

# **ACTION GUIDE**

for

## **EFFECTIVE DISCIPLINE IN THE HOME AND SCHOOL**



by

**Margaret K. Cater**

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*This **Action Guide** is for individual or group study of the book **Effective Discipline in the Home and School** by Genevieve Painter and Ray Corsini.*



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# **ACTION GUIDE FOR EFFECTIVE DISCIPLINE IN THE HOME AND SCHOOL**

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Cynthia Long  
Marguerite Mader  
Sheila Sheward

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# **PART I**

## **Action Guide for Parents Related to Effective Discipline in the Home**

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# SECTION P-1

## INTRODUCTION

The *Action Guide* for group or individual study of *Effective Discipline in the Home and School* by Painter and Corsini is designed to assist the reader in understanding and using the theories and techniques offered. This *Action Guide* will take those who like to study thoughtfully on their own through the material, suggesting where and when to start, putting the ideas and methods into use, clarifying important points, and giving step-by-step ways to put into effect each of the essential skills. All of us have habits of thought and action that do not give way easily and, if you are seeking new ways of influencing children as one of their teachers (parents or their teachers in school), the children of our increasingly democratic society need new approaches. Organized group study with a leader/facilitator or counselor as a leader is also an excellent way to study and may be your preferred way to study and, perhaps, help yourself change. This method does have the added influence of group support and group insight into where you are with your children as a parent or a teacher in school. This *Action Guide* is designed to work for both the needs of the individual and the group. You will note two *Outlines of Study*, one for the individual and one for the group with ten Study Plans for each. The Chapter Questions and other materials are to be used for both ways of studying, as and when indicated in the Study Plans.

### **Studying Alone**

If you are an individual wanting to study this book on your own, the *Action Guide* has been established for you, with this section containing an overview of this project and the initial steps for you to take. Then you get down to considering these parenting ideas and skills at a measured pace so you can absorb these viewpoints and begin to really understand them and use them if you wish. There are ten different blocks of study, with chapter questions including answers to read and ponder, along with connected study materials to explore, evaluate and think about using. If you

are going to study alone, then skip over the rest of this introduction and move to the page entitled *Individual Study Overview, Section P-4*, and begin.

### **Studying As A Group**

All of you who are interested in forming a group and those of you who are leader/facilitators looking for material that parents and teachers can use to study together in a group will find the *Action Guide* helpful in assisting you to organize such an effort, using the book, *Effective Discipline in the Home and School*, along with this *Action Guide*. A group may consist of as few as three to as many as twenty people and may meet in private homes, church buildings, schools, community halls, or social agencies. The leader/facilitator may be a parent, teacher, social worker, psychologist, counselor, etc.

These groups ordinarily meet for a definite period of time, such as every Wednesday morning from 9:00 to 10:30 or every Thursday evening from 7:00 to 9:00 p.m. for ten or more weeks. Usually, a small fee is charged that covers the cost (1) of the two books; (2) of paying for a babysitter for any children brought to the meeting, if needed; (3) for refreshments, such as coffee and doughnuts that may be served during the meeting; and (4) for the meeting room or a donation to the institution permitting use of the room. Usually, the fee for individuals is only a few dollars for the whole program. Generally, the leader is not paid.

While all persons benefit from participating in such groups, the leader/facilitator often benefits most. These groups, especially if held during the day, are composed mostly of women but some fathers' groups have been started. In the evenings the groups often contain both fathers and mothers. The leader/facilitator usually starts the group through placing notices in public places and schools with the cooperation of the school principal, and by notices in local newspapers. The leader/facilitator then reads the whole book through, and reviews the *Action Guide*. In other words, he/she, the typical leader/facilitator gets to understand and be familiar with the whole system before the first meeting.

## **Leader/Facilitator**

IMPORTANT! You are to be the facilitator of the group more than the leader! You must resist all impulses to become the expert. The purpose of these groups is to encourage and facilitate open discussion, and your job is to lead discussion, not settle arguments, not give opinions. **The authority is the text book.** Any disputed issue is to be checked by examining the index of that book. If the answer is not found there, one of the resource books may have the answer. Dreikurs and Soltz's *CHILDREN: The Challenge* is the most likely supplement.

The books, not you, are to be the authorities. If a particular problem cannot be answered, say "I don't know. Who will want to check what is the Adlerian position on the question?" This permits people to think about the problem, check on authorities, and permits fuller participation and discussion.

Any attempt on your part to give answers (even if they are in the book) must be resisted strongly. Let us suppose you *know* what is in the book and let us suppose this common type problem arises:

**Parent:** My problem is how to stop bed wetting. Do you know what to do?

**Leader/Facilitator** (who has read Chapter 29 in the text and knows what is said in the book and who has already successfully used this method recommended in the book): This subject is covered in Chapter 29. We will get to it eventually. But if you wish, and if there are no objections, we can all read this chapter, which is only 4 pages long, right now, or we can read it during the week and discuss it next week, or hold off until the regular time.

**Parent:** Well, it really bothers me, and I don't like to wait.

**Another Parent:** Why don't you read that chapter and then, if it makes sense, try doing what the authors say?

**First Parent:** I'd so much like to know right now. (To the leader/facilitator) Do you know what to do?

**Leader/Facilitator:** I have read the chapter, but I would prefer to simply help you individually and as a group discuss it. I am no expert myself, I am just a parent like the rest of you.

## **Starting the Group**

Any person can start a group as a leader/facilitator. A good way is to inform a school principal of your intention. Another way is to pass copies of *Effective Discipline in the Home and School* around to friends, asking them if they would like to form a parents' study group, and, if so, to ask other friends to join. Still another way is to place a notice in a public place. Thousands of such groups of parents have been started by ordinary parents as well as counselors. See also Chapter 35 in *Effective Discipline in the Home and School* for additional suggestions.

## **The First Meeting**

The books and the *Action Guides* should be distributed and all financial arrangements made and settled. Then the first meeting may begin by everyone introducing themselves and your co-leader, if you have one. The leader/facilitator can state that we have gathered for the purpose of studying the book, *Effective Discipline in the Home and School* and to make sure that everyone is where he/she belongs and wants to be. Someone could have wandered in, looking for the Neighborhood Improvement Council! Following this, one by one, group members introduce themselves and state how they happened to become interested in studying this book. Parents could also tell how many children they have and their ages and sex. Teachers in a Teachers' Study Group could state their background and the age group of the students they are now teaching. Do this "round robin" fashion. This helps everyone to relax and become really interested in the whole proceeding.

Next, hold an open discussion on the ground rules of your group. What time will you meet? Will you start on time? Will you serve refreshments? How long will the meetings be? What babysitter arrangements are there, if any? You must be firm about no one bringing children into the meeting itself. The distraction will not be tolerable—it will wipe you out. All these matters must be made clear and be agreed on at the outset, along with any other points your group might find important. Holding your meetings down to two hours, with possibly, a ten minute break midway, is suggested. Or you can elect to have coffee already made and nearby, so that individual members can get some coffee quietly, as they wish. A final meeting that ends with some special cookies or cake is very pleasant for all.

When all of you have introduced yourselves and determined that everyone has his or her own book and an *Action Guide* and is settled down, someone can volunteer to read the first paragraph of the *Preface* of the book out loud. Next direct your attention to the outline of the book, noting that you will spend the first sessions going over the fundamentals of this system of parenting or classroom teaching, discussing and gaining understanding of them. Notice that in the last one-half of the ten Parenting Sessions, you will be actively considering techniques and methods of handling specific problems in line with the principles and concepts of child rearing already studied. During the questions for each chapter on techniques and methods, an effort should be made by everyone to continually refer back to the principles which are being applied. The Chapter Questions will help you with this. Together, go through the rest of the outline of the chapters, noting the kind of problems that are going to be taken up. In the *Group Outline of Study*, Section P-3 of the *Action Guide*, take note of the chapters to be read by each study session. As soon as everyone is satisfied and comfortable with the textbook and what they are going to be studying, turn to the *Family Relationship Index*, Section P-6 of the *Action Guide*, and go through it together, following the directions. This will be a good ice breaker and help everyone to begin to locate his/her chief areas of difficulty in the family. You will sometimes be surprised to learn that what you see as a difficulty with your children is different from what your spouse sees. This

is why each parent does his/her own Questions Sheet and why they are asked not to check with each other until each is finished with the task. (The leader/facilitator should have extra *Family Relationship Index* sheets to hand out, if needed). Time allowing, together, go over the *Basic Adlerian Concepts*, Section P-11 in the *Action Guide*, noting the new viewpoints that are going to form the basis for this study. If time does not permit, then close by agreeing to have each person read it at home, along with the other pages to be covered by the next meeting, and bring any questions or doubts he/she may have about the material covered to next week's session. A step-by-step outline to follow for the *Organizational Meeting* is Section P-5 in this book. It should help your group move along with confidence through your first meeting together. For each subsequent meeting, a *Group Meeting Format/Study Plan* is available for your convenience and assistance when meeting together to study.

### **Preparation for Leading the Discussion**

True, you can lead a study group without preparing ahead of time, but you probably will not do it as well, and you and your parents probably will not learn as much. We will be urging our group members to take time for training and time for fun—we might urge ourselves *to take time* to lead them in this study course. Using five sessions (at least four) to cover the theory and principles of Adlerian parenting and teaching which are dealt with in the first chapters of *Effective Discipline in the Home and School* (hereafter entitled *Effective Discipline*), is recommended. In the *Action Guide*, the *Group Outline of Study*, Section P-3, is suggested because it, along with *The Individual Outline of Study*, Section P-2, has been used and found workable. Each parent (or at least each couple) needs to have, as an additional aid, his/her own *Action Guide*. It has been designed to help you, the leader/facilitator, develop, in more depth, particular areas of this study and is to be used along with the text as stated in each meeting format. The *Action Guide* is designed for use with your parents or teachers when you are going over particular topics with them, as directed in your group meeting formats. You will be best prepared if you read over the indicated pages ahead of time, perhaps highlighting some points you particularly want to

call to their attention, using a bright ink or colored liner, maybe writing in little explanatory notes you might want to add.

The *Group Outline of Study, Section P-3*, as you can see, has the chapters of the book divided in blocks of ten. The chapters listed are to be assigned for reading and study at home at the end of each meeting as shown in the outline and in your meeting format. Leader/facilitators leading the discussion might find it helpful to purchase a bright, *light green* or *light blue* writing pen (avoid using red or lavender ink, as these colors tend to run and smear over time) and mark the margin of the pages in their books in the manner below, also bracketing the beginning sentence which answers the particular question being taken up in the study questions, marking too, where the answer ends, as: example—see page 25 in the text—the next to last and last paragraphs of the page:

Adlerians see problems—and this is an example of a problem—as opportunities. Ralph and Carol can use this situation to actually strengthen relationships—if they are wise enough to deal with it sensibly.

⑩

Example

[When an act occurs which we consider negative it helps to look for the child's *good purpose* (good intention) so that we can overcome our own anger.] If we continue to be angry, the relationship worsens. [In this case Chris was trying to be helpful (his *good purpose*); he carried out his parents' wishes but made a mistake.]

Rewards and Punishments: A Mistake, p. 25

The “10” stands for the question number of Section P-27, *Study Questions for Chapter 4, Rewards and Punishment: A Mistake*, found in this book. Through this method you can quickly locate *the author's answer* and point out to the group members the page and the line number so all may read along as you or one of your group members read it out loud. Discussion can then follow. When quiet ensues, move along to the next question. If you do not think you are going to have time to use all the questions, the suggestion is that you look them over and choose some key ones you want to use, circling them with your bright ink, as in *Section P-10, Study Questions for Chapter 1*, in this book:



- ① Have you seen any children lately with the characteristics described on page 5, line 9? (Read. This should bring a laugh.)
- ② Do you think such children as are described on page 5, lines 14-15, are possible? (Read lines— if you know of such transformations, give examples.)
- ③ Why do you think many children become “rebellious, uncooperative, hostile, or vengeful?” (Let the group members give their ideas.) What do the authors think causes this in children? (Page 9, line 8, ff. and page 8, line 10 to “train them”)

**NOTE:** ff. is used to indicate “and the following as it pertains to the subject.”

Also on Section P-10, the *Study Questions for Chapter 1*, underlining the page number following the question is helpful, and it also can be useful to place a ruler directly under the question you are presently using to help you keep your place on the Study Questions page, moving it down as you go. In your own book, you may want to underline in your bright ink any phrase or sentence you want to highlight by additional discussion or concrete examples. One of your main aims is to get the parents/teachers talking about what they are studying, asking questions, raising objections, etc. This helps everyone to feel a part of it and keeps them from getting bored. It also promotes learning and understanding. For additional advice and help on group leadership and discussion techniques, refer to *Systematic Training for Effective Parenting—Leader's Manual* (Dinkmeyer, Don, Ph.D., and McKay, Gary, D., M.A. *S.T.E.P. Leader's Manual*, Circle Pines, Minn.: American Guidance Service, Inc., 1976).

The last five sessions dealing with the methods and techniques of handling specific problems will take special managing. You probably will not be able to discuss all of the problems the authors take up in each block of chapters. The suggestion is that you ask the group members at the beginning of these sessions what particular difficulties covered in their reading would they like to take first and list them

as they are named. You can then take them up for discussion in that order. Or you can ask for volunteers the week before, to go over the different particular chapters using the chapter questions and to report to the group at the next meeting what they learned. This last method often assists in maintaining everyone's enthusiasm and interest. At each subsequent meeting, you can go on with the next block of chapters—any specific problems that were not discussed, the group members can study at home for themselves, as the approach will be similar to those that were used for discussion. To really cover the material in the book adequately, you are urged to follow the opening meeting with ten additional meetings, as shown in the *Group Outline of Study*, Section P-3, in the *Action Guide*.

### **Other Helpful Hints for the Group Leader/Facilitator**

1. Often a good procedure is to look up a key word in the dictionary (like "respect") and have the definition ready to read to the group. This sometimes sheds more light on the word's application to parenting because, often, only a wavy idea of what is meant by a word is drifting about in the group members' heads and more clarification is sometimes needed to get a handle on how to use many of these techniques and to really accept some of these principles and concepts.

2. At some points in the sessions you could have members of the group form "buzz groups" of approximately six or so each, to discuss together a specific aspect of one topic, e.g., What was it like to have an authoritarian parent? How did it make you feel? What did you do about it? A permissive parent? A democratic parent? etc. All the members would then cluster in the group that matched their own childhood condition in the family. After about six minutes of discussion in these "buzz groups" everyone returns to the main group and shares the findings of the separate groups with the rest. This encourages the shyer members to speak and gives everyone an opportunity to take a larger part. Each "buzz group" needs to appoint a recorder to take down the findings of their discussion for later sharing with the main group. For many other helpful participant exercises to aid your parents' understanding of what they are studying, refer to Maple Ridge

3. Many times, members in your group are experiencing distressing times at home. Feeling bankrupt, they probably are desiring immediate changes, or at least, being able to see hope directly ahead. The discussion launches into theory in the beginning; they could become discouraged and not stay with the group long enough to get help. To prevent such premature disenchantment, it helps to pass around 3" x 5" cards so that anyone who wishes may write down a pressing problem on which he/she would like some discussion. Usually two or three will do so and you can spend the last few minutes of each meeting going into a specific problem, enlisting the help of the group, along with what you know from your own Adlerian experience and pointing out what pages in the book are applicable (a quick look at the Table of Contents and the index of *Effective Discipline in the Home and School* could assist with this). Midway in the series of meetings, you can pass the cards around again, encouraging members to get some of their own worst difficulties talked about without pointedly calling attention to themselves. If, on the other hand, you find some members are constantly bringing up personal concerns and getting the group off the main point of discussion, you can pass over a card to that person, saying "Would you jot that problem down on this card and we can take it up in more detail in the last part of the meeting?" or, "Could you and I talk about this after class?" You are going to have to be tough about this or your group will dissolve, if one member is allowed to hog all the attention.

4. Relating concrete examples of applying the training techniques and the experienced results is often very helpful in holding the attention of the group and in convincing them that these new ideas can really be helpful and work for them—parents and teachers alike. Describing other positive authoritarian or permissive methods that you might have used in the past and their results also can be helpful. Even experiences that you have observed others having, that highlight the principles or the method being considered, can be described. Such examples, drawn from life, help enliven the discussion

and encourage other members to share their thoughts and experiences.

Soooo—on to your study group—and GOOD LUCK!

A handwritten signature in black ink that reads "Margaret K. Cater". The script is cursive and fluid, with the first name "Margaret" written in a more stylized, connected manner than the last name "Cater".

Margaret K. Cater

# **SECTION P-2**

## **INDIVIDUAL OUTLINE OF STUDY**

### **Week 1**

#### **Reading Assignment**

Textbook: Chapters 1 and 2, pp. 5-14

#### **Study in Action Guide**

1. Basic Adlerian Concepts, Sec. P-11
2. Family Constellation, Sec. P-13

#### **Topics to Be Covered**

1. The ideal child
2. Child development

#### **Home Practice Activity**

1. Fill out *Observe Yourself as a Parent*, Sec. P-7

### **Week 2**

#### **Reading Assignment**

Textbook: Chapter 3, pp. 15-20, and Chapter 36, pp. 262-267

#### **Study in Action Guide**

1. Mutual Respect, Sec. P-19
2. Disrespectful Acts, Sec. P-23
3. Ways to Spoil a Child, Sec. P-22
4. Bill of Rights for Healthy Parents and Healthy Children, Sec. P-24

#### **Topics to be Covered**

Democracy (equality) versus authoritarianism

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## **Home Practice Activity**

1. The Family Constellation, Sec. P-13.
2. Using point No. 7 of the Family Constellation, *Action Guide*, consider each child.

### **Week 3**

## **Reading Assignment**

Textbook: Chapters 4 and 5, pp. 21-33

## **Study in Action Guide**

1. Punishment and Reward Versus Consequences, Sec. P-30
2. Times When A Parent Says “No,” Sec. P-29
3. Characteristics of a Logical Consequence, Sec. P-31
4. Discouraged Child’s Mistaken Goals, Sec. P-32

## **Topics to be Covered**

1. Rewards and punishment
2. Natural and logical consequences

## **Home Practice Activity**

Consulting Sec. P-23, Disrespectful Acts of Parents, notice whether you do any of them and observe the effect they have on your children.

### **Week 4**

## **Reading Assignment**

Textbook: Chapter 6, pp. 34-39

## **Study in Action Guide**

1. Encouragement and Recognition, Sec. P-38
2. These Foster Competition, Sec. P-36
3. Dreikurisms, Sec. P-39

**Topics to be Covered**

1. Encouragement
2. Praise
3. Competition
4. Failure

**Home Practice Activity**

Pick out a "Misbehavior" and try a "Consequence". ( Use The Discouraged Child's Mistaken Goals, Sec. P-32.)

**Week 5****Reading Assignment**

Textbook: Chapter 7, pp. 40-44

**Study in Action Guide**

1. Redirecting Your Child, Sec. P-44
2. Large Mistakes, Sec. P-42
3. How to Ruin Your Child, Sec. P-33

**Topics to be Covered**

General rules for child training and re-training.

**Home Practice Activity**

Stop all critical remarks.

**Week 6****Reading Assignment**

Textbook: Chapters 8-13, pp. 46-90.

**Study in Action Guide**

1. Order and Limits, Sec. P-47
2. Training Steps, Sec. P-55
3. Four Ways to Learn, Sec. P-54

## **Topics to be Covered**

Problems of routine living

## **Home Practice Activity**

Watch for a chance to make a positive commitment to each child.

### **Week 7**

## **Reading Assignment**

Textbook: Chapters 14-18, pp. 92-147

## **Study in Action Guide**

1. Encouragement for Mom and Dad, Sec. P-58
2. When an Order Must Be Obeyed, Sec. P-60
3. Children Respond To . . . , Sec. P-61
4. Characteristics of a Parent Date, Sec. P-66

## **Topics to be Covered**

Problems of order and cooperation

## **Home Practice Activity**

Notice how many times you get angry. Did it help?

### **Week 8**

## **Reading Assignment**

Textbook: Chapters 19-24, pp. 150-184

## **Study in Action Guide**

1. Magic Words, Sec. P-69
2. Ways to Have a Good Relationship, Sec. P-77
3. Benefits of a Good Relationship, Sec. P-78
4. Extra Points for Fighting in the Car, Sec. P-72



## **Topics to be Covered**

Interaction problems

## **Home Practice Activity (Try either activity.)**

1. Plan a regular playtime.
2. Try a parent date. (See Characteristics of a Parent Date, Sec. P-65.)

### **Week 9**

## **Reading Assignment**

Textbook: Chapters 25-31, pp. 185-231

## **Study in Action Guide**

1. Parental Obligations, Sec. P-81
2. Mistaken Ideas of Parents, Sec. P-89

## **Topics to be Covered**

Special problems

## **Home Practice Activity (Try either activity.)**

1. Try the "Fighting Advice."
2. Practice not scolding—Find another way to say it, or shut your mouth and act.

### **Week 10**

## **Reading Assignment**

Textbook: Chapters 32-34, pp. 235-253

## **Study in Action Guide**

1. Communication, Sec. P-94
2. Criticism, Sec. P-95
3. Principles of Problem Solving, Sec. P-98

4. Benefits of a Family Meeting, Sec. P-99
5. Playing Board Games, Sec. P-101

### **Topics to be Covered**

Building a cooperative family

### **Home Practice Activity**

1. Check on how much needless talking you are still doing.
2. Plan some family fun.

# **SECTION P-3**

## **GROUP OUTLINE OF STUDY**

### **Week 1**

#### **Reading Assignment**

Textbook: Chapters 1 and 2, pp. 5-14

#### **Study in Action Guide**

1. Basic Concepts, Sec. P-11
2. Family Constellation, Sec. P-13

#### **Topics to be Covered**

1. The ideal child
2. Child development

#### **Home Practice Activity**

Fill out Observe Yourself as a Parent, Sec. P-7.

### **Week 2**

#### **Reading Assignment**

Textbook: Chapter 3, pp. 15-20 and Chapter 36, pp. 262-267

#### **Study in Action Guide**

1. Mutual Respect, Sec. P-19
2. Disrespectful Acts, Sec. P-23
3. Ways to Spoil a Child, Sec. P-22
4. Bill of Rights, Sec. P-24

#### **Topics to be Covered**

Democracy (equality) versus authoritarianism

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## **Home Practice Activity**

1. Look for The Family Constellation, Sec. P-13.
2. Using point No. 7 of The Family Constellation, *Action Guide*, consider each child.

### **Week 3**

## **Reading Assignment**

Textbook: Chapters 4 and 5, pp. 21-33

## **Study in Action Guide**

1. Punishment and Reward Versus Consequences, Sec. P-30
2. Times When a Parent Says “No”, Sec. P-29
3. Characteristics of a Logical Consequence, Sec. P-31
4. Discouraged Child’s Mistaken Goals, Sec. P-32

## **Topics to be Covered**

1. Rewards and punishment
2. Natural and logical consequences

## **Home Practice Activity**

Consulting Sec. P-23, Disrespectful Acts of Parents, notice whether you do any of them and observe the effect they have on your children.

### **Week 4**

## **Reading Assignment**

Textbook: Chapter 6, pp. 34-39

## **Study in Action Guide**

1. Encouragement and Recognition, Sec. P-38
2. These Foster Competition, Sec. P-36
3. Dreikurisms, Sec. P-39

## **Topics to be Covered**

1. Encouragement
2. Praise
3. Competition
4. Failure

## **Home Practice Activity**

Pick out a “Misbehavior” and try a “Consequence” (Use The Discouraged Child’s Mistaken Goals, Sec. P-32.)

### **Week 5**

## **Reading Assignment**

Textbook: Chapter 7, pp. 40-44

## **Study in Action Guide**

1. Redirecting Your Child, Sec. P-44
2. Large Mistakes, Sec. P-42
3. How to Ruin Your Child, Sec. P-33

## **Topics to be Covered**

General rules for child training and re-training

## **Home Practice Activity**

Stop all critical remarks.

### **Week 6**

## **Reading Assignment**

Textbook: Chapters 8-13, pp. 46-90.

### **Study in Action Guide**

1. Order and Limits, Sec. P-47
2. Training Steps, Sec. P-55
3. Four Ways to Learn, Sec. P-54

### **Topics to be Covered**

Problems of routine living

### **Home Practice Activity**

Watch for a chance to make a positive commitment to each child.

#### **Week 7**

### **Reading Assignment**

Textbook: Chapters 14-18, pp. 92-147

### **Study in Action Guide**

1. Encouragement for Mom and Dad, Sec. P-58
2. When an Order Must Be Obeyed, Sec. P-60
3. Children Respond To . . . , Sec. P-61
4. Characteristics of a Parent Date, Sec. P-66

### **Topics to be Covered**

Problems of order and cooperation

### **Home Practice Activity**

Notice how many times you get angry. Did it help?

#### **Week 8**

### **Reading Assignment**

Textbook: Chapters 19-24, pp. 150-184

### **Study in Action Guide**

1. Magic Words, Sec. P-69
2. Ways to Have a Good Relationship, Sec. P-77
3. Benefits of a Good Relationship, Sec. P-78
4. Extra Points for Fighting in the Car, Sec. P-72

### **Topics to be Covered**

Interaction problems

### **Home Practice Activity (Try either activity.)**

1. Plan a regular playtime.
2. Try a parent date. (See Characteristics of a Parent Date, Sec. P-65.)

### **Week 9**

### **Reading Assignment**

Textbook: Chapters 25-31, pp. 185-231

### **Study in Action Guide**

1. Parental Obligations, Sec. P-81
2. Mistaken Ideas of Parents, Sec. P-89

### **Topics to be Covered**

Special problems

### **Home Practice Activity (Try either activity.)**

1. Try the "Fighting Advice."
2. Practice not scolding—Find another way to say it, or shut your mouth and act.

### **Week 10**

### **Reading Assignment**

Textbook: Chapters 32-34, pp. 235-253

### **Study in Action Guide**

1. Communication, Sec. P-94
2. Criticism, Sec. P-95
3. Principles of Problem Solving, Sec. P-98
4. Benefits of a Family Meeting, Sec. P-99
5. Playing Board Games, Sec. P-101

### **Topics to be Covered**

Building a cooperative family

### **Home Practice Activity**

1. Check on how much needless talking you are still doing.
2. Plan some family fun.



## **SECTION P-4 OVERVIEW FOR INDIVIDUAL STUDY**

1. Play tape No. 1 of *Parenting Tapes* by Dr. Corsini and Dr. Painter, if you have it. This is an introductory discussion to the parents and teachers which will help you get started. However, these tapes are not mandatory.
2. Do the *Family Relationship Index*, Section P-6. This task will help you spot any major areas of trouble. You may be surprised.
3. At the front of this book, look over Section P-2, *Individual Outline of Study*. You will note the chapters are divided into separate blocks of study with accompanying *Action Guide* material for deeper study.
4. An activity to be done at home with your children is included in every study section which will help you start to put this information to practical use in your life as a parent.
5. Areas are provided for your own individual notes or insights as you pursue this study under the heading of "Notes."
6. Do *Observe Yourself as a Parent*. This will help you spot patterns of action in your parenting. Some of these you might want to consider eliminating.
7. On to the *Individual Study Plan No. 1*, Section P-8 in this *Action Guide*.

## **SECTION P-5**

# **ORGANIZATIONAL MEETING FOR GROUP STUDY**

1. As the parents come in, everyone buys books—*Effective Discipline* and *Action Guide*. If both mother and father are attending, each could buy an *Action Guide*, if they wish.
2. When sitting down, everyone introduces himself or herself, starting with the leader/facilitator, and also says how he/she got interested, and so forth. (As in the Introduction of this book under heading “The First Meeting.”)
3. On 3 x 5 cards, each parent should write his/her name, address, phone number, business phone, spouse’s name, children’s names, their ages and sex. “Star” the name of the child that motivated him/her to come to the study group. On the back of the card, state how you learned about the class and what you hope to gain by attending these sessions. If a chalkboard is available, the format may be shown, along with questions for information, and the cards could then be made out as participants arrive and are waiting for the session to begin.
4. Establish together the ground rules (discussed in the Introduction of this book):
  - a. Day or night and time of the meeting and the number of meetings. Usually ten study meetings are held after the organizational meeting.
  - b. Will you start on time?
  - c. Will you have coffee during a mid-break, or available when wanted individually?
  - d. Will it be a closed group after the second study meeting? (This is strongly urged.)
  - e. Will baby-sitting be available? Where? Costs? Sitters?

- f. Anything else important to your group?
5. If you have it, play the first ten minutes of tape No. 1 of *Parenting Tapes* by Drs. Corsini and Painter which is an introductory discussion, and which will help all of you to get started in taking part in the discussion. The leader/facilitator may listen to this tape ahead of time, if desired. Should you want to order these tapes, you are urged to do so. Drs. Corsini and Painter's tapes are interesting and helpful. However, *Effective Discipline in the Home and School* and the *Action Guide* are all you need to study and make use of these ideas.
  6. Everyone turn to Section P-6, *Family Relationship Index (FRI)* in the *Action Guide*, and with the help of your leader/facilitator, do it together, following the instructions.
  7. Give attention to Section P-3, *Group Outline of Study*, in the *Action Guide*. Become aware of the Reading Assignment, the Study Assignment, the Topics to be Covered, and the Home Practice Activity. Discuss the value of each and the differences.
  8. Every group member will gain from taking part in the discussions of the material being considered. Ask questions, raise objections, and put these ideas into your own words. Doing so will help you absorb these theories and principles and begin to adopt them as your own valuable assets to parenting. The more you take part, the more likely you will continue to attend the meetings all the way through the ten sessions, and the more you will gain.
  9. Talk together about the usefulness and the purpose of pages supplied for taking notes or recording insights gained, etc.
  10. If any time remains, look together and discuss Section P-11, *Basic Adlerian Concepts*, in the *Action Guide*.
  11. Look together at Section P-3, *Group Outline of Study* in the *Action Guide*, and note the work to do before next week's meeting.

# SECTION P-6

## FAMILY RELATIONSHIP INDEX

### INSTRUCTIONS FOR ADMINISTERING OR TAKING INDIVIDUALLY

#### Materials Required

Instruction Sheet  
Double-sided rating form  
Pencils

#### Procedures:

The following procedures are applicable to individuals studying alone or in groups.

1. Before filling in this form, parents should wait and go over the instructions together. "Please wait for instructions." Ask if anyone needs a pencil.
2. When all have the right page, the leader/facilitator can point out: "This form will help show problem areas in your family. Each person is to fill in his/her name and the date and check mother or father." The individual studying on his/her own can fill out this form, also following the instructions above.
3. "Fill in the name, sex, and age of the children living at home, beginning with the oldest child, going down by age."
4. "Note that the word **rating** refers to the degree of difficulty you are having with that child overall.

An 0 means **no problem**.

1 means **minor problem**.

2 means **moderate problem**.

3 means **serious problem**.

X means you **cannot rate** the child. An example of inability to rate is as follows: A one-year old would

not be in school and therefore would have an 'X' rating for the 'home-school.' ”

5. “Only you can judge the degree of difficulty. Please fill out the forms independently. Each parent should fill out his/her own form without discussing it with the other.”
6. The leader/facilitator can read each item on the next page with a brief explanation, and the participants are to put in the boxes on the *Family Relationship Index* the degree of problem they are having with each child by writing in the box, '0,' '1,' '2,' '3,' or 'X.' Use the *Family Relationship Index* marked with the number 1. When the parents are ready, the leader/facilitator can read verbatim each item, allowing some time for decision making on the part of the parents.
7. After the 24 items have been read, look together at the lines provided for any problem the parents may have that is not listed. Put such problems in the spaces labeled “Other Problems” and rate accordingly.
8. Lastly, find a numerical total for each child and place in the rating box after each child's name. this will point out which of your offsprings is causing you the most difficulty.

### **General Information**

An individual administration will last about ten minutes. A group administration will last about fifteen minutes. The *Family Relationship Index* marked with the number 2 is for use at the end of your study to evaluate what progress has been made.