



Handouts for Tarbyat Program

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Session 3:

1. **Positive Discipline is NOT about being a Perfect Parent. So please let go of that notion. You are a normal parent when:**



Sometimes you feel good about being a parent.



Sometimes you don't like being a parent at all.

- Work for improvement and not for being perfect.
- Celebrate your mistakes, take them opportunities for improvement, forgive yourself and try again.
- Children learn what we do, not what we say, so model what you want for your children.

2. **Understand that there is always a Belief Behind the Behavior**



Everyone's goal, specially children's goal is to feel belonged, and when they don't feel belonged they choose the mistaken way to feel it.

you are not supposed to be perfect, just working for improvement. Apologize for your mistakes and try again.

Next time you are triggered or intrigued about your child's behaviour, try to find out the belief behind the behaviour using the mistaken goal chart. (Shared in the next pages)

3. Birth Order and Sibling Rivalry

Exercise

Make some guesses about decisions you made as a child based on your birth order—your perceptions of what you needed to do to find belonging and significance in your family. Create a page in your journal and write them down.

Create a page in your journal for each of your children and make some guesses regarding the decisions they are making about what they need to do to find belonging and significance.

When children fight, do not take sides. This invites competition. Put them in the same boat (treat them the same)



Use 3 B's when siblings fight

- 0. **Beat It:** The parent makes sure the children see her/him and then leaves.
- 0. **Bear It:** The parent stays and observes, but doesn't get involved no matter what.
- 0. **Boot 'em Out:** The parent removes all the children from the scene while treating them the same.

5. Its not your job to make your kids happy

If you believe it is your job to make your children happy, it is likely that they will take you up on it and insist that you do. ("I'm entitled.") Instead, teach your children to be kind, compassionate, respectful problem-solvers

Watch a video "Are kids different today? or the parent?" in [other resources](#) section of your portal

6. Parenting tool cards to use

There are not any parenting tools that work every time for every child. That's why you need many of them.

Don't Pamper



Parents make a mistake when they pamper in the name of love.

- Pampering creates weakness because children develop the belief that others should do everything for them.
- One of the greatest gifts you can give your children is to allow them to develop the belief, "I am capable."
- Children feel capable when they learn that they can survive the ups and downs of life

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Break the Code



Use the Mistaken Goal Chart

- Choose a behavior challenge.
- Identify the feelings you have and how you react.
- Identify the child's reaction when you tell him or her to stop.
- Use chart to identify what belief may be behind your child's behavior.
- Try suggestions in the last column of the chart to encourage behavior change

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Let Go!



Letting go does not mean abandoning your child. It means allowing your child to learn responsibility and to feel capable

- Take small steps in letting go.
- Take time for training and then step back.
- Have faith in your child to learn from his or her mistakes.
- Get a life so your identity doesn't depend on managing your child's life.

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Problem Solving



Use daily challenges as opportunities to practice problem solving WITH your children.

- Brainstorm** for solutions during family meetings or with one child.
- Ask** Curiosity Questions to invite your child to explore solutions.
- For fights:** "Can you two figure this out together, or do you need help?"
- For chores:** Brainstorm what needs to be done and invite your kids to create a plan. Be willing to try their plan for a week.

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Treat kids same



Instead of taking sides when children fight, treat them the same.

- Give the same choice: "Kids, would you like to go to the peace table or the wheel of choice?"
- Show faith: "Let me know when you have identified the problem and have ideas for solutions."
- Leave: Fighting will diminish significantly when you stop taking sides so long as you are having regular family meetings to teach problem-solving skills.

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Do vs Don't



Instead of telling children what NOT to do, suggest what they CAN do.

- Instead of, "Don't hit," say, "Touch nicely," and demonstrate.
- Instead of, "Don't run in the house," say, "Walk please."
- Instead of, "Don't touch the lamp," say, "You can play with the pans."
- Instead of, "Stop fighting," say, "Outside" or, "Hug time."

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Find solution together



Instead of focusing on blame, focus on solutions.

- Identify a problem.
- Brainstorm for as many solutions as possible.
- Pick one that works for everyone.
- Try the solution for a week.
- In a week, evaluate. If it didn't work start over.

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7. Mistaken Goal Chart

The Child's goal is:	If the parent/teacher feels:	And tends to react by:	And if the child's response is:	The belief behind the child's behavior is:	What the child needs and what adults can do to encourage:
Undue Attention (to keep others busy or to get special service)	Annoyed Irritated Worried Guilty	Reminding. Coaxing. Doing things for the child he/she could do for him/herself. Expectations too low.	Stops temporarily, but later resumes same or another disturbing behavior. Stops when given one-on-one attention.	"I count (belong) only when I'm being noticed or getting special service. I'm important only when I'm keeping you busy with me."	Notice me. Involve me usefully. Redirect by involving child in a useful task. "I love you and ____ I." (Example: I care about you and will spend time with you later.) Avoid special services. Say it only once, then act. Plan special time. Set up routines. Take time for training. Use family/class meetings. Touch without words. Set up nonverbal signals.
Power (to be boss)	Challenged Threatened Defeated Determined	Fighting Giving in Thinking "You can't get away with it" or "I'll make you" Wanting to be right	Intensifies behavior. Defiant compliance. Feels he/she's won when parents/teachers are upset. Passive power	"I belong only when I'm boss or in control, or proving no one can boss me. You can't make me."	Let me help. Give me choices. Acknowledge that you can't make him/her do something, and ask for his/her help. Offer a limited choice. Withdraw from conflict and calm down. Be firm and kind. Act, don't talk. Decide what you will do. Let routines be the boss. Get help from child to set reasonable and few limits. Practice follow-through. Redirect to positive power. Use family/class meetings.
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally	Retaliates. Hurts others. Damages property. Gets even. Escalates the same behavior or chooses another weapon.	"I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved."	I'm hurting. Validate my feelings. Deal with the hurt feelings. "Your behavior tells me you must feel hurt. Can we talk about that? Use reflective listening. Don't take behavior personally. Share your feelings. Apologize. Avoid punishment and retaliation. Show you care. Encourage strengths. Use family/class meetings.

<p>Assumed inadequacy</p> <p>(to give up and be left alone)</p>	<p>Despair Hopeless Helpless Inadequate</p>	<p>Giving up. Doing for. Over-helping. Showing a lack of faith. Expectations too high.</p>	<p>Retreats further. Passive. No improvement. Avoids trying. Looks for evidence to prove inadequacy.</p>	<p>"I don't believe I can belong, so I'll convince others not to expect anything of me. I am helpless and unable; it's no use trying because I won't do it right."</p>	<p>Don't Give Up On me. Show me a small step.</p> <p>Take time for training. Take small steps. Make the task easier until the child experiences success. Show faith. Encourage any positive attempt, no matter how small. Don't give up. Do with. Enjoy the child. Build on his/her interests. Say "I don't give up on you." Use family/class meetings.</p>
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