course, our tones of voice can send small or large disapproval, as well.

Almost everything that you say has some bit of approval or disapproval packaged with it. Listen to people talking for a while. Most of what most people say is not neutral. We are not robots – we are constantly revealing whether we like or dislike something, through our tones of voice.

This section says that

A. tones of voice just go more directly to the pleasure centers of the brain than the meanings of words do, or

B. almost every sentence that comes out of our mouths reveals some approval or disapproval?

56 Why should a parent want to have approval outweigh disapproval by a four-to-one ratio? Let's go over some of the reasons.

First, most parents don't like hearing children complain, nag, criticize, and find fault with them and other people. The child who has learned to disapprove almost all the time is usually unhappy. Plus, that child tends to make others less happy. Children who approve of others are happier and better liked. If you want your child to be approving more than disapproving, teach the child to do this by your own example. Your model goes farther than any instruction or rules. Your example has much to do with whether what comes out of your child's mouth is negative or positive.

The main point of this section is that

A. a reason for following the 80% rule is that your child imitates the blend of approval to disapproval that you give,
or
B. self-esteem is a cause of positive behavior?

57 Here's a second reason for following the rule. It's important for children to learn from disapproval. You want them to avoid your disapproval, to find your disapproval unpleasant. If you give too much disapproval, many (but not all) children tend to get used to it, or hardened to it. Behavioral scientists would say they *habituate* to it. Getting scolded becomes, to the child, like "water off a duck's back." So if you want your disapproval to mean anything to your child, you shouldn't give too much of it.

The main point of this section is that

A. Giving too much disapproval makes you a less happy person.
or
B. After getting too much disapproval, children get used to it, and it has little or no effect any more?

58 Some parents are so afraid of hurting their children's self-esteem that they are afraid to give any disapproval. They tolerate very unpleasant behavior and sacrifice a lot of their own happiness out of a fear of disapproving or correcting. This is not good either. This is a reason why the 80% rule is not a 100% rule! Of course it's necessary for parents to set limits, enforce

rules, and not to let children walk all over them!

In addition, if children hear absolutely no disapproval, they tend to get overly angry when they get corrected. They also may tend to get overly indignant about the unfair disapproval that the world tends to give most people from time to time.

But one can give a very large amount of correction and disapproval and still stay within the 80% rule!

According to this section,

A. the ideal to shoot for is absolutely no disapproval ever given to a child, no matter what,
or
B. it's good for a child to get a little disapproval, if for no other reason than to get some experience in handling it?

59 Here's another reason for following the rule. If you get strongly into a habit of looking for positive things to approve of, you yourself become happier. You also become less likely to get depressed. A big goal of therapy for depression is to help people turn their attention to the positive things that other people do (as well as the positive things they themselves do) and

celebrate these things. People who get into the habit of watching closely for good things and approving of them add tremendously to their own enjoyment of life.

The major point of this section is that

A. giving at least four times more approval than disapproval makes you a happier person,
or
B. if the child doesn't do enough approval-worthy things, you don't have to passively accept that?

60 In being a good parent, you have a "duty" to be as happy as you can! Why? First, it is much easier to be a good parent if you are enjoying life. Second, if you want your children to believe you when you tell them how to live life well, or to accept your values, you have to demonstrate for them that you're onto something good! If you are grumpy, irritable, complaining, angry, or weeping most of the time, children will think, "I don't want to be led by that person! I want to find someone else who knows how to have fun, and follow that person's lead!" On the other hand, if you are obviously enjoying life, enjoying people, and having fun being with people, they will logically

conclude, "This person knows a thing or two about how to live effectively!"

The point of this section is that

A. if you want your children to believe that your values and principles are worth following, you need to show them that they lead to a happy life,
or
B. paying attention to positive things that both you and other people do may be a more effective antidepressant than medication is?

61 Some parents say, "Why should I have to give approval for the child's cleaning up his room, doing homework, taking out the trash, or speaking in a pleasant voice? Those are things that the child should do with no reward, just because he has a duty to do them."

There are several things wrong with this reasoning. First, it makes it sound like giving approval is some sort of burden for the parent. It isn't – it actually makes you a happier person. Second, this argument seems to assume that because children "should" act a certain way, you "shouldn't" have to do anything to promote their acting in that good way. This just isn't the way the world works. People do

things because they want to make desired consequences happen. If your approval of good behavior feels good for the child, you will see good behavior much more often.

One of the main ideas found in this section is that

A. giving a child too many things tends to spoil the child,
or
B. celebrating the child's good behaviors makes them happen more often?

62 Part of the parent's job is to make bad behaviors happen less often. This is often called "discipline" of the child. But another part of the job is to help the child do good things *more* often. If you can do this successfully enough, the good behaviors crowd out the negative ones. The child is so busy doing productive and joyous and worthwhile things that the child literally doesn't have as much time for bad stuff.

It is much more fun and pleasant to celebrate the good in another person than to punish the bad. Putting lots of energy into celebrating makes the discipline part of the job smaller and easier.

A main idea of this section is that

A. when a child's behavior is consistently bad, consider a different environment for the child,
or
B. if you bring out the good behaviors successfully enough, your job of reducing bad behaviors is much less difficult?

63 Some parents may be thinking, "Giving more approval than disapproval is a stupid rule, because this child does many more bad things than good things! How can I approve when he's so bad so much?"

      There are two answers to this argument. First, most people who say this really overlook and take for granted lots of cooperative and positive behaviors that the child does do. If you watch carefully enough, you can usually find them.

What point is made in this section?

A. most parents who can't find things to approve of should look lots harder,
or
B. if you can't think of something nice to say to the child, look for someone else who is doing something good and approve of that person, so the child will notice the other person's example?

64 But sometimes it's true: the child is doing one rebellious, uncooperative thing after another, without stopping. In this case, ask yourself whether the child is in a situation that's just too difficult or tempting for this child at this time. For example, a child who loves to get people riled up is in a room where there are lots of things within reach that he shouldn't touch. Probably removing the child from that room is the best solution. Sometimes putting a child in a totally different situation brings out the sort of behavior you can approve of. This is the method of influence we earlier called stimulus control.

What's the argument against the 80% rule that the author is replying to?

A. "I can't make 80% of my comments approving, if the child acts bad all the time!"
or
B. "Giving approval turns kids into sissies and wimps?"

65 I remember a child who was consistently irritating, when in an office full of things that he should not disturb. Someone would have to get him to quit messing with the

scale, then to leave the photocopier alone, then to close the file cabinet, then to get his hands off the the computer. It was very difficult to follow the 80% rule. But that was just a clue that the child wasn't ready for this situation yet! When I took the child into another room with nothing in it but things I hoped he would explore and play with, I instantly became able to give close to 100% approval. I took the same child for a walk in the woods by a creek, where I could just celebrate his exploring and being fascinated. Again, the match between the child and the environment was perfect, and the ratio of approval to disapproval could be very high. Neither I nor the child's parents could spend most of their time with him in the woods, but the point is that the more you can find a user-friendly environment for the child, the more approval you can give and the better the emotional climate will be.

A major purpose of this section was to

A. persuade you that looking for things to approve of really does make you happier,
or
B. illustrate that when you find yourself giving steady disapproval,

consider finding a more user-friendly environment?

66 Moving from a group situation to one-on-one often does wonders, in giving you more chances to approve. Moving from a task that is too difficult or too easy for the child to one that is at the "just right" level of difficulty is often another crucial way to change the environment.

I have seen children getting lots of disapproval for acting up when they should have been doing schoolwork. When someone figured out that the work they were avoiding was over their heads, and they were reassigned to work at the right level of difficulty, they immediately began to behave in ways that were easier to approve of.

In this section, the author mentions two ways of changing the environment so as to make approval of the child easier. Those two ways were

A. modeling more positive behavior for the child, and making sure the child isn't too tired, sleep-deprived, or hungry,
or
B. getting with the child one-on-one, and making sure the child is not expected to do too much that is too hard or too easy?

67 We're still on the question, "How do I give four-to-one approval, if the child's behavior is pretty bad most of the time?" There's one more possibility. You just arrange the child's behaviors in your mind, in order of how good they are, and approve of the ones that are better than others. If the best thing the child does is to stop and do nothing for a few seconds in between bad behaviors, it is possible to say, in a tone of small approval, "Time for a little rest!"

　　　With the bad behaviors, lots of times you can use "physical guidance" – for example, taking something from the child's hand and putting it on a high shelf or in a locked cabinet – without even saying much of anything to the child. Some people are able to do a pretty amazing job of making their own talk fairly positive, even when the child is acting up.

The point of this section is that

A. getting enough sleep, approval, and social support helps you to be approving,
or

B. if the child is mainly acting bad, you can still just approve of the moments that are neutral.

68 Here's one more reason for trying to follow the four-to-one rule even when the child is acting up. For many children, if you stay cool and look for the positive, you've taken away the main reward for acting up – because the reward they were after was getting someone really riled up and yelling out loud disapproval. Many, many children love excitement and attention and the power to rile someone up, much more than they hate disapproval. If you try to deal with the negative behavior without saying an awful lot, and get much more talkative and enthusiastic about the positive, you can often have a huge positive influence.

In this section the author argues that

A. following the four-to-one rule models cheerful talk so your child will imitate it,
or
B. following the four-to-one rule often takes away the loud emotional disapproval that seems to reward lots of children for misbehavior?

69 To summarize: Following the four-to-one rule helps you create a *positive emotional climate* for you to live in and for your children to grow up in. When people are kind to each other, help each other, listen well to each other, laugh and have fun with one another, take pleasure in each other's successes, cooperate with each other rather than compete, and really enjoy having each other around, that's a positive emotional climate. This promotes mental health, happiness, and positive achievement. Much research has found that in families with lots of angry criticism, mental health problems do much worse. Making the emotional climate more positive tends to reduce almost all the complaints that people come to mental health professionals for.

A summary of this section is that

A. a positive emotional climate in the family helps all family members to be mentally healthier, and a high ratio of approval to disapproval is a great way to promote that good emotional climate,
or
B. the term "interpersonal climate" is used to mean about the same thing as "emotional climate?"

Chapter 5: Using Differential Reinforcement, Part 1

70 When people think of parenting techniques, they often think first of the question, "How do I punish bad behavior?" But delivering punishment is no fun for a parent, or at least it should not be. Also punishment sometimes inspires the punished person to punish back, or to dislike the punisher, or to lie and deceive in order to escape punishment. Still, punishment is sometimes necessary. But if you play your cards right, you can prevent lots of behaviors that would need punishment, before they occur. You do this by strengthening the positive behaviors and weakening the negative behaviors day in and day out. This chapter has to do with how to do this preventive work, so that you don't need to ask yourself so much, "What punishment should I give?"

A summary of this section is that

A. you shouldn't like using punishment,
or
B. it is possible to foster good behavior so effectively that much less punishment will ever be necessary?

71 One of the main reasons people do what they do is the quest for reinforcement. As we've said before, the word *reinforcement* means roughly the same as reward. It's something that comes after a behavior that makes the behavior more likely to be repeated. If we do something, and then get something we want, as an apparent result of what we did, we have been reinforced for that behavior. We're more likely to do it again.

For example, suppose a child studies hard for a test. A parent comes by and compliments the child on her independent studying. The parent is curious about the child's study strategy, and listens attentively and approvingly as the child tells about it. If the child likes this attention from the parent, the attention probably reinforces the studying.

We can imagine another child. This time the parent ignores the studying. The child, finding the lesson boring, starts playing a video game with lots of built-in

reinforcement for success. For this child, the game-playing behavior has been reinforced and the studying has not.

The purpose of this section has been to

A. define reinforcement and give some examples of it,
or
B. explain how modeling is used to increase desired behaviors?

72 Suppose a first child has a tantrum because a parent won't give the child candy. The parent gives in and supplies the child the candy to make the child stop screaming. In this case, the candy reinforces the screaming. (In another chapter I called this the Reinforcing Unwanted Behavior or RUB sequence.)

Suppose, by contrast, a second child asks for candy, the parent says no, and the child handles it calmly. The parent gets very excited about the example of fortitude that the child has just shown. In this case, the parent's excitement probably reinforces the child's use of fortitude.

What's a likely prediction about what will happen in the future, for the examples above, that's related to the theory of reinforcement?

A. The first child is even more likely to have a tantrum next time, and the second child is even more likely to be calm next time, because the two children have been reinforced for screaming and calmness, respectively.
Or
B. Meditation practice will probably help both children to be more calm.

73 The phrase *differential reinforcement* means that your reinforcement is systematically different for some behaviors than for others. To use differential reinforcement in the right way, you reinforce desirable behavior and don't reinforce undesirable behavior. Often, if you don't watch out, differential reinforcement works in just the opposite way. Many parents find themselves reinforcing bad behavior and non-reinforcing good behavior.

According to this section,

A. Differential reinforcement means reinforcing the good behavior and not the bad, so all differential reinforcement is good,
or
B. Differential reinforcement just means reinforcing one type of

behavior more than another, so it can work in a good or bad direction.

74 Here are two examples of differential reinforcement. In the first example, the child says, "I think I have an idea that could save lots of lives." The parent says nothing, but keeps reading the newspaper. Later, when the parent makes a remark, the child says, "You're totally wrong on that. You don't know what you're talking about," the parent puts down the newspaper and argues with the child. In this case, if the parent's attention is reinforcing, it has reinforced arguing and has non-reinforced the more pleasant talk about ideas. Differential reinforcement is working in the wrong direction.

In the second example, the child says the same things, but the parent responds to the child's idea by saying "Oh? Tell me more, I'm curious." And then later, the parent responds to the child's rude contradiction by silently going back to reading the newspaper. In the second example, the parent's attention is given for good behavior more than for bad; differential reinforcement is working in the right direction.

The reinforcement for the child in both examples above was

A. the parent's attention and interest, or
B. the parent's giving the child permission to do something?

75 Let's analyze an incident, thinking about differential reinforcement. A family is with a preschool child in a restaurant. The child runs around in the restaurant and the mother says, "Get back over here and sit down!" The child ignores her. The mother goes back to talking with someone else. This happens several times. Finally the mom gets the dad to catch the boy and spank him. The boy cries, and the dad gives him to the mom, who hugs him. He hits the mom, lightly, and everyone laughs.

Getting to run is more pleasant for the boy than sitting down, and thus it's a reinforcer. He thus gets reinforced for ignoring each of his mom's requests. Then when he cries and feels bad, his mom's affection reinforces the display of unhappiness. Then when everyone laughs after he hits, he's probably gotten reinforced for aggression. (In addition, he's gotten models of yelling and hitting.) In the space of a couple of minutes, he's gotten

reinforced for noncompliance, being unhappy, and being aggressive.

This incident gives examples of how

A. reinforcement often works to strengthen negative behavior,
or
B. correct use of differential reinforcement strengthens positive behavior?

76 By contrast, suppose that a child gets up to run around in a restaurant. The parent gets up and goes to the child, and says, "Please come with me." If the child comes, the parent says, "Nice compliance," pats the child on the back, and takes the child outside to run around for five minutes. Then they return to the table. The parent plans that if the child does not comply with the command to come, the parent will take the child by the hand and lead the child outside. The parent predicts that the consequence for compliance will be much more reinforcing than the consequence for noncompliance.

In the example of this section,

A. The parent planned differential reinforcement to help the child get over a fear,
or

B. the parent planned differential reinforcement to encourage compliance with the parent?

77 Someone may say, in response to the previous section, "But isn't the ability to go outside for a few minutes probably a reinforcer for a restless preschooler? And doesn't this probably reinforce the child's getting up to run around in the first place?" Reinforcing the child's compliance with "Come with me," also reinforces the behavior that preceded it in the chain of events, namely getting up to run around. If you thought this, you are thinking in terms of differential reinforcement. That's a good way to think. In this situation, it's probably more important to reinforce compliance with the parent than it is to non-reinforce leaving the seat in the restaurant, for a preschool aged child. This is the sort of judgment call you have to make frequently when using differential reinforcement, weighing the costs and benefits of a certain strategy according to what it reinforces.

This section brings out the point that

A. When you reinforce a behavior, you often are also reinforcing the behavior that came just before it in the chain of events.

or

B. When you get clearly in mind a list of behaviors you want to see more often, you'll be less likely to miss an opportunity to reinforce the good behavior?

78 Here's another situation. In a classroom with young children, every time a child leaves his or her seat, the teacher pays attention to the child and says, "Sit down." The children do sit down when the teacher asks them to do so. So it appears that the command, "Sit down," leads to more sitting. But it turns out that the more the teacher does this, the more the children get out of their seats. The attention they are getting apparently reinforces them for getting out of the seat.

     The teacher, realizing the effect of her reinforcement, changes strategies. Now the teacher ignores the children who are out of their seats and pays attention to those who are doing their work. The out of seat behavior falls to a much lower level. This confirms the teacher's idea that her attention is a reinforcer. It also confirms her theory that paying more attention to the students who are doing what they should do is a good strategy.

In what went on in this section, the reinforcer for the children was

A. recognition from the other children,
or
B. the attention from the teacher?

79 Often attention from a parent is reinforcing, even when it is meant to be punishing. Suppose a parent is talking on the phone. Each time his young child gets too rough with the younger brother, the dad interrupts his phone conversation and yells at the son to stop. When the son does stop, the dad returns to his phone conversation. But the incidents of roughness get more and more frequent. It appears that dad's attention reinforces the roughness instead of punishing it.

     Very often, parents' corrections reinforce negative behavior with attention. Children almost universally want their parents' attention. Often children act out in order to get noticed by a parent. In the example above, the parent also consistently and immediately turned attention away, each time the child's behavior got more positive.

One of the points of this section is that

A. parents should never pay attention to children's undesirable behavior,
or
B. attention is often reinforcing to children, even negative attention?

80   By contrast: a dad is talking on the phone, and simultaneously watching his children playing. When the older son acts particularly appropriate toward his younger brother, the dad pats him on the back, gives him a thumbs up sign, or temporarily interrupts his phone conversation to say, "Nice going! Thanks for playing so well!" These reinforcers happen maybe 4 or 5 times in the course of a 15 minute phone conversation, and they take only three or four seconds each. But they are sufficient to make differential reinforcement work in the correct direction rather than the incorrect direction.

This section seems to say that

A. if a parent can watch for the positive examples and pay attention to them, the results are much better than if the parent relies on correcting the negative examples,
or
B. positive reinforcement with candy or money is tangible reinforcement, whereas that with attention or compliments is called social reinforcement?

81 A child yells at his mom and rudely says, "Get me this right now!" The mom thinks, "He looks like he's about to have a tantrum. Unless I want to hear some loud noise, I'd better get him what he wants." She gets him what he wants. He has now been reinforced for bossy and emotional commands. Suppose that when he says, "Could you get me this please, mom?" she thinks, "I can get away with saying no now." So she's more likely to say, "Not right now, maybe later."

In this example, differential reinforcement is working in a direction that

A. makes the child more bossy and rude,
or
B. makes the child more respectful and polite?

82 Now let's take the last example and change it around. The child gives the loud and bossy request, "Get me this right now!" But the mom says, "I'm sorry, but when you ask me in that way, I can't get you what you want. That would be reinforcing you for speaking to me in a mean tone. After a few minutes, ask me in a nice

way, and you might get it." A few minutes later, the child says, "Could you please get it for me, mom?" Now she says, "That's the way I like to hear a request. Now, I'll be happy to get it for you." Now differential reinforcement is working in the right direction.

In this example,

A. the parent used differential reinforcement to teach productivity and concentration to the child,
or
B. the parent openly explained to the child her duty to use differential reinforcement to teach the child respectful talk?

Chapter 6: Differential Reinforcement, Part 2

83 Differential reinforcement is difficult to do well, partly because bad behaviors attract attention more readily than positive behaviors. For example: the child asks to do something, and the parent says no. If the child shrugs, thinks "I can take it," and finds something else to do, the parent is likely not to respond at all. On the other hand, if the child whines, argues, and keeps on demanding, most parents are much more likely to keep paying attention to the child.

How many parents ever say the following lines: "Hey! You didn't get what you want, but you handled it! That's a good example of fortitude!" If parents can get into the habit of saying this whenever it applies, they will be much more likely to use differential reinforcement in the correct direction.

This section points out a problem with using differential reinforcement, which is that

A. positive behavior often attracts lots less attention than negative behavior,
or

B. sometimes parents are not in the mood to reinforce anything?

84 Here's an example of using differential reinforcement with a tangible reinforcer, money. A parent has been in the habit of seeing her child's messy room, and ranting to the child about it. It occurs to the parent that the ranting may be reinforcing, or at least not punishing enough to have any effect. The parent says, "At a certain time each morning, I'll have an inspection of your room. If you pass inspection, I'll put a dollar into your jar. If you flunk inspection, I'll just take a dollar out of the jar." Then, in this story, the parent actually remembers to do this, day after day! As a result of this parental diligence, the child gets into the habit of cleaning up the room regularly!

In this example, the reinforcement that was applied differently, depending upon whether the child cleaned up, was

A. praise and a pat on the back, or
B. money?

85 Contrast that with a different story. The parent takes it easy until he notices that the child's room is a total mess. Then he offers a dollar for the child to clean up the room. The child cleans up the room, and gets the dollar. When the child cleans up the room for a few days after that, no dollar and no attention come. But when the room eventually gets to be a big mess, the parent again offers the dollar reward for the cleanup.

The parent is intending to reward cleaning up. But since the offer of the reward is reinforcing in and of itself, and since that offer comes only when the room is a mess, the parent is unintentionally reinforcing the child for turning the room into a mess!

In this example

A. there is no reinforcement,
or
B. the parent is using differential reinforcement in the wrong direction?

86 An adolescent gets little attention from her mom or her dad. She mentions that she has had thoughts of killing herself. All of a sudden her mom and dad spring into action, wanting to hear about all her thoughts and wanting to know about her behaviors. But after a while, when the danger seems to subside, they begin to ignore her again. Now she takes a small overdose of some not very dangerous pills. Again, she gets lots of attention, for a while. But when the attention fades away, she finds it necessary to make a more serious suicide attempt. Differential reinforcement is working in the incorrect direction, with potentially tragic consequences.

So in using differential reinforcement, are the parents supposed to ignore the suicidal thoughts and actions? This is too dangerous a solution for me to recommend.

The point of the example you have just read is that

A. The child got little attention from parents except when she was suicidal, and thus differential reinforcement moved her toward suicidality.
or
B. Children should have goals of positive achievement and good relationships that give them a sense of meaning and purpose?

87 The previous example illustrates that when you are using differential reinforcement, it's best not to wait

until something really bad happens. An ounce of prevention is worth a pound of cure. Let's imagine a different family. They realize that the way to prevent this situation best is for the parents to use differential reinforcement long before any mention of suicide. They watch carefully for times when their child works hard, acts joyous and cheerful, is kind to others, tells the truth, handles it when things go badly, and so forth. They take time recognizing those positive examples, pointing them out to her, and getting her to tell them how she brought those examples about. They try to put her in situations where she will have a chance to do lots of positive examples. Because the child gets so much attention for positive examples, her parents never find out that if they had not given it, they would have been dealing with suicidality.

The advice the author gives in this section is to

A. ignore suicidal behavior and reward nonsuicidal behavior,
or
B. reinforce all sorts of psychologically skillful behavior with attention and approval, so that the youth doesn't need to resort to suicidal behavior to get attention?

88 A parent finds that she is buying lots of toys for her son. She notices that she gets these things mainly when he whines and demands and nags her to get them for him. She does not tend to get these things when he is content with what he has. She realizes that she is using differential reinforcement to encourage whining and discontent.

She decides that every day, she will give his behavior a rating on a 0 to 10 scale, where 10 is best, and 0 is worst. Each time he asks her for something that is reasonable for him to get, she will look at the chart. When his average for the last week has been 8 or higher, she will get him the thing he wants. If the average is below 8, he will have to wait to get the thing he wants. Now her buying things for him is reinforcement for his good behavior, rather than encouraging his nagging behavior.

Which of the following do you think uses differential reinforcement more strongly to encourage good behavior?

A. giving lavish gifts at birthdays and holidays,
or
B. giving small gifts at birthdays and holidays, and making as many gifts

as possible be in celebration of good behavior?

89 You will find it much easier to use differential reinforcement well if you have firmly in mind a bunch of very concrete examples of what you are looking for. Does your child have problems with "losing it" or "having a meltdown" when things go wrong? In this case, you want to reinforce any example of fortitude that you see. What might those examples be? The child goes to the refrigerator to get something, but it's all gone, and the child doesn't get upset. The child is doing something fun, but it's bedtime, so the child stops doing the fun thing without getting too upset. The child loses a game without yelling. The parent tries to give attention and excitement and approval whenever he sees any of these examples of fortitude.

The strategy this section recommends is:

A. 1. Notice what problem behaviors there are, 2. figure out what skills the child needs to improve in, and 3. reinforce positive examples of those skills.
Or
B. 1. Ask the child why he has meltdowns, 2. get an opinion from an expert if the child can't tell you, and 3. use the medicine that the expert recommends?

90 Suppose the child is shy and lonely. The child misses out on a lot of fun by not being able to have fun with friends. The parents decide that they want to reinforce examples of friendship-building skills. Then they notice when the child has a good social conversation with another family member. They give positive attention when the child says something funny in a nice way. They respond with approval when the child does a good "greeting ritual" (for example, saying hi or good morning or welcome home to another family member). The more you look for specific positive behaviors, the more you find them.

The main point of this section is that

A. if you have in mind a bunch of concrete and specific positive behaviors you're looking for, it's much easier for you to use differential reinforcement well,
or
B. people like to hear their positive behaviors talked about with another person?

91 How do you reinforce the positive behaviors you see? Just in case you've skipped some former chapters, let's review three ways of doing this by social reinforcement, that I've referred to as the all-purpose program for promoting skills.

First, you immediately call attention to the positive example, with a tone of excitement and approval in your voice. For example, "Hey! You didn't win the game, but you handled it! That's an example of fortitude!"

Second, you tell someone else about the positive example, where the child can overhear you, later on. For example, the spouse comes home, and the other spouse says, "I saw a great example of fortitude just a little while ago. Jerry was playing chess, and he lost, but he just said, 'Good game!' and didn't get upset at all!" And the spouse replies, "Hey, sounds like a fortitude celebration!"

The third way to celebrate the positive examples is by the "nightly review." Just before the child goes to bed, the parent says, "I really appreciated the gentle and tolerant way that you played with toy people with your little brother today. Even when he got a little bossy, you stayed cool! You were really patient!"

The three ways mentioned in this section to reinforce positive behavior are

A. food, money, and stickers, or
B. immediate approval, telling someone else, and the nightly review?

92 Here's a thought that will help you do differential reinforcement right. The child is constantly doing things, that we can call positive, negative, or neutral behaviors. When you are in the child's presence, you are constantly doing things also, that are either reinforcing, punishing, or non-reinforcing. The idea of differential reinforcement is that as much as possible, when the child does positive things, you do reinforcing things; when the child does negative things, your response is non-reinforcing. If you do this skillfully enough and long enough, you will not have to use nearly as much punishment. You want to make the most pleasant of your behaviors follow the most positive of the child's behaviors. You want neither you nor anyone else to reinforce the negative behaviors of the child. Keeping differential reinforcement going in the right direction is a task that lasts as long as you are with your child!

A main point of this section is that

A. the opportunities to use differential reinforcement come up constantly, because the child's behavior is constantly changing and you are constantly responding,
or
B. if you reinforce with stickers on a chart, most of the time this loses its novelty very soon unless the stickers count toward something much more desirable than stickers themselves?

93 The older the child gets, the more the child will look for social reinforcement from peers rather than just from you. It doesn't work for you to pay attention to the good behaviors and ignore the bad ones if a whole group of peers is greatly reinforcing the bad behaviors. This is another reason why it's important to start early, so that your child will be inclined to pick the right peer group. If your child does pick a peer group that strongly reinforces bad behaviors, sometimes the only good option is to separate the child from the peer group. Even though your reinforcement is powerful, it alone can't override all reinforcement that other people give. Sometimes it's very hard to deal with other people's bad use of differential reinforcement with your child. But it will be easier to deal with this if you are aware of differential reinforcement than if you are not!

The difficult situation the author addresses in this section is that

A. sometimes you try to use differential reinforcement, but there is just not enough energy to do it,
or
B. sometimes other people are using differential reinforcement in a harmful direction, in a way that overrides your good use of differential reinforcement?

94 The number of behaviors we do each year that are either reinforced or not reinforced has to be a huge number. How many times have we gotten reinforced for positive examples of a certain skill? How many times for negative examples? This life experience is sometimes referred to as the "reinforcement history" for a certain skill. If you can give your child a good "reinforcement history" for positive examples of psychological skills, and as nonexistent as possible a reinforcement history for negative examples, you will have given your child something more precious than gold!

The thing more precious than gold
that the author speaks of in this
section is

A. good health,
or
B. a favorable reinforcement history?
talk?

Chapter 7: Modeling

95 Why do people do what they do? As we have discussed, a large part of the answer to this has to do with what rewards, or reinforcement, they expect to get for different possible behaviors. But "reinforcement history" is not the whole story. Another huge part of the answer to the question is, "People do what they've seen and heard other people do. The imitate the models they see and hear."

Your child is influenced by whatever the people around him or her are doing. We're talking about real people, such as parents, brothers and sisters, peers and classmates, and others. But we're also talking about imaginary people: the characters in movies, video games, television shows, books, and songs.

In this chapter we'll talk about trying to show your child as many good models, and as few bad models, as possible.

The main point of this section is that

A. people do what's gotten them rewards in the past – this is called reinforcement history,
or

B. people imitate the acts of other people, including both real people and imaginary characters.

96 There have been hundreds of research studies proving that children tend to imitate what they see and hear, whether or not they get any rewards for doing so. One of the most famous studies was done by the psychologist Albert Bandura. He showed some young children models of other children hitting and kicking a large doll. Those children who had seen the models of hitting and kicking imitated these models. They hit and kicked much more often than those who had not seen the models.

There have been hundreds of studies on the issue of television violence alone, showing that children tend to imitate the models they've seen on TV.

This section goes over some studies showing that

A. children imitate models of aggressive behavior,
or

B. imitation learning helps children learn how to be kind?

97 Modeling has been used to help people get over fears. It's very helpful for people to see models of someone else handling the scary situation comfortably.

In an unpublished study I once did, I randomly paired up preschool children to play with first one classmate and then another. The children's behaviors were more like those of the classmate they were playing with at the time, than they were like those of themselves on the second occasion! In other words, if you wanted to predict what a child acted like, you could predict better from knowing what his playmate acted like than from knowing what the child had acted like before. The bottom line is that when children play together, they imitate each other.

It would take a long time to review all the research that tells us that people imitate what they see and hear. But most parents don't need to be convinced of this, especially right after their children have "picked up" a bad behavior from someone else's example.

One of the findings this section mentioned is that

A. If you let young children play with each other, they act a lot like each other during their play session.
or
B. Modeling has been used to teach people to have a good performance in athletics.

98 One of the first ways to use modeling to help your child is to speak in the same polite and respectful way that you'd like your child to speak. Some parents use a very large number of commands, criticisms, contradictions, and threats (CCCT). Some parents very often have an angry or bossy tone of voice. Even though in the short run, the child may obey the commands, in the long run, the child is learning to speak in whatever tone the parent is speaking. When a parent says, in a bossy and agitated tone of voice, "I SAID, get OVER here!!" the child is learning to speak in just that same way to the parent, to siblings, and to other people. On the other hand, if a parent says, in a calm and courteous tone, "It's time to come with me, please," the child is learning to speak in that way.

A summary of this section is

A. You should look for models in books that show the child the positive

behaviors you want him or her to imitate.
or
B. Keep in mind that your child will imitate the way you speak to him or her.

99 Parents can use the principle of modeling is in the way they act with each other. If parents often greet each other with enthusiasm, speak politely with each other, have pleasant conversations with each other, offer to help one another, thank one another, and laugh together, they will find that their children tend to do the same, toward them and toward their siblings. On the other hand, if parents often yell at each other, argue angrily with each other, keep talking without stopping to listen, interrupt each other, use physical force or violence with each other, or coldly ignore each other, then children will imitate these behaviors.

The point of this section is that

A. because of the principle of imitation, it is very important for parents to act toward each other in ways they want their children to act,
or
B. studies have shown that hostile, angry, and violent behaviors in families are much more prevalent than most people would want to believe?

100 Another important source of models is the peers your child hangs out with. If possible, guide your child toward other children who act as you want your child to act. This should influence your choice of which activities you pay for; which school you send your child to, if you have any choice; which children get invited to your house; and which groups you let your child join.

Of course, things other than modeling are also important. You want your child to be able to handle being with diverse groups. You want your child to be able to be kind and friendly and inclusive to children who may be rejected by others because of social skills problems. If your child is strong enough to practice positive behavior even with others who model negative behavior, that's cause for great celebration.

Still, a major gift that fortune, with your help, can give your child is to be able to spend enough time with imitation-worthy friends that the child can withstand the negative models that abound in the world.

A summary of the advice in this section is to

A. accumulate stories that model the types of behavior you want to see more often,
or

B. try to help your child be with friends who are good examples of how to act?

101 Here's the next way to use the principle of modeling: as much as you can, keep your child from bad models on television, movies, and video games. Television is an amazingly abundant source of bad models – not just violence, which is enough of a problem in itself – but also of rudeness, disrespect, and selfishness.

I found it wonderful not to even have a television connection in my house. A different option is to have a DVD player, and carefully selected DVD's. It's hard to keep out bad models when everyone in your child's social network is watching them. But you may find that the benefits of not having a constant blare of bad models outweigh the difficulties of being different.

The author seems to feel that

A. It is very useful to see models of disrespectful behavior on television and discuss the fact that these are examples of what NOT to do.
or
B. It is best to avoid the many models of disrespectful behavior that seem to constantly come on TV.

102 The next way to use modeling is to read to your child, or with your child, as many stories as you can that model good patterns. The more you can make it fun for you and your child to hear, read, act out, and otherwise imagine positive models of psychological skills, the easier it will be to raise psychologically skilled children.

The advice of this section is to

A. model good behavior in the things you do in real life,
or
B. look for books that model positive ways of acting?

103 Where do you find stories that model psychological skills? I have written several books meant to be sources of positive models: *Plays That Model Psychological Skills, Illustrated Stories That Model Psychological Skills, Programmed Readings for Psychological Skills,* and *The Letter Stories.* Lists of books that model positive character traits are available at various places on the Internet.

If you make a major, ongoing project of finding stories that model psychological skills and reading them to and with your child, the lives of both of you will be enriched.

The purpose of this section was to

A. mention a few places where you can find good models in books,
or
B. review the research about reading positive models in books?

104 When is your child too old to enjoy taking turns reading aloud with you, or just to hear you read aloud? I have not ceased to enjoy reading aloud as a social activity, and at the time of this writing I have been an official adult for a long time! People's reading aloud to one another is a wonderful recreational activity that is inexpensive, pleasant, and challenging, because you can always improve your skills of acting and choosing just the right intonation for each line.

The point of this section is that

A. you don't have to quit reading aloud when your child learns to read silently, or at any other particular point in your child's development,
or
B. acquiring a DVD collection of positive models is highly recommended?

105 We've previously discussed another great way to use modeling: You keep a positive behavior diary or positive example log for your child.

You write down the good things you have seen your child do. In this way, those good acts get turned into models for future behavior. This has been called "automodeling." If you do this, you will find it useful to write the specific, vivid details of the event, not just generalities such as "He was polite to his grandmother." You want to record the words and behavior sequences just as if you were a novelist or playwright.

This section recommends

A. searching the internet for other people's ideas on where positive models can be found,
or
B. keeping a positive behavior diary for your child, where you write down the good things the child has done, in vivid and concrete detail?

106 The positive models you find for your child are helpful for people of all ages. The psychological skills we want children to develop are the same ones that we adults constantly need to get better at. The positive models we go over with our children can help us to become better people, as well. If your children see you striving to become a better person yourself, using positive models to get good ideas, that in itself will be a great model for your child.

Chapter 7: Modeling

The point of this section is that

A. One of the most important real-life behaviors you can model for your child is purposely reading about positive models in order to become a better person.
or
B. Sometimes models can be mixed – for example an act can be courageous but violent, or joyous but not self-disciplined.

107 In your quest for positive models, keep in mind what you're looking for. You want models of the same skills that you want to reinforce when you see them in your child. Here again is the list of the skills I find most useful to think about:

1. productivity
2. joyousness
3. kindness
4. honesty
5. fortitude
6a. good individual decision-making
6b. good joint decision-making or conflict resolution
7. nonviolence
8. respectful talk
9. friendship-building
10. self-discipline
11. loyalty
12. conservation
13. self-care
14. compliance
15. positive fantasy rehearsal
16. courage.

Try to keep such a list in mind, and try to expose your child to many positive examples of each of them, often.

The author makes the point in this section that

A. You will be better able to find and organize positive models if you have in mind a list of the skills it takes to be psychologically healthy.
or
B. One of the reasons our society has so many problems is that the mass media make available so many bad models.

108 In searching for positive models, search for specific acts rather than specific "heroes." Most human beings have made their share of mistakes. Most of the people who have done the most admirable deeds have also done some regrettable ones. If you pick and choose among actions rather than people, your child will be able to benefit from the positive models of flawed people, without believing that any one person should be imitated in all respects. In this way the search for

positive models doesn't conflict with the search for truth.

The advice in this section is that when you are searching for positive models,

A. keep some sort of permanent record of them,
or
B. look for individual imitation-worthy actions rather than trying to imitate any one person in every way?

109 Here's a wonderful approach to helping a child that most people never use. First, identify the skills the child needs most to improve in. For an aggressive child, the skills might be nonviolence, conflict-resolution, and respectful talk. For a shy child, the skills might be friendship-building and courage. For a depressed child, the skills might be joyousness and fortitude. For an impulsive child, the skills might be good individual decisions and that part of fortitude that tolerates low stimulation. Then, simply see how many positive models of those skills you can download into your child's memory bank. If you can do it through stories or plays that the child really enjoys, you are helping greatly while having a good time too.

The strategy the author advises in this section is to

A. Give the child a "time out" each time he does a violent act.
or
B. Choose the skills the child most needs, and give the child as many positive models of those skills as possible.

Chapter 8: Commands and Compliance

110 Earlier I listed parents' having authority as one of the major desirable features of a parent-child relationship. There are times when a child's obedience to a parent's command can literally mean the difference between life and death. "Don't go outside, the lightning is dangerous now!" "Don't go into the street at all – the cars are going fast on this road!" "Hold still, even if it hurts – this will allow some medicine to get into you quickly!" "Stop, don't go closer to the edge of the cliff; come back to me." "You are not allowed to run away from me through the parking lot! You could get run over." Disobedient children are literally at a higher risk of death, partly from ignoring commands such as these.

In this section the author makes the point that a child's habit of obeying a parent's commands

A. makes life more pleasant by improving the emotional climate,
or
B. may even mean the difference between life and death for a child?

111 If you are lucky, as your children get older, and their brains mature, they become more and more able to make good decisions without your telling them what to do. Your transactions with them have less to do with their skill of "compliance" and more to do with "joint decisions" that you make together. They gradually relieve you of the necessity for "authority," and of your duty to make decisions on their behalf and to carry them out whether they like it or not.

But until the child's decision-making capability is highly developed, it must be the parent who decides whether a diaper gets changed, when the child goes to bed, when the child gets up, when teeth are brushed, what medical procedures the child undergoes, whether the child goes to school, which forms of entertainment are permitted, when the child has to turn off the screens, and so forth. A child's learning to comply cheerfully with the reasonable commands that a parent gives makes life vastly more pleasant for all members of the family. Conversely, a child's ignoring or defying a high fraction of parental commands does very bad things for the family emotional climate.

Which of these follows from the ideas in this section?
A. Even parents who don't like the idea of being "authoritarian" should get used to making and enforcing decisions on the child's behalf, and this is more true the younger the child is.
Or
B. All military organizations, and even most civilian businesses, rely on a power structure where adults obligate themselves to comply with commands of another adult.

112 Upon first thought, it may seem that the parents who have the most "authority" are those that give a lot of commands, in a stern, harsh, and authoritarian voice. They give a show of "meaning business" for their children. But this style actually was shown in an experiment to lead to more disobedience from children, not less! Why is this? First, when a parent issues lots of commands, usually the parent doesn't have the energy to follow up and make sure that the child obeys each of them. Each time a parent gives a command which the child ignores, without follow-up from the parent, the child is getting one more practice in DISobedience. What is important in maintaining parental authority is the fraction of commands that the parent makes sure the child obeys. The closer this is to 100%, the better.

The point of this section is that

A. harsh tones of voice get imitated by children.
Or
B. Give fairly few commands, so that you will have the energy to follow up and enforce every one of them.

113 How do you follow up after making a command? It's very important to watch and see how the child responds to it. If the child obeys, reinforce the child by for example saying "Thank you!" in an enthusiastic tone, patting the child on the back, or even by saying, "That was a compliance triumph! I know that was a hard one for you, but you did it!"

If the child ignores the command, one option is "physical guidance." After a command of, "Now it's time for us to leave," for example, the parent takes the child's hand and starts walking.

Another option is to calmly tell the child that you are disappointed in the child's noncomply, and wait a little for the child to comply. Another option is to let the child know that there will be a consequence, for example a privilege withdrawn, a "response cost," as a consequence for the noncomply.

What's the point of this section?

A. Ways of following up after a command include reinforcing the child for compliance, physical guidance, a statement of disappointment, or a withdrawal of a privilege. All these require watching to see what the child does.
Or
B. It doesn't do any good to withdraw one toy if the child has large numbers of others that can substitute.

114 Why does it not help the cause of parental authority if the parent uses a harsh and stern tone of voice, or raises the voice in anger in connection with commands? First, after hearing this sort of tone of voice often, many children get used to it, so that it quickly loses its power. Second, harsh and stern tones tend to bring out anger and oppositionalism from children, as they mimic they harsh and stern tones they hear. Third, the excitement in loud and boisterous talk from parents is for many children not so much punishing or threatening, as reinforcing. This is especially true for children who are "stimulus seekers," who find high emotion reinforcing even when it is what people usually think of as negative emotion (such as someone's being angry at you.)

This section provided

A. Three reasons why learning to relax through muscle tension reduction can produce positive results.

Or
B. Three reasons not to use harsh and stern and excitedly angry tones of voice in trying to get commands followed.

115 Think about these examples of commands. "Stop jiggling your foot!" (Is anyone really harmed by foot-jiggling, usually?) "Take off your coat – it's warm in here." (If the child gets too warm, there's already a built-in incentive to take the coat off.) "Put both feet on the floor!" (After how many seconds is the parent going to turn attention away from where the child's feet are?) Two children are giggling with each other, and the parent commands them, "Quiet down!" (Makes sense in certain situations such as a solemn religious service; otherwise it may be better to celebrate their having fun with each other than to quash it.) "Eat your supper!" (The brain has something built in that makes food reinforcing when the body needs food, without our needing to be commanded. Getting into power struggles about eating often makes trouble where there didn't have to be trouble.) "Stop that crying!" (Crying is often hard for people to control

voluntarily, and sometimes the command to stop creates more distress and crying.) Although there are times when each of the above commands may be appropriate, they are usually unnecessary.

Here's an exercise for parents. Please try to remember the commands your child has heard lately. Try to think of some that everyone could probably have done better without. In other words, can you add to the list in this section?

The author's purpose in this section is to try to increase the reader's sensitivity in recognizing

A. unnecessary commands,
or
B. stimulus seeking children?

116 By reducing the number of commands you give, you save up your energy so that you can enforce the commands that are really necessary.

What if you think that something is a good idea, but you know you don't want to spend the energy to enforce a command about it? In that case, I recommend communicating the idea as a suggestion or recommendation and not a command. I recommend that your language make a clear-cut distinction between these two. For example:

Here's a command: "Eat your spinach."

Here's a suggestion: "That spinach is really good for us. I was just reading how leafy greens contribute to health."

Here's a command: "Bring me your book. It's time for us to drill to prepare for your test tomorrow."

Here's a suggestion: "If you'd like me to help you drill and prepare for your test tomorrow, I'd be happy to do that with you."

Here's a command: "It's time to turn the lights out, now."

Here's a suggestion: "I recommend lights out pretty soon, so you'll be closer to peak performance tomorrow morning."

Here's a command: "You can't wear that to school."

Here's a suggestion: "I think that if you wear that to school, you're going to get reactions that you don't like. It's up to you, but I recommend wearing something else."

A parent says, "If you want to do some alternate reading with me on your science work, I have some time right now." This is a

A. command,
or
B. suggestion?

117 If you know you aren't going to enforce a certain request, why should you give it as a suggestion rather than a command? Because if the child does not act on it, that does not undermine the very important *precedent* that all your commands should be obeyed. Each time you give a clear command that the child defies or ignores with no consequence, this precedent is being eroded, and the child's compliance skills are suffering.

A parent would appreciate some help in dishwork, but does not feel like enforcing a command for the child to help. Which would run the least risk of spoiling the precedent that commands must be obeyed?

A. It's time for you to help out with the dishes. Let's get going now, please.
Or
B. If you have some time and energy to help me with the dishes, I sure would appreciate your doing it with me. If not, that's OK.

118 Another big idea in helping children learn compliance skills is coming up with activities where the child gets high dose practice in rapid compliance, in a tolerable way.

A game that provides compliance practice is "Simon Says." The leader gives lots of commands to the followers, and if the commands are preceded by the words "Simon says," the followers rapidly comply. If the leader gives a command without the words "Simon says," the goal of the players is *not* to comply. The point of the game is to see if you can resist complying after you've gotten into the habit of rapid compliance. Examples of commands in this game are: Shake your right hand. Jump up and down. Run in place. Say hi. And so forth. (Admittedly, these are easier than commands to stop playing a video game, get ready for bed, and start your homework! But some generalization may occur nonetheless!) There is a high ratio of commands by Simon to the non-Simon commands, so the players get lots of practice in rapid compliance. (This game also involves something called task-switching or set-shifting, which is also a useful skill. This is the skill of responding differently to similar stimuli, depending on what directive precedes it. This is the same skill a child uses when on one part of a test the directive is to circle the grammatical errors in some writing, and another part the directive is to correct them.)

The author believes that

A. Simon Says is a bad game to play, because the child has to practice non-complying with certain commands.
Or
B. Simon Says is a good game to play, partly because the child has to comply with a very high fraction of the commands given in the game.

119 Just as in Simon Says an important skill is to figure out when *not* to comply, the same is true in life. Part of the skill of compliance is to make good decisions about when to disobey someone who is telling you to do bad or unwise things. For example, anyone who abstains from alcohol and marijuana will in the course of a lifetime encounter many people who command and cajole them to try the drug they are using. "Refusal skills" are very useful in not becoming an addict!

The author defines the skill of compliance as

A. Obeying all commands.
Or
B. Making wise and good decisions about which commands to obey and which to disobey.

120 It appears that the participants in Simon Says are much more likely to comply if the leader not only gives the command verbally, but also physically acts out what compliance looks like. Thus when the leader says, "Jump up and down," the leader jumps up and down. I recommend that parents make use of this principle wherever possible. Thus "Let's wash the dishes together" (while the parent heads toward the sink) is easier to comply with than "Go wash the dishes." "Let's take a look at what's for your homework" (while the parent gets some books out) is easier to comply with than "Start your homework."

What's a summary of this section?

A. The author believes that he has seen cases of depression in parents that have been brought on by habits of noncompliance in children.
Or
B. It's easier for a child to comply with a command if the parent also models how to do it.

121 Here's another little game for practice, that I call the Compliance Game. There is something pleasant that the child wants, that the parent has decided to let the child have – something to eat, something the child wants to do, something reinforcing. The child asks for it, or the parent

offers it. But then the parent says, "There's a price you have to pay, a special introductory offer: 5 complies." (The number grows higher than 5 as time goes on, but never burdensomely high.)

The child says, "What do you mean, 5 complies?"

The parent says, "I'll show you. Would you please do this, like I'm doing it?" (The parent pumps the hands up and down as though pressing a barbell. The child does it too.) The parent says, "Good, that's one comply! Now please say your name." The child says it, and the parent says, "Good, that's two complies!" In under a minute or two, the child has accumulated the requisite number of complies, and the child gets the reinforcer. The game is carried out in a lighthearted, fun way, and it comes and goes quickly, but the child still gets practice in rapid compliance.

In the compliance game, the parent asks the child to do

A. Any old random behavior, something convenient and able to be done quickly.
Or
B. Behaviors carefully selected so as to increase the welfare of the child and the family.

122 Another good game for compliance is the shaping game, described in the chapter of this book that has to do with "mutually gratifying activities." The shaper thinks of, and keeps secret, a behavior for the shapee to do; both players have the goal that the shapee will do that behavior; the shapee starts doing random things; the only clues that the shaper can give are to congratulate the shapee for something he or she has already done. Criticisms and commands and suggestions are against the rules. This game trains the child not to follow commands, but to seek reinforcement, in the form of praise or congratulation. If, outside the game and in real life, the parent does a good job of reinforcing compliance with commands, practicing seeking the parent's reinforcement will result in better compliance.

In the shaping game, the game is won by both players if the "shapee"

A. follows commands well,
or
B. does more of the behavior that the other player reinforces?

123 Another game for compliance practice is Follow the Leader. The parent is the leader, and the child's job is to mimic the actions. The leader runs in place, bends from side to side, does

dance moves, jumps back and forth, and so forth. Soon the child will want to be the leader, and you can take turns. The parent can model complying rapidly with the implicit command of "Do what I'm doing."

The author communicates that the "commands" in Follow the Leader are

A. Spoken out loud each time the leader wants the follower to do something new.
Or
B. Unspoken, but the follower knows that the game is to follow the implicit command of "Do what I'm doing."

124 Another activity that is great for compliance training is for the parent to tutor the child, to teach the child something the child wants to know. The child practices compliance each time the child is expected to, and does: sound and blend a word (in reading tutoring), say a math fact or solve a more involved math problem, mimic a movement in dance, music playing, or sports, answer a question in books formatted like this one, help cook something, follow a direction on making some craft object, et cetera. If the parent can reinforce the child with approval and excitement for each of these complies, and especially if the teaching is fun for both of them, the

child gets a very large amount of practice at complying with the parent.

As one example, in the reading tutoring program, described in *Manual for Tutors and Teachers of Reading*, it is common for a child to accumulate tens of thousands of "points" from sounding and blending words in word lists. The tutor enthusiastically reinforces nearly every word that is read in this way. For each of these, the child is receiving not only a practice in reading skill, but also a practice in compliance skill!

Some parents outsource their child's training in sports to coaches, in music to music teachers, in academics to schoolteachers, in camping skills to scout leaders, and so forth. The child learns to respond to commands of the sort, "Here's how you do this; now you try it! Good, do it again!" But sadly, I've seen many examples where children comply with these outsourced teachers but not with the parent. If the parent possibly can make the time, and if the parent can possibly make learning fun, it's good for the parent to claim some interesting skill to teach the child, so the parent gets some benefit from the compliance practice that teaching brings about!

The author is "selling" the parent's teaching the child on the grounds that

A. In the one-to-one situation, the parent can figure out challenges that are not too hard, not too easy, but just right.
Or
B. The child gets many opportunities to practice complying with the parent's requests, and the parent gets lots of opportunities to reinforce those complies.

125 Here's one more game to foster compliance. To start with, the parent restricts the child's access to junk food. (This does not mean saying, "You're not allowed to have it." It means locking it up somewhere.)

At the beginning of the day, the parent announces, "This is going to be a Compliance Challenge Day!" At the end of the day, not long before the final toothbrushing, the child will get a certain number of units of the desirable food – for example, 5 miniature Reese's Peanut Butter Cups (each one has 36 calories, so this is a total of 180 junk calories.) But for each noncomply during the day, the child loses one unit of the candy at the end of the day.

Such programs tend to make whatever food is used more reinforcing and desirable. This is a side effect that is often worth putting up with if the program really helps the child to comply more successfully.

The loss of a reinforcer for each undesirable behavior, as in this game, is called "response cost."

The parent should have a Compliance Challenge Day only on days where he or she has the energy and self-discipline resources to carefully notice the child's response to every command that is given! This is a tall order.

What's a summary of the game described in this section?

A. The child gets one piece of candy at the end of the day.
Or
B. The child gets 5 pieces of candy at the end of the day, minus one for each noncomply.

126 It's good to chat with your child about the question, "Why is it good to comply with your parent?" It's not just a way of winning candy, or escaping punishment! It's good because

1. It helps the emotional climate of families to be much more positive. In other words, it makes the families more pleasant groups to be in!

2. It makes parents much happier.

3. Happier parents usually result in happier children.

4. It results in the children's doing things for their own health and safety and education that they wouldn't do otherwise. (I have seen conditions, for example fecal soiling, continue much longer than necessary because children would not comply with treatment.)

5. Each time children comply with reasonable and wise commands that they don't "feel like" carrying out, they get practice that will help them with the skill of self-discipline, long after their parents have ceased to give them commands.

It's good to review these ideas with children, read them aloud, talk about them, and assess children's degree of agreement with them. If children believe that there are good reasons for cultivating the skill of compliance, they are less likely to think, "There's no candy or money or toy riding on this, so I don't have to comply."

The author wants children to be able to comply for higher and better reasons than just thinking, "What will you give me if I do it?" In order to foster that, the author recommends

A. Never using tangible rewards such as money or candy or access to electronics.

Or

B. Frequently reviewing with the child the reasons why cultivating the skill of compliance is a good thing to do, and explicitly talking about the fact that rewards are not the main reason to comply.

Chapter 9: Teaching Ethics and Values

127 Why should children, and other people, be good? Why should they avoid lying, stealing, hurtful talk, and violence? Why should they be kind and helpful to others? People who study moral development believe that some reasons are more primitive and some more highly developed than others. When we give a child a time of seclusion or restraint for violent behavior, we are appealing to what some think of as the most primitive reason for good behavior: to avoid punishment. When we rate the child's behavior each day and give the child a candy bar at the end of the day for ratings above a certain level, we appeal to a reason for good behavior that is perhaps one step higher: to get a reward. It's much better for a child to act good for these low-level reasons than not to act good at all!

What's the point of this section?

A. It's good not to put children in situations where they are punished after confessing, but escape punishment for lying.
or
B. Some reasons for being good are thought to be more "highly developed" than others. Among the low-level reasons are self-interested wishes to get reward or escape punishment.

128 But the problem with these low-level reasons to be good is that they depend totally on how closely someone is watching you. When the rewarding or punishing persons are not looking, these motives give you no reason to act ethically. In these early levels of moral development, a very relevant question is, "Can I get away with it?" The person who reasons only at this low level does not have pangs of conscience about doing something wrong, but only feels bad about "getting caught."

What's the point of this section?

A. If your child gets stuck at the low levels of moral reasoning, he has no reason to act morally when he thinks he won't get caught.
or
B. Some researchers think that justifying choices out of obedience to the rules of authority is a higher stage of moral reasoning than the "what's in it for me" stage.

129 At the higher end of the morality spectrum, we still don't escape the

basic reality that our brains tend to seek reward and avoid punishment. But the rewards and punishments have become *internalized* – we can deliver them to ourselves, and are in the habit of doing so, even when no one else rewards or punishes us. When I do an act of kindness that makes someone feel good, I feel good myself, even if no one rewards me. When I do something immoral, I feel bad, even when no one punishes me. And I'm glad my brain has come up with this arrangement, because I'm much more available to reinforce my kind acts and good decisions than anyone else is! It's in my own interest not to do bad things when I can "get away with them," because such acts undermine these internal reward and punishment systems, which are very much based on keeping consistent habits. I'm aware that I'll be much happier if I'm the type of person other people can count on to do the right thing even when no one is watching. So I want to stick to principles, and not violate my code of conduct.

What's the main idea of this section?

A. Discussing moral dilemmas may be a good way to foster a child's moral development.
or
B. People of higher moral development have internalized reward and

punishment, so they are able to feel good about good behavior and feel bad about bad, without needing someone else to reward or punish.

130 The all-purpose program for promoting positive behavior I outlined in an earlier chapter relied largely upon verbal approval, enthusiastic tones of voice, and celebration of positive examples. A parent's enthusiastic approval is most reinforcing when there is a positive emotional climate. This is one reason to put a large emphasis upon achieving such a climate. There's something about verbal approval (or disapproval) that is different from candy bars and time outs: they tend to be easier to *internalize*. If one hears, "Hooray for you, you just did a fortitude triumph!" many times, one is much more likely some day to think, "Hooray for me, I just did a fortitude triumph!" If the child at bedtime hears, "I saw you do a kindness triumph today: ..." and feels good as the parent narrates it, the child is much more likely to someday think, "I did something kind! I feel good about that!"

This section sees a special role for verbal approval and disapproval in moral development because they are

A. easier to internalize than more tangible rewards or punishments,

or
B. able to be delivered more quickly, immediately after the behavior?

131 Verbal approval and disapproval are ways of promoting moral development. But this chapter has to do with more explicit teaching of moral principles – positive indoctrination into a set of ideas that will be useful throughout the child's lifetime. What are those principles?

At a certain point in my career, several decades ago, it dawned on me that the skills necessary for mental health, and the principles that define ethical behavior, are not two separate lists! Both "mentally healthy behavior" and "ethical behavior" have two major goals: 1. the long-term happiness of the person doing the behavior, and 2. the long-term happiness of the other people affected by that behavior. In other words, mental health and ethics are both ways of being good to oneself and good to others – caring for oneself and caring for others – being loving to "thy neighbor, as thyself."

What's a major idea from this section?

A. Mental health and ethics have the same goals: happiness of oneself and happiness of others.
or

B. The notion of ethical behavior as that which produces the "greatest good for the greatest number" was put forth by philosophers like Jeremy Bentham and John Stuart Mill.

132 The idea that the goal of existence is to that increase happiness in both oneself and others has its competitors. Perhaps the major competitor is the power motive: "The point of existence is to defeat your adversaries – to gain maximum power – to get as high as possible on the dominance hierarchy, the pecking order that determines who has power over whom." If a certain group is symbolized by a picture of a rattlesnake showing its fangs, with the motto "Don't tread on me" beneath, you can bet that the primary orientation is "Defeat your adversaries" rather than "Care for self and care for others." It's no surprise that gaining power, defending oneself well, and not being "tread on" by adversaries would become a primary orientation toward life: throughout centuries of evolution, those who have defended themselves successfully against all sorts of predators (or maybe, have been successful predators) have been the ones to pass on their genes to the next generation.

Indeed, getting and keeping the power to protect oneself is an important part of being happy and

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making others happy. But to the extent that a society is civilized, it gives people the luxury of not being preoccupied with either defense or attack.

In this section the author speaks of another major stance on the goal of living, which is

A. The will to power, including defeating all one's adversaries.
or
B. The will for meaning.

133 Other major competitors in the "purpose of life" contest include the quests for money and wealth, for fame and attention, for attractiveness, for romantic success, for people's approval, or even the quest for thinness. One might think that these are means to other ends, such as the goal of having a good relationship with a mate, or the goal of having more power, but any of these can become ends in themselves. And sometimes these motives drive people to do good things and make themselves and others happy – and sometimes they don't. Sometimes the quest for happiness devolves into the quest for short-lived physical pleasure. At its worst, this motive can take the form of addictions.

The point of this section is that

A. There are various goals that compete with "care for self and care for others" that can provide direction to people, for better or worse.
Or
B. The Internet provides lots of evidence that what people approve of is not necessarily what is good.

134 What do people do in their spare time? We take in fiction, through stories, through movies, books, or plays, and fiction almost always involves conflict, where two or more adversaries are trying to defeat each other. From Beowulf to Hamlet to Harry Potter, we are entertained by fights to the death, not by boring cooperation. Or, we watch two adversaries try to defeat each other in sports contests, or we train for or participate in those contests. We play video games, many of which involve shooting all the bad guys who happen upon the scene. We watch or participate in political battles. If we're high school kids, we battle against our peers for higher class rank so as to get into more selective colleges. If we're in business, we try to gain market share from our competitors.

Is it any wonder that family relationships are often better described by "at each other's throats" than "helping and having fun with one another?" The sad fact is that the human brain (with some major

exceptions) has a propensity toward adversarial struggle unless something opposes that.

What's the author's point in this section?

A. People seem to gravitate toward the "defeat your enemies" orientation, as evidenced by what they find entertaining.
or
B. The instinct of parent toward child is one case where survival of the fittest has selected for cooperation over competition.

135 If one wants to be happy and make others happy, how does one do it? Earlier, I listed 16 skills that are central to mental health. We can use the same 16 ideas as principles of ethics. Here they are again, with definitions put in the form of moral directives.

Ethical Principles

1. Productivity. Spend a good fraction of your time working toward worthy goals.

2. Joyousness. Take pleasure in the good things that happen, the good things others do, and the good things you do.

3. Kindness. Try to make other people happy. Try to prevent and relieve suffering, and to promote joy and long-term well-being in others.

4. Honesty. Tell the truth. Don't cheat or steal. Don't deceive others. Keep your promises.

5. Fortitude. When things go badly, handle the situation well. Think carefully about what to do. Don't get so upset that you make things even worse.

6a. Good individual decisions. Educate yourself about the situations you need to make decisions about. Think carefully about what to do. Spend more energy on the more important decisions.

6b. Good joint decisions. When a decision affects more than one person, listen to the others and hear their points of view. Talk calmly about the advantages and disadvantages of options, instead of attacking and defending. See if you can find a just solution that works well for all.

7. Nonviolence. Don't hurt or kill others, or encourage others to do so, except as an absolute last resort. Work to encourage a human culture where no one hurts or kills.

8. Respectful talk, not being rude. Speak respectfully and politely unless there is a very good reason not to.

9. Friendship-building. Build the sorts of relationships where each person helps the other to be happy.

10. Self-discipline. Choose options that accomplish your long-term goals, even when other options would be more pleasant in the short run.

11. Loyalty. Decide well who are the people you want to be loyal to. Support and stick by those people.

12. Conservation. Don't waste your money, your time, or the earth's resources.

13. Self-care. Take care of your own health and safety. Be careful for the health and safety of others, too.

14. Compliance. Decide well who should be obeyed and which rules should be followed. Follow rules and obey when it is good and right to do so.

15. Positive fantasy rehearsal. Make use of the principle that you can get better at things by practicing in your imagination. Mentally rehearse doing good things. Try to recognize the harm done by entertainment with violent fantasies or stories, and use that information in decisions.

16. Courage. Carry out the best option you can choose, even when it is scary or you have an aversion to it. Work to get over fears or aversions that are not realistic or useful.

Do these principles sound like

A. the brand new inventions of the author,
or
B. mostly widely agreed-upon principles that have been stated and restated through the ages?

136 How do you teach these ethical principles? One of the time-tested ways of teaching such principles is simply to repeat them, either with or without their definitions. Here are some ways of doing this:

1. Just before your child falls asleep, before you leave the room, read the ethical principles just stated in this book, perhaps several times.

2. At mealtimes, before eating, take turns among family members, reading the ethical principles above or a different version of them. (There is a simplest version, much shorter than the previous page; there are versions written in the forms of affirmations.)

3. As a variation: at mealtime, one family member names the principles, and another family member gives the short explanation of what each of them means.

4. At mealtimes, sing the "What Are the Qualities" song. Here are the words:

What are the qualities that make life better?
What makes people good?
What lets people live in happiness and peace
And brother- and sisterhood?

Productivity, joyousness, kindness,
Honesty, fortitude,
Good decisions made every day,
Nonviolence and not being rude.

Friendship-building, self-discipline, loyalty,
Conservation and self-care,
Compliance and positive fantasy rehearsal,
And courage, if you dare.

The melody to this song (as well as several other "psychological skills songs") can be found on the Internet at https://optskills.org/songs/; look for the song in the *Spirit of Nonviolence* collection called "What Are the Qualities That Make Life Better."

The techniques listed in this section have to do with

A. looking for specific examples of the skills and principles in real life,
or
B. simply repeating the names of the principles with or without short explanations of what the words mean?

137 Another method of teaching the principles involves reading stories that model those skills and principles, and after each, practicing answering the question, which principle did that story illustrate. This is the strategy of my book called *Illustrated Stories That Model Psychological Skills,* and the first long chapter in *Programmed Readings for Psychological Skills*. These can be seen as exercises in reading and in answering comprehension questions. But the messages of what the principles are, what they mean, and that they are very desirable and produce positive outcomes, come through as you read the stories.

The strategy mentioned in this section is

A. To present positive models of the skills and principles, and practice identifying which principle the story illustrates.
or
B. To ask the child the question, "If someone asked you how to live well, what would you tell them?" and with the answer to that, measure how much the child has taken in of the explicit teaching of principles.

138 I have mentioned before, in the chapter on the all-purpose skill promotion method, watching for positive examples that the child does, immediately reinforcing those examples by enthusiastically naming the skill or principle the child exemplified, and reminding the child of the positive example in several ways thereafter.

    Another variation on searching for real-life positive examples is the family celebrations exercise. When family members are together, for example at mealtime, they are invited to tell any positive examples that they have seen in any other family member, any other person, any historical character, and especially, in their own actions. The positive example is narrated, and the skills that it exemplifies are named.

The methods described in this section involve

A. making up stories where characters exemplify the sixteen skills and principles,
or
B. telling about positive examples one has run across in life?

139 Another variation on this general strategy is the "skills stories exercise." You take turns making up stories in which someone does something good; you make up a question for it along the lines of "Was that productivity or joyousness?" You are also allowed to retell the stories of any positive examples you've seen or read about in reading fiction. If the parent can write down these skills stories (along with the celebrations mentioned in the previous section) they can form a volume of stories that the child and parent can return to and read over and over, usually with a great deal of pleasure.

    All these strategies use the principle of fantasy rehearsal: the more you send images of positive examples through the brain circuitry, the more proficiently the child can carry out similar examples.

The main idea behind skills stories is

A. Making up stories exercises creativity.
or

B. The more you imagine positive models, the more able you are to do them.

140 How does a child know what your values are? Partly, by hearing you talk about what behaviors you admire. You can search for people whose actions you admire (and this may be lots harder than finding people whose actions you deplore!) If you narrate what those admirable actions are, and why you admire them, in casual conversation, you communicate something important to your child.

The point of this section is that

A. Part of the way you transmit values to your child is, during the course of casual conversation, talking about the behaviors you admire.
or
B. In the psychological skills meditation, you sit silently and go through the 16 skills and principles, one by one, thinking of a positive example of each.

141 Now it's time to mention the most difficult, and probably the most important, method of teaching ethical principles: modeling them through your own behavior. The more you can in real life, exemplify the ethical

principles, the more you transmit these to your children.

The skill of joyousness is especially important in transmitting your values. By being a happy person, you send your child the message that the skills and principles you hold dear actually work in making your life good. In a sense, to be the best transmitter of ethical principles, you have a "duty" to be a happy person. If you can simultaneously make others happy, that's even greater. I realize that the advice to "get happy" is often easier said than done! If you can't do it, get all the help you can, and put the goal high on your priority list.

The asks you to make yourself happy because

A. you deserve it, especially if you have read this far in this book,
or
B. your being happy helps your child want to get in on something good by adopting your values.

142 In transmitting to a child core ethical values, it is great if you and your child can work together on a service project, on helping someone, . If you can do this in a pleasant way, you are practicing the key principles of productivity, joyousness, and kindness all at once. Can you jointly tutor

someone? Can you help with building something? Can you help in cleaning something up? Can you deliver food or goods to people who need them? Can you take care of animals that need attention? Can you shovel snow or rake leaves for a neighbor who needs help? If you search for service projects that you and your child can do together, you will almost certainly find them! Service organizations also provide an opportunity for friendship-building.

The advice in this section is to

A. Read books on ethics.
or
B. Do service to others in a joyous way with your child.

143 One of the classic methods of trying to improve people's moral reasoning is to discuss "moral dilemmas" with them. Here's a classic example. A man's wife has a serious illness that can only be cured with a very expensive drug. The man cannot afford the drug, and the drug maker is making lots of money on it. There is no way for the man to obtain the drug legally. If the man can steal the drug, should he? The essence of moral dilemmas is that two or more ethical principles are in conflict with one another, and you have to decide which one wins out. In the example we just gave, the principles of loyalty and kindness are in conflict with those of compliance and honesty.

You can find lots more moral dilemma stories on the Internet, and in the chapter on moral dilemmas of my book *Programmed Readings for Psychological Skills*. If you discuss such situations, it's usually better to use a lot of questioning and reflecting and listening rather than telling the child what you think the answer is.

Does discussing these situations actually make people better people? If I had to choose between such discussions and real-life positive service and reinforcing real-life positive examples, I'd pick the latter. But fortunately we don't have to choose, and if your child enjoys pondering such questions and telling her thoughts on them, go for it! Such discussions at the very least send the message that the question, "What is the right thing to do?" is interesting and important. At best, they can help the child try to figure out what principles are involved in ethical decisions, and which decision makes people happiest, when different principles contradict each other.

The challenge of being an ethical person, however, may be less often figuring out the right thing to do, than actually carrying out what you know to be right.

What's the author's attitude toward discussion of ethical dilemmas?

A. This is the most important way to improve moral reasoning.
or
B. Although this probably is not the most important way to improve ethical behavior, it may be helpful and fun, and it's another option worth trying!

144 Let's summarize by listing some ways of fostering ethical behavior in children.

1. Reading, in a regular ritual, the list of skills and principles and their definitions.

2. Singing together the song about the qualities that make life better.

3. Reading stories that model psychological skills and ethical principles, and practicing identifying which principles each story exemplifies.

4. Watching for the child's positive examples, and reinforcing them in several ways as described in the chapter on the universal method of promoting psychological skills.

5. Doing the celebrations exercise as a family, including celebrating your own choices and celebrating others' choices.

6. Doing the skills stories exercise. Writing down skills stories and celebrations and reading these together.

7. In casual conversation, mentioning examples of behavior (not the child's behavior) that you admire (or deplore).

8. Very consciously and purposely modeling the ethical principles for your child in your own daily life.

9. Finding ways to work together joyously with your child in being of service to someone else.

10. Have interesting discussions of what the best thing is to do in moral dilemma situations, and why.

What fraction of parents' complaints about children to mental health professionals involve unethical behavior by the child? A large fraction. How many of these 10 suggestions do most parents usually do? My guess is that the usual number is very low. This is not to blame parents – life is hard, and all these suggestions require time, effort, and organization.

What's the author's belief about the suggestions in this chapter?

A. If you follow these quick and easy instructions, you'll have an ethical child in no time flat!
or
B. "Many are called but few are chosen" to follow these suggestions – in other words, most people don't do them.

Chapter 10: An Anti-tantrum Program

145 By the word *tantrum* I refer to an episode of screaming or yelling, saying very hostile words, making threats, slamming the hand or fist on tables or walls, slamming doors, and/or throwing things, all of this in a way that does not endanger oneself, others, or property. People sometimes call these "outbursts" or "meltdowns." Of course there is a fine line between these and episodes of hitting, kicking, scratching, throwing hard objects at people, breaking things, and other examples of physical violence or property damage. For the time being, we're talking about nonviolent and nondestructive tantrums.

　　　The opposite of a habit of tantrums is the skills of fortitude, also known as emotional regulation.

The author makes a distinction between two types of episodes based on what?

A. How loud they are,
or
B. Whether or not there is physical violence or destruction of property?

146 A long-term approach to preventing and remediating tantrums is to use the "all-purpose program for promoting psychological skills" to promote the skill of fortitude. You watch for the positive examples of this skill and reinforce them in all the ways that we have discussed. You present positive models of this skill at every opportunity.

This section has to do with

A. non-reinforcing tantrum behavior, or
B. reinforcing the positive examples that are the opposite of tantrums?

147 Often a child's tantrums are confined to one specific setting, particularly the home. If a child does not have tantrums at school, but does so at home, or vice versa, or even if the tantrums occur much more frequently in one setting than another, that tells us something important. It tells us that the environment is important, that we are not dealing with something purely biological that goes off randomly in the child's brain.

What's the point of this section?

A. Parents are often very strongly motivated to end a tantrum as soon as possible.
or
B. When tantrums occur much more frequently in a certain setting, we get a strong clue that the environment is important.

148 Here is the most important thing to know about tantrums: they are almost always motivated by a desire to get someone to react in a certain way. Put in other ways: they are interpersonal power tactics; they are aimed at producing certain consequences; they are maintained by other people's reinforcing responses. And here's the logical corollary: if tantrums stop getting people the reinforcers that follow them, they want, they tend to go away.

What's the main point of this section?

A. Tantrums are designed to produce a certain outcome. If they don't produce that outcome, they decrease in frequency.
or
B. Tantrums represent a loss of control that the child is not responsible for.

149 Sometimes it's painfully obvious what the reinforcer for the tantrum is. In a classic story I've mentioned several times, a child demands a candy bar; the parent says no; the child starts to tantrum; the parent, wanting to put a quick end to the tantrum, gives in and gives the child a candy bar.

The candy bar in this story is

A. the reinforcer for tantrum behavior,
or
B. an incentive to keep the child from having a tantrum the next time?

150 At other times the reinforcer for tantrums is less clear. But if there is a certain response that usually comes as a consequence, and if the tantrums keep coming frequently, you can bet that the consequence is reinforcing.

When a child starts to tantrum, the parent sits down and talks with the child, hugs the child, reassures the child that he is loved, and encourages the child to say what is bothering him. The tantrums get more and more frequent.

In this case, we can assume that the way the parent is responding is

A. reinforcing the tantrums,

or
B. helping the child to get over the tantrums soon?

151 With the example I just gave, someone might reasonably say, "But shouldn't children have a right to have their parents sit down and talk and listen, and let the children know they are loved?" The reply is: Yes, but these parental behaviors should be supplied often enough and freely enough that the child doesn't need to have a tantrum to get them. A parent who pays enough attention to having good conversations with the child, and engaging in fun activities with the child, may find that the child doesn't need to have tantrums, or at least not nearly so much.

What's the point of this section?

A. Sometimes the child has a reasonable wish for connection and attention, and the best strategy for the parent is to supply attention freely during non-tantrum moments.
or
B. Attention and human connection seem to be reinforcers that do not cease to be reinforcing, even when people get a lot of them.

152 When a child tantrums, the parent tries to stay calm, but eventually gets mad and screams back at the child. The tantrums keep occurring frequently. We might guess that the game of "How long will it take to make my parent scream" is

A. reinforcing the behavior that starts this game going,
or
B. non-reinforcing the behavior that it follows?

153 When another child starts to tantrum, one parent wants to punish the child in a certain way, and the other parent argues that this is not the right thing to do. The parents end up arguing angrily with each other over the right way to respond to the tantrum. Despite the fact that this happens often, the frequency of the tantrums stays high. We're forced to conclude that the parents' arguing is reinforcing to the child.

Why would conflict between parents be reinforcing to a child? First, people have a wish to feel powerful, and the power to stir up an argument is, unfortunately, a type of power that can feel reinforcing. A second explanation is that conflict unfortunately is entertaining for human beings. Fiction writers all are taught that stories must have conflict. The number one entertainment of

human beings appears to be watching other human beings fight or otherwise struggle against each other – think about almost all movies and all sporting events.

The author has previously argued that candy bars, nurturing attention, and angry excitement can reinforce tantrums. In this section the author argues that conflict between other family members can be

A. very upsetting for the child,
or
B. a reinforcer for tantrums?

154 Sometimes parents who attempt to punish tantrums end up reinforcing them. A parent angrily threatens to withdraw a privilege. The child screams back some argument so illogical that the parent can't resist screaming back (in vain hopes that the child will see the error of his reasoning). The excitement proves reinforcing for the child. Or, the parent tells the child to go to time out, and the child refuses and runs away from the parent.

What's the point of this section?

A. Sometimes parents' attempts to punish tantrums can end up reinforcing them.
or

B. Punishment often makes the punished person feel justified in trying to punish the other person in retaliation.

155 So how should parents respond to tantrums? One way that has worked with many parents I have counseled is a "non-reinforcement" strategy. Your chief goal is not to punish the tantrum behavior, but to ignore, or non-reinforce it – to let the behavior undergo "extinction" when it repeatedly fails to get the desired results. You simply don't do anything at all in response to the tantrums. You go about your business, do a household chore, give some attention to another child or a pet, don't look at the child, don't speak to the child, and act as if the child were not present at all.

The strategy the author describes in this section is

A. Communicating unconditional positive regard to the child,
or
B. acting as if the child were not there?

156 For those children who scream loudly enough that the noise is very unpleasant for you, my recommendation is to walk calmly to a place where you keep some foam

ear plugs, put them in your ears, and go on ignoring the tantrum.

For those families who live in apartments where neighbors are sensitive to the noise, I recommend sitting down with the neighbors, explaining the non-reinforcement strategy, and asking for their patience as the plan is carried out. (This should be done some time other than when a tantrum is going on.) If everyone in the family succeeds in non-reinforcing tantrums, you should see a marked reduction in their frequency within a month, sometimes lots sooner.

The recommendations in this section regarding ear plugs and conversations with neighbors are meant to

A. make it less necessary to non-reinforce the tantrum behavior,
or
B. make it more easily possible for you to carry out non-reinforcement?

157 It doesn't work for a parent to non-reinforce tantrums if the parent's friend or the other parent or the child's siblings or step-siblings or anyone else in the family reinforces the tantrums. This is part of the reason why non-reinforcement programs are so much more easily

said than done! There's a need to get everyone in the household, and any babysitters or caretakers, on board, and to make sure everyone is competent at the rather difficult task of non-reinforcing tantrum behavior. This requires sitting down and talking together, and practicing through role-playing. Someone plays the part of the tantruming person, and the others practice doing other activities as if the person were not there, or if that is too difficult, walking away to another room and shutting the door.

This section describes one of the most difficult parts of the anti-tantrum program, which is

A. for the parents to control their own emotional responses,
or
B. to get all household members and caretakers on board with the non-reinforcing strategy.

158 There's one other person with whom it's very important to discuss the non-reinforcement strategy: the child him- or herself! You want the child not to be surprised by the non-reinforcement strategy – in fact, the less surprise and novelty there is, and the more boringly expectable everyone's responses are, the less

likelihood there is for any reinforcing drama. You communicate to the child that when he starts to get upset, he has the power within himself to calm himself down, and for this reason family members are going to leave the whole self-soothing process up to him. You communicate that self-soothing and self-calming are extremely useful skills in life, and the child has a huge amount to gain by working on them and seeing how good he can get at them. You communicate that family members can help the most by not interfering with his working on these skills by himself when he gets upset. You let him know that when he wants to talk calmly about anything that is bothering him, or anything else, the parent welcomes that (even though the parent can't guarantee instant availability). You let the child know that his becoming free of tantrums will be a tremendously celebration-worthy achievement for him and for the whole family.

The attitude of the author is that for non-reinforcement programs,

A. the element of surprise is a useful thing for parents to use,
or
B. you want the parents' responses to be as unsurprising as they can be?

159 There's one unfortunate tendency that all animals, including humans, have, when non-reinforcement begins. This is called the "extinction burst." For the simplest example: psychologists have taught rats to press a bar to get a little bit of food. The hungry rat has learned that pressing the bar gets the desired result. But then an "extinction trial" begins: pressing the bar no longer gets the food. The first thing that happens is that the animal presses the bar *more frequently*, and perhaps harder. The increased frequency, duration, and intensity of the suddenly non-reinforced behavior is called the extinction burst. Sooner or later the animal seems to realize that bar-pressing is now useless, and the frequency of pressing goes down, perhaps to zero. Thus non-reinforcement brings about a *long-term* reduction in the frequency of the behavior, but a *short-term increase* in the frequency.

The same is true for tantrums: when you start to non-reinforce them, they can get worse before they get better. You've got to be willing to ride out the extinction burst. Remember that what "works" for a tantrum is not what ends this tantrum soonest! What "works" is what reduces the frequency of future tantrums!

Chapter 10: An Anti-tantrum Program

What's the point of this section?

A. When you start to non-reinforce tantrums, they may tend to get worse before they get better.
or
B. If you ever need to physically restrain a child, the most important thing is to make sure you don't interfere with breathing.

160 With rats and pigeons, there may be no way of eliminating the extinction burst. You can't talk to them and explain that non-reinforcement is coming; you can't tell them that there will be great celebration for the absence of the behavior. But with human beings, sometimes you can help the child anticipate what is coming and to redefine the game as meeting the challenge of becoming tantrum-free. Sometimes you can help the child realize that everyone – including the child – will be better off if the child can get her needs met in ways other than tantrumming.

The author's attitude is that

A. The extinction burst is inevitable.
or
B. Parents have been known to avoid the extinction burst by some good verbal communication with the child.

161 Another way to avoid the extinction burst and to achieve the goal of tantrum-free life more quickly is to reinforce the absence of tantrums. For example: every day that the child avoids having a tantrum, the parent and child celebrate shortly before tooth-brushing time, and the child is allowed to have some junk food cake or candy or pop that is otherwise withheld. Or: every day that the child avoids having a tantrum, the child and the parent together do a videogame activity that is otherwise withheld. Or: for every day that the child avoids having a tantrum, the parent simply points this out to the child joyously, hugs the child, and looks happy. The rewarding of the absence of a certain behavior is what behavior modification specialists call "a DRO" -- Differential Reinforcement of Other behavior.

What's the point of this section?

A. It's important to pick video games that do not promote fantasy rehearsal of violent behavior.
or
B. In addition to non-reinforcing tantrums, it's useful to reinforce the absence of tantrums by celebrating tantrum-free days.

162 Sometimes it's useful for a child to get an immediate signal for when a tantrum-free day turns into a tantrum day. Some parents have found it useful to put up on the wall (out of the child's reach!) a sign with a smiley face, which can be turned over to reveal a frowny face. When the child has a tantrum, one of the behaviors the parent does is to calmly turn the sign over. When the day is still tantrum-free, the parent can look at the smiley face periodically and celebrate that it's still there, if this behavior appears reinforcing to the child. The purpose of this is to make the reinforcement, or lack thereof, that will occur at the end of the day, more immediately apparent. The principle is that the sooner consequences follow the behavior, the more effect they have. But if the "sign" strategy seems for any reason to reinforce the tantrums, you can abandon it.

What's the point of this section?

A. Sometimes it helps to have an immediate signal, in the form of a little sign, as to whether today is a tantrum free day or not.
or
B. It's important to keep records of how frequently the tantrums occur and how long they last.

163 As much as possible, you don't want to stop with a DRO. You want to do a DRI – Differential Reinforcement of Incompatible behavior. You want to reinforce the opposite of tantrum behavior. And the opposite of tantrum behavior is positive examples of psychological skills such as respectful talk, good decisions, nonviolence, and self-discipline, and especially fortitude.

What are the provocations that tend to trigger tantrums? The child's not getting something she asks for? His having to stop doing something he enjoys? His having to do some work? Each time the child encounters such a situation and triumphs over it by staying cool, that's a triumph. Again, please see the chapter on the all-purpose program for enhancing psychological skills for ways of celebrating and reinforcing these positive examples.

What's closer to the main point of this section?

A. It's very important for the child not to see himself as losing a contest if he becomes tantrum free, but as winning.
or
B. Rather than just reinforcing the absence of tantrums, parents will do well to reinforce the specific

examples of fortitude that they see the child carry out.

164 Sometimes the relationship between the parent and child has become so adversarial and competitive that the parent's enthusiastic approval gets interpreted by the child as "I just lost points in the competition between us." When the parent's enthusiastic approval is punishing rather than reinforcing, this is a problem to be solved. Careful cultivation of good social conversation with the child (please see the chapter on that) and mutually gratifying activities with the child (please see the chapter on that) should help alleviate this situation. In the meantime, more subdued attention to positive examples may sometimes be more reinforcing than excited, joyous attention.

The unfortunate situation this section refers to is that

A. The child's habit of disrespectful talk is so strong that it takes lots of non-reinforcement to change it,
or
B. The parent's enthusiastic approval is not reinforcing, but punishing, to the child because of an overly competitive and adversarial emotional climate.

165 Let's go back to planning about tantrums, and talk some about nipping them in the bud. Some people believe that when people are angry at each other, it's very important for them to "get their anger out" by verbalizing their anger right then and there. Lots of research has discredited the theory that expressing anger "gets it out" and leaves you mellow and calm. This is called the "catharsis" theory. It's a very harmful and incorrect idea. When people yell at each other, interrupt each other, and accuse each other, they almost always make themselves more angry, not less. Pounding pillows or screaming or hitting punching bags does not tend to reduce anger either, although lots of physical exercise can help people cool off.

The author believes that

A. When people are angry, they should think about ways to get their anger out rather than keeping it in.
or
B. The theory that anger is something you need to "get out" is an incorrect and harmful theory.

166 Anger often signals that there is a problem that people need to work

out by talking with each other about the problem. But when a family member's anger gets over a certain level, it becomes almost impossible to work out a rational, mutually acceptable solution to the problem.

Think about your own experience. How often have you ever seen two people have a loud, angry argument with each other, with the result that they agreed on a reasonable solution? I'll admit that this has happened in the history of the world, but not very often.

The author believes that

A. When people are very angry, they should express their feelings, get them out, and talk out the problem while the motivation is high.
or
B. When people are very angry, the chance of their agreeing on a reasonable solution slim; the highest priority should be letting anger cool off.

167 My recommendation for all pairs of family members is that when the anger level exceeds a certain amount, you go away from each other and cool off, in separate rooms. I recommend that you do this when either person gets a strong urge to yell at or insult the other person, before they have done it even once.

When both people feel that there is a problem they need to talk out, and they are capable of talking it out rationally, they start discussing it – but not before then. You strive in this way to have a family environment that is free of screaming and insulting.

What does the author recommend when family members get the urge to insult or scream at each other?

A. that they pound pillows or hit punching bags instead,
or
B. that they walk away from each other and resume talking only when they both feel cool and calm?

168 The strategy of separating from each other when angry is something that ideally is discussed, agreed upon, and practiced through role-playing ahead of time. Otherwise, one person is likely to feel angered even more that the other person is shunning them, and is likely to pursue the person who is trying to separate. Until the strategy is successful, it's good to keep practicing it through role-playing, in moments when neither person is angry.

What's the point of this section?

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A. The author realizes that there are times when it is impossible to separate – as when the two are in public, or when the clock is ticking for the start of school. In this case, use the ignoring strategy.
or
B. It's very desirable that people plan on and rehearse the separation strategy in moments when they aren't angry.

169 Walking into separate rooms is one strategy to keep verbal arguments from escalating. But it's not the only one. Another is for the parent to avoid contradicting the child's utterances, no matter how illogical and incorrect they are, and just to listen: to do reflections, facilitations, follow-up questions, and if warranted, positive feedback. Do all these in a calm, quiet tone of voice. Don't interrupt the child. Let several seconds of silence go by before you speak. This strategy requires a lot of self-control from you! But I have seen this strategy soothe angry children many times. It can prevent physical violence if it is used well enough.

The strategy described in this section is

A. Calmly, quietly, and slowly listening with reflections, facilitations, follow-up questions, and possibly positive feedback.
or
B. Withdrawing a privilege for every example of disrespectful talk.

170 I have heard parents describe loud, angry arguments that have gone on between parent and child for long periods of time – sometimes for hours, and sometimes often. *Parents can unilaterally end this*. Two people need to be on board for angry arguments to happen – one can't do it single-handedly. I compare this activity to tennis or ping-pong: if the first hits the ball to the second, but time after time the second just watches the balls go by without hitting them back, the activity soon ends. Walking away and non-argumentatively listening are options; another option is simply to be silent. For the "game" to continue, each person has to participate by taking turns contradicting, commanding, criticizing, and/or threatening the other.

The author feels that the best solution to loud, angry, prolonged arguments between parent and child is

A. for a therapist to work with the child until the child stops doing this behavior,
or
B. for the parent simply not to participate in the argument.

171 When family members have cooled off enough to try to work out a reasonable solution to a problem, it's important for them to have the skills to do this. It's good for them each to have some expertise in listening to the other, using reflections, facilitations, follow-up questions, and positive feedback. Please see the chapter on conversation. It's also important for them to have joint decision-making skills: defining the problem, reflecting the other's point of view, listing options, waiting until listing is done before critiquing, speaking of advantages and disadvantages of options, agreeing on something, and being polite throughout the conversation. These steps are discussed in the chapter on joint decision-making. They are remembered by the mnemonic Dr. L.W. Aap.

The skills the author is talking about in this section are the skills for

A. separating when anger is too high,
or

B. listening and making joint decisions when people have cooled off?

172 Sometimes it's very helpful for the parent to signal to the child that an opportunity for a fortitude triumph is coming, as in this example.

Child: Can I have X?
Parent: This is going to be a fortitude challenge for you. I hope you can have a triumph. You're going to have to wait on X; you can't have it until Y.

Then, if the child has a fortitude triumph, the parent celebrates it.

Child: Oh, well, OK.
Parent: Congrats to you! Another fortitude triumph for you!

What strategy does the author recommend in this section?

A. Giving the child a signal that there is an opportunity for a fortitude triumph.
or
B. Giving attention to a sibling, perhaps by protecting the sibling, when the child has a tantrum.

Chapter 11: Violence and Destructive Behavior

173 Physical violence and destruction of property are, unfortunately, frequent problems of children. Regarding these problems, "An ounce of prevention is worth a pound of cure." Preventing violent and destructive behavior is carried out by everything else this book recommends: reinforcing positive examples of psychological skills, modeling positive examples, restricting access to models of violence, teaching the values of nonviolence and rational joint decision-making and kindness, teaching relaxation and emotional regulation, cultivating good social conversations, cultivating a positive emotional climate, promoting the child's skill of compliance, helping the child see the parent as a "reasonable authority," and undertaking a major program of reading books to or with the child that model and teach peace and nonviolence (including my book, *A Programmed Course in Conflict-Resolution and Anger Control*). In other words, the thoughts in this chapter should be supplemented by the entire rest of this book, and others!

What's the main point of this section?

A. Almost everything in this book is relevant to the goal of creating a nonviolent household.
or
B. In order to create a custom that your child obeys your commands, you must choose your commands very carefully.

174 For any child with problems of violent or destructive behavior, I recommend that parents search for books, appropriate for the child's age and attention span, that model and promote the cause of nonviolence. These include those that model skills of kindness, rational conflict-resolution, fortitude, respectful talk, friendship-building, and others. Finding them is the easier part. The harder part is setting aside a few minutes each day, for months or years, to sit down with the child and read them. The parent and child can take turns reading, if the child is a good enough reader, or the parent can read the books to the child if not.

A Programmed Course for Parents

This section says that

A. The author recommends "response cost" as the consequence for violent behavior.
or
B. The author recommends reading books about nonviolence and related skills daily with the child, for many months.

175 Reading about nonviolence and kindness daily with the child should not be seen as a punishment for the child. There should be an attitude of rejoicing that kindness and respectful talk and rational conflict-resolution even exist, and more rejoicing that people have supplied us with examples of these. The parent should rejoice if the child is able to read what is written, and should rejoice if the child is able to cooperate by listening. In other words, there is no reason for parent and child not to enjoy these sessions!

The author makes the point in this section that

A. Reading positive models together daily can, and should, be a joyous experience for parent and child.
Or
B. People speak of two types of violent behavior: impulsive, and instrumental.

176 If a child has a serious problem with violent behavior, that is a reason for as complete as possible withdrawal of access to violent entertainment. A parent shouldn't have to grapple with violent behavior and at the same time supply violent videogames or movies for the child. Unfortunately in our culture, restricting access to shooter games and the like will take active effort on the part of the parent.

The author makes the point in this section that

A. Whether the family is religious or not, there can be some daily prayer or affirmation regarding the value of peace and nonviolence.
Or
B. Children with aggressive behavior problems should not have access to violent entertainment.

177 Many times there is a buildup to violent behavior, consisting of escalating angry words. Many times parents find themselves participating in verbal interchanges with children that are getting angrier and angrier. You can unilaterally refuse to do this. When a child starts yelling or saying angry things, you can:

speak softly,

speak slowly,

let some silence go by before responding,

reflect (or paraphrase) what the child is saying rather than countering it,

explain to the child that issues like this can be discussed when everyone is calm,

listen silently without saying anything in response,

remind the child of a family rule of going to separate places when either person is speaking in a very angry way, and follow that rule,

or otherwise respectfully refuse to participate in an angry verbal interchange.

This section recommends

A. Having the child repeatedly practice rational conflict resolution with pretend situations,
or
B. Not participating in loud, angry speech with the child that can be a buildup to violent behavior.

178 When someone yells at us, the natural tendency for most people is to yell back. When someone interrupts us, we tend to want to insist on finishing making our point. When someone insults us, we tend to want to reprimand and criticize that person for their disrespect. It takes a large amount of self-control for anyone to react to a hostile person without escalating. Turning down your own level of excitement and arousal, though, can prevent anger from getting to the physical level. This can require lots of fantasy rehearsal. A calm response also doesn't rule out a consequence for verbal disrespect, which is delivered later, calmly.

The author seems to believe that

A. Avoiding escalating angry behavior is easy to do – you just keep quiet.
Or
B. It often takes a lot of effort on a parent's part to stay calm when a child is getting angry.

179 The principle of physically separating and not continuing to escalate verbal aggression applies to siblings. If kids start yelling at each other, it's time for them to be in separate places.

This section gives another case of the rule that

A. People should physically separate when either of them gets significantly angry.
Or
B. People should review their ethical principles daily.

180 Sometimes a child is destructive but nonviolent and is limiting the destructive behavior to their own toys. In this case, my recommendation is to ignore the destructive behavior, and to either dispose of the broken toys or let them stay broken, and not to replace them. This a natural consequence for the destructiveness. The same goes for other of the child's belongings that the child destroys, with the parent using good judgment as to whether replacing the belonging is necessary.

This section advises

A. Requiring the child to pay for broken toys.
or
B. The natural consequence of avoiding, or putting off, replacing the child's belongings if the child destroys them?

181 It's good to keep in mind the principle of reinforcement: we tend to do what we do, to get what we want. And the reinforcers that come immediately after the behavior in question are the most powerful ones. With violent or destructive behavior, the principle of non-reinforcement is paramount. It is crucial that the parent not give the child what they want, in order to end or prevent the violent behavior. Giving in may indeed end the angry behavior in the short run, but it reinforces it and makes it more likely in the long run.

What's the message of this section?

A. Though parents may be tempted to give the child what they want as a way to get them to stop being aggressive, this makes the problem worse in the long run.
or
B. Some children appear to be more genetically disposed toward anger than others.

182 Sometimes, particularly with young children, getting the intense and undivided attention of an adult is an important reinforcer for aggressive behavior. At times, an effective consequence that greatly lowers the rate of aggressive behavior is for the parent to pay attention to, and give protection to,

the victim of the violent behavior, particularly in the first moments after the act. In other words, a child who is aggressive toward a sibling finds that the immediate consequence is not only a lack of the parent's attention, but the sibling's getting that attention.

A way of summarizing the option this section lists is

A. Attention to the victim rather than to the aggressive person.
Or
B. Getting the child to fantasy rehearse listing nonviolent options for the situation that provoked the child.

183 A "time out" protocol has been used for violent behavior. The parent explains that every time there is physically aggressive or destructive behavior, the consequence will be for the child to go and spend two minutes by themselves, without interacting with anyone. The parent shows the child where the place will be. They rehearse the procedure when no one is mad. They go over the fact that if the child refuses to go to time out, a privilege will be withdrawn. Ideally, the child's agreement with this plan is obtained. The parent can sometimes do this by

tapping into the child's motivation to act better and explaining to the child the benefits to the whole family, including the child, of having a nonviolent household.

Then, when there is violence, the parent says, "You hit, so you go to time out." The parent does not say much other than this. If the child noncomplies, the privilege is withdrawn. The hope is that the child will agree to go to time out in order to prevent the withdrawal of a privilege, and to demonstrate maturity by sticking to the plan.

The amount of time the author mentioned as a time for the child to stay in time out was

A. ten minutes,
or
B. two minutes?

184 Why have time out last for two minutes rather than longer?

First, the notion of the "time gradient of reinforcement" is that the consequences of behavior that occur *immediately* after that behavior have the most influence. Second, it's easier to get the child to comply with the time out procedure when they know that two minutes is all it takes.

What does the "time gradient of reinforcement" seem to mean?

A. That what happens right after you do something has the biggest influence on how often you do it again.
or
B. That things that are reinforcing at one age don't necessarily continue to be so as you get older.

185 What if:

1. the child gets into such rages that there's no way that the child will comply with time out,
2. if ignored, the child will do serious damage to property or actual injury to a person,
3. the parent sees no alternative but to physically keep the child from doing damage and injury?

In this case, the best option is to seek directions from an expert clinician instead of from this book. This is because the directions depend too much upon the age of the child, the impulse control skills of the parent, various aspects of the home environment, the effectiveness with which other options have been tried, and others. Also, techniques of physical restraint or seclusion, if they are to be used at all, should be shown and practiced in person.

When it is possibly necessary for the parent to use nonviolent physical force with the child, the author advises

A. to follow the steps in this book carefully,
or
B. to get expert consultation in person?

186 If using physical force with the child becomes necessary, the first priority is safety. High profile cases have shown us that physical restraint done in the wrong way can result in tragedy. And few houses have rooms where seclusion can take place totally devoid of objects that can be dangerous.

What is the main point made in this section?

A. The most important priority, if the parent ever uses physical force, is safety.
or
B. The parent should mentally practice remaining calm in response to children's rages.

187 In responding to significant aggressive episodes, the next priority after safety is non-reinforcement: making sure that the response

doesn't make the aggression more likely to happen the next time. If parents try to use physical force and the result is a wrestling match, that can be very reinforcing for some children. If the parent's use of physical force somehow feels like a hug, that can be reinforcing. These are more reasons why using physical force is to be avoided if possible, and why I'm recommending consulting with an expert before doing so.

The problem that the author brings up in this section is that

A. A parent's efforts at physical force with an aggressive child can sometimes reinforce the aggressive behavior.
Or
B. A parent can sometimes get hurt in a physical tussle with a child.

188 The withdrawal of a privilege as a consequence for aggressive behavior is called "response cost." For this to be effective, there needs to be a privilege that is highly reinforcing for the child. And the child should want to avoid having it withdrawn for even a short time. Withdrawing a privilege for a long time takes away the child's incentive to avoid its withdrawal. Figuring out what to withdraw, how long to

withdraw it, and how to keep the child from getting at it anyway, requires careful thought and planning.

The author seems to be making a case for using "response cost" by

A. Withdrawing privileges for a day or so,
or
B. Withdrawing a privilege for a month or more?

189 The options for dealing with seriously aggressive behavior on the part of the child all have their disadvantages. This is a reason to put lots of effort into preventing such behavior!

Although both points below are true, the point made by this section is that

A. The dilemmas that arise when responding to aggressive behavior make a strong case for doing things to prevent it from arising.
Or
B. Despite the dilemmas and dangers, some children have responded quickly and favorably to consistent, non-reinforcing consequences for aggressive behavior.

Chapter 12: Contingency Programs

190 This chapter discusses a way of trying to increase a child's cooperative behavior by arranging *consequences* for behavior, other than your verbal and nonverbal attention and approval, which are called social reinforcement. This chapter will talk about access to desirable activities, prized objects, food, money, and other more visible forms of reinforcement. You want the child to learn that when he complies, speaks respectfully, is kind, uses fortitude, and so forth, there are good consequences, and when he acts in an unreasonable way that distresses other people, there are bad consequences. In other words, there are rewards to be gained by good behavior and rewards to be lost by unwanted behavior.

The main point of this section is that

A. This chapter will discuss ways of increasing children's cooperative behavior by arranging consequences. Or
B. You want to avoid using as your main strategy the use of a harsh voice as a consequence for unwanted behavior.

191 Does it often "work" when people arrange rewards for good behavior, and take away rewards when the child is hostile or defiant? There have been hundreds of studies finding that the answer is: "Yes, if there is someone willing to do the very hard work of carrying out such a program very consistently." Even so, such programs only tend to "work" as long as they are in effect. The name we give to these sorts of programs is *contingency programs*. *Contingent* reinforcers are good things that you get *depending on how you act*. Noncontingent reinforcers, by contrast, are good things that you get at random or for free. The whole point of this chapter is trying to arrange it so that the child gets lots more of what he wants when he acts friendly than when he acts defiant.

If a child gets "screen time" (which means TV, computer, video games, etc.) at the end of the day only when he has been cooperative all day up until then, we call the screen time a

A. contingent reinforcer,
or
B. noncontingent reinforcer?

192 If you are going to really increase good behavior in the long run, the reinforcers that you make contingent upon good behavior have to be things that are *really important to the child*. Many parents and teachers have tried giving the child a sticker, or putting a star on a chart, as the reward for good behavior. Very frequently, such programs work for a short time, until the novelty of getting stickers or stars wears off. It doesn't take long for the child to learn that the freedom to do as he pleases and not take orders from anybody is too dear a privilege to sell for just a few stickers or stars. Other programs have the child working for one more toy, when the child already has so many similar toys that one more or less doesn't really make much difference. The rewards that you want to use are things that the child considers close to the necessities of life (even though they are not).

The main point of this section is that

A. the rewards you make contingent upon good compliance have to be things the child really considers important,
or

B. simpler programs are better than more complicated ones?

193 One form of contingency program is called the *token economy*. With such a program, the student gets tokens, or points, for good behaviors, in proportion to how good the behaviors are. The student has points withdrawn for bad behaviors, in proportion to how bad the behaviors are. And the child is able to buy various rewards with the points, with large rewards costing more points than the smaller ones. Token economies, when run by very hard-working and conscientious people, regularly improve the behavior of those who participate in them – for at least as long as the token economy is in effect.

However, there is one major problem with token economies of the sort I've described: they are too much work. You need a system that is easy enough that you can keep going for a year or more. I have yet to find a parent who could sustain the bookkeeping activities of a full-blown token economy over a long period of time.

The main point of this section is that

A. programs where children get points for good behavior, lose points

for bad behavior, and purchase most of the rewards of life with those points do improve behavior, but they require too much work from the person running the system.
or
B. It's important for the parent not to fall back to the "default option" for contingency programs: to yell or use angry tones of voice in response to bad behavior, and do nothing in response to good behavior.

194 Can we make a version of the token system that will be simple enough for parents to sustain? The next few sections will describe a simplified system.

Instead of counting and recording positive and negative behaviors and weighting them according to how good or bad they are, and totaling up the points,` the parent simply uses a rating scale, ranging from 0 to 10. Here's what it looks like:

0=Very undesirable day. Very big problems, severe difficulties.
2=Undesirable day. We should be quite dissatisfied with a day like this.
4=So-so day. Not good enough to be called good, not good enough for us to feel pleased, but no big difficulties.

6=OK day. If this sort of day were repeated every day, it would be OK, acceptable.
8=Good day. If this sort of day happened every day, it would be cause for celebration.
10=Very good day. If this sort of day happened every day, it would be cause for very major celebration.

You can use any number from 0 to 10, including odd numbers or even decimals like 3.5 or 2.6. You simply think back over all that the child did that day that you have certain knowledge of; you think about how happy you would be if this behavior were repeated every day; you compare that to other days and to the ratings those days have gotten.

The central point of this section is that

A. in the scale you should use odd numbers or decimals if you like,
or
B. we can simplify the token economy system by just giving the child a rating each day, using a 0 to 10 scale, rather than counting and totaling up behaviors?

195 Can you remember to give the child a rating every day, and to record this number on a computer file or a piece of paper that doesn't

get lost? To do this is no small feat of organization. Before trying a contingency program, you might test yourself to see if you can do this. Oftentimes parents can't do this, because the other demands of life are too overwhelming. Or often the amount of support and encouragement and accountability they have from other people for this task just isn't enough to sustain the effort. Sometimes it helps a lot if you are a part of a group of parents who are all trying to support one another in improving their children's behavior. If you find that you can record a daily rating, you have much better chances for making a contingency system work.

The main message of this section is

A. television, video games, and computer time are a major class of rewards that should be contingent on good behavior,
or
B. one of the first steps in contingency programs is for you to test yourself to see if you can record a behavior rating each day for your child?

196 If you can give and keep track of a daily rating, then the next step is to make it so the rewards the child gets depend on that rating. For high ratings, the child gets something the child usually doesn't get. For low ratings, the child has something taken away that the child usually does get. If the child wants you to buy something for him that you approve of his owning, you get it until a certain number of high ratings have accumulated. For example:

For a rating of 8,9, or 10, the child gets to eat a candy bar after supper.

For a rating of 7 or 8 the child gets a prize of 50 cents, and for a 9 or 10, the child gets a dollar.

For a rating of 0 to 3, the child has no "screen time" or other electronic entertainment for the next 24 hours.

The child asks for some new skates; the parent waits to buy them until the child has accumulated, from a certain starting date, what the parent considers enough high ratings. (The parent doesn't guarantee ahead of time what that number is.)
The child wants a certain sweat shirt; the child is allowed to buy it with his own money when enough days with positive ratings have accumulated.

The main message of this section is that

A. You want to avoid making the rewards either too hard or too easy to get.
or
B. Once you have a daily rating, you can take away something for low ratings, give something for high ratings, and let the new things the child gets be contingent on high ratings.

197 Keep in mind that children, especially young and/or impulsive ones, are much more motivated by rewards that come sooner rather than those that come later. Also, don't make programs where one slip destroys the chance of getting any reward. The goal is where every behavior "counts," and where the behavior counts toward some rewards that will come fairly soon.
        A parent reports, "Contingency programs don't work. I told my child that if he was able to get a rating over 7 for every day until his birthday two months from now, he would get a new bike…."
        This program was "dead on arrival." Why? The first reason is that one slip would ruin the child's chances for the reward. The second reason is that the reward is two months away, which probably is too far in the future to motivate a young or impulsive child. The other thing

wrong with this program is that it's good to separate the contingent rewards from birthday presents. Most parents want their children to enjoy the birthday too much to be able to follow through with canceling birthday presents for bad behavior.

The author implies in this section that two major reasons why contingency programs "don't work" are that

A. the rewards are too far in the future, and the rewards are too easy to lose by one slip,
or
B. the parent doesn't do the work of recording the ratings, or the rewards are too hard to withhold from one child without withholding them from brothers or sisters?

198 Speaking of birthdays and other holidays: if the child gets too much "for free" as a holiday present, the child has little incentive to work for something he wants. So for children who need contingency programs, I recommend going light on birthday and holiday presents. The child needs contingent rewards for good behavior, not non-contingent rewards for getting a year older or having a certain holiday come around.

The author feels that

A. it's very important to show children that they are loved by being as generous as possible on birthdays and holidays,
or
B. it's important not to get rid of incentives for positive behavior by giving the child too many unearned presents?

199 When contemplating a contingency program, it's important to set it up so that it does not depend on the child's cooperation or enthusiasm. If a child has gotten certain rewards for free in the past, and now starts to get them only contingent on good behavior, the child will have a motive to make the parent give up the program.

A parent sets up a contingency program, and keeps the daily records on a piece of paper taped to the wall. The child, in a moment of anger over not getting an expected reward, tears the paper off the wall and rips it into little pieces.

What the parent should NOT do is to think, "Oh, well, I can't do this without his cooperation. I guess this isn't going to work. (And it was too much of a pain in the neck for me anyway.)"

What the parent should do is to say, "I have my backup records that I'll refer to. And what you did just lowered your rating considerably for this day."

The author would lead you to believe that contingency programs

A. are a lot of fun for child and parent alike, from start to finish,
or
B. involve not only a good deal of tedious work by the parent, but also much frustration for any child who is accustomed to getting rewards no matter how unpleasant his behavior is?

200 As I've said before: if a child is uncooperative enough to need a contingency program, the parent should not expect that the child can comply with commands like, "Stay away from that until you've earned it." If the child fails to earn a candy bar, he may simply take it when the parent isn't looking. If the child loses his right to watch TV, he simply turns it on the moment the parent isn't there.

For this reason, you need to do preparation before the program begins, and lock up the reinforcers. For example, you go to a hardware store and get the stuff you need to put a combination lock on your closet. Or you buy a file cabinet that

locks with a key. You try not to have reinforcers that are too big to fit in your locked-up place. If there is a television that is too big to fit, it can be sold on Craig's List or donated to Good Will! This may be seen as a big sacrifice by some families, but putting up with a very defiant child is a much bigger sacrifice.

The author recommends

A. sternly letting the child know, in no uncertain terms, that his stealing unearned reinforcers will simply not be tolerated,
or
B. keeping unearned reinforcers locked up?

201 What if there are brothers or sisters who have earned the right to a certain reward, and it is impossible to keep the child away from the rewards when brothers or sisters are using them? Allowing siblings to use the reinforcers behind closed doors or when the child in question is not around is one option. If this will not be possible, think about this before setting up the program, and if possible, choose different rewards that the child can't take from a sibling. Another option is simply to get rid of all of a certain type of reinforcer, permanently, for all children, in order to make other reinforcers more powerful. For example, children are fully capable of surviving and thriving without any television or videogames or computer games. At this point in history this seems drastic, but if drastic measures contribute to changing a child from defiant to cooperative, they are certainly worthwhile.

This section mentions some options in dealing with the problem that occurs when

A. the child's brothers or sisters have earned the reinforcers but the child himself has not,
or
B. the child decides he doesn't want the reinforcers after all?

202 I have emphasized several of the obstacles and problems of contingency programs. But now it's time to mention a big advantage: the "effort-payoff connection." The effort-payoff connection is the situation in which you have control over the rewards you get: if you work and put out effort, it is much more likely that you'll get the payoff than if you don't. There's lots of evidence that people are much happier when there's a connection between effort and payoff than when there is not.

The point of this section is that

A. contingency programs are a lot of work for a parent,
or
B. contingency programs furnish the effort-payoff connection to your child, which in the long run tends to make the child happier?

203 Here's an example of the fact that people like the effort-payoff connection. Imagine yourself playing three video games. In one, no matter what you do, your character crashes or gets wiped out somehow. In a second game, no matter what you do, your character with one hundred percent certainty goes smoothly toward the goal and wins it. In the third, your moves make a big difference – if you play it right, you can win; if you play it wrong, you will lose. Which game will people want to buy? The third type is obviously the only type of video game that people spend money on. That's because it furnishes the effort-payoff connection.

        And that's what you can furnish to your child with a good contingency program. Learning, and repeatedly experiencing, that you can earn rewards by doing good behaviors is one of the most

important lessons your child can learn.

The author mentions video games in this section because

A. Video games are a reward that you can withhold or give depending on how compliant your child is.
Or
B. Video games illustrate the fact that people like to be in situations where there is an effort-payoff connection?

204 For many, many parents, the daily routine of giving some extra treat if there has been good behavior and taking away something if there has been especially bad behavior is too draining to continue. It's still possible to have a contingency program. Here's how: you simply continue with the daily rating. Then, pay attention to the times when the child asks you for something. These requests will fall into three categories.

        The first is needs or wishes that you will want to meet no matter how good or bad the child has acted – such as being spoken to respectfully, being supplied with adequate food and clothing, and so forth. The second category is wishes that you either can't or don't want to

meet no matter how the child has acted: a request for a couple of horses, perhaps, or a trip to Madagascar, a fully functioning gun or bomb, a violent video game, etc. The third category is wishes that you can afford to fulfill and that are reasonable wishes, that you can make contingent upon the ratings. When the child asks for one of these things, you simply look at the ratings. If the ratings have been high enough lately, you grant the request, and if the ratings have not been high enough, you don't. You are the judge as to what is high enough for any given request. There is no prior contract. But you make yourself much more likely to say "Yes" with high ratings on the books than with low ratings.

The purpose of this section is to

A. describe how to have a very simple contingency program based on making a connection between the daily ratings and granting the child's requests for non-necessities, or
B. to make the point that the more highly connected the child's behavior is to the payoffs, the more effective the program will be?

205 So far in this chapter we have talked about rewards such as food or money or clothes or toys. This is because in other chapters I put such a big emphasis on the social rewards such as the approval of family members. Keep in mind, as you do the contingency programs, that you want to give social reinforcement as described in the chapter on the all-purpose program. You want to be creative about finding ways for the whole family to reward the child for good behaviors: having parades and singing and marching around the house; having celebration songs; having the whole family do an activity together to celebrate; calling up relatives on the phone to let them share in the celebration, and so forth. People like to be accepted and approved of by a group, and the more you can get a group of family or friends all working together to provide group pressure toward good behavior, the more likely you are to be successful.

The point of this section is that

A. You should think not just of physical objects to reward the child with, but also of ceremonies and celebrations and other interpersonal events, preferably carried out by a whole group and not just yourself. Or
B. It's important for you to have a support network to help you to keep

up your morale when working with a
noncompliant child?

Chapter 13: Mutually Gratifying Activities, Chores, and Homework

206 When people purposely try to make friends with each other, what do they do? (An example is when single young adults are dating.) They do fun things with each other – otherwise known as mutually gratifying activities. They invite each other to do things together that they think both of them will enjoy. The pleasure of doing something enjoyable is meant to get associated with the other person, so that getting together with the other person becomes more pleasurable in itself. Of course, it helps if the other person is kind, considerate, fun, and good at social conversation.

What's a summary of this section?

A. When people try to make friends, they usually try to arrange to do fun things together.
Or
B. Personality becomes more important, and physical attractiveness less important, the longer people are in a relationship.

207 By contrast, many parents (through no fault of their own) find themselves spending most of their time with their children getting the child to do un-gratifying activities: Get out of bed! Get dressed! Get ready for school. Hurry up and go to the bus stop! Do your homework! Go brush your teeth! Take a bath! Go to bed! And maybe also, "Clean up your room! Wash the dishes! Take the trash out!" If a child is resistant and oppositional, these activities are quite unpleasant for the parent; the parent's irritation can make these activities even more unpleasant for the child. It's not surprising that a child and parent might develop an association of negative emotion toward one another as a result of a very high diet of un-gratifying activities that they do together.

The point of this section is that

A. Children should start with easy chores and work up to harder ones.
Or
B. The parent-child relationship can suffer when too high a fraction of the things they do together are unpleasant.

208 Often families don't have fun even when they are trying to do

something fun together. The parent and child play chess against each other, and the child gets very upset upon losing. They go to a restaurant, and the child gets bored with sitting and waiting.

This chapter attempts to raise your consciousness of the following goal: that a good fraction of the activities you do with your child are fun for both of you – mutually gratifying. To transform mutually-irritating activities to mutually-gratifying activities sometimes requires an almost magical transformation of the mind-set of the parent. But parents who keep the goal in mind are much more likely to succeed at it.

One of the points of this section is that

A. Even when the parent takes time to do something recreational with the child, it doesn't always turn out to be fun.
Or
B. A good number of the fun activities this chapter will discuss don't cost anything to carry out.

209 With so much competition in the world, it's good if parent and child can cooperate with each other rather than compete against each other.

"Cooperative games" are very useful to investigate.

A parent and child play "cooperative chess." Instead of playing against each other, they take turns making moves against a computer opponent, where the level of difficulty of the opponent is set where they choose. They can discuss the pros and cons of different moves if they want, or they can just take turns and move and see what happens. They either both win and congratulate each other, or they both lose and they console each other.

They do "cooperative tennis" or "cooperative ping-pong." They see how many volleys they can hit back and forth without anyone missing one. If this gets too easy, they time themselves, and they see how long a streak they can do in a certain time interval.

This section gives examples of

A. three ways of getting some exercise.
Or
B. Some cooperative games, where the parent and child are working together rather than competing against each other.

210 A parent and child play a game of "cooperative Freecell." Freecell is

a solitaire game played with cards, or more commonly, with computer representations of cards. Unlike certain other types of solitaire, it is highly dependent upon skill rather than luck. With the version that accompanied Microsoft Windows, it is also possible to select from numbered deals of the cards, anything from the easiest to the hardest deals to win. In cooperative Freecell, the players take turns playing a card. They can discuss strategy with each other. But each retains the freedom to make the desired move when it is his or her turn. This game gives lots of practice in planning ahead; too many impulsive moves tend to lose the game.

In addition to being a fun cooperative activity for parent and child to do together, cooperative Freecell, the author suggests, gives practice in the skill of

A. thinking before acting,
or
B. meeting new people?

211 The parent and child play another cooperative game, the "shaping game." One person, the shaper, thinks of a behavior for the other person to do, and writes it down, but doesn't show the other, the shapee. The goal for both of them is that the shapee will do the behavior. The only way the shaper can give clues is to congratulate the shapee for something the shapee has already done. So the shapee starts doing things at random. The shaper says things like, "I like that you walked in that direction! I'm glad you got to the wall! That's great that you're moving that direction. I love it that you're near the light switch. How nice that your hand moved closer to the light switch. You did it! It was to turn the light on and off!" If the shapee goes in the wrong direction or tries something that is farther from the right answer, the shaper can not say, "No, you're getting colder," or "That's not right." The shaper just remains silent in those cases, delivering either positive reinforcement or nothing at all.

This is not only a fun cooperative game, but also a great way to practice rewarding closer approximations to a goal, which is very useful to do both inside your own mind as you work toward a goal, and with other people as you help them work toward goals!

This section
A. described a cooperative game where only reward is permitted, not punishment or criticism.
Or

B. described a competitive game that is good for hand-eye coordination?

212 A parent and child are traveling together.
Parent: Let's play the guessing game! I'm thinking of something that keeps you warm.
Child: A fire in a fireplace.
Parent: Good guess, but not it. Here's the second clue. It's made out of cloth.
Child: A coat.
Parent: Great guess, but not it. Here's the third clue. It's used on a bed.
Child: A blanket!
Parent: You got it!
Child: My turn! I'm thinking of something that lives underwater....

Again, this is a cooperative game. Each person is trying to make it just challenging enough, but not too challenging, for the other person. Both are trying for the same goal, namely a satisfying correct guess.

This game is a lot like the questions that are on certain tests of verbal ability or "verbal intelligence." It could be that playing it a lot would raise a child's score on such tests.

This section illustrates

A. Another cooperative and fun game that parent and child can do, that may also increase verbal ability, or
B. A game where the parent and child compete to see who can stump the other one?

Chores

213 An earlier chapter dealt with social conversation between parent and child. If social conversation is very pleasant, this can be the key to making all sorts of other activities pleasant. For example, a parent and child have a "dish party together." One of them washes the dishes with soap and a sponge; the other rinses them and puts them in the drying rack. (Or, the job is divided in some other way.) While they do this, they chat with each other, joke, sing, or play a guessing game. At the end, they say, "Thanks for having this dish party with me!"

Or in the evening, they plan something good that they are going to cook together for breakfast. The child will learn to cook the dish, under the supervision of the parent. When the child does each step successfully, after the parent cheerfully models and explains it, the parent is genuinely excited and reinforcing.

This section gives examples of

A. chores turned into fun things to do together,
or
B. how too much work becomes aversive after some point?

214 Chores sometimes become very aversive because parents expect children to perform at a level that is "too high on the hierarchy of difficulty" too soon. By the hierarchy of difficulty, we mean tasks put in order of how hard they are. If you start at an easy level and work your way up, you will often get much greater success than if you jump in at too hard a level.

The beginning level of difficulty for chores is where the child's only job is to keep the parent company while the parent does the job, and they have pleasant social conversation the whole time. In the next level, the child and the parent work together, and the parent models and reinforces each step, unless it's good not to interrupt the social conversation by doing so. In the next level, the child and parent work in each other's presence, with for example the child working on dishes while the parent sweeps the floor. In the next level, the child does the chore alone, lets the parent know when it's done, and the parent comes to reinforce with approval immediately upon the chore's completion. And in the final level, the child does the chore independently, with reinforcement from the parent delayed -- but eventually coming. The reinforcement I refer to can be simply heartfelt thanks. Many parents start at what I've called the final level, expecting the child to do the chore alone and independently. They get irritated when the child doesn't do the chore, and the net result is that the emotional climate suffers. And sometimes, even if the child does do the work, the reinforcement never comes. If the parent started at a low level and moved rather slowly (even over years!) from one level to the next, the happiness of both, and the child's work capacity, could be served well.

What's the point of this section?

A. In teaching the child to do chores, move along a hierarchy of difficulty, starting with lots of parent involvement and moving slowly toward more independence on the part of the child.
or
B. Part of the problem with household chores is that college admissions committees reward

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school extracurricular activities, but not the child's contribution to the family's welfare.

215 Although it may seem that people are naturally lazy, the natural state of human beings is not motionlessness, but activity. If you watch children on playgrounds, they run around and think of things to do. If you watch them playing video games, you see them working very hard to achieve the games' goals. You see them playing in sports that involve a huge amount of effort and practice. You see them reading fantasy book series a foot thick. The task is to harness some of this goal-seeking and activity-seeking energy toward goals that are really useful -- useful work, effort that helps people or helps oneself. This task involves making such useful efforts as fun as possible.

The point of this section is that

A. Too much sitting is not good for health -- one should get up and move around often.
or
B. The natural state of human beings is not inactivity, but to be doing something almost all the time. The task is to make useful effort fun.

216 Behavioral scientists, especially those who study "applied behavior analysis," think about the ways in which activities that were previously neutral or even slightly unpleasant become fun. The most important way is by pairing that activity with other experiences that are already fun or pleasant. Suppose that work on schoolwork or housework gets paired with:

1. attention from a parent
2. an enthusiastic and approving tone of voice
3. physical closeness, and affection such as pats on the back or hugs,
4. recognition for success at tasks that are neither too hard nor too easy,
5. pleasant social conversation,
6. use of humor.

By being associated with experiences that are already reinforcing, the experience of academic work or useful work for the family may become pleasant, or "secondary reinforcers" also.   It's a goal worth shooting for.

What's a summary of this section?

A. Parents may be able to make work more fun for their children by associating work with pleasant experiences of several types.

Or
B. Reinforcement increases the rate of behavior most when it comes immediately after the behavior.

Homework

217 Some researchers signaled youth at random times and asked them to rate their happiness at that moment, and to tell what activity they were doing. The unhappiest moments of the day, on the average, were during "unspecified homework." This is a shame, because learning the subjects that are assigned for homework is a child's major job. Success in academics is a major determinant of the child's success in life. If one is going to be doing something a lot, it's very desirable for that activity to be pleasant!

For many parents and children, the homework time is the "battle royal" between parent and child. Having unpleasant conflict over homework can do very bad things to the relationship of parent and child, not to mention the child's attitude toward academics!

Thus if we can possibly make it pleasant for the child to work on academics, and let parent and child have some fun together with

academics, we accomplish an extremely important goal.

What's the point of this section?

A. Making homework pleasant for parent and child has wonderful effects, if you can accomplish it.
or
B. If your child's homework is too much or too hard, you may need to negotiate with school personnel.

218 I believe that parents can help to make homework pleasant for the child in the same ways that I spoke of for household chores: by associating it with attention from the parent, enthusiastic tones, physical closeness, success at tasks that are at the correct level of difficulty, pleasant conversation, and humor. All these things involve positive social interaction with the parent, rather than the child's just sitting alone and working silently. How can homework be done in a pleasantly social way? Let's think about this question.

The main point of this section is that

A. We want to associate homework with pleasant social interaction, to try to make it pleasant for the child.
or

B. If the homework is way too hard for the child, there's not really any way to make it pleasant.

219 Here are some ways of socializing with homework. The first is "alternate reading." You sit together and take turns reading aloud to each other from the textbook, whether it be science, social studies, math, reading, or whatever. You can take turns reading alternate pages or alternate paragraphs.

If there is no textbook, you access whatever written materials the school provides, online or in handouts. If there is no textbook and the school's written explanations seem inadequate, which seems to occur more and more often, I recommend getting your own textbook. Used textbooks that are a few years old are often cheap to buy over the Internet. A book I wrote called *Reading about Math* was designed specifically for alternate reading (or taking turns reading aloud each numbered section). It's written in the same format as the one you're reading now, with a little comprehension probe after each brief section. The child can answer each of those, and the parent can agree enthusiastically with the correct answers.

What's recommended in this section?

A. Take turns reading aloud from a book or from handouts that explain the assignment.
or
B. Consider being a scribe for your child.

220 When you do alternate reading and it's your turn to read, you have a chance to model a very enthusiastic tone of voice. You also have a chance to model commenting on what you've read, just saying why you found it interesting or an interesting thought that it brings to mind. When it's the child's turn to read, you have the chance to reinforce the child's reading skills with short facilitations like "Yes!" and "Uh huh!" interjected in the middle, and "Good reading!" at the end of the child's turn. If the child has trouble with a word, you have the chance to pronounce it for the child. Your main job is to model a very upbeat attitude toward the whole activity.

What's the main point of this section?

A. It's not a good idea to insist that a child sound out any word that she

can't initially read – this slows down the process and makes it too tedious.
or
B. The main job of a good alternate reader is to model a very enthusiastic and positive attitude toward whatever is being learned.

221 A variation on alternate reading is "alternate reading with reflections." Each time you finish reading a paragraph, you say, "This said that_____," and you fill in the blank, paraphrasing what you got out of the paragraph. One of the challenges is not to get too picky when the child's reflections are inexpert – the skill of reading comprehension takes lots of time to develop. Also it's OK if the child looks back at the paragraph while figuring out how to paraphrase it. Put first priority on having fun rather than on making sure that the child's does accurate and articulate reflections. At the same time, if the child's reflections indicate that the child is repeatedly not understanding what is being read, you probably need somehow or other to go down the hierarchy of difficulty.

What was the message of this section?

A. In a variation on alternate reading, the person who read the paragraph paraphrases it after reading it.
or
B. Reflections are useful in social conversation because they clear up misunderstandings, and even more importantly, they let people know when they are understood correctly.

222 When doing math homework problems, consider doing the "Did we get the same" game. You and your child both do the math problem independently, and then you show each other your answers. Rejoice greatly when you get the same answer! This activity gives you a chance to show the child how to "show your work," if the child is shaky on this. You can even play a game where you and your child compete as a team against an imaginary Mr. X, where you and your child get a point if the answers are the same, and Mr. X gets a point if the answers are different. If Mr. X is winning, probably reading more explanations and sample problems is in order!

What's the main point of this section?

A. Most children tend to go straight to writing their homework, without reading the explanations first.

or
B. For math homework, you can play a game of seeing whether you and the child get the same answer when you do the problem independently.

223 Another option for math is working together on problems. If the answers are provided, then after you have done them, one person sings the answers while the other one checks them. You can sing a special celebratory song if the two of you get the answers right.

Which do you think is the more important point about the activity described in this section?

A. Not to do too much work for the child when working collaboratively, but to let the child do as much as he possibly can.
or
B. To look for opportunities to rejoice and celebrate, and to celebrate without inhibition.

224 Practicing the addition and subtraction facts is often unpleasant and tedious. Here's a way to practice addition and subtraction facts that lets you get up from your chair and move. Make a big number line by taking 21 pieces of scrap paper and writing the numbers from 0 to 20 on them, large, and laying these papers out on the floor in a line. Then you and your child figure out the math facts by jumping along the number line. For example, if the question is 6+3, the jumper starts on the 6 and takes 3 jumps in the "positive" or "toward bigger numbers" direction, landing on the 9. If the question is 13-5, the jumper starts on 13 and takes 5 jumps in the "negative" or "toward smaller numbers" direction, landing on the 8. If you get some more scratch paper and keep going to the left of 0 with -1, -2, -3, and so forth, you can start easily doing problems like 4-6 or -3+2.

You start by showing the child how to jump the math fact questions. Then the child can do it with prompting about where to start, what direction to go in, and how many jumps to make. After going along this hierarchy for a short time, the child will be ready to jump the problem with no explanation or prompting; you can name the child's actions after she has already done them, as would a sportscaster.

One of the advantages of the activity described here is that

A. It gets across the concept of a number line, which is important for math at all levels.

or
B. It gives practice in timed rapid recall of math facts.

225 Working with your child on academic subjects doesn't have to be limited to homework. In fact, a crucial message to send to your child is: "You are free to learn, even when it isn't assigned for school!"

Fun ways of learning can create positive emotional associations with learning, as well as promoting learning itself. A very gifted tutor named Peggy Kaye has written books about playful ways to promote learning in elementary school aged children; the titles are *Games for Math*, *Games for Reading*, *Games for Writing*, and *Games for Learning*. If you can have fun doing the activities, these books are "worth their weight in gold."

What's the main point of this section?

A. Playful and fun approaches to academic learning, unconnected with any homework assignment, can create more positive emotional associations with academics as well as promoting learning.
or
B. Some prominent educators question why homework should even be necessary.

226 Here's an example of a math game called "Dice and Chips," appropriate for children in the early elementary years. You get some regular dice and some poker chips. You take turns rolling dice (from one to four of them, depending on how much addition the child is ready for). You get poker chips according to the total number of dots showing on all the dice, i.e. the sum of the numbers for each of them. A white chip means 1 point, a red one 10 points, and a blue one 100 points. As you accumulate points, you simplify your chip hoard by trading in 10 white chips for a red one, and 10 red ones for a blue one. You look at your chip winnings and count up how many points are represented. If you want to make this a cooperative game, you and the child can be on the same team, and you can play against Mr. X. You can assist the imaginary Mr. X by rolling the dice and piling up the chips for him. The team with the most points at the time you decide to quit playing, wins. Since the lead tends to switch back and forth randomly, your team has an advantage if you can decide the point at which the game is over.

This game gives great practice in early addition and in understanding of place value.

Despite the fact that this game is meant to develop addition and place value skills, who wins the more points for any pair of rolls of the dice depends only upon

A. math skills,
or
B. pure chance?

227 Another math game, appropriate for a little older children, is blackjack. Here are simplified rules: take turns dealing. The dealer gives a card face down and another face up to everyone. At this point players can bet by putting chips into the pot; others can equal the amounts, raise the amounts, or "fold," dropping out of play. Then players "hit" or "stand" by being dealt more face-up cards or declining them. After all players have gotten all the cards they want, there's another round of betting, with chips put into the pot. Then the face-down cards are turned over. The hand with the highest score that doesn't go over 21 wins all the chips in the pot. The score is computed by adding up the numbers on numbered cards, plus 10 for each face card, plus either one or 11 (player's choice) for an ace. In the case of ties, the dealer for that hand wins. This gives practice in addition, place value, and an intuitive grasp of using

probability for decision-making. (The farther your sum is away from 21, the lower is your chance of getting "busted" by going over 21 if you "hit" by getting dealt another card.)

The author feels that

A. Games involving betting should be avoided so as not to encourage gambling.
or
B. Games involving betting can be fun and give practice in math and decision-making skills.

228 Writing seems to be one of the most dreaded subjects, given the way schools currently operate. Children are often called upon to use quotations from sources to be evidence for what they are saying, have thesis sentences in certain locations, avoid rhetorical questions, avoid plagiarism, have a certain number of paragraphs, use good grammar and spelling, show good vocabulary, use variety in sentence structure, and sometimes avoid use of the first person. Often lost among all these is the main goal of writing: saying something that is entertaining, useful, enlightening, or otherwise worth saying and worth reading. Writing can be very unpleasant or

impossible to do when the brain is overloaded with the job of trying to do too much at once.

What's the main point of this section?

A. When teaching writing, don't ask the student to do too many things at once.
or
B. Posing questions and then answering them is a very reasonable technique to use when writing, used by fine authors; it should not be prohibited.

229 I've found that it's often a lot of fun for children to write by simply dictating and letting me be the secretary, writing down what they say. There are lots of variations on how to do this: We can make up a story, taking turns. We can start out taking turns and let the child take over. We can let the child tell about celebrations of positive actions she has carried out, while I write them down. We can pose a certain question and let the child tell his thoughts about it. We can talk back and forth to each other, writing down what was said in the dialogue. But the child is free to do the main thing that writing is for: to think of something to say, without any of the other tasks. Within a few minutes the child has a finished product that was fun to produce.

What's the main idea of this section?

A. It can be fun for the child to write, when the child is delivered of all writing tasks except thinking of ideas and saying them out loud.
or
B. Touch typing is a skill the author recommends teaching starting about first grade.

230 I recommend lots of work in the elementary school years on handwriting, touch typing, spelling, learning grammar, and other skills. When each of these skills has progressed to a point of proficiency, the child is ready to put them together to become a joyous writer. This is a reason to work on these skills often and early. They are more fun to work on, in my experience, when you can focus on them one at a time. But in the time when each of these skills is shaky, the child can have lots of fun in writing with someone else assisting with all the tasks other than figuring out what to say.

The author believes that

A. The skills of getting thoughts recorded, i.e. handwriting, typing,

spelling, grammar, etc. get in the way of the child's creativity.
or
B. The skills of getting thoughts recorded are important and should be taught early and often, but until proficiency develops, it's good for children to be able to write by dictation.

Dramatic Play

231 In dramatic play, you get some toy people and some toy objects (buildings, vehicles, playground, boats, bags, etc.) and get down on the floor with your child to play with them. With the revolution in electronic toys, dramatic play may be on the wane. If so, that's a shame, because this activity can reap huge rewards. What are some of those?

1. It helps the child to imagine situations that are not actually present; this skill is central to decision-making (as in imagining options before carrying them out, imagining consequences before they occur).

2. It enables the adult to model positive patterns of social behavior, by having the characters enact those.

3. It enables the adult to use differential reinforcement to encourage practice of positive patterns by the characters in the play.
4. It enables practice in social conversation.

5. It enables practice in language development.

6. It gives practice in creativity (by composing play plots, on the spot).

7. For most children, it seems intrinsically fun, and it can be a great mutually gratifying activity for parent and child.

What's the point of this section?

A. It can be hard to find toy people who don't have angry faces and who are not in fighting poses.
Or
B. Doing dramatic play with your child can be beneficial in lots of different ways.

232 When you get toy people to play with, try to find ones whose names the child does not already know – that is, they are not characters from a movie, with pre-determined personalities. You want characters that you can make up your own stories about, and not step into

someone else's story. You want them to be in neutral poses and to have neutral, or at least non-angry, facial expressions. Unfortunately, toy people with these characteristics are very difficult to find. A good fraction of toy people are characters whom the child knows primarily as fighters.

The point of this section is that

A. You want characters that enable stories from your own imaginations, not someone else's.
Or
B. If there are too many gadgets and mechanical things, this can be a distraction from the construction of imaginary plots.

233 When you do dramatic play with a child, try to minimize speaking from your own persona. Instead, pick up a character and speak for that character to another character. You can have that same character respond, if you want. Or if the child responds for that character, you're off and running in dramatic play.
        Another important guideline is: don't be too directive. A great way to be nondirective is utterances called "tracking and describing." This means that you observe what the child's characters are doing, and you put what's happening into words. For example: "There goes the farmer into the tractor. Attaching the cart. Looks like he's harvesting those cabbage plants. Lots of cabbage plants in the cart!"
        A variation of tracking and describing is tracking and describing from the point of view of characters. For example:
First character: Looks like all the kids are getting into the school bus.
Second character: Yes. I guess school is out for the day. But there isn't room for that kid. I wonder how he's going to get home?
First character: Oh, he's riding home on the skateboard!

What two guidelines does this section offer?

A. Speak for the characters, not yourself, and do tracking and describing.
Or
B. It's good to have something soft, like a carpet or pad, to be on.

234 When the plot lulls, you can model some plots yourself. You want to model positive psychological skill patterns. You can take a look at my book, *Plays that Model Psychological Skills*, for examples of prosocial plots that can be used in dramatic play.

If the child imagines fighting and violence between the characters, he or she is showing a lot in common with the vast majority of fiction writers. But it's good to encourage nonviolent plots. You can do this by differential reinforcement. You respond with great enthusiasm and interest to nonviolent plots, and non-reinforcement (but not punishment) of the violent plots. Usually this translates into just sitting and watching quietly while the child has the characters battle one another.

What guidelines are suggested in this section?

A. Model prosocial plots, and use differential reinforcement to encourage prosocial behaviors by the child's characters.
Or
B. If you want to use different voices to speak for different characters, make sure to speak distinctly.

235 Here's the state of "flow" that you're aiming for in dramatic play.

1. You and the child are both contributing to the plot, without either trying to undo the plot elements that the other introduces. Part of the fun is the unpredictability of the plot twists the other person will introduce.

2. The characters do lots of models of positive psychological skills.

3. Despite being prosocial, the plots you create are still fun and interesting. One thing that helps this is for the stories to have continuity rather than jump from one thing to another.

4. If it's fun to do so, you find yourselves continuing plots from one play session to the next.

What's a summary of this section?

A. The child who practices this will be prepared to write stories in a creative writing course.
Or
B. You're aiming for a state of flow where both people are being creative, prosocial, cooperative with each other, and enjoying the activity.

236 Until what age can children enjoy dramatic play? Many people feel that dramatic play is just for preschoolers – I think this is a mistake. Fifth and sixth graders can enjoy dramatic play. Adults can enjoy "improvisational drama." In my opinion, this activity is a great

one for people of all ages. As one gets older, the toys become less necessary, and the characters can use verbal descriptions of any buildings or animals or vehicles or other objects that are necessary. In our culture, at a certain age children are expected to cease dramatic play with one another (and perhaps play "shooter" video games instead). But parent and child can do improvisational drama as long as they both choose!

The author feels that deeming dramatic play as "childish" past a certain age is

A. a good idea,
or
B. not a good idea?

237 All these techniques of trying to increase the repertoire of "mutually gratifying activities" between parent and child sound like they require a lot of time and effort – and they do. The effects on the child's attitude toward work, and on the relationship between parent and child, make the expenditure of effort have long-term payoffs. But the payoff is also immediate: if the parent can succeed at making these activities mutually gratifying, they can be a daily source of fun for parent as well as child.

The author believes that the cultivation of mutually gratifying activities that parent and child can do together

A. Is a sacrifice that the parent should make for future gain.
or
B. Can be a real source of fun for the parent.

Chapter 14: Self-talk

238 The development of cognitive therapy was one of the big breakthroughs of the twentieth century. The big idea of cognitive therapy is that you can change your mood and your behavior by consciously selecting what you say to yourself – that is, your thoughts, cognitions, or self-talk. It was found, for example, that depressed people tended to say things to themselves like: "I'm so stupid. Nobody likes me. The situation I'm in is terrible. Things are never going to get better. What's the point? Nothing that I do makes any difference." More importantly, vast numbers of them could actually make themselves less depressed, and more happy, by stopping saying these depressing things to themselves, and starting to say things like this: "I can handle this situation. My choices make a difference. I can make things better, if only a little bit. Hooray, I did something good! Hooray, someone did something nice for me!" The things we say to ourselves actually cause us to feel better or worse.

What's the main idea of this section?

A. A big idea of cognitive therapy is that you should schedule and do activities that are useful or fun.
Or
B. A big idea of cognitive therapy is that you can choose your thoughts, and your thoughts can greatly affect your feelings and behavior.

239 People with anger control benefit from doing less blaming and awfulizing and more of the sort of self-talk that solves problems rationally. People with anxiety and obsessive-compulsive problems benefit from similar strategies; impulsive people benefit from learning to list options and consider pros and cons of options. The strategy of choosing your self-talk well turned out to be very useful in solving many problems other than depression.

What's the main point of this section?

A. Anxious people tend to overestimate either the likelihood of something bad happening, or how bad the possible outcomes are.
Or

B. Choosing self-talk well has been found to help with all sorts of psychological problems.

240 But the strategy of making good choices about our self-talk is so universally useful that there's no reason to wait until a psychological problem develops. And one can learn plenty about strategies of choosing self-talk without ever being in therapy, but through education about psychological skills – psychoeducation.

I've found that many people are helped greatly by learning a system of classifying thoughts: the twelve-thought classification. People are capable of a truly infinite number of different thoughts, but the twelve categories in this system seem to cover the bases well enough to be very useful. These categories help people to make good decisions about doing less of some thoughts and more of others, or deciding "At this moment, I've done enough of this, and it's time to move on to that."

What is the point of the 12 thought classification?

A. To prohibit people from thinking certain thoughts and permit them to think others.
Or

B. To help people in making their own decisions about what types of thoughts are most useful in any given situation?

241 Why do we include strategies of choosing one's self-talk in a book on parenting? There are two reasons. First, as I mentioned in chapter 1, it is much easier to do a good job of parenting if you yourself are happy. Second, a major strategy for teaching children to be psychologically healthy is to model useful self-talk for them. When you react to situations, you can think aloud in ways that will be useful for children to imitate.

The purpose of this section was to

A. Explain what choosing self-talk has to do with parenting.
Or
B. Start into explaining what the twelve types of thoughts are.

242 The first three types of thoughts, of our twelve, recognize the undesirability or badness of the situation one is in, of one's own actions, or of other people's actions. We refer to them as
1. awfulizing
2. getting down on yourself
3. blaming someone else.

These types of thoughts are sometimes very useful, or even crucial to survival. If, for example, our

drinking water is being poisoned with lead, we don't want to be thinking, "OK, fine, that's cool, whatever!"

People tend to make themselves overly upset by doing too much of these first three, repetitively, without moving on to the types of thoughts that tend to solve the problem at hand.

The author's attitude is that

A. You shouldn't awfulize, get down on yourself, or blame others.
Or
B. Awfulizing, getting down on yourself, and blaming others are often very useful, but people often use them to excess.

243 Another problem with these first three is that they can be "overgeneralized." Let's imagine that the situation is that a student gets a bad grade on a paper. Here's what we mean by overgeneralized and not overgeneralized.

Awfulizing, overgeneralized: "I can't stand this. This is the end of my hopes for success. School is impossible."

Awfulizing, not overgeneralized: "I don't like this grade. This presents a problem. This is going to pull my average down."

Getting down on yourself, overgeneralized: "I'm stupid. I can't write. I can't do anything right. I'm going to be a total failure."

Getting down on yourself, not overgeneralized: "I didn't put in enough time on this. I spent too much time goofing off. I didn't start on this nearly soon enough."

Blaming someone else, overgeneralized: "That &#!* teacher! How could he possibly have done this to me! He doesn't know a good paper from a bad one; he doesn't know anything at all!"

Blaming someone else, not overgeneralized: "I'm not convinced that this paper deserved this low a grade. I think part of the reason might be just the whim of the teacher."

Overgeneralizing with the first three thoughts seems to mean that

A. The person infers a lot more bad stuff than what really follows from this one event.
Or
B. The person is referring to situations that are too far in the past.

244 The second three thoughts represent conscious decisions not to

indulge further in the first three. They are:

4. not awfulizing
5. not getting down on yourself
6. not blaming someone else.

With the situation of getting a bad grade on the paper, here's what these might sound like:

Not awfulizing: I don't like this, but it isn't the end of the world. One paper won't destroy my academic career. I can bring up the grade.

Not getting down on yourself: I don't want to punish myself too much for the decisions I made. I want to put my energy into other things.

Not blaming someone else: It won't help anything for me to go over in my mind how bad the teacher is. I want to put my energy into other thoughts.

Note that these thoughts are not just the absence of the first three, but are conscious affirmations of the wish not to sink energy into them.

Which of the following is an example of not getting down on yourself?

A. It's all that other person's fault! Or

B. I may not have behaved perfectly, but punishing myself won't undo any bad results. So I want to do other things.

245 The next three types of thoughts are the "rational decision" thoughts. They answer the questions: What outcome do I want to produce? What are the possible ways to produce that outcome, and which do I want to pick? What information have I gotten that may help me in future decision-making? These three are called

7. goal-setting
8. listing options and choosing
9. learning from the experience.

For the example of a bad grade on a paper, here might be examples:

goal-setting: My goals are not to get upset on this, to find out why the grade was so low, and to bring the grade up in the future.

Listing options and choosing: I could talk with the teacher about what was wrong. I could read about how to write better. I could start really early on the next one. I think I'll choose to do all 3 of these.

Learning from the experience: I learned from this that in the future I want to start writing assignments as

soon as they're assigned, and get done ahead of time.

These three thoughts have what in common?

A. They contribute to the rational decision-making process.
Or
B. They tend to bring out positive emotion.

246 The last three types of thoughts are the "celebration" thoughts – the recognition that good things have happened. They are as follows:

10. Celebrating luck
11. Celebrating someone else's choice
12. Celebrating my own choice

It's sometimes difficult to come up with these in response to unwanted situations, but it's definitely possible. To continue our example:

Celebrating luck: I'm lucky that this paper only counts for part of the grade.

Celebrating someone else's choice: I'm glad that my dad has been helpful with thinking with me about papers in the past, and that he probably will be in the future, if I leave enough time.

Celebrating my own choice: I'm glad that when this happened I kept cool and did some good thinking about what to do!

The meaning of the word "celebrating" in these thoughts is

A. actually having a party,
or
B. just acknowledging, in your own mind, that something good happened, in a way that helps you feel good about it.

247 Let's give some examples of how parents might model self-talk for their children.

        The situation is that the parent is working at the computer in the child's presence, and the parent gets a message that "This file can't be opened for editing. It is locked because it's already in use." The parent gets the urge to awfulize and blame by yelling expletives at the computer, but curbs that urge. The parent says, "I have a problem. It won't let me open the file. My goal is to figure this out so I can edit my article."

The parent is modeling

A. blaming someone else
or
B. goal-setting?

248 The parent continues, "Let's see, what can I do about this? I can save the file to a different name. I can try rebooting the computer. I can search on the Internet and see if anyone has left instructions about how to solve this. Saving with a different name is not a good solution to use much because I'll get mixed up about what the file is named. I think I'll look on the Internet first."

The parent is modeling

A. listing options and choosing,
or
B. getting down on yourself?

249 The parent says, "Hey, here are some instructions that make sense! Let's see what happens…. It works! Thank you, person who wrote those instructions! Yay, I made a good choice!"

Now the parent is modeling

A. not getting down on himself and blaming someone else,
or
B. celebrating someone else's choice and celebrating your own choice?

250 The situation is that at dinner, someone in the family accidentally knocks a glass off the table, and it shatters all over the floor.

The parent says, "OK, we can handle this. The first goal is for nobody to get cut on the glass."

The parent is

A. not awfulizing and goal-setting,
or
B. blaming someone else and getting down on yourself?

251 The parent says, "Let's see, who should have the job of keeping the dog away from the glass? How about you, Serena, you've got good shoes on. Ralph and Monique, please keep sitting until I get some shoes for you so you can help too. We could pick up pieces by hand, but it would be much better to keep our hands off and just use the broom and dustpan, so that there's no risk of cuts. That's it, good job, Ralph and Monique."

The parent is modeling

A. learning from the experience and awfulizing,
or
B. listing options and choosing, and celebrating someone else's choice.

252 The parent says, "Those little pieces traveled a long way, didn't they? But that's OK, we will just keep

sweeping till we've gotten them all. And this happens infrequently, and it was just an accident and not from anyone horsing around inappropriately, so we don't have a long-term glass-breaking problem to solve. Thanks, team, we're ready to say 'Mission accomplished.'"

The parent is modeling

A. not awfulizing and celebrating their own choices,
or
B. getting down on yourself and blaming someone else?

253 The situation is that a parent is watching the news. After a report of violence, the parent says, "It is so sad that humanity hasn't learned yet how to stop killing each other. People aren't devoting enough energy to the problem of violence. And I guess I'm not devoting enough energy to it either."

The parent is awfulizing, blaming someone else, and getting down on him or herself, in a way that is

A. stimulating unnecessary negative emotion because of overgeneralizing,
or
B. an appropriate example of these thoughts, because of not overgeneralizing?

254 The situation is that the child comes in to the parent's bedroom in the middle of the night complaining of a bad dream. The parent listens to the dream and says, "Maybe sometime in the morning or tomorrow evening we can work on making that dream have a different plot next time. But for now we have two goals. One is to let you go back to sleep. The other is to let you practice going back to sleep by yourself, so you get better and better at that important skill."

The parent is

A. not awfulizing,
or
B. goal-setting?

255 The parent walks the child back to the child's bedroom and says, "The first goal might be best served by your staying in our bed or my staying with you till you fall back asleep. But that second very important goal is best served by my staying with you just a little bit and letting you fall back to sleep by yourself. So that's what I'll do!"

The child says, "OK," and the parent says, "That's the spirit! I like it that you said that!"

The parent is modeling

A. not awfulizing and goal-setting,
or
B. listing options and choosing, and celebrating someone else's choice?

256 Let's summarize the advice of this chapter: it's to get very familiar with the twelve-thought classification system, and to use it to model for your child the most "mentally healthy" thoughts you can, aloud, in any given situation.

None of us can ever be perfect in this mission, and it's surely not possible for more than one person to always agree on what "perfect" would be. But working toward the goal of modeling good choices of self-talk has the potential to enhance your own mental health, as well as that of your child. All of us should be working to be happier and to make others happier, which by the definition given in this book, means "becoming mentally healthier!"

The author believes that the strategy described in this chapter

A. will help your child, and so you should sacrifice your own needs to do it,
or
B. will help both you and your child.

Chapter 15: Joint Decisions with Dr. L.W. Aap

257 What happens when there is a decision to be made that affects more than one person? When two or more people have to decide on something that affects them all, we can call these situations "joint decisions." Fairly often, people will have different interests, and there is what we call a conflict to be resolved. Thus the subject of "conflict-resolution" is very strongly connected to this topic.

Often when there are conflicts, the person with the most power makes the decision and imposes his or her will upon the people with less power. When children are very young, this is the way joint decisions are made most of the time – the parent decides, and the child complies, because the parent has more mature judgment. And this is the things should be.

But the older children get, the more possible it becomes for joint decisions between parent and child to be carried out in a different way, where both people collaborate in a rational decision-making process, working together to try to find the most reasonable and just option. This process is great for joint decision making between parents and between siblings. This is the process that this chapter describes.

This chapter is to describe a process where

A. Children are helped to comply with parents' commands.
Or
B. People collaborate with each other to find the most reasonable and just option.

258 Dr. L.W. Aap is a mnemonic for the following aspects of this process.

1. Defining. The first person defines the problem, telling what prompts the need for a decision, without accusing the other of doing anything wrong or commanding the other to do anything.

2. Reflecting. The second person does a reflection, as we've defined it before. (For example: "What I hear you saying is _____." The second person focuses solely on understanding the other's point of view, not contradicting it or defending oneself.

140

After this, the second person defines the problem from her point of view. The first person then does a reflection.
If necessary, they repeat this process until each of their points of view are clear and are accurately understood.

3. Listing. They list options for possible courses of action. It's good if they write these down, so they can remember them. Each person should usually list at least two options, to reduce the chance that each person becomes wedded to only one option.

In the first three steps of this process, what is accomplished?

A. Both people say how they understand the problem, both demonstrate that they understand the other's point of view, and they think of several options for what to do.
Or
B. They critique the various plans and decide upon one of them?

259 The description of the Dr. L.W. Aap steps continues.

4. Waiting. They wait to critique the options until they are finished listing. It takes self discipline not to immediately criticize an option that one regards as a bad one! But if they begin the critique prematurely, they are likely to start arguing over an option, and the process of brainstorming and thinking of even better options is halted.

5. Advantages. They then speak about the advantages and disadvantages of the options – that is, the predicted positive or negative consequences of them. They avoid speaking about the bad points of the other person!

6. Agreeing. They agree on something. If they can't agree on an option, they can at least agree to table the question till later, or not to hurt each other!

7. Politeness. During the entire process, they are polite. That means they don't raise their voices, or insult each other. They avoid interrupting each other, and they stop speaking soon enough that the other does not have to interrupt.

What's a summary of this section?

A. When the people are finished listing options, they speak of the advantages and disadvantages of the options and agree on something. They're polite throughout the process.

Or

B. The conflict-resolution process is much easier if the two people have a history of lots of fun experiences together recently.

260 Let's give an example of two people's using the Dr. L.W. Aap process on a joint decision. Remember, this dialogue is not meant to faithfully depict how most people usually talk with each other! It is also not meant to be entertaining drama!

Parent: Could we discuss a joint decision for a few minutes?

Child: Sure, this is a good time.

Parent: We've been using video games as a reinforcer for you near the end of the day, for self-disciplined acts you've done during the day. But getting you off the video game at the end of the time is very unpleasant for us all, and that's the problem. (Defining the problem by Person 1.)

Child: So you're saying that the problem with using video games as a reward for me is that it upsets me so much to quit using it, that it's hard on you too, huh? (Reflection by Person 2.)

Parent: That's right!

Child: I don't want to get upset. But the games create so much suspense and so much of a wish to keep going! It's really frustrating to have to stop in the middle of what you're trying to do. (Defining the problem by Person 2.)

Parent: In other words, although you don't intend to create a ruckus, you find it really frustrating to be interrupted in the middle of a very exciting quest to achieve a certain goal. (Reflection by Person 1.)

Child: That's right!

Parent: Shall we think of some options?... One is to save up the screen reward time until the week end, and use it all then, and not to even start it up on week nights. (Listing an option.)

Child: Uh huh. Another option is that rather than your having to tell me that the time is up, we could find a way to set it electronically to shut off after a certain time. (Listing, and waiting.)

Parent: Another option is that we could figure out how to pause and

save right in the middle of what you're doing, so that you wouldn't lose anything and you could pick back up where you left off the next day. (Listing, and waiting.)

Child: We could combine that option with the automatic shutoff option, so that when the time is getting near, I could pause it and save my progress, but if I keep going right to the end, I probably would lose it. (Listing and waiting.)

Parent: You could switch to games that are easier to stop and restart, such as chess for example. (Listing and waiting.)

Child: I could practice stopping and starting, concentrating on using my fortitude skills, lots of times. (Listing and waiting.)

Parent: Ready to start talking about advantages and disadvantages?

Child: Sure. An disadvantage of waiting until the week end is that the reinforcer probably wouldn't motivate me as much if it were a lot farther away. (Advantages and disadvantages.)

Parent: An advantage of the option you listed that combines an automatic shutoff with saving and pausing is that you get practice in planning ahead, which is good for all of us. (Advantages and disadvantages.)

Child: Another advantage of that one is that the thing that would interrupt me is the screen going blank and not your voice. So if I'm upset, I wouldn't be upset at you. (Advantages and disadvantages.)

Parent: Want to try that one for a few days and see how it works? If it doesn't, we've got some other options to try!

Child: Let's do it. I'm pretty sure we can figure out the automatic shutoff technology and the saving and pausing technology. Want to work on that a bit right now? (Agreeing on an option.)

Parent: I'd love to take on that challenge with you. And thanks for talking with me about this. (Politeness now, as well as through the rest of the conversation.)

Child: You are very welcome, and thank you! (Politeness now, as well as through the rest of the conversation.)

The people in this conversation

A. Met most, but not all, of the Dr. L.W. Aap criteria.
Or
B. Met all of the Dr. L.W. Aap criteria.

261 If you would like for the joint decision conversations of your family to sound more like this, how do you achieve that? One step is teaching your child what Dr. L.W. Aap is, using this book, *Programmed Readings for Psychological Skills, A Programmed Course in Anger Control and Conflict Resolution,* or *A Programmed Course in Psychological Skills Exercises* as a textbook. The next very crucial step is to practice, using role-playing, with made-up situations that neither person has any strong feelings about. People need lots of practice just acting out the steps with random fictional choice points before they are ready to stay cool and rational in a real-life joint decision conversation. (There are lots of choice points for practice in Appendix 1 of the *Anger Control* manual.) When people are ready to try it in real life, it's good to underscore the fact that this is a real life joint decision, and to set the goal of doing this conversation in a way similar to the practice conversations. And if they can, they should try to

reinforce themselves and each other to the max!

The purpose of this section is to

A. Caution the readers not to imitate the joint decision-making that is depicted on reality TV,
or
B. To explain several steps in learning this as a family: reading about it, practicing with fictional choice points, goal-setting before a real life conversation, and celebrating successes in real life conversations.

Chapter 16: Sleep

262 A professor and researcher did successful and lucrative consulting with individuals and teams who wanted to achieve peak performance – an Olympic ice skater, various athletic teams, students who wanted to make better grades. What was the magic secret that allowed the people he consulted with to achieve peak performance? He was able to convince them to get more sleep, and to coach them on how to do this! People vary on their sleep needs. But as a general rule, it's been said that for young adult athletes, best performance often comes when the person gets a little over 9 hours of sleep per night. And children, of course, tend to do best on more sleep than this, preferably about an hour more (that is, about 10 hours). Most people don't get enough sleep for best performance.

A summary of this section is

A. It is not known exactly how widely different people's sleep requirements vary.
Or
B. To get better performance, sleep more!

263 By "better performance," we mean not just better athletic performance, and not just better schoolwork, but better psychological skill performance: better friendship-building, decision-making, emotion regulation, joyousness, and so forth.

It follows from this section that

A. more and better sleep can help you to be mentally healthier,
or
B. exercise is a great way of making sleep better?

264 Many people, when they think about solving sleep problems, think of sleeping pills. But according to almost all studies, sleeping pills are on the average not as effective as following the "sleep hygiene rules" that this chapter goes through. We'll discuss these, but first let's talk a bit about "circadian rhythms."

Our brains have something like a clock in them. This clock helps us know when to get tired and fall asleep, and when to wake up and get more energetic. The clock settings in our brain that tell us, "Now it's the time of day to do this," are called circadian

rhythms. Our brains are set to fall asleep at a certain time and wake up at a certain time. Those settings largely depend on what time we've fallen asleep and waked up in the last several nights. For example, suppose I've gone to bed at midnight and have slept till 9 a.m. for several nights in a row. After this, I try going to bed at 9 p.m. so that I can get up at 6 a.m. the following morning. What happens? I'm likely to lie awake for a long time without falling asleep. I'm also likely to find it very unpleasant to get out of bed when 6 a.m. rolls around. My sleep rhythm can't move its time settings 3 hours earlier simply by the act of going to bed earlier. On the other hand, if I've been going to bed at 9 p.m. and getting up at 6 a.m. every day for the last 3 weeks, I'm likely to be sleepy at 9 p.m. and to feel like getting up when it's 6 a.m.

The moral of this is that we sleep lots better if we maintain a steady rhythm of going to bed and getting up at about the same time, day after day.

What's a major point made in this section?

A. Our brains get into habits of falling asleep and waking up at certain times, and we do best to try to keep those times steady.
Or

B. It's a bad idea to have a television in a child's bedroom.

265 For many children it appears easier to move the sleep and waking times later than it is to move them earlier. For that reason, staying up late and sleeping in on week ends can sometimes set the sleep rhythm forward more than the week day pattern can set it earlier.

If a child has trouble falling asleep and also trouble getting out of bed in the morning, it's likely that the child's sleep and waking times are set too late. How do you set the times earlier? There are four things you can do in the morning to move the rhythm to earlier times: 1) be out of bed, 2) see bright light, 3) exercise, and 4) eat. Doing those same four things late at night moves the rhythm later, so you would want to avoid those things at night.

What's a summary of this section?

A. There are various hormones that regulate our daily rhythms; melatonin is one of them.
Or
B. If you want to set the sleep rhythms earlier, you get out of bed, exercise, see bright light, and eat in the morning, and avoid those things late at night.

266 Bright light in the morning is also useful in preventing a downturn in mood that many people have during the winter months when sunlight is not very plentiful. But how is a child to get bright light exposure in the morning? You can buy bright lights that are specially made to provide enough light to counteract the winter blues, but it's hard for a child to stay in one place long enough to get much bright light when the rush to get off to school is underway.

For this reason I often advocate a device called a "dawn simulator." Suppose you set this device for a 7:00 a.m. awakening. At 6:30, a very faint light comes on, that gradually gets brighter and brighter over the course of 30 minutes, so that by 7:00 it is quite bright. The experience is meant to have the same effect on the brain as the sun rising at dawn. Apparently when the eyes are used to darkness, and thus very sensitive to light, even the light that gets through the eyelids can have good effects on the sleep rhythm, helping the sleeper to feel ready to wake up in the morning and ready to fall asleep at bedtime. The cost of these dawn simulators has gone down greatly in recent years.

These devices hold out another advantage over the parent's waking the child up: the parent's voice doesn't become associated with the unpleasant sensation of being awakened by a sound.

What's a summary of this section?

A. Just a couple of minutes of very strenuous exercise, first thing upon awakening, helps to set the sleep rhythm earlier.
Or
B. To help a busy child get some bright light in the morning, and to make waking a more pleasant experience, the author recommends that you search for "dawn simulator" on the Internet.

267 Here's another fact about sleeping: we learn associations between certain situations and falling asleep. We want the situation of lying in bed to trigger a habit reflex of sleeping. The more we practice doing things in bed other than sleeping, the more we break up that association between the bed and sleeping. This means that we should not let our children do things in bed such as talking on the phone, playing computer games, doing homework, reading, playing with toys, or doing anything else other than sleeping. Particularly, lying in bed and watching TV is a bad idea. Even having a TV in a bedroom is a bad idea.

What's the rule that this section expresses?

A. Help your child avoid sodas that contain caffeine.
Or
B. Reserve the bed for sleeping.

268 The principle of keeping a strong association between being in bed and sleeping also means that if a child can't get to sleep, or wakes up and can't get back to sleep, we don't want the child practicing "tossing and turning" for long periods of time. We should allow the child to get out of bed and turn on a not-very-bright light. Once out of bed, the activities should be quiet, unexciting, and constructive. Screen time entertainment is not a good activity, especially if it involves exciting and dangerous events. Even reading adventure novels (e.g. Harry Potter) is not on the "activities for waked-up time" list. Getting something to eat is not on the list either, because it reinforces being awake. Reading school textbooks, reading my books on psychological skills (yes, I admit they are good for putting people to sleep), reading stories selected to model kindness and caring, writing with pen and paper, and quietly organizing the things in one's room are the sorts of activities that are good for such times. When the child starts to feel sleepy, off goes the light and back the child goes into bed; if the child doesn't fall asleep

in 20 or 30 minutes, then it's back to the "awake time activities."
　　The exception to this is if the child is awake, but having pleasant, enjoyable, drifty fantasies while lying in bed. This is a behavior that's good to practice, because it's conducive to getting rest and eventually falling asleep.

What's a summary of this section?

A. It's of high priority for most parents to teach the child to sleep without coming into the parents' bed.
Or
B. If the child can't sleep, let the child get out of bed and do constructive, quiet, unexciting activities so as not to break up the association between the bed and sleeping.

269 If your child is one of the very exceptional ones who can resist the temptation to do video games or read exciting books or play with the action figures when awake, that's great. For all the rest, it's the best part of wisdom to remove from the child's room the things that are used for exciting, highly reinforcing activities upon awakening, so as not to tempt the child with them. It's good that they be inaccessible, as in the trunk of a car or a locked file cabinet. Doing highly exciting things both interferes with the sleep rhythm and reinforces the act of waking up.

Chapter 16: Sleep

Which idea is most in agreement with that of this section?

A. "Trust is important."
or
B. "Lead us not into temptation."

270 Another very important principle is that the sorts of stories that the child experiences while awake, whether they occur in real life, movies, TV shows, video games, books, or otherwise, tend to come to mind when the child lies down in bed. The more scary, unhappy, and violent those stories are, the more the child will tend to have trouble sleeping. Media exposures, for example movies, can and do cause nightmares and lost sleep. Unfortunately, human beings seem drawn toward violent and scary stories, and thus there is much money to be made in the production of stories that interfere with sleep. But the more you can protect your child from these, the better he or she will sleep, probably. Conversely, the more the child can experience stories of kindness, good decisions, and good friendships between people, the better the sleep is likely to be.

What's a summary of the advice in this section?

A. The fewer violent models, and the more kind and friendly models, the child is exposed to, the better the sleep is likely to be.
Or
B. A diet too low in iron can contribute to "restless legs" at night.

271 Here's the next important principle regarding sleep. During the many millennia in which human beings evolved, children probably were encouraged (or perhaps forced) to help their parents forage for food during a large fraction of their waking hours. During this time they were walking or running or otherwise exercising a lot. They certainly were not forced to sit at a desk for many hours a day. When time for sleep came, they were probably much more physically tired than most of today's children are.

Exercise, in large doses, may be the best sleep aid in existence. Figuring out how to help your child get enough exercise may be the best thing you can do for his or her sleep. If you can have fun chatting with your child while taking long walks, you can perhaps accomplish several things at once: better sleep, a better relationship, more fun, and greater health for he both of you!

What's the point of this section?

A. Loud snoring should be a signal to check for sleep apnea, which can disrupt your child's sleep.
Or
B. Helping your child get lots of exercise can be a very effective way of improving sleep.

272 The next suggestion may seem obvious, but it is easy to overlook. The child should have a quiet, dark, cool environment in which to sleep. Too much noise is a frequent disruptor of sleep. If two or more children sleep in the same room, the parent may need to work hard to train them not to keep each other awake by noise-making.

What's a summary of this section?

A. Try to get a quiet, dark, cool environment for your child to sleep in.
or
B. Children can be trained to generate relaxing fantasies of kindness, beauty, nonviolence, and safety in what is called the "pleasant dreams exercise."

273 The next principle has to do with learned associations with falling asleep. Suppose the child falls asleep each night with the parent sitting in the room, with music playing, and with a light on. When the child falls asleep, the parent turns the music off, turns the light out, and leaves. Then, suppose that the child awakens in the middle of the night, as most people do at times. The child now has the task of falling back to sleep under conditions very different from those that were present on first falling asleep. The child may want or need or expect the parent to come back into the room, turn the light and the music back on, and sit for a while. This of course means that the parent must wake up from a probably much-needed rest!

Instead, suppose that when the child first goes to bed, the parent says good night, turns off all sounds, turns out the light, and leaves the room. Now the child gets to practice falling asleep in the same conditions that will be found upon awakening in the middle of the night. The child has the practice that it takes to go back to sleep without summoning the parent.

What's a summary of this section?

A. Read the caffeine content on any sodas the child drinks, if you don't prohibit sodas altogether (just not buying them at all is a good idea).
Or
B. Let the child fall asleep under the same conditions that will apply if the child wakes up in the middle of the night.

274 When someone lies down in bed, what should they "try" to do, if anything? It's good not to directly try to

fall asleep. It's particularly important not to "awfulize" about not sleeping, by using self-talk such as "Oh no! What if I can't get to sleep! I'll be a wreck tomorrow!" It's good to remember that people have been known to function very well after short periods of poor sleep – no one night is all-important.

But what to do while lying in bed waiting to go to sleep is to... relax. It's good to be able to recognize if any muscles are tensing, and to let off the tension. Being calmly observant of whatever thoughts come to mind, or purposely generating fantasies of beauty, relaxation, kindness, nonviolence, and safety (which is called the pleasant dreams exercise) and any of a number of other relaxation techniques are useful to do while lying in bed. The more the child can do a few minutes of practice of these relaxation techniques during the day while not sleeping, the more proficient the child gets at the art of relaxation.

Practicing relaxation is often lots more fun with some way of measuring how relaxed your body is getting. (Such measurement is called "biofeedback.") A "stress thermometer" is a relatively inexpensive device that measures fingertip temperature (more relaxation is accompanied by higher fingertip temperature). A "pulse oximeter" can

be obtained even more inexpensively; this measures heart rate. The more relaxed you get, the more your heart rate tends to fall. Becoming a master of relaxation techniques can help a child greatly with sleep. My book on anxiety-reduction goes into relaxation techniques in greater detail.

What's the point of this section?

A. It is thought that the blue part of the light spectrum contributes to wakefulness more than the yellow part. So wearing yellow sunglasses when using screens at night may help the body be ready for sleep.
Or
B. Systematically practicing relaxation can be a big help with sleep.

275 If your child snores really loudly, consider checking for obstructive sleep apnea. The word *apnea* means "no breathing." Snoring comes when the breathing passage at the back of the throat is partially closed off and thus there's noise when the air goes through. In obstructive sleep apnea, the breathing passage gets totally closed off periodically and stops the flow of air. This wakes the child up, after which the child may go back to sleep and not remember what happened. If this happens many times, the quality of the child's sleep can be greatly

impaired. Sometimes this happens even in the absence of snoring.

If you suspect that this may be happening, a first step is just to sit in the child's room and listen to the rhythm of the breathing or snoring. If there are long silences, (for maybe 15 seconds or more) followed by gasping for breath, that's a sign you should ask your child's doctor about getting a sleep study, where the child's breathing and oxygen status are monitored throughout the night. Sometimes obstructive sleep apnea is caused by very big tonsils, and a tonsillectomy can get rid of it. There are other treatments for this condition.

A summary of this section is that

A. Loud snoring can be disruptive to a sibling's sleep if they sleep in the same room, or even if they sleep in different rooms.
Or
B. Loud snoring can be a tip-off to check for sleep apnea, which can keep a child from sleeping well. But sleep apnea can occur even without snoring.

276 If a child gets too much of a wakefulness-producing drug too close to bedtime, that can disrupt sleep. Caffeine is present in various sodas – Mountain Dew, Coke, Pepsi, etc. The time that caffeine sticks around in the body varies fairly widely from person to person; if a child is having sleep difficulties it's good to at least experiment with cutting out caffeine altogether.

The two most effective drugs for Attention Deficit Hyperactivity Disorder, i.e. methylphenidate (Concerta, Ritalin, Focalin, Metadate, Daytrana) and amphetamine (Adderall, Vyvanse, Dexedrine) can disrupt sleep. It takes the body a good bit longer to get rid of amphetamine than methylphenidate. If a child on these medications develops sleep problems, talk with your child's doctor about whether the medications could be causing the sleep problems and what options are available.

What's a summary of this section?

A. Caffeine and the two most effective ADHD medications can disrupt sleep if the body hasn't had time to get rid of them.
Or
B. For children who are very positive responders to ADHD medication, both the appetite suppression and any sleep problems are worth grappling with because of the benefit the medications produce.

277 If a child finds it extremely frightening to turn out the lights, go to bed, and lie there alone, the fear, of course, very much disrupts the process

of falling asleep. I don't want to discuss here fully all the possible things that a child could be afraid of at this time – the fear of nightmares, the fear of intruders, scary thoughts about what might happen tomorrow, scary memories of traumatic events, memories of villains seen on TV and in movies, and others. The topic of fear reduction is a big topic; I'll just say here that if you use the listening techniques described in the chapter on conversations with the child, you're more likely to find out what the child is afraid of, and this may help with reducing the fear. See my book on *Anxiety Reduction and Courage Skills* for much more on fear-reduction. The next chapter of this book will present a summary of fear reduction tactics.

What's a summary of this section?

A. A child's fears can disrupt sleep. Listen well, and you may be able to learn about what the child is afraid of. Or
B. There are medicines that are given for anxiety, but the non-drug methods of fear reduction can work really well with no concern about side effects.

278 Let's summarize the suggestions about sleep given in this chapter.

1. Most kids need more sleep than they're getting.
2. A steady, consistent bedtime and wake-up time helps sleep.
3. To set the sleep rhythm earlier, do these 4 things in the morning: get out of bed, exercise, eat, and see bright light. Doing these things at night sets the rhythm later.
4. Consider letting the child awaken to a dawn simulator.
5. Reserve the bed for sleeping.
6. If the child tosses and turns in bed unpleasantly, allow the child to get out of bed and do something not very exciting (such as reading psychological skills books).
7. Remove from the child's bedroom the objects that would tempt exciting middle-of-the-night activity, for example video games.
8. Restrict the child's exposure to violent entertainment.
9. Exercise is a wonderful sleep aid, in addition to producing lots of other benefits.
10. Try to furnish for the child a dark, quiet, and cool place to sleep.
11. Make the conditions under which the child falls asleep the same ones the child sees when awakening in the middle of the night.
12. Help the child learn and practice relaxation techniques.
13. Consider checking for obstructive sleep apnea.

14. Consider whether caffeine, methylphenidate, or amphetamine may be contributing to sleep problems.
15. If the child's experience of going to bed is scary, try to find out what the child is afraid of and help the child get over the fears.

Which of the following was not mentioned above as a strategy (even though it has been used successfully in some programs)?

A. Increasing the amount of exercise.
Or
B. Restricting the total time in bed at the beginning, so some sleep deprivation aids in forming an association between the bed and sleeping?

Chapter 17: Fears, Anxiety, and Aversions

279 The words scared, nervous, frightened, worried, and anxious, fear, and anxiety all refer to a very unpleasant feeling that evolved to help us survive – this feeling is meant to get attached to dangerous situations, to help us avoid them. If I feel scared of taking an unknown drug from an untrusted source, of venturing too close to a high cliff, of riding in a dangerously speeding car, of getting into a fight with someone who has a weapon, the resulting urge to avoid or escape from these situations can save my life. These examples bring out an important point: not all fears are unrealistic or unwanted. And one of the first steps in dealing with a fear is to decide whether it is realistic and wanted, or unrealistic and unwanted.

This section gave examples of

A. the sort of fears that people try to get rid of in psychotherapy,
or
B. the sort of fears that are best dealt with by avoiding the scary situation?

280 The word *aversion* refers to any bad feeling that is attached to a certain situation, that tends to make us want to avoid it. Perhaps I have an aversion to a certain memory, not because it makes me scared, but because it makes me feel guilty. Perhaps I have an aversion to schoolwork because it brings on a very bored feeling. Perhaps I have an aversion to a certain food, because it brings on nausea and disgust. When we want to get rid of aversions, we can use the same techniques that are used to get rid of fears.

What's the point of this section?

A. An aversion, like a fear, involves a bad feeling attached to a certain type of situation, but the bad feeling isn't necessarily fear.
Or
B. The word *habituation* refers to the fact that we get used to situations over time, so that they don't bring out such strong emotion.

281 If your child is anxious or afraid, one of the first steps is just listening to the child long enough, often enough, and well enough to find out what the child is afraid of. Imagine that a child is afraid of going to school. By listening to the child talk, you can come to understand what in particular

spurs those fears. Is the child afraid of being bullied, of being humiliated for not reading well enough, of a teacher who yells at other children, of vomiting in front of classmates and being embarrassed, of catching an illness from a classmate, of being killed on a bus that doesn't have seatbelts, of getting lost when going from one class to another? Please check the chapter on listening with reflections, facilitations, follow-up questions, and positive feedback, to remind yourself how to listen well.

What's the point of this section?

A. Listening well to your child can help both the child and you to become aware of exactly what situations the fear is attached to.
Or
B. Learning muscle relaxation is a very useful part of anti-anxiety programs.

282 When there are unrealistic or unwanted fears or aversions, how do people get over them? The rest of this chapter will explain some of the important ideas.

One of the most central ideas is that to learn to handle scary situations, you have to practice, by putting yourself into those situations. This act of putting yourself into a scary situation is called *exposure*. If you're afraid of dogs, you have to practice

dealing with dogs, by exposing yourself to one. If you're afraid of heights, you have to practice being in high places. If you're afraid of social conversation, you have to practice social conversation. The more you can practice being in the situation without being super scared, the closer you get to overcoming the fear.

What's the point of this section?

A. It is lots less helpful than most people think, to try to figure out what the origin of the fear was.
Or
B. To get over fears or aversions to certain situations, practice handling those situations well.

283 If you are teaching someone to swim, you don't just throw that person into the deep water. Similarly, if you are teaching yourself or someone else not to be afraid of a certain situation, it's best not to start with the most scary version of that situation. It's best to start with the easier situations and work your way up. This is called moving along a *hierarchy* of difficulty, otherwise known as taking it gradually.

What would be an example of the principle this section spoke of?

A. If you're getting over a fear of social conversation, you might start by

practicing with a phone conversation with a relative rather than trying to talk to your "crush."
or
B. Work aversions are especially difficult because they discourage you from working on them.

284 People who help people get rid of fears talk about SUD levels. This is a scale, from 0 to 10 (or sometimes 0 to 100), where higher numbers are worse. The scale measures how scary or aversive something is. It's good to rate SUD levels, partly because doing so helps you decide which situation to take on next – it's good to work with the 3's and 4's rather than jumping straight to the 9's and 10's! Another good thing about rating SUD levels is that observing your own level of discomfort is often a much better thing to do than trying to avoid or escape the situation.

SUD is an acronym for "subjective units of distress." Sometimes the D is said to stand for discomfort or disturbance – but it always means, "How bad do you feel?"

This section had to do with

A. Observing muscle tension and learning to relax it.
Or

B. Observing levels of fear or aversion and learning to rate how unpleasant they are.

285 Do all exposures to scary situations tend to reduce fears? No. If this were true, unrealistic fears would cure themselves quickly, because we wouldn't have them without an exposure, and the exposure would automatically help us get rid of them. Suppose a child is afraid of sleeping by himself. His parents have him try to sleep by himself, but he gets so scared that he runs out to the parent's room, and a parent comes in and stays with him. There was an exposure, that created a high SUD level, and when that level got too high, the child escaped the scary situation. The escape was followed by a great reduction in fear, which was highly reinforcing. What did this better feeling reinforce? It reinforced the behavior that brought it on, which was escaping from the situation. Because the behavior of escaping was reinforced, the child will probably have an even stronger urge to escape next time. And what do we call the "urge to escape?" We call it fear. So the whole exposure probably increased the child's fear rather than decreasing it.

This section gave an example where

A. Exposure to a feared situation helped the person get over the fear.
Or
B. Exposure to a feared situation made the person even more afraid of the situation.

286 Now let's imagine that a child who is afraid of going to bed by himself does a different type of exposure. The child has figured out that while going to bed at night by himself would create a SUD level of about 9, lying on his bed for a while during the daytime and pretending that it's night would only have a SUD level of about 3. So the child does it, and sure enough a mild SUD level comes. But the child stays in this scary situation for a good while, and gradually something glorious happens: the SUD level falls. The child is "getting used to" the situation, or getting "habituated" to it. Now the child celebrates having achieved the goal of staying in the scary situation long enough, and such celebration reinforces staying in the situation, not escaping from it.

What was the difference? The second child stayed in the scary situation long enough to get used to it, and did not end the exposure because the SUD level got too much to take.

This section brings out the value of exposures that

A. are long enough that you can get used to the situation,
or
B. are scary enough to begin with that you make some progress?

287 Fantasy rehearsal is a very important principle of fear reduction. You can reduce fears a lot by imagining that you are facing the scary situations well, just as you can by facing the situations in real life. And often imagining the situations brings about a lower SUD level than actually being in them, so fantasy rehearsal can be a way of finding situations that are low enough on the hierarchy to be comfortable to practice with. In doing fantasy rehearsals, it's good to imagine the situation, your thoughts, your emotions, your behaviors, and your celebration of handling the situation well. You imagine how you *want* to handle the situation, not how you currently *would* handle it if you were exposed to it.

This section spoke of the principle of

A. Physiological relaxation,
or
B. Fantasy rehearsal?

288 Skill-building is often a very important part of fear reduction. If someone is very afraid of social conversation, it helps greatly if the

person learn the ways of listening, learns the art of finding topics of mutual interest, learns how to talk enough but not too much or too long, and so forth. Being prepared with a high level of skill can sometimes reduce anxiety much more than simple exposure that one is unprepared for.

This section spoke about the principle of

A. Situations of higher SUD level falling in scariness as the ones beneath them fall.
Or
B. Skill-building as an aid to getting over fears.

289 The principle of relaxation has helped lots of people with fears. The idea is that the better you get at turning down the level of arousal or excitement in your body, the more you can directly turn down your fear. One of the earliest techniques used for this is muscle relaxation. I like to teach people an exercise in which muscle relaxation is timed with breathing. When you breathe in, you select a certain part of your body. When you breathe out, you try to make the muscles in that part of the body more loose, limp, and relaxed than they were before. It's good to practice this skill a lot when you are NOT scared, so that the procedure

itself doesn't become associated with fear. It's fun to use "biofeedback," or measuring something going on in your body and watching what happens to it, when learning relaxation skills. As I mentioned in a previous chapter, two cheap ways of measuring your arousal are with a "stress thermometer" and with a "pulse oximeter." The first measures fingertip temperature, which goes up with relaxation, and the second measures heart rate, which goes down with relaxation. Spending some time each day practicing relaxation has helped lots of people to get over unwanted fears or aversions.

This section spoke of the principle of

A. Attending to and modifying self-talk.
Or
B. Learning skills of relaxation.

290 The principle of self-talk is that the things you say to yourself have a lot to do with your emotions, including fear or aversion. Suppose I have a fear of dogs, and during the time I'm exposed to a dog (either in fantasy or reality), I'm thinking, "Oh no, I hate this! How did I let someone persuade me to do this? When do I get to stop this? This is horrible!!" My exposure will be unlikely to reduce my fear. On the other hand, suppose I'm thinking,

"Wow, I'm really doing something brave! I'm exposing myself to what I'm afraid of, and this is really going to help me achieve my goal! Even already my brain is getting evidence that I'm not in danger, and every second that nothing bad happens gives me more evidence!" This sort of self-talk is much more likely to result in getting used to the situation quickly!

This section spoke of the principle that

A. Prolonged exposure is usually better than brief exposure.
or
B. The nature of self-talk has a lot to do with how effective exposures are.

291 Let's summarize the principles of fear reduction that we've spoken of in this chapter.
1. Not all fears are worth getting rid of, and deciding which are wanted and which are unwanted is an important step.
2. Listening to a child to figure out what the child is afraid of is another early step.
3. Aversions, which are bad feelings of any sort attached to certain situations, are dealt with using the same principles as fears.
4. To get over a fear, you practice handling the scary situation, and this requires exposure to it.

5. It's good to rate the SUD levels associated with various situations, and to go up gradually from mildly scary situations to more scary ones. In other words, rate the SUD levels and figure out a hierarchy.
6. Not every exposure reduces fear. You don't want the sorts of exposures where escape happens because of too high SUD levels; in this case the escape is reinforced by the falling SUD level. Exposures where you have time to get used to the situation, or habituate to it, at least partially, give you progress in fear reduction.
7. Use fantasy rehearsal.
8. Take advantage of skill-building.
9. Practice muscle relaxation.
10. Pay attention to self-talk.

Which principle was NOT listed above?

A. Building skill in handling the situation often helps greatly in being less scared of it.
Or
B. One of the problems with a number of anti-anxiety medications is that people can get dependent upon them.

Appendix 1: Measures of Global Child Functioning

Psychological Functioning Scale For Children and Adolescents

Please rate the person's functioning in the following areas over the last month, where 0 is worst and 10 is best functioning.

Please use any number in the interval 0 to 10, including, if you wish, odd numbers or decimals such as 3.8.

Negative or harmful behaviors should pull the rating down. For example, despite lots of positive behavior, a few very harmful violent behaviors, or even one action if harmful enough, would result in a very low rating on the "free of harm to others" item.

0=Very undesirable, very great need for improvement.
2=Definitely undesirable, great need for improvement.
4= In the undesirable range, need for improvement.
6=OK, adequate, acceptable, but not great. Improvement is desirable.
8=Good functioning in this area. Would be just fine if pattern continued as is.
10=Excellent functioning in this area. Would be great, wonderful if pattern continued as is.
n=Not applicable, not answerable, or not known

_____ F1. Getting along with mother or female caretaker.
_____ F2. Getting along with father or male caretaker.
_____ F3. Getting along with brothers or sisters.
_____ F4. Being respectful and compliant with teachers at school.
_____ F5. Getting along with peers at school.
_____ F6. Making and keeping friends
_____ F7. Performing up to potential in schoolwork.
_____ F8. Being happy, enjoying life, having fun.
_____ F9. Being free of psychological symptoms that distress the person himself or herself. (For example fears or depression or worries). (0 is worst; 10 is best.)

_____ F10. Being free of symptoms that bother other people.(For example misbehavior or aggression.) (0 is worst; 10 is best..

_____ F11. Doing "activities of daily living": getting out of bed, getting dressed, bathing, brushing teeth, going to bed, cooperating with transportation, etc.

_____ F12. Doing useful work for the family, helping with chores.

_____ F13. Doing useful work for people outside the family (volunteer or paid). (Enter "n" if no opportunity or too young.)

_____ F14. Being free, as far as you know, of considering or carrying out any act of self-harm. (10 is no problem with self-harm, 0 is very severe problems with self-harm)

_____ F15. Being free of threatening or carrying out any act of harm to others. (10 is no problem with harm of others, 0 is very severe problems with harm of others)

_____ F16. Being able to concentrate, stay on task, not be distracted, keep working long enough, have a high work capacity

_____ F17. Being organized.

_____ F18. Thinking before acting, not being impulsive.

_____ F19. Being able to sit still long enough and to be free from restlessness.

_____ F20. Making other people happy, having a net positive effect on others.

_____ F21. Now please rate overall functioning. Good functioning is the thoughts, feelings, and behaviors that tend to: produce happiness and well-being in both oneself and others; produce good social relations and positive achievement; and accomplish worthwhile goals. Please rate how strongly you would wish for this month's overall behavior pattern to continue.

Psychological Skills Rating Scale

Please rate the person's functioning in the following areas over the last month, where 0 is worst and 10 is best functioning.

Please use any number in the interval 0 to 10, including, if you wish, odd numbers or decimals such as 3.8.

Negative or harmful behaviors should pull the rating down. For example, despite lots of positive behavior, a few very harmful violent behaviors, or even one action if harmful enough, would result in a very low rating on the "nonviolence" item.

0=Very undesirable, very great need for improvement.
2=Definitely undesirable, great need for improvement.
4= In the undesirable range, need for improvement.
6=OK, adequate, acceptable, but not great. Improvement is desirable.
8=Good functioning in this area. Would be just fine if pattern continued as is.
10=Excellent functioning in this area. Would be great, wonderful if pattern continued as is.
n=Not applicable, not answerable, or not known

_____ P1. Productivity: concentrating, staying on task, getting things finished, working well, having high work capacity

_____ P2. Joyousness: feeling good about accomplishments; cheerfulness, pleasant mood, being happy, not being depressed

_____ P3. Kindness: trying to make others happy; sharing, consideration, courtesy, helpfulness

_____ P4. Honesty: Telling the truth, keeping promises, not cheating or stealing

_____ P5. Fortitude: handling not getting your way, putting up with hardship, not getting too upset when things don't go as desired

_____ P6. Good individual decisions: Thinking before acting, using good judgment

_____ P7. Good joint decisions or conflict-resolution: acting in ways that make it more likely that problems or conflicts with other people are solved peacefully and sensibly

_____ P8. Nonviolence: No physical hitting, kicking, etc., no threats to hurt

_____ P9. Respectful talk: Not being rude, not doing unkind talk, being tactful, expressing approval

_____ P10. Friendship-building: Having good chats, letting people get to know you, being a good listener, developing positive relationships

_____ P11. Self discipline: Being able to do what's best to accomplish goals rather than just doing what you feel like doing

_____ P12. Loyalty: Honoring commitments, preserving relationships, sticking up for friends

_____ P13. Conservation: Not being wasteful of money, time, or resources

_____ P14. Self-care: Taking care of your own health and safety, being careful

_____ P15. Compliance: Obeying parents, teachers, and the law, when they are reasonable authorities

_____ P16. Positive fantasy rehearsal: Not enjoying violent or cruel fantasies or entertainments; using imagination to rehearse ways of accomplishing good goals

_____ P17. Courage: Not being hindered by anxiety, unrealistic fear, worrying, or unnecessarily avoiding certain situations.

Vanderbilt ADHD Diagnostic Parent Rating Scale

0 = Never
1 = Occasionally
2 = Often
3 = Very Often
n=not applicable, not answerable, or not known

Please rate the person's behavior in the last month.

_____V1. Does not pay attention to details or makes careless mistakes, for example homework. (0 is best – never has this problem; 3 is worst – has this problem very often.)
_____V2. Has difficulty attending to what needs to be done
_____V3. Does not seem to listen when spoken to directly
_____V4. Does not follow through when given directions and fails to finish things
_____V5. Has difficulty organizing tasks and activities
_____V6. Avoids, dislikes, or does not want to start tasks that require ongoing mental effort
_____V7. Loses things needed for tasks or activities (assignments, pencils, books)
_____V8. Is easily distracted by noises or other things
_____V9. Is forgetful in daily activities
_____V10. Fidgets with hands or feet or squirms in seat
_____V11. Leaves seat when he is suppose to stay in his seat
_____V12. Runs about or climbs too much when he/she is supposed to stay seated
_____V13. Has difficulty playing or starting quiet games
_____V14. Is "on the go" or often acts as if "driven by a motor"
_____V15. Talks too much
_____V16. Blurts out answers before questions have been completed
_____V17. Has difficulty waiting his/her turn
_____V18. Interrupts or bothers others when they are talking or playing games
_____V19. Argues with adults
_____V20. Loses temper
_____V21. Actively disobeys or refuses to follow an adult's requests or rules

_____V22. Bothers people on purpose
_____V23. Blames others for his or her mistakes or misbehaviors
_____V24. Is touchy or easily annoyed by others
_____V25. Is angry or bitter
_____V26. Is hateful and wants to get even
_____V27. Bullies, threatens, or scares others
_____V28. Starts physical fights
_____V29. Lies to get out of trouble or to avoid jobs (i.e., "cons" others)
_____V30. Skips school without permission
_____V31. Is physically unkind to people
_____V32. Has stolen things that have value
_____V33. Destroys others' property on purpose
_____V34. Has used a weapon that can cause serious harm (bat, knife, brick, gun)
_____V35. Is physically mean to animals
_____V36. Has set fires on purpose to cause damage
_____V37. Has broken into someone else's home, business, or car
_____V38. Has stayed out at night without permission
_____V39. Has run away from home overnight
_____V40. Has forced someone into sexual activity
_____V41. Is fearful, nervous, or worried
_____V42. Is afraid to try new things for fear of making mistakes
_____V43. Feels useless or inferior
_____V44. Blames self for problems, feels at fault
_____V45. Feels lonely, unwanted, or unloved; complains that "no one loves him/her"
_____V46. Is sad or unhappy
_____V47. Feels different and easily embarrassed

How is your child doing?

1=Large Problem
2=Problem
3=Average
4=Above Average
5=Well Above Average

_____VF1. Rate how your child is doing in school overall
_____VF2. How is your child doing in reading?
_____VF3. How is your child doing in writing?
_____VF4. How is your child doing in math?
_____VF5. How does your child get along with you?
_____VF6. How does your child get along with brothers and sisters?
_____VF7. How does your child get along with others his/her own age?
_____VF8. How does your child do in activities such as games or team play?

Columbia Impairment Scale

Name of person being rated:_____

Rater's Name:_____

Today's date:_____

0=No problem
1=Very small problem
2=Some problem
3=Moderate problem
4=Very bad problem

Please rate the behavior over the last month. Use any number between 0 and 4; you can use numbers like 1.6 or 3.8 if you wish. How much of a problem do you think he/she has had, during this time, with

_____ C1. Getting into trouble?
_____ C2. Getting along with you? (or his/her mother or his/her female caregiver)
_____ C3. Getting along with you? (or his/her father or his/her male caregiver)
_____ C4. Feeling unhappy or sad?
_____ C5. His/her behavior at school?
_____ C6. Having fun?
_____ C7. Getting along with adults other than you? (and/or his/her mom/dad, etc.)
_____ C8. Feeling nervous or afraid?
_____ C9. Getting along with his/her brother(s)/sister(s)?
_____ C10. Getting along with other kids his/her age?
_____ C11. Getting involved in activities like sports or hobbies?
_____ C12. His/her school work?
_____ C13. His/her behavior at home?

Appendix 2: Specific Behavioral Examples of Psychological Skills

1. Productivity:

Doing useful work for one's family, for example cleaning up after a meal, helping put silverware back into a drawer; taking trash out; putting things away after using them; washing dishes; cleaning floors; helping with laundry or putting laundry away; cutting grass; taking care of a pet; organizing one's room; carrying groceries into the house, helping put groceries away; helping prepare meals; helping fix something that needs repair; raking leaves, shoveling snow, helping with any other chore.

Working on schoolwork, doing homework, doing extra drill on things to learn for school, taking turns reading aloud with someone, reading a book that wasn't assigned, learning something by reading books or magazines etc. or on the internet, solving puzzles or problems that exercise the brain. Working out, exercising. Creating a work of art or building something.

Especially for young children, Sustaining attention: Listening while someone reads to him or her, for a little longer than before; having a chat with one of his or her parents without having to run off to get into something else; playing with the same toys for a reasonably long time; paying attention to a play that someone puts on for him or her with toy people; telling a story, and staying on the topic for a reasonable time; working at a task longer than before. Especially for young children, Practicing Using Language: Listening while someone reads him or her a story, having a chat with someone; asking a good question about something he is curious about; telling about things he has seen and done; talking back and forth with someone; using a longer sentence than before; using some new words.

2. Joyousness:

Smiling or laughing about anything other than someone else's bad fortune. Saying, "I like this," or "This is fun," or "I'm glad I get to do

this," or "Yay!" or any other celebratory comment. Liking doing something well enough to want to keep doing it. Seeming to enjoy a conversation. Looking enthusiastic and animated. Speaking with an enthusiastic or animated voice. Feeling proud of an accomplishment. Feeling proud of an act of kindness. Being able to tell about something that he is glad to have done. Seeming to feel good when reminded of something good she has done. Humor: Saying something funny, appreciating it and laughing when someone else says something funny; doing an imitation of something or someone that is funny but not derisive; imagining a silly situation and having fun with it; surprising someone with a trick that is not harmful.

3. Kindness

Helping someone do something, complimenting or congratulating someone, expressing thanks, being a good listener, teaching someone how to do something, forgiving someone who has harmed you, consoling someone who is sad, spending time with someone, keeping someone company; being cheerful or approving, being affectionate, giving or lending something, being assertive in a nice way, writing a nice note to someone.

Saying "Thanks for the supper" to his or her parent; picking up something his or her mother drops and giving it to her; saying "Good morning" in a cheerful tone to a family member; speaking gently to his or her pet and petting him nicely; saying "That's OK" in a gentle manner when a parent forgets to do something he wanted him or her to do; saying "That's interesting," when his or her sister mentions some of her thoughts; saying "Don't worry about it" in a gentle way when his or her brother seems to feel bad about a mistake he made in a game; giving his or her brother a piece of his or her dessert; saying "What have you been up to?" and listening nicely to his or her sister when she tells him about her day; offering to help a parent carry something; saying "You're welcome" in a gentle way when someone says "Thank you"; sharing a toy with another child; patting another child on the back, affectionately; offering to push someone in the swing; offering to take turns, and letting someone else take the first turn; going up to another child and socializing in a nice way; smiling at someone.

4. Honesty

Reporting a mistake or failure; taking responsibility for a bad outcome; answering correctly when asked if something she said was real-life or made up; answering correctly when asked about something he needs to improve in; telling about a personal experience; reporting some feelings about something in an honest way; when asked if she is sure about something, reporting honestly.

5. Fortitude

Saying "OK" in a nice way when he asks for some candy and is told he can't have any; keeping cheerful when the rain spoils his or her plans to play outside with his friend; handling it without yelling when his or her brother breaks one of the things he owns; looking calmly for something he can't find, without losing his temper; not yelling when he has to stop watching a television show to come to supper or to go out somewhere with his or her parent; being cool when his or her little brother grabs something out of his or her hand—getting it back, if he wants, but not yelling or hitting; being cheerful when he doesn't get a present that he has asked for; being cheerful when he has to come inside...

Enjoying Aloneness: Playing by himself when his or her parents pay attention to a sibling; paying attention to something else when a parent is on the phone; letting his or her parents talk to each other for a while without interrupting; watching what some peers are doing with each other, without butting in immediately; letting a sibling play with something, and get the parent's attention, without taking that thing away; drawing a parent's attention to a sibling in a favorable way; letting a parent read or write or lie down and rest without interrupting, being able to handle it if some peers do not want him or her participating with them in an activity.

Handling your own mistakes and failures: In a game, failing to make a goal or win a point etc. without getting too upset; losing a game without getting discouraged; failing to do something he tries, and then working harder rather than giving up; being corrected for something, and then making an effort to do better; remembering a previous time he made a mistake, and saying "This time I won't (or will) do X, because I learned from the last time"; talking

out loud to himself when he has made a mistake or failure, and saying "What can I do about this? I could do this, or that...";

6a.   Good individual decisions:

Thinking before acting; saying out loud, "Let me think about this"; saying out loud, "What options do I have here?"; talking about a decision and listing options; talking about a decision and mentioning the pros and cons of an option; saying that she was glad to have chosen one action rather than another, for a good reason; looking up some information helpful in making a decision; saying "I'll have to think about that" rather than deciding right away with a difficult and important decision; making a random decision right away with a very unimportant decision; doing any action that is wiser than an alternative.

6b. Good joint decisions or conflict-resolution

Taking turns with someone; asking to use something when someone else is done with it; talking calmly with someone about what the two people should do; listening carefully to someone else's point of view about a problem the two people are trying to solve; doing a reflection of what the other person has said; stating clearly and calmly what she wants; refusing to go along with someone else when it is appropriate; deciding to go along with someone else when it's appropriate; thinking of a creative option for a joint decision; thinking of compromise options for resolving a conflict.

7. Nonviolence:

Not hitting back when a sibling pushes or hits; not hitting when someone does a provocation; not getting into a fight when the opportunity is there; going for x length of time without any violent act; making a comment in favor of nonviolence; choosing not to watch a violent movie or TV show or play a violent video game; reading about nonviolence; singing a nonviolence song.

8. Respectful Talk:

Using tones of approval; using approving facial expressions while talking. Saying "Good morning," or "Welcome home," or "I'm glad to see you," or "Hi" in an enthusiastic tone of voice. Saying "Please," "Thank you for doing that," "You're welcome!" or "Excuse me, please." Saying things like, "Could I ask you

to move a little?" instead of "Get out of my way." Saying things like, "Would you mind not doing that?" instead of "Quit doing that!" Saying things like, "Here's another way of looking at it," rather than "You're totally wrong." Saying something like, "Here's another option," instead of "That's a stupid idea."

9. Friendship-Building

Social initiations: Watching some peers do whatever they're doing before joining in with them; paying attention to what peers are paying attention to rather than drawing attention to himself; starting to socialize in any way that does not irritate the peer; saying "Hi" to a peer he knows; introducing himself to a peer he doesn't know; asking if some peers would like another participant in an activity; finding someone who is lonely, and talking or playing with that person; offering to share something he has with a peer, as a way of getting interaction started; asking a question about something a peer is doing, as a way of getting interaction started; inviting people to do things with her.

Social conversation: Figuring out how to find a topic to talk with someone about, that both can be interested in; talking with another person in an interesting way; telling about his own experience; following up on what someone else has said by asking a question; following up on what someone else has said by making a statement about it; doing reflections to confirm understanding of what the other person said; doing "facilitations" (like uh huh, yes... I see.... OK!) to demonstrate that she is listening and encourage the other to continue; giving positive feedback about what the other person has said or done; using enthusiastic and approving tones of voice during a conversation; seeming to enjoy a social conversation; talking about not-very-personal things when just getting to know a person; talking about more personal things with someone he knows really well and trusts; avoiding talking too long without stopping to give the other person a chance; having enough to say in a conversation; smiling or laughing or nodding or giving other clues of enjoying a conversation; choosing to spend time talking with someone rather than watching TV or playing video games.

Non-bossiness, Letting the other do what she wants: In playing, letting the other play with a toy without

taking it away from her; responding to the other's suggestion of "Let's do this" by saying "OK!"; responding to the other's question of "May I do this?" by saying "Sure!"; responding to the other's looking over her shoulder at something she is doing by tolerating it, rather than asking the other to go away; responding to a younger sister's tapping lightly on her knee by tolerating it rather than bossing her to quit doing it; in dramatic play, letting the other person direct the course of the plot for a while; in dramatic play, when the other person says something like "Pretend this is a lake" or "Pretend that this is a goat," going along with the suggestion; letting sister show off without telling her not to be such a show-off; letting a friend play with something that she is not particularly interested in playing with, without telling the friend to put it down and play with something else.

10. Self-discipline

Doing chores, doing school work, starting work early; keeping concentrating on school work for a long time; participating in a tutoring session, exercising hard, spending time organizing and putting away your things; doing unpleasant but important work; going to bed early; getting up on time; leaving for school on time or early; avoiding high-calorie food if one is overweight; eating nutritious food such as vegetables and salad; resisting impulses to waste money; working on chores; resisting social pressure from peers to do unwise things; deciding not to waste time on TV or video games; deciding to read something educational; practicing a musical instrument; practicing a sports skill; practicing an academic skill; practicing handling a feared situation if one has unrealistic fears; talking about something unpleasant but useful to talk about; resisting pressure to drink alcohol, smoke cigarettes, or do drugs; remembering to do things like take care of teeth; keeping track of an appointment with someone; planning ahead so as to get to an appointment early or on time; writing down school assignments; organizing the papers needed for school; resisting the urge to be aggressive or yell at someone; resisting urges for sexual activity that could get one into trouble; staying cool when one is tempted to "freak out"; finishing a project even though it gets boring; handling waiting time well; choosing to do something unpleasant in order to achieve a goal; choosing to gradually make some activity more pleasant because it is necessary to achieve a goal.

11. Loyalty

Sticking up for a friend, not wanting to lose touch with someone, calling up an extended family member to say hi, looking out for the welfare of a sibling, disagreeing with people who put down a sibling or other family member, disagreeing with people who put down a good friend, inviting a friend to get together, writing a letter to a friend or family member; remembering someone's birthday; helping out a friend or family member when the going gets rough, for example when the person is sick or having trouble of some sort.

12. Conservation:

Having the concept of using time well versus wasting time; choosing not to waste time. Choosing to spend waiting time doing something useful. Choosing to get some work done rather than playing video games. Choosing to think about something useful or interesting rather than wasting time being bored. Turning lights out to save energy; turning other appliances off; not buying things that aren't necessary; saving money rather than wasting it; choosing not to spend money on junk food; being interested in having a bank or brokerage account; being interested in ending pollution; wanting to keep using an old thing instead of buying a new one;

13. Self-care:

Brushing teeth; washing hands before eating; exercising; eating nutritious food; for someone underweight, eating a big meal; for someone overweight, eating a small meal; not smoking; making a comment not in favor of smoking; not drinking alcohol; making a comment not in favor of drinking alcohol; not using recreational drugs; making a comment in favor of not using recreational drugs; buckling seat belt; putting helmet on before cycling, skating, etc.; not listening to loud music (to keep from damaging hearing); avoiding getting sunburned; going to bed at a regular time; getting up in the morning at a regular time; eating fruits and vegetables; riding a bike in a non-risky way; staying away from the edges of cliffs; taking vitamins or any medicines that have been prescribed by a doctor, in the right amounts.

Practicing relaxing the muscles, practicing meditation by observing what comes to mind, meditating on the word one, meditating on acts of kindness, doing the good will meditation, doing the psychological skills meditation, doing the pleasant dreams exercise, reading inspirational writings.

14. Compliance: Coming quickly in response to the command, "It's time to go; please come with me now"; saying "OK" without arguing when he's told it's bedtime; keeping his voice low when his mother asks; playing inside on a rainy day for an hour and following the "no throwing the football inside" rule; leaving something alone that his or her parent asks him or her not to touch; playing gently with his or her friend after his or her mother tells them to stop wrestling, coming when his or her mother says "Come with me"; getting dressed without problems when asked to do so; brushing teeth when asked to do so; following the rule of staying at the table during a meal; turning the television off, or not turning it back on once it is turned off, as requested; stopping doing something annoying when requested to.

15. Positive Fantasy Rehearsal:

Doing a fantasy rehearsal of one of his high priority skills; reading a fantasy rehearsal of a psychological skill; purposely reading about or watching a positive model; doing fantasy rehearsal to help with a performance such as music or public speaking or a sport.
Avoiding violent or rude models presented in movies or TV shows or video games.

16. Courage: Trying an activity he's never tried before; getting to know people she's never met before; venturing the answer to a question raised in a group, when she's not very sure of the answer; doing something in the dark; doing something that is not dangerous that she was inhibited about doing at some point in the past; doing something that he or she had an unrealistic fear of or aversion to or avoidance of; working on reducing unrealistic fears or aversions.

Appendix 3: Questionnaires About the Emotional Climate

Emotional Climate Scale, Form A:

Please rate the following interpersonal environment, relationship, or set of relationships: _____

10=Extremely often or almost always
8= Very often
6=Often
4=Sometimes
2=Not very often
0=Never

_____ 1. People give approval to one another.
_____ 2. It is easy to talk to other people about things on your mind in this environment.
_____ 3. People interrupt each other instead of listening.
_____ 4. People use pleasant and enthusiastic tones of voice with each other.
_____ 5. You find people having fun and interesting conversations.
_____ 6. You can hear someone say "thank you" for something, in a genuine way.
_____ 7. People call each other insulting names.
_____ 8. When people have disagreements, they talk them out calmly in a way that leads to solutions.
_____ 9. When people need to be assertive with each other, they do so tactfully.
_____ 10. People purposely physically hurt each other.
_____ 11. People try very hard to avoid hurting other people's feelings.
_____ 12. The group ethic is to make sure that no one feels rejected.
_____ 13. When someone has a success, the others feel happy for the person rather than jealous.

_____ 14. People genuinely enjoy spending time with one another.
_____ 15. People are able to "give each other space" without being too dependent.
_____ 16. People spread unkind rumors about one another or say negative things behind their backs.
_____ 17. People have a tolerant attitude toward differences among one another.
_____ 18. People tend to speak to one another respectfully.
_____ 19. People tend to get very upset over very little things.
_____ 20. All in all, people express much more positive feelings toward one another than negative ones.
_____ 21. People encourage people to meet others by introducing them.
_____ 22. When people have problems, they tend not to tell others, out of fear that others will not be supportive.
_____ 23. When someone speaks, someone else often asks follow-up questions to find out more.
_____ 24. When someone makes a bid for emotional connection with another, the response is usually positive.
_____ 25. People seem to compete with each other for attention, in an unpleasant way.
_____ 26. People compliment and congratulate each other when they do something positive.
_____ 27. People seem irritated with one another.
_____ 28. People are polite to one another.
_____ 29. People are habitually productive enough that there are few conflicts over who should do a certain piece of work.
_____ 30. People get the feeling that they are genuinely valued by others in this environment.
_____ 31. Arguments fail to come to any resolution in this environment.
_____ 32. When someone has a problem, others are supportive and helpful.
_____ 33. People use swear words in speaking to one another.

Emotional Climate Scale, Form B

Your name: _____ Date:_____

Please rate the following interpersonal environment, relationship, or set of relationships: _____

10=Extremely often or almost always
8= Very often
6=Often
4=Sometimes
2=Not very often
0=Never

_____ 1. People smile at one another in a friendly way.
_____ 2. People are good listeners with one another.
_____ 3. People exclude someone from their conversations in a way that's unpleasant for the excluded person.
_____ 4. People speak to one another in upbeat and positive tones.
_____ 5. People find their conversations thought-provoking, in a positive way.
_____ 6. People show genuine appreciation for what someone else has done.
_____ 7. People are unpleasantly bossy with one another.
_____ 8. People are able to make joint decisions without getting mad at one another.
_____ 9. People can communicate clearly with one another about their wishes, without being hurtful.
_____ 10. There is a strong precedent against physical violence in this environment.
_____ 11. People tend to form cliques or groups that are very difficult to break into.
_____ 12. People make requests of one another in polite ways.

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_____ 13. People feel a need to "one-up" one another or show that they are better than others.

_____ 14. When there are competitions, such as games, people do not get too upset over who wins or loses.

_____ 15. People tend to fear that others will reject them or drop the relationship.

_____ 16. People laugh with each other in a way that doesn't hurt anyone's feelings.

_____ 17. People give criticism of a hurtful nature.

_____ 18. People insult one another.

_____ 19. People paraphrase or reflect what the other person has said, to make sure that they understand correctly.

_____ 20. There is a good bit more approval than disapproval in this environment.

_____ 21. People give pleasant greetings to one another.

_____ 22. If someone is not expert in something, people are helpful and supportive of that person's improving, rather than making that person feel bad about not being expert.

_____ 23. People raise their voices in anger toward one another.

_____ 24. When people speak, they try to adjust their talking, taking into account the other person's interest in the subject.

_____ 25. There are struggles for who is in control or who is dominant.

_____ 26. People get real enjoyment from their conversations with one another.

_____ 27. People seem to like one another a lot.

_____ 28. The prevailing attitude is one of kindness and caring.

_____ 29. People have expectations of one another that are reasonable, rather than feeling too entitled.

_____ 30. People make each other happy.

_____ 31. People tend to influence each other by threatening harm of others or of oneself.

_____ 32. People do things with one another that each of them enjoys.

_____ 33. People are considerate not to intrude upon what others are doing when they want time alone.

Emotional Climate Act Frequency Scale

Please rate with regard to the following relationship or interpersonal environment:_____

Please rate:

_____ How often you, yourself, say something like each of the following utterances,
or
_____ How often you hear something like each of the following utterances spoken to you?

0=Less than once a month
1=Between once a month and once a week
2= About once a week
3= Two or three times a week
4= Four or five times a week
5=About once a day
6=Two or three times a day
7=Four or five times a day
8=Between five and ten times a day
9=Between ten and twenty times a day
10=Over twenty times a day

_____1. Good morning!
_____2. Thanks for doing that for me!
_____3. I really appreciate what you did.
_____4. Thanks for saying that!
_____5. You did a good job!
_____6. That's interesting!
_____7. Good going!
_____8. I'd be happy to do that for you!
_____9. I'd love to help you in that way!
_____10. I feel good about something I did. Want to hear about it?

_____11. Good point!
_____12. Good job!
_____13. That's really great!
_____14. Wow!
_____15. Hooray!
_____16. I'm so glad it happened like that!
_____17. Sounds good!
_____18. That's beautiful!
_____19. It's good to see you!
_____20. Welcome home!
_____21. Good luck to you!
_____22. I wish you the best on (the thing you're doing).
_____23. Good afternoon!
_____24. Hi!
_____25. I'm glad you're here!
_____26. May I help you with that?
_____27. I'd like to help you with that.
_____28. I'll do that for you!
_____29. That's nice of you to do that for me!
_____30. Congratulations to you!
_____31. You did well on that!
_____32. I hope you have a good day.
_____33. Have a nice day!
_____34. I'll do this job for us!
_____35. Would you like me to show you how I do that?
_____36. Hooray, I'm glad I did this!
_____37. That's OK; don't worry about it.
_____38. I'm glad you told me that!
_____39. Yes, please!
_____40. Good evening!
_____41. I'm glad to see you!
_____42. Tell me more.
_____43. Uh huh . . . (while listening carefully to the other person)
_____44. That's pretty smart!
_____45. Wonderful!
_____46. This is a big help to me.
_____47. It's no problem.

_____48. I can handle it.

_____49. I can take it.

_____50. It's not a big deal. (Discounting the importance of a frustration to oneself, not to the other.)

_____51. How was your day today?

_____52. How are you?

_____53. How have you been doing?

_____54. How have things been going?

_____55. So let me see if I understand you right. You feel that _____.

_____56. So, in other words you're saying _____.

_____57. I'd like to hear more about that!

_____58. I'm curious about that.

_____59. Yes . . . (while listening attentively to the other person)

_____60. Oh? (while listening attentively to the other person)

_____61. I'll go along with what you want on that.

_____62. Here's another option.

_____63. Here's the option I would favor.

_____64. An advantage of this plan is . . .

_____65. A disadvantage of that option is . . .

_____66. Saying or doing funny things, retelling funny things, or laughing when the other person is trying to entertain by being funny - but avoiding sarcasm or making fun of the other person.

_____67. I would love to!

Appendix 4: Parent Questionnaire: Strategies for a Positive Emotional Climate

Parent's Name:_____

Child's Name:_____

Date:_____

Please answer with respect to the last week.

0=Not done at all
2=Only a little
4=Somewhat
6=Done with moderate consistency
8=Done with almost complete consistency
10=Carried out with total consistency
n=Not known, not answerable, not applicable, or part or all of the question not understood

_____1. Was the ratio of approval to disapproval in the things you said to the child at least 4 to 1?
_____2. Were the tones of voice you used in speaking with this child "small to moderate approval" a good fraction of the time, and "large approval" some of the time?
_____3. Did you use "tracking and describing," a nondirective interaction in which you watch the child do something, and verbally describe what is going on, with some approval?
_____4. Did you use "reflections," a nondirective listening technique where the child speaks to the parent, and the parent says something like "So you're saying ____," or "What I hear you saying is ____," and fills in the blank with an accurate paraphrase of what the child said?
_____5. Did you use "listening with four responses," consisting of reflections, facilitations, follow-up questions, and positive feedback?

____6. Did you tell the child about your own experience, modeling how to talk about some topic of interest?

____7. Did you have in mind a bunch of examples of psychological skills that you were looking for, so as to notice the positive examples when the child did them?

____8. When you saw positive examples, did you respond with excited reinforcement rapidly?

____9. Did you tell someone else about the positive examples you saw, in the child's presence?

____10. Did you do a "nightly review" with the child, in which you narrated the positive examples you saw the child do, or you acted them out?

____11. Did you spend one-on-one time with this child?

____12. During one-on-one time with the child, did you do things that both you and the child enjoyed?

____13. If you spent time with more than one child at once, did you use differential reinforcement, attending to the child who was doing the most positive behavior?

____14. Did you and the child work together to accomplish some task?

____15. Did you do some of these? Read together, do dramatic play, walk-and-talk, sing, play music, dance, do art, throw or hit a ball back and forth, exercise, play a cooperative game, laugh together?

____16. Did you avoid raising your voice in anger at the child?

____17. Did you avoid arguing with the child?

____18. Did you use greeting rituals and parting rituals with the child and other family members to model approval and enthusiasm?

____19. Did your facial expressions and gestures toward the child show at least four times more approval than disapproval?

____20. Did you model polite things to say, including "please," "excuse me," and especially "thank you," both to the child and to other family members?

____21. Did you offer to help family members, including the child?

____22. Did you have good social conversations with the child?

____23. Did you make some "joint decisions" with the child using the Dr. L.W. App criteria? (Defining, reflecting, Listing options, Waiting till done listing before evaluating, Advantages and disadvantages, Agreeing on something, Politeness throughout?)

____24. Did you avoid unnecessary commands, criticisms, contradictions, and threats in your speech to the child?

____25. Did you model for the child an upbeat, enthusiastic, positive attitude?

Appendix 5: Parent Questionnaire on Strategies for Maintaining Authority

How much were the following carried out in the last week?

Please rate on scale of 0 to 10. Use odd numbers or decimals if you want.

0=Not done at all
2=Only a little
4=Somewhat
6=Done with moderate consistency
8=Done with almost complete consistency
10=Carried out with total consistency
n=Not known, not answerable, not applicable, or part or all of the question not understood

_____1. Did you make a very clear distinction between commands and suggestions, so that the child clearly knows what is optional and what is required?

_____2. Did you carefully distinguish between necessary and unnecessary commands, and give only the necessary ones?

_____3. When you gave a command, did you give it once, not repeatedly?

_____4. When you gave a command, did you always watch to see whether the child complied with the command or not?

_____5. If the child complied with a command, did you thank the child for compliance?

_____6. If the child refused to comply with a command, did you either use "physical guidance" or calmly inform the child that there would be a negative consequence for that?

_____7. If you informed the child that a negative consequence would occur, did you follow through with a withdrawal of a privilege?

_____8. Did you arrange that the child does not have the physical capability of free access to television but needs a parent's permission?

_____9. Did you keep other highly reinforcing electronic screen entertainment, including video games and computers, not freely accessible to the child, but accessible only with permission?

_____10. Did you maintain a custom that the child needs permission to get highly reinforcing food?

_____11. Did you avoid letting the child get what he or she wanted (including attention) as a result of undesirable behavior?

_____12. Did you avoid taking part in prolonged argumentative talk between parent and child, as contrasted with delivering a verdict and enforcing it, or ceasing the verbal argument?

_____13. If the child was physically aggressive, were there not more than a few seconds before the child found himself or herself away from the opportunity to be aggressive? (Answer "n" if the child was not ever physically aggressive.)

_____14. If the child was in "time out," was there no potentially reinforcing interaction?

_____15. Did you not rely upon unpleasant verbal tones or raising the voice for enforcement, but rather on physical guidance, time out, or withdrawal of reinforcers?

_____16. Did you avoid raising the voice or making other displays of excitement in response to negative behavior, but display lots of excitement in response to positive behavior? (This is called "differential excitement.")

_____17. When it was time to go somewhere, did you get everything ready first, so that the command, "We must go now" could then be followed by walking out immediately, and did a quick exit follow that command?

_____18. Did you ignore low level negative behavior, giving little or no eye contact or verbalization, but attention to something else?

_____19. If a power struggle started between parent and child, did it end with the authority of the parent being strengthened?

_____20. Was very bad behavior by the child always penalized?

_____21. Did you immediately reinforce, with enthusiastic tones, the complies, and especially the difficult complies, that the child carried out?

_____22. Did you reinforce the compliance skill triumphs by telling someone later, in the child's presence?

_____23. Did you recount or act out the compliance skill triumphs at the nightly review?

_____24. If there are two parents, did they support each other's authority consistently (for example by deciding together what the penalty should be for a negative behavior and announcing this to the child as a unified front)?

_____25. Did the child get daily feedback (via a rating scale) on overall behavior?

Appendix 5: Parent Questionnaire on Strategies for Maintaining Authority

_____26. Were discretionary reinforcers made to depend upon performance as measured by the rating scale?

_____27. Did you successfully get cheerful cooperation from the child in useful work such as helping with dishes, as well as activities of daily living such as getting dressed and brushing teeth?

_____28. Did you and other adults model the verbalizations of cheerful compliance, for example, "I'd be happy to do that for you!"

_____29. Did you do games or tutoring or teaching activities that enabled high dose compliance practice for the child?

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