



OREGON ATTORNEY ASSISTANCE PROGRAM
PRESENT

**Strategies for the “Sandwich Years”
Lunchtime CLE Series**

Enjoying Parenting

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ROOM C, PORTLAND BUILDING
PORTLAND, OREGON

Speaker Bio

Michael Gorsline, M.A. is a therapist and parent coach. He started his work with children and families more than fifteen years ago as an elementary school teacher.

He currently has a private practice in NW Portland that is focused on collaboratively working with individuals, families, children and teens to help them make their lives more satisfying and rewarding. This work ranges from coaching and counseling targeting the practical enhancement of skill sets, to deeper more intensive emotion and attachment work.

Michael is also the parent of a wonderful, spirited daughter, who through her eight years of life has been kind enough to test out any parenting theories and techniques with impressive thoroughness.



OAAP Sandwich Generation: Enjoying Parenting

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Four Principles of Love and Logic:

Control...

Ownership...

Opportunity...

Let Empathy...

Agenda

Intro Info

COOL Formula: Very brief explanation of L & L principles

Three Examples:

1. Setting Limits on the Front End, Jr. High / Teen

Questions for Vignette:

- Watch for unique perspective on L & L on our modeling.
 - What does Foster do that is effective with this kid?
 - What would you need to do differently to make this your own?
 - How can the "good neighbor policy" be helpful?
2. Big Girl Voice (teaching politeness) Toddler / Preschool
 3. Chance and the Popsicle Sticks: Guide the Child to Solve the Problem, Elementary School Age

Open Question Time

Go Home and Run Some Experiments

The Attention Principle

Becoming aware of how the Attention Principle is at work in our relationships with our kids can powerfully support our guiding them along the path to more responsible behaviors. It underlies a wide range of effective ways of interacting with kids. This gist of it is:

Whatever behaviors we respond to with energy, attention and intense emotion, we will tend to see more of.

The behaviors we pay attention to will tend to thrive. Behaviors that we don't notice will tend to wither. An important corollary to keep mind is that negative attention, such as yelling or lecturing, is still attention. In the long run, and often to our surprise, yelling and lecturing encourages the child to engage in the problem behavior more often.

A common example would be when our kids are behaving well at the dinner table. When things are going smoothly, it is easy for us to make the mistake of not noticing their appropriate behavior. We might think to ourselves, "Finally some peace and quiet." When the kids start arguing, taunting one another or playing with their food we suddenly start paying attention. "*Why can't you two eat nicely?*" The net effect of this pattern of attention is that the kids will reliably act up more often at the dinner. We inadvertently teach them that the one sure way of getting our attention is to act up.

New Skills

Like many parenting skills, the key to this one is refocusing awareness after losing it, which we will reliably do. It is part of being human. It is also key to give yourself enough time for new parenting habits to take root.

New parenting skills are much like learning other important complex skills, such as a new language or sport. A good musician understands that seeing and understanding a new technique is important. But she doesn't confuse having seen and understood it with having mastered it. She knows that will take time. It will inevitably feel clunky and awkward at first, and mastery will take lots of repetition. But if she keeps at it, she knows that it will eventually come as naturally as driving a car now does to most of us.

Love and Logic Solution

Turn Your Word Into Gold

The Art of Enforceable Statements for the Home

Ineffective Technique	Love and Logic Technique
Please sit down. We're going to eat now.	We will eat as soon as you are seated.
Please be quiet. I can't listen to your brother when you are both talking at the same time.	I'll be glad to listen to you as soon as your brother has finished talking to me.
Clean your room so we can go shopping.	I'll be happy to take you shopping as soon as your room is clean.
I'm not going to play ball with you until all of you are quiet.	I'll be happy to play ball with you as soon as it is quiet.
Don't talk while I'm reading to you.	I will start reading to you again as soon as you have finished talking.
You can't go play until you have finished your homework.	Feel free to go play as soon as you have finished your homework.
Don't shout at me.	I listen to people who do not yell at me.
Pay attention.	I'll start again as soon as I know you are with me.
Don't be bothering your sister.	You are welcome to stay with us as long as you are not bothering your sister.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Do your chores on time or you'll be grounded.	I'll be happy to let you go with your friends as soon as your chores are finished.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine.
You show some respect.	I'll be glad to discuss this when respect is shown.
Don't be late coming home from school.	I drive those to practice who arrive home on time.
I'm not picking up your dirty clothes.	I'll be glad to wash the clothes that are put in the laundry room.
Keep your room neat.	All owners of neat rooms are welcome to join us for ice cream.

continued on next page

Turn Your Word Into Gold, continued.

Ineffective Technique	Love and Logic Technique
I'm not loaning you any more money.	I lend money to those who have collateral.
If you can't remember your pencil, you're just going to have to do without.	Feel free to borrow from anyone but me.
You're not going out without your coat.	You may go out as soon as you have your coat.
You're not going to stay in this group and act like that.	You may stay with us if you can give up on that behavior.
Don't you come back to this room until you can show some respect!	Feel free to come back to the room as soon as you are calm.
Quit breaking the rules of the game.	Those who can follow the rules are welcome to play the game.
Get this room cleaned up right now, and I mean it!	You are welcome to join us for _____ as soon as your room is clean.
Stop arguing with me.	I'll be glad to discuss this with you as soon as the arguing stops.
If you can't treat the paintbrushes right, you'll just have to sit out this project.	All of those who can handle the paintbrushes right are welcome to join us in the project.
If you forget your permission slip, you're going to miss the trip.	All of those who remember permission slips are welcome to go on the field trip.



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Love and Logic Solution

Guidelines for Sharing Control Through Choices

Love and Logic Rules for Choices

- Never give a choice on an issue that might cause a problem for you or for anyone else.
- For each choice, give only two options, each of which will be OK with you.
- If the child doesn't decide in ten seconds, decide for him or her.
- Only give choices that fit with your value system.

Some Love and Logic Examples of Little Choices

- Would you like to wear your coat or carry it?
- Are you going to clean the garage or mow the lawn this week?
- Will you have these chores done tomorrow? Or do you need an extra day to get them finished?
- Are you having peas or carrots as your vegetable tonight?
- Are you going to bed now? Or would you like to wait 15 minutes?
- Can you stay with us and stop that, or do you need to leave for a while and come back when you are sweet?
- Are you going to put your pajamas on first or brush your teeth first?
- Will you be home at 10:00? Or do you need an extra half hour with your friends?
- Are you guys going to stop bickering? Or would you rather pay me for having to hear it?



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Love and Logic Solution

Guiding Children to Solve Their Own Problems

- Love and Logic Step One:** **Empathy.**
 “How sad.”
 “I bet that hurts.”
- Love and Logic Step Two:** **Send the “Power Message.”**
 “What do you think you’re going to do?”
- Love and Logic Step Three:** **Offer choices.**
 “Would you like to hear what other kids have tried?”
 At this point, offer a variety of choices that range from bad to good. It’s usually best to start out with the poor choices.
 Each time a choice is offered, go on to step four, forcing the youngster to state the consequence in his/her own words. This means that you will be going back and forth between Love and Logic steps three and four.
- Love and Logic Step Four:** **Have the child state the consequences.**
 “And how will that work?”
- Love and Logic Step Five:** **Give permission for the child to either solve the problem or not solve the problem.**
 “Good luck. I hope it works out.”
 Have no fear. If the child is fortunate enough to make a poor choice, he/she may have a double learning lesson.



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Big Kid Voice

Do your kids sometimes demand things or whine? How can you go about teaching young kids to make requests politely?

Starting Out

Your child will occasionally demand that you pick him up, or whine for something he wants, like a cookie. Every time you respond to the whining or demands you are reinforcing his poor manners. Next time he yells, "Juice!" like you're an employee of his that he's unhappy with, try cuing him to use his manners by saying, "Big kid voice." If he's not sure what to say, you can model for him how you want him to say it. Say what you expect him to say in order to get what he wants, and say it in the tone you are wanting him to say it in:

Giving your child what she asks for only after she's used her "Big Girl Voice" makes it much easier for her to remember to be polite.

For instance, you might say, "Juice please," in an upbeat voice. Once he imitates you (or comes reasonably close given his developmental level), *then* give him the juice. If you are consistent with this, the odds grow that your child will remember to use polite words when he asks you for something. It will make him feel more secure that he's talking to you kindly.

This technique can really surprise onlookers in public. One mother was taking a break at a shopping mall with her 3-year-old when the girl demanded, "I want crackers," in a cranky tone. Her mother smiled and didn't respond for a second, which made her daughter curious. Then she said quietly, "Big girl voice." The girl asked again immediately in a polite tone that was amazingly different from first time she'd asked, "Crackers, please," which sounded more like "Crackers peas". The mother happily handed her daughter a couple crackers. People sitting beside them may have been amazed at this instant change in tone on her daughter's part. They might have wondered what it was about this phrase that made it work like magic. The truth is, it was due to the mother taking the trouble to be consistent, and keeping in mind that the temptation to hand the daughter something just to appease her is short term thinking that derails her daughter's long term polite behavior.

More Ideas

Once you get the hang of this, you may be able to teach your child to respond to more subtle cues such as, "*You forgot a word,*" or "*You're forgetting something.*" It can be fun to eventually respond to impolite demands with, "*Guess what?*" At first, your child will likely respond with, "*What?*" You can then smile silently, or you can even ask again, "*Guess what?*" After a while, when you say, "*Guess what?*" your child is likely to make their request with politeness.

Teaching Politeness Rudely?

Haim Ginott, the child psychiatrist famous for his ability to communicate with children, observed that, “You can’t teach politeness rudely.” If we want our kids to use polite words and a respectful tone of voice, it is in our interest to talk to them in a manner that models what we expect from them. When parents don’t say *please* or *thank you* when speaking to their children, yet expect to hear it from them, they are likely to have kids who conclude that *please* and *thank you* are words that adults want kids to use, but that they are words adults don’t use themselves. Since the kids want to be big like the adults, they’re likely to decide that they’ll talk the way the parent does to them, without polite words.

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Love and Logic Solution:

“Schoolwork”

“You’re on your way home from work. You’re anxious for some encouraging talk and a little relaxation after a hard day. You need all the support you can get to recharge your batteries and feel strong enough to go back tomorrow and face another working day.

You are greeted with, “Hi, Honey. How was it today? Where are your papers? I want to see how you did all day.”

“It was OK,” you reply. “I really don’t want to talk about it. I’m really beat.”

“Well, no wonder you don’t want to talk about it. Look at these papers. You can do a lot better than this. Where was your mind today? You sit down right now and we’ll go over these proposals you wrote and get the spelling straightened out. And look at these paragraphs. You’ll never get promoted at this rate. I don’t understand this. You have so much more potential than this.”

How long would it be before you find a more comfortable place to go after work? “Who needs this?” you’ll say. “I can find someone who can show me a little more appreciation for my hard work!”

Many school-age children face this same situation daily. They are greeted after school with, “What did you learn today?” and “Where is your homework? You get on it right now!”

Children are also requested to bring home their papers so that the mistakes can be corrected. Even though this is done with love and caring, it trains them to focus on their weaknesses.

The problem faced by students is that they can’t choose to go somewhere else after school. They can’t avoid facing a replay of their daily failures. They must return home and listen to whatever their parents have to say. It is very difficult for a child to say, “Mother! Do you realize you are training me to keep my school progress a secret from you?” Soon they quit bringing home papers. They make excuses and blame it on their teachers. “She never gives me my papers to bring home.”

The next step is for the parent to go to school demanding that the teacher develop some sort of fool-proof reporting method. Teachers are actually faced with writing daily and weekly reports for parents. This never provides a long-term solution because it addresses the wrong problem. It also robs teachers of valuable teaching and preparation time.

The real problem is that the child has learned that it is unsafe to discuss school with his or her parents. Rather than developing a reporting plan, it is much wiser to work on the real problem—helping children and parents learn to talk to each other in safe and supportive ways. This solution works, and it lasts a lifetime.

You can teach your child to discuss school with you. While you are doing this, you can also lay the foundation blocks that will build a true winner out of your youngster.

STEP ONE: Sit down with your children two to three times per week. Have them point out the best things they did on their papers.

STEP TWO: Make sure your child describes to you the reasons for his or her success. As they put these into words, the reasons for the success will be imprinted on their brain, never to be erased. They will start to believe they are in control of their success.

STEP THREE: Work with your children on their mistakes only when they ask for your help. Let the school work on deficiencies. Teachers have training to help with the deficiencies in effective ways.

STEP FOUR: Be patient. This is a real change in operation. It will take the child a period of time to believe that this is not just a new phase his parents are going through. Look for the real benefits to show up in several months or maybe during the next few years, depending upon the child’s past history.

Winners always think about how they are going to succeed. Losers always think about their possible failures.



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