

Book Club: How to Talk So Kids Will Listen & Listen So Kids Will Talk

Parenting with ABA Members CE Event

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Major themes of this book:

- Empathy
- Cooperation
- Logical Consequences
- Problem-Solving Together
- Autonomy/ Independence
- Praise
- Attention

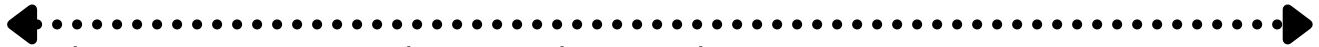
To help with feelings (chapter one):

1. Listen with full attention.
2. Acknowledge their feelings with a word- "Oh"..."Mmmm"..."I see".
3. Give their feelings a name.
4. Give them their wishes in fantasy.

To engage cooperation (chapter two):

1. Describe. describe what you see or describe the problem.
2. Give information.
3. Say it with a word.
4. Talk about your feelings.
5. Write a note.





Alternatives to punishment (chapter three):

1. Point out a way to be helpful.
2. Express strong disapproval (without attacking character).
3. State your expectations.
4. Show the child how to make amends.
5. Offer a choice.
6. Take action.
7. Allow the child to experience the consequences of his misbehavior.



To encourage autonomy (chapter four)

1. Let children make choices.
2. Show respect for a child's struggle.
3. Don't ask too many questions.
4. Don't rush to answer questions.
5. Encourage children to use sources outside the home.
6. Don't take away hope.



Notes on the communication style/ methods of the book:



Exercise: Inviting Cooperation

'You walk into your bedroom and find that your freshly bathed child has just thrown a wet towel on your bed.'

A. Write a typical statement that might be made to the child that would not be helpful.

B. In the same situation show how each of the skills listed could be used to invite your child's cooperation.

1. Describe: _____

2. Give information: _____

3. Say it with a word: _____

4. Talk about your feelings:

5. Write a note:



Exercise: Encouraging Autonomy

Parent originally says

1. Take your bath now.

2. Why are you having such a hard time putting on your boots? Here, put your foot up. I'll do it for you.

3. Did you have fun at camp today? Did you swim? Did you like the other children? What was your counselor like?

Revised statement that encourages autonomy:



Exercise: Encouraging Autonomy

Child: I was late for school today. You have to wake me up earlier tomorrow.

Parent (keeping the child dependent):

Parent (encouraging autonomy):

Child: Is it cold out? Do I need a sweater?

Parent (keeping the child dependent):

Parent (encouraging autonomy):



Exercise: Praise

A quality I like about my child is:

Something he or she has done recently that I appreciated but never mentioned is:

What could I say to show my appreciation to him (or her) using the skill of descriptive praise?



Notes from 'The Parent's Guide to Oppositional Defiant Disorder' by Amelia Bowler

Motivational Questions *Ask from your child's point of view

The task itself:

- Do I have a plan for when to do the task?
- Is there a reminder to make sure I do it?
- Am I sure I know exactly how to do it?
- Is the task itself enjoyable?
- Is it quick?
- Is there a deadline?
- How difficult is the task?
- Is this task part of a routine, or is it unusual?
- Have I had plenty of practice doing this before?
- What other things are competing for my time and attention?
- Is there a pleasant outcome when the task is completed?
- Am I sure this will work? Have I been rewarded for this in the past?
- Is there a risk involved in this task?
- Have I ever been hurt doing things in the past?
- Is there a risk if I DON'T complete this task? Are there people around to help if I need it?

Notes from 'The Parent's Guide to Oppositional Defiant Disorder' by Amelia Bowler

Motivational Questions *Ask from your child's point of view

Your child's situation:

- How am I feeling today?
- Did I get enough sleep?
- Have I eaten?
- Is this a task I chose for myself?
- Is this task personally important to me?
- How does this task make me feel?
- Am I worried about how I will feel if I fail?
- Do I find this task confusing or boring?
- Does this task line up with my personal values?
- Are there things I would much rather be doing?
- How will I feel when it is done?
- Do I understand why this task is important?
- Do I have the skills and ability required to do this?
- Does breaking this rule help me get something I want?
- Does breaking this rule hurt someone I'm angry with?
- Does breaking this rule help me meet an important need? Does this request match the kind of person I want to be?
- Does this request match the way I want others to see me?

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Resources

Faber, A., & Mazlish, E. (2012). How to talk so kids will listen & listen so kids will talk. Simon and Schuster.Chicago

Bowler, A. (2020). The Parent's Guide to Oppositional Defiant Disorder: Your Questions Answered. Jessica Kingsley Publishers.

Latham, G. I. (1994). The power of positive parenting. North Logan, UT: P&T Ink.

