

# dr. luella jonk

\*\*\* The information stated in this document serves two purposes for adults and parents. *As an adult*, it might make you realize why you never felt why you are “Not enough” or why you suffer with anxiety and have a lack of vulnerability in relationships. *As a parent*, you will now be equipped with the tools of positive parenting.

***All Children Deserve Dignity and Respect***  
– Alfred Adler (1870-1937)

*A Child’s Primary Goal is to Achieve **Belonging and Significance***

***Belonging:*** *How do I fit in to the family?*

***My place in the family***

Birth Order	Belonging	Significance
Only	↑	↑ ↓
First	↑	↑
Middle	↓	↓
Youngest	↑ ↓	↓



***Significance:*** *How important am I or how do I contribute to the family?*

Looking at the chart above, we can likely understand how birth order may affect a child’s sense of belonging and significance. Normally, how much responsibility a child is given (e.g. only child might have everything done for them, and youngest as well) relates to how significant they feel in the family unit. The sense of Belonging generally manifests itself through the amount of attention a child receives.

***The dangers of favoritism can hardly be stated too dramatically. Almost every discouragement in childhood springs from the feeling that someone else is preferred***

– Alfred Adler (1870-1937)

# dr. luella jonk

---

A misbehaving child is a discouraged child and chances are that they are not feeling a strong sense of **belonging** and so **parents need to place focus on encouraging behaviors.**

What is that?

Praise is actually discouraging children “express favorable judgement”

Encouragement “to inspire with courage; to spur on” because you are focusing on the deed.

Praise “you are such a good boy” but then he messes up something else, and you then tell him – 5 minutes later. He is a bad boy. With praise you are focusing on the doer and not the deed. You need to be specific about what you are happy about. E.g. You are happy that he tried and you saw effort.

Encouragement fosters an internal locus of control within the child. This means they are motivated **within**; we don't want the child to do behaviours to please us – *it is about pleasing themselves. We can help them realize this self-satisfaction by giving them encouragement – not praise.*

Encouragement also allows more focus on the **effort and improvement**. We want our children to work hard and perseverance but not it is not about the end result. The focus is on the **deed!**

We overall want them to feel proud of themselves. With praise our it is more about the parent's approval. With encouragement we allow them to feel better about themselves. Not us – the internal motivation to do better.

Example: Math Homework:

**Encouraging Praises:** (Progress towards the goal – that is what we want to communicate to our child) Example: “I really like how you persevere and work so hard”

**Praising:** “You are so smart”. You are labelling them externally. As math becomes more and more difficult as they grow, they are realizing they are not smart, and this causes inner turmoil in them.

# dr. luella jonk

---

The following information may help you to realize how now, as an adult you have a *Generalized Anxiety and Lack of Vulnerability*

## Power Struggles/Expectations/ Consequences:

Many of us grew up with the popular 'authoritative approach'.

*"Because I told you so"* creating an 'over power paradigm' over the child.

Remember!! the Adlerian premise ***"children deserve dignity"***

IMPORTANT: We cannot control another person. We cannot make our children sleep, eat, *etc. etc.*

***We cannot force another human being to do***

***something.*** Instead... we must offer choices!!!

1. Give **choices** to our children **proactively** – *it means giving power to children in positive ways...*  
*e.g. stopping them in a moment of play to do something we want them to do instead, you would give them a choice "Would you like to do your homework before you go outside or after?" "or, for an older child "Do you want to pick up Joey from practice before you grab your lunch or after?"*
2. Offer choice in '**reactive ways**'; *this occurs when the child is ahead of you in a certain behavior you don't like, then use*

## ***"Either-Or"***

Examples: *"Either you stop the PS4 now or you won't be allowed to hang out with Josh later."* *"Either you can keep your critical comments about your brother silent, or not have the privilege of eating with us."*

# dr. luella jonk

---

*\*\* ground rules for parents*

1. *Deliver in calm voice*
2. *Must be reasonable, and you need to follow-through*

*Another great tool in terms of **giving choices** is and used mainly when we need them to get moving – we need some action from them now... is called*

**“When-  
Then” *\*\*not*  
If-Then**

Use this when you need to delay a privilege (b) until (a) is done.

Example: “When you walk the dog, then you have the privilege to eat supper with us.” The privilege needs to be meaningful to the child.

*\*\* ground rules for parents*

1. Deliver in calm voice
2. The privilege needs to be meaningful to the child.
3. Parent needs to be indifferent to the choice they make.
4. Stay firm! You cannot give in to their backtalk or fit they make
5. DO NOT give them reminders... there is no need to repeat.

Few other notes:

- ✓ Make it a privilege that normally occurs... it is not a special treat or bribe.
  - ✓ It fosters a sense of consequentiality. It is a life lesson.
- ✓ The parent has the control of when they receive that normal privilege.

For teenagers or adolescents... often a common privilege is use of their Wi-Fi or cell phone. It is certainly not a right. So you might want to create a ‘after school routine’ for them in terms of what their expectations are once they get home from school and before supper.

# dr. luella jonk

---

- Empty dishwasher
- Put your lunch-kit away
- Walk dog

When you (the parent) comes home from work, and these chores are not done, then there are consequences (teenager – you do not have the privilege of the using Wi-Fi/Data this evening.)

## Consequences

### **Consequences are Very Different from Punishment:**

*Consequences reinforce good behavior and empowers both the child and the adult, since you both have a certain level of control, you have choices.*

*Punishment adds blame, shame, and pain. None of these affects will promote effective changes in your child's behavior. Imagine having that same effect on your partner. Will that change your partner's behaviour? Or will they resent you even more? It is no different with your children. Even more so, punishment **encourages lying**. Punishment operates from FEAR, and they will do anything they can to avoid blame, shame, and pain.*

*Consequences operate from the EMPOWERING paradigm, whereas punishment operates from the OVERPOWERING paradigm.*

*Consequences allow for training of FUTURE behaviors. The child is aware of the choice ahead of time, acknowledges and agrees to the outcome, so that **accountability** is intertwined – again it teaches a life lesson. It also removes the parent from being the 'bad guy' and lets life be the teacher.*

# dr. luella jonk

---

*Two types of Consequences:*

## **Natural:**

Scenario: Child refuses to wear gloves to school. You suggested a few times to wear gloves – because we want them to be safe and comfortable. The natural consequence to not take their gloves is their hands will be cold, and they will feel discomfort. It is hard for parents to do this because we always have the instinct to protect. Remember however, our primary role is to teach and train our children so they can become independent. This skill is invaluable. (Also do not worry about what others may think when viewing from the outside!! Ignore this.) **Natural consequences are the best teacher.** Also, it avoids the nagging and reminding that comes from you – you hate it, and they hate hearing you nag. It removes this.

## Ground Rules for Parents:

(Important: in situations where there is danger – e.g. not wearing bike helmet, then you need to provide the appropriate guidance.)

- You are not going to be involved (e.g. remind them upfront with clear warning, “I am not going to bring your lunch to school”).
- Do not rescue them!! Let the consequence play out.
- Do not add insult to injury. That means refraining from using those common statements parents like to use. “I told you so... “or “I knew you would forget; I hope you remember next time; when are you going to remember?”

You can offer empathy, such as “Shoot, that is too bad. You must have been hungry” “What can we or you do tomorrow so that you remember to bring it tomorrow” Remember, you are training them. You are empowering them.

## **Logical:**

Scenario: Because logical consequences often involve

- when a natural consequence isn't practical or nonsensical
- delaying or denying a privilege
- crafted by the adult
- involves making peace of a situation or making amends

# dr. luella jonk

---

Logical Consequences must have the four R's:

- ✓ revealed in advance
- ✓ respectful
- ✓ related to the misbehavior
- ✓ reasonable

In this way, the child can really only be angry with themselves, because they created/agreed to the logical consequence in advance. The onus or burden is on them. They are still in control, they simply need to live with this consequence that now, or will occur.

## Ground Rules for Parents:

- Use the four R's
- No reminders!
- Follow through... do not give in; don't provide 'exceptions' to the rule
- Calm voice and no "I told you so" to provide dignity and respect

---

When to use Natural and when to use Logical.

A simple way of knowing – besides common sense – is to think about using Natural consequences when the affect is on them (uncomfortable when they are cold due to forgetting their mitts) and Logical when it affects you (a teenager not cleaning their room, or child not brushing their teeth).

---

# dr. luella jonk

---

## ***Final Reminder:***

85% of correcting misbehavior is through empowerment, not consequences. This means

- Encouraging mom-and-me time or Dad-and-me time, making time each day to connect with your children, even if 10 minutes.
- Always calm voice! Otherwise you are sabotaging their ability to you HEAR
- Encouragement, not praise
- Take the time to train and teach, implode them with the tools
- Offer the choices proactively, as much as possible to give empowerment
- Use When – Then

If Consequences are to occur, then they will be

- Natural
- Logical
- And likely using Either – Or

*This document was sourced from the work of Amy McCreedy and her Positive Parenting Solutions Program. It is the 'Cole's Notes version' of the course. As a therapist who works mainly with children and adults suffering with anxiety, low self-esteem and self-worth, I was able to relate much of the information gathered in taking this course with the individuals I have in my office. If you want to further your knowledge of how to promote positive parenting skills, I highly encourage you to take her course.*