Teach Your Child to Love

Workbook
For Use with Just Like His Father?
by Liane J. Leedom, M.D.
CONTENTS

Introduction ........................................................................................................................................3

Make a Commitment and Get Started! ................................................................................................5
  Am I a Positive Model for My Child? ..............................................................................................6
  What influences Surround my Child at Home? ..................................................................................7
  My Own Enjoyment of Affection ........................................................................................................9
  Physical Expressions of Affection Toward Your Child .................................................................10

Increase Responsiveness through Stress Reduction ........................................................................11
  Take Charge of Your Life! ................................................................................................................12
  Practice Managing Stress! ..............................................................................................................13
  Instructions for Progressive Relaxation .........................................................................................14

Strengthen Your Relationship with Your Child .............................................................................15
  List of Problem Behaviors to Be Addressed with Limit Setting ..................................................16
  Ideas for Playtime (Children Under 6) ..........................................................................................17
  Ideas for Playtime (Children 7-12) ................................................................................................18
  Journal Your Playtime Experiences .............................................................................................19

How to Teach You Child about Emotion .......................................................................................20
  Labeling Emotion .......................................................................................................................................21
  More Ideas for Teaching Emotion .........................................................................................................22
  Emotion List ........................................................................................................................................25

Extending Love to Peers and Friends .............................................................................................26
  Your Child’s Friends ...........................................................................................................................27

Extending Love to the Community ..................................................................................................28
  Our Community Service ....................................................................................................................29
The exercises in this course are designed to accompany *Just Like His Father? A Guide to Overcoming Your Child's Genetic Connection to Antisocial Behavior Addiction and ADHD*. The course can be taken individually, in groups and with a therapist/coach. In that case one exercise each week is a good schedule. If working alone you may be able to do more than one exercise a week. In most cases it makes sense to do the exercises in order. Exercises maybe skipped if you don’t feel you need them. Some of the material in this course was adapted from *Defiant Children A Clinician’s Manuel for Parent Training* by Russell A. Barkley, The Guilford Press, 1987.

**Your Child’s Ability to Love (Chapter 3)**

**Key Concepts**

**Concept 1  What does it mean to be able to love?** (page 27)

A person with *ability to love* does all of the following in relationships:

1. He wants to spend time with those he loves.
2. He enjoys affection with those he loves.
3. He shows empathy toward those he loves.
4. He wants to take care of those he loves.
5. At times he sacrifices for those he loves.

**Concept 2  What does it mean to enjoy affection?** (page 28)

We show affection two ways, through touch and through words. To enjoy affection means to enjoy touch, hugs and kisses, and to enjoy being told we are loved and appreciated. It also means enjoying GIVING verbal and physical affection.

**Concept 3  What is empathy?** (pages 43 and 61)

Empathy is the ability to understand the world from another person’s point of view and motivation to treat another kindly because of that understanding.

**Concept 4  What does it mean for a child to take care of those he loves?**

Even young children should show concern for the well-being of loved ones. This concern should lead them to want to take care of those they love.

**Concept 5  What is responsiveness?** (page 36)

Responsiveness means being sensitive to your child’s moods, needs and desires both expressed and unexpressed.
Concept 6  How Do Children Learn From Their Parents? (Page 44)
There are three ways children learn from their parents:

1. Parents model behavior. Your child looks to you to model how to love another. He watches you when you are with other family members and with your friends. He learns about love by experiencing your loving care.

2. Parents influence children. The atmosphere of your home is important to your child gaining the ability to love. The atmosphere of your home is created by many things including general cleanliness, decorations, books, and the television show that are on.

3. Parents teach children by talking. The most effective parents teach their children how to love by giving verbal lessons.

Concept 7. What happens naturally that prevents children from being overly aggressive or competitive? (Page 52)
Normally affection develops before aggression or competitiveness. This affection acts to suppress aggressive urges. VERY IMPORTANT!!

Concept 8 How can a parent help a child with friendships? (Page 54)
Parents can become a friendship coach.

Concept 9  What emotions should you teach your child about? (Page 65)
The emotions you should help your child see in himself and others are: joy, affection, self-satisfaction, curiosity, fear, surprise, anger, jealousy, pain, guilt and shame.

Concept 10 What are the positive emotions? (page 64)
The positive emotions are joy, affection, self-satisfaction and curiosity. We can train ourselves to experience more positive emotions. Positive emotions are important for mental and physical health.

Concept 11 What is a sense of entitlement? (Page 72)
A sense of entitlement is the belief that one deserves to be treated specially and receive special favors from others. A sense of entitlement underlies many disorders of character. Children who have a sense of entitlement have impaired ability to love.

Concept 12 Community Service (Page 78)
Older children and adults express ability to love through public service. By sacrificing our time for others, we put love into action.
Exercise 1
Make a Commitment and Get Started!

Before the first session, parents should read *Just Like His Father?* Chapters 2 and 3. The Introduction (Chapter 1) is optional.

1. Review Concept 1. What does it mean to be able to love? How is this definition of love different from the one you are used to? Before going forward make sure you understand that love is not just a *feeling* a person has for others. **Love is also something we do: An action.** The goal of the next few weeks is to increase loving actions in your family.

2. Repeat the Parent’s Pledge:

   **A Parent’s Pledge**
   
   *Beginning today, I will be*
   
   *A positive model for my child.*
   
   *I will teach him to love.*
   
   *I will be a positive influence,*
   
   *Creating an atmosphere of peace*  
   *And joy in our home*

   
   A. Review *Concept 6.* Make sure you understand the meaning of *model, teach* and *influence.*
   
   B. Complete Week 1 worksheets 1 and 2 either on your own or with your therapist/coach.

3. Review *Concept 2.* Discuss with your therapist/coach or a friend your own enjoyment of affection. Complete worksheet 3 either on your own or with your therapist/coach.
Am I a Positive Model for My Child?

Think back over the past week how many times did you?

1. Criticize or yell at a friend or family member in front of your child?

2. Gossip about someone in front of your child. Talk about others being against you in front of your child.

3. How many times did your child hear you express concern for others?

4. How many times did your child hear you giving other people the benefit of the doubt or accepting forgiveness if you were wronged.

5. Make a plan to Model for your child caring and concern for others on a daily basis.
What influences Surround my Child at Home?

1. Go through the rooms in your home where your child spends time. Look at the influences that surround your child. Does your child have free access to violent video games, videos or TV (including violent cartoons)? Make sure you are fully aware of the content of the TV programs your child watches. Does your child see older siblings or adults enjoying violent entertainment. Please review [http://www.parentingtheatriskchild.com/videogames.html](http://www.parentingtheatriskchild.com/videogames.html). Make a plan to wean your child off of violent influences. THESE WILL IMPAIR AN AT RISK CHILD’S ABILITY TO LOVE!

2. How much conflict occurs in your home on a daily basis? Please review page 44 last paragraph and page 45 top of *Just Like His Father*? Consider carefully whether or not you need professional help to reduce the amount of conflict in your home. Make a plan to turn your home into a place of peace.
3. Do you have positive messages of love and togetherness in your home? If needed, think about what you can do to increase the feeling of family togetherness in your home. For example, consider putting up art work or family photos.

4. Make a plan to share at least one very special family meal together each week if you are not already doing that.
My Own Enjoyment of Affection

Before doing this exercise visit [http://www.freehugs.org/](http://www.freehugs.org/) and think about the importance of affection in our lives. Remember affection is the best tool for reducing the harmful effects of stress.

1. This week take time every night before sleep to write down moments you remember from the day where you enjoyed affection with anyone—family member, friend or stranger. At the end of the week, consider the place of affection in your life.

2. Make time in your schedule to enjoy affection with your child every day. Check out the next page for ideas about physically expressing affection.
Physical Expressions of Affection Toward Your Child

1. Give hugs and kisses at least twice a day. Sometimes with teens you may have to blow them a kiss or pat them on the shoulder! Don’t take it personally when your teen pulls away, keep showing him/her affection when you can.

2. Rub lotion onto your child’s hands, feet, arms, or legs.

3. Give your child a shoulder rub to help him/her relax at night before bed.

4. When watching TV or reading together, have your child sit close (snuggle) and put your arms around him/her.

5. When you style your child’s hair, comment on how wonderful it is (this is great for teen girls especially).

6. Play “Wrestle,” “Tickle,” and “I’m Gonna Get You!”

7. Play, “This Little Piggy” and “Peek-a-boo” (younger child).

8. Blow raspberries on your child’s body (younger child).

9. Play, “Push that Button” press lightly on your child’s nose, ear, finger, toe, chin, etc. and make a noise such as “honk”, “beep”, or “toot” (younger child).

10. Play “Pop Cheeks” Fill your mouth with air and guide your child’s hands to your cheeks to pop out the air and make a sound (younger child).

11. Hold your child on your lap while rocking and singing a lullaby to him/her (younger child).
Exercise 2
Increase Responsiveness through Stress Reduction

Before this session, parents should review *Just Like His Father?* Chapter 3.

1. Review Concepts 3 and 5. **Responsiveness** means being sensitive to a child’s moods, needs and desires, both expressed and unexpressed. The ability to be responsive depends on two things. The first is knowledge of what children need. The second is empathy. In this course you are learning about your child’s needs. If you are stressed, your ability to respond empathetically to these needs, will decrease. This week we will **increase your ability to love your child by reducing your stress**.

2. **Increase empathy by reducing the stress in your life!** During times of stress empathy becomes a luxury not a way of life. Get rid of the stress you can eliminate and learn to buffer yourself from the stress you cannot eliminate.

3. **Signs of Stress Over-Load- How much stress do you have?**
   - problems eating and/or sleeping
   - increase use of alcohol
   - problems making decisions/procrastination
   - difficulty concentrating and paying attention
   - difficulty prioritizing and staying organized
   - feeling weak and anxious
   - feeling annoyed and short-tempered
   - others tell you that you seem stressed out
   - frequent head, back and muscle aches
   - stomach problems
   - frequent colds and minor illnesses
   - frequent accidents
Take Charge of Your Life!

On a separate sheet of paper, or with another person, think through these 10 tips for reducing the stress in your life:

1. **Change your beliefs.** The amount of stress you feel is related to your beliefs. Both your beliefs about yourself and about your life will affect the amount of stress you feel. Just believing in yourself and being confident will reduce your stress. Try as much as you can to put a positive spin on the events in your life.

2. **Think positive.** Your mind sends signals to your body whenever you think about possible negative outcomes. You become tense regardless of whether an imagined event actually happens.

3. **Recognize that you have limits.** Learn to have reasonable expectations about what you can do.

4. **Choose your own goals.** Don’t get stuck with choices others have made for you.

5. **Make decisions.** You can learn to live with the consequences or change your mind. In general, indecision increases stress.

6. **Let go of the idea of perfection.** Keep expectations realistic so you can more readily experience satisfaction.

7. **Accept what you cannot change.** Live in the present. Learn from the past and move on.

8. **Take care of your health.** Maintain a healthy diet and exercise regularly. Make time for relaxation and enjoyment, especially with your child.

9. **Manage your time.** Prioritizing and planning can keep life’s demands from becoming overwhelming.

10. **Anticipate potentially stressful situations and be prepared!**
Practice Managing Stress!

1. **Relax where you are.** When you find yourself stressed, practice deep breathing. Breath through your nose, counting to three as you feel your lungs fill with air. Hold you breath a moment then release. Repeat up to four times.

2. **Take a mental vacation.** Close your eyes and imagine yourself in your special favorite place. It could be the beach, the mountains or enjoying a favorite activity. Use all your senses to experience the imagined event. See the sights. Hear the sounds. Tune into your good feelings.

3. **Walk away from a bad situation.** Get some fresh air, go somewhere private to decompress.

4. **Practice good self-talk.** Ask yourself whether it’s worth being upset over the situation. You can choose to stay calm. Give yourself a pep talk, practice being positive.

5. **List all the things you need to do right away.** Then do the top few. Tackle each job as time permits. Focus your concentration on one task at a time.

6. **Be thankful for everything positive in your life no matter how small.** When you practice being thankful you feel better about what you have.
Instructions for Progressive Relaxation

If you are having trouble falling asleep at night or are feeling very stressed, follow these steps to relax yourself.

1. **Start with your feet.** Tighten all the muscles in your feet, then lower legs. Feel the tension then release as all the tension leaves your body. Repeat this with your upper legs and hip muscles. Experience first the tension then relaxation as you slowly release all the tension. hen you find yourself stressed, practice deep breathing. Breath through your nose, counting to three as you feel your lungs fill with air. Hold you breath a moment then release. Repeat up to four times.

2. **Next, tense the muscles in your hands and lower arms.** Tighten them as tight as you can then gradually let them relax. With each relaxation notice that the relaxation is pleasant.

3. **Next, tighten your stomach muscles.** Hold the tension and gradually release. Then move to your chest muscles. Take a deep breath and hold it while tensing your chest muscles. Let out your breath while gradually letting go of the tension in your chest muscles.

4. **You have now relaxed most of your major muscle groups.** Finish up by telling yourself that you are going to succeed. Life is good!
Exercise 3
Strengthen Your Relationship with Your Child

Before this session, parents should review *Just Like His Father?* Chapter 3, as well as Concepts 2 and 7 of this workbook. **Your ability to influence your child is directly related to the strength of the bond between you.** Since you want to be able to use positive attention and praise to enhance “good” behavior, you want your child to really enjoy being with you!

1. Continue daily expression of affection as discussed in Exercise 1.

2. Consider whether or not you criticize your child. If you do, stop criticizing today. Instead make a list of problem behaviors to be addressed through limit setting as discussed in *Just Like His Father?* Chapter 4.

3. **This week you will start a habit of spending 20 minutes of fun time each day with your child.** The purpose of this fun time is to restore or enhance your love relationship. Below are the guidelines for fun time.

   - Spend it doing something your child wants to do.
   - That something cannot be watching TV or playing videogames.
   - No other children are to be involved.
   - Don't command or take charge, just try to enjoy.
   - Don't try to teach your child or assert authority during play. Teaching that happens naturally during play is O.K.
   - Relax, observe your child playing then join in when you can.
   - If your child misbehaves try to ignore it. End the playtime if misbehavior is severe and set limits as you normally would. Perhaps the play period will be shorter than 20 minutes in the beginning.
   - If you feel your child’s connection to you is already strong, the playtime can be 3-4 days a week rather than daily. The more difficult/oppositional/aloof your child is the more he requires this daily playtime.
   - **Take PRIDE in your time together:**
     
     P  Praise your child during play.
     R  Repeat your child's statements so he knows you are listening.
     I  Imitate your child's play.
     D  Describe your child's play with words outloud.
     E  Enjoy your child, play with enthusiasm.
List of Problem Behaviors to Be Addressed with Limit Setting

Make a list of behaviors and attitudes your child has that you would like to change. Instead of criticizing your child, focus on making a plan to address these. (This plan will discussed in Course 3)
Ideas for Playtime  
(Children Under 6)

1. Spend the playtime in your child's usual play place.

2. Watch your child for a few minutes. Then let your child know you are interested and involved by making comments about what he is doing. Narrate his play as if you were a sports caster. Some younger children really love this.

3. Spend some of your play sessions outdoors.

4. Make a list of your own play ideas in the space below. Just remember that if you are too directive the playtime will be less effective.
Ideas for Playtime  
(Children 7-12)

1. Use this time to show your interest in something your child is interested in. For example, if your child is interested in sports, give him the materials to create a scrapbook about his favorite team/players.

2. Participate but do not direct. Express admiration for your child’s thoughts and ideas. Verbally complement him when you can.

3. Spend some of your play sessions outdoors.

Make a list of your own play ideas in the space below. Just remember that if you are too directive the playtime will be less effective.
Journal Your Playtime Experiences

Keep a record of your play for the next 4 weeks, make notes about how things went. This will help you see the progress you are making. It will also help you keep your commitment to playing with your child.

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments about what we did</th>
</tr>
</thead>
</table>

-19-
Exercise 4
How to Teach You Child about Emotion

Before this session, parents should review *Just Like His Father?* Chapter 3, pages 62-65. Review concepts 9 and 10.

1. **Positive Emotions.** The positive emotions are joy, self-satisfaction, curiosity and affection. When you observe these in your child label his emotion if the moment seems appropriate. For example say, “It seems you really enjoy that.” Or “You really love your dog.” Here are some facts about positive emotions.

   - Positive emotions produce physical and emotional health.
   - We can train ourselves and our children to experience more positive emotion. Smiling increases joy.
   - Verbally expressing thankfulness breeds positive emotion.
   - Optimistic thoughts are connected with positive emotions.
   - Anxiety quenches positive emotions.
   - Anger and competitiveness quench positive emotions.
   - A child or adult with clinical depression has difficulty feeling positive emotion.

2. **Negative emotions.** The common negative emotions are sorrow/pain, fear, anger/frustration, jealousy, guilt and shame. Parents should label these emotions when they observe them in their children. The negative emotions serve important functions. For example, fear alerts us to danger. In fact, many at risk children have abnormally low levels of fear (see *Just Like His Father?* pages 120-127). Because of fearlessness, at risk children have a difficult time feeling guilt. They may also have abnormally high levels of anger. The goal is to help children better sense and cope with their emotions. (for more on anger, see Course 3)

3. **Shielding/protecting children.** In order to practice dealing with negative emotions children have to experience them. Parents who respond too quickly to a child’s sorrow, frustration or anger, deprive their child of the opportunity to practice coping skills. On the other hand, children who are overwhelmed by excessive emotion, do not learn coping skills or empathy. As a general rule don’t rescue your child unless you sense he is overwhelmed.

4. **Empathy.** Empathy means correctly perceiving other people’s emotions and responding in a thoughtful compassionate way. Parents plant the seeds for empathy when they verbally label the emotions they see in others. Parents should also model compassionate responses. I discovered something by accident that worked very well with my own son right as he turned 4. Once when he fell, I said, “I hurt when you hurt.” He repeated what I said and it really stuck. He talks now about feeling other people’s pain. A real break through. *I hurt when you hurt* is now one of our family sayings.
Labeling Emotion

Part 1. For each of the following emotions, describe the physical sensations that you feel when you experience the emotion, if your child is mature enough ask him to do this exercise with you:

Joy/Happiness

Affection

Fear

Anger

Sorrow

Part 2. If your child is six or under, look at picture books showing emotions and ask your child how he thinks each person feels. For both older and younger children, be alert for opportunities to label emotions. These opportunities may arise while watching TV, reading stories, or observing others in public places. Make notes in the space below of times you have taught your child about emotion.
More Ideas for Teaching Emotion


2. [http://www.emotioneric.com/](http://www.emotioneric.com/) On this site, Eric acts out emotions. The top of the list is excellent practice. Visit with your child, some of the content when you scroll down is questionable.

3. [http://www.teachwithmovies.org/](http://www.teachwithmovies.org/) This site is an inexpensive subscription to ideas about movies to watch with your kids. The material in the movies can be used to teach about emotions and character.

4. Your Ideas:
5. Create your own emotion cards:

Supply List

- 3” X 5” index cards or construction paper
- scissors
- glue
- tongue depressors or popsicle sticks
- Markers, crayons or pencils, old magazines

How-To Make the Cards

Give each kids index cards or sheets of construction paper. Have them use markers, crayons or pencils to draw a face with a certain emotion or expression on it. If children are drawing the emotion “happy,” ask them to draw what they see on a happy face (big smile and bright eyes). Children can also cut pictures of faces from old magazines.

Make sure the children not only draw the face, but also write out the word “happy” to accompany the face. For younger children, you may need to write out the word for them.

Using safety scissors, the children can cut out the paper faces they’ve drawn. They can then glue it onto a popsicle stick or tongue depressor.

For kids ages 3 and under, you should limit the face cards to three main emotions: mad, sad and happy. You don’t want to overwhelm young children with all the different emotions that they may not be developmentally ready to really understand. These three emotions cards should be sufficient for kids at this stage of development.

For kids ages 3 and older, start off with the three face cards (mad, sad, and happy) and add more, such as anxious, frustrated, surprised, and scared. Have kids draw what these faces look like to them and discuss what it felt to them to feel mad, sad or happy.

These face cards can be used to gauge children’s knowledge of different emotions. Use the cards to begin a conversation about how a child feels. Use the corresponding words for the emotions that the child describes. This gives them the language to help them express their emotions verbally.
6. **Berenstain Bears Books** (ages 3-8) Read these to your child or have your child read them to you then **talk** about the stories.
   - Get in a Fight
   - No Girls Allowed
   - The Trouble with Friends
   - The Bad Dream
   - Too Much Pressure
   - The Bully
   - The Blame Game
   - Lend a Helping Hand
   - The Messy Room
   - Think of Those in Need
   - Too Much Teasing

7. **Purchase emotion flashcards.** Email Dr. Leedom [lleedom@justlikehisfather.com](mailto:lleedom@justlikehisfather.com) to order.

8. Go to a place where younger children play. Sit off to the side with your child. Use the check list on the next page to record observations of emotions.

9. Use the check list to identify emotion in actors as you watch a soap opera with the sound turned off.

10. Using the check list on the next page, ask your child to tell you a story about a time he felt these feelings. As an exercise in writing he can also write the story. Be selective but you can also relate an experience of your own.
Emotion List

Joy/Happiness

Affection

Fear

Anger

Sorrow

Jealousy

Guilt

Shame
Exercise 5
Extending Love to Peers and Friends

Before this session, parents should review *Just Like His Father?* Chapter 3, Review Concept 8 (Page 54). Parents should think of themselves as coaches when it comes to helping children make friends. A good coach teaches the player the rules of the game, observes his playing and helps him fine tune his skills. How to be a good friendship coach:

1. Provide your child with opportunities to be with other children. Teach him how to introduce himself to others. Help him make play dates. Suggest activities for your child to do with his friends.

2. Teach your child how to make conversation. Teach him to ask questions, give compliments and avoid bragging.

3. Observe from a distance when your child interacts with his friends. Then give your child feedback and encouragement about what you saw: “Look at Katie’s face, Christie. When you look at her face, you can tell that she didn’t like it when you took away her toy. What could you do instead if you want the toy?” “You looked like you were having fun with Katie and she looked like she was having fun with you. I bet she’ll want to play with you again, don’t you think?”

4. Try to help your child find good in others. Discourage him from adopting a critical attitude.

5. If your child tells you the other kids dislike him ask for specifics. Help him discover whether his own behavior is part of the problem.

6. Teach your child conflict resolution skills. Here is a formula for conflict resolution:

   A) Tell the person what you didn’t like

   B) Tell the person how it made you feel

   C) Tell the person what you want in the future

   D) Person responds with what they can do.

Here is an example of coaching using these points. A 7 Year Old comes up to her mother with that “informer” sing-song voice. “Mommmeeeee, my sister said SHUT UP to meeceee...!” Mother says, “I just wrote down this neat thing you can do to resolve conflicts with other people. I put it here on the fridge where everyone can see it. Do you know what conflict means?” “No.” “Conflict is when two people are arguing. So here goes...” And mother explains the method.
Your Child’s Friends
Think through these items and make a plan

1. My Child’s friends are:

2. How often does my child play with his friends?

3. My child needs help making and maintaining friendships because:

4. Things my child does with his friends that concern me:
Exercise 6
Extending Love to the Community

Before this session, parents should review *Just Like His Father?* Chapter 3. Review concepts 11 and 12.

1. Consider whether your child already has, or is developing, a sense of entitlement. In the space below consider what causes a sense of entitlement.

2. Make a plan to do community service as a family. See page 78 of *Just Like His Father?* for suggestions. Keep a journal of activities you have done.
<table>
<thead>
<tr>
<th>DATE</th>
<th>WHAT WE DID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-29-
Enhance Your Child’s Motivation

For Use with Just Like His Father?
By Liane J. Leedom, M.D.
Contents

Introduction......................................................................................................32

Motivate by rewarding good behavior...........................................................35
    Catch Your Child in the Act of Doing Good..........................................36
    Expressions of Approval........................................................................37
    Training Your Child to Do What You Ask.............................................38
    Motivating Independent Play................................................................40
    I Can’t Get Anything Done Because....................................................41
    When I try to get something done, my child........................................42
    Daily Independent Play........................................................................43
    How My Child Uses His Free Time........................................................44

    Training Your Child’s Entertainment Drive...........................................45
    Analysis of My Child’s Free Time..........................................................46
    Things I would Like My Child to Enjoy................................................47

    Transforming Your Child’s Drive for Social Dominance.....................48
    My Child’s Self Care............................................................................49
    Chores My Child Is Able to Do.............................................................52
    My Child’s Hobbies.............................................................................53
    My Child at School...............................................................................54
    Qualities of a Leader............................................................................55

Additional Rewards....................................................................................56
Introduction

The exercises in this course are designed to accompany Just Like His Father? A Guide to Overcoming Your Child's Genetic Connection to Antisocial Behavior Addiction and ADHD. The course can be taken individually, in groups and with a therapist/coach. In that case one exercise each week is a good schedule. If working alone you may be able to do more than one exercise a week. In most cases it makes sense to do the exercises in order. Exercises maybe skipped if you don’t feel you need them. Some of the material in this course was adapted from Defiant Children A Clinician’s Manuel for Parent Training by Russell A. Barkley, The Guilford Press, 1987.

Impulse Control (Chapter 4)
Key Concepts

Concept 1  What causes Behavior?
Behavior is either learned or it is instinctual. To ensure learning, all humans are born with a pleasure center. All things that give us pleasure act on this pleasure center in the brain to reinforce behavior. Learning happens when the pleasure center is stimulated, resulting in reward or reinforcement. Behavior that is rewarded is learned and repeated.

Concept 2  What are the seven basic pleasures for humans?
There are seven things that are the basic sources of pleasure and reward for humans. These are: food, comfort, affection, entertainment, social power, possessions and sex. In addition, we have drives to obtain each of these. In other words, these seven things are the key to motivation.

Concept 3  What does pleasure have to do with antisocial behavior and addiction?
A problem with pleasure is part of what is wrong with people with addiction and antisocial behavior. This problem with the pleasure balance (see below) starts during childhood.

Concept 4  What is balance in pleasure? (page 144)
At risk children often lack balance in pleasure. They find the wrong things pleasurable. A defiant/strong-willed child often gets his greatest pleasure from controlling other people. In order to have well-being, the pleasure we get from affection and being with loved ones, has to be greater than the pleasure from other sources. Since parents and family are the main source of affection, significant people should be the most important source of pleasure for a child. Course 1 is designed to help you strengthen your bond with your child. It is important that you continue with personal stress management, and play sessions as you established in course 1. Play sessions should be at least 4 times a week.

Concept 5  These exercises may not produce immediate results. It can sometimes take months to establish a better pleasure balance.
Concept 6  The Entertainment Drive (page 110-120).
Behavior is motivated by the things that gives us pleasure. The entertainment drive causes your child to fill his free time with things he finds entertaining. Many children must be taught how to derive entertainment from things other than TV and videogames. Too much exposure to TV and videogames prevents children from learning other enjoyment.

Concept 7  Joy in Little Things (page 111).
The ability to find joy in little things is a learned skill. If your child can’t learn this skill on his own, you have to teach him.

Concept 8  The Drive for Social Dominance (page 127).
The drive for social dominance is also called the power motive. This drive causes us to be competitive. It also causes us to behave in a controlling way toward and to want to have power over others. The problem with the drive for social dominance is that it also prevents children from developing ability to love. The pleasure associated with power and competitiveness quenches affection (see page 52).
The Pleasure Balance

Food

Comfort

Affection

Entertainment

Possessions

Social Dominance

Sex
Exercise 1
Motivate by rewarding good behavior

Before the first session, parents should read *Just Like His Father?* Chapter 4. Review Concepts 1-3. Make sure you understand the connection between pleasure and motivation.

**Activity 1: Catch your child in the act of doing good.**
Make an extra effort to observe your child. When you see him doing something good, respond with positive attention, appreciation and praise (for examples, see Worksheet 2). Especially praise your child when he has complied with a rule or done something good without being asked. Points to remember:

- The expressions of praise should be immediate.
- Clearly and specifically state what it is that you like.
- NEVER complement and criticize at the same time. For example don’t say, “It is great that you picked up. What took you so long?”

**Activity 2: Train your child to do what you ask.**
Much of what we do is a habit. The purpose of this activity is to get your child into the habit of doing what you ask him to do. 2-3 times a day, have your child do a small task. These tasks should be easy and require little effort. For example, ask him to retrieve an object or put something in the trash. Make sure that your child is not in the middle of some other activity when you give him these simple tasks to do. **Make it as easy as possible for him to go along with what you want.** It is very important that when you ask your child to do a task, you watch him do it and give him immediate positive feedback for doing the task. In this activity, you will also get practice effectively asking your child to do things, and rewarding him for compliance. Below see some guidelines for this activity:

- Be confident in your requests/commands NEVER be wishy-washy. If your child tries to refuse the request, follow through by insisting he do it.
- Only give one request/command at a time.
- Make sure your child is paying attention when you give the request or command. Reduce any distractions first. Turn off the television or any other distracters.
Catch Your Child in the Act of Doing Good

In the table below keep a record of the good things you praised your child for doing.

<table>
<thead>
<tr>
<th>Day 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
</tr>
<tr>
<td>Day 6</td>
<td></td>
</tr>
<tr>
<td>Day 7</td>
<td></td>
</tr>
</tbody>
</table>
Expressions of Approval

It is important that you VERBALLY express approval for the good your child does. You can add non-verbal gestures as you see fit.

1. What to say:

- Good Work!
- Great Job!
- Nice Going!
- Super!
- Fantastic!
- Excellent!
- Wow!
- Thank You!
- I like it when you…
- You sure act grown up when you…
- That was a nice thing to do.
- I am proud of you when you…

2. Thinks to do when you give verbal praise:

- Hug
- Pat on shoulder
- Smile
- Thumbs up sign
- OK sign
- Wink
- Blow a kiss
- Clap softly

3. Give a certificate or use stickers on a calendar for an exceptionally good job.

4. Your own ideas:
**Training Your Child to Do What You Ask**

In the table below keep a record of what your child did in response to your requests.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2
Motivating Independent Play

Parents often complain that they can’t get anything done because a child becomes disruptive or acts out. This week we are going to address that issue. It may not be reasonable to ask young children to be alone in another room while you do your own thing somewhere else. Children want to be with their parents. The goal of this week’s activities is to give your child the message that he is with you even when the two of you are in the same room doing different things. First take a look at worksheet 1. Complete this Worksheet before attempting the rest of the activities. In Activity 2 you will begin a program of teaching your child to play independently. The goal of this week’s activities is to give your child the message that he is with you, even when the two of you are in the same room doing different things.

1. Activity 1. I can’t get anything done because…Make a list of things you have a hard time getting done because your child interrupts you. See Worksheet 1.

2. Activity 2A. Why can’t your child play independently? See Worksheet 2, make a list of things your child does when you try to do something without him. Lack of balance in pleasure causes children not to be able to play independently. Think about it, if your child really enjoyed a certain activity, he would be able to focus on it. If your child wanders around the house looking lost, and cannot decide what to do, it is because he can’t decide what he enjoys. When you insist your child do chores with you, you decrease the amount of time he has to play. That makes playtime more valuable. Also, your child will soon discover that his play is more pleasant than chores. Assuming you are working on involving your child more in your household chores, you are also ready to begin to teach him to play independently.

3. Activity 2B. Training your child to play independently. See Worksheet 3. When you are about to do a task, like talking on the telephone, help your child pick something to do to keep busy while you are busy. If possible offer him choices. Then, each of you begin your respective tasks. Make sure your child knows you are watching him during his independent activity. Then every few minutes take a break from what you are doing to offer a positive comment. For example, “You are doing a great job…” Each day, have him play independently for longer periods between offerings of encouragement. When you have finished your task, give your child positive feedback, “Thank you for playing on your own while I______. Now we can do something fun together.”

4. Activity 3. My child’s leisure time. Complete Worksheet 4 as preparation for next week. How does your child spend his free time? Just by recording what your child does each day, you will discover a lot about how he entertains himself. How much time does he actually spend watching TV or reading?
I Can’t Get Anything Done Because…

Make a list below of the things you can’t get done because your child becomes disruptive or acts out. Examples include, talking on the telephone, visiting with friends in the home, reading, and doing chores.

1. Things I have a hard time getting done:

2. Now take a look at your list, ask yourself if your child should really be helping you do these tasks. If you are not able to get the chores done because your child interrupts you, **it is time to have him do the chores with you.** Most of the time, if you are working, your child should be helping. Make a list of things you are going to have your child do with you. It will take longer to do things with your child’s help. But this is time well invested!
When I try to get something done, my child...

1. Things my child does to interrupt me:

2. Things my child can do when I can’t pay full attention to him:
   - Color, paint, draw
   - Play with play dough
   - Read or look at a book
   - Work a puzzle
   - Build something with Lego blocks
   - My own list:
**Daily Independent Play**

In the table below keep a record of your child’s independent play. Remember, he can be independent more easily than he can be alone.

<table>
<thead>
<tr>
<th>Day 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
</tr>
<tr>
<td>Day 6</td>
<td></td>
</tr>
<tr>
<td>Day 7</td>
<td></td>
</tr>
</tbody>
</table>
How My Child Uses His Free Time

In the table below keep a record of your child’s activities. What does he do? Especially note after school activities and TV viewing times.

<table>
<thead>
<tr>
<th>Day 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read Just Like His Father? Pages 110-120. Review Concepts 4 and 5. This week, you will begin to shape or reshape your child’s entertainment drive.

1. **Activity 1. Analyze worksheet 4 from last week. How does your child actually spend his free time?** Is there a balance of activities, including time spent exercising? Complete Worksheet 1. According to the American Academy of Pediatrics, the average child watches about 3 hours of TV a day. On average, children spend 5 1/2 hours on all media combined (according to the Kaiser Family Foundation). This over exposure to media does not help a child develop his brain. Parents also need to make sure that their children are getting enough exercise. But, how much is enough? According to the 2005 dietary guidelines from the U.S. Government, all children 2 years and older should get 60 minutes of moderate to vigorous exercise on most days of the week. The time spent in exercise can be broken up into several smaller periods, and does not have to be all at once.

2. **Activity 2. Make a new schedule for your child. Set goals for developing your child’s entertainment drive.** Complete Worksheets 2 and 3.

3. **Notes:**
## Analysis of My Child's Free Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Hours/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chores</td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>Video-Games</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Other Hobby</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Things I would Like My Child to Enjoy

In the space below make a list of activities you would like your child to enjoy:
Exercise 4
Transforming Your Child’s Drive for Social Dominance

Read *Just Like His Father?* Pages 127-137. Review Concept 6. This week, you will learn how to redirect your child’s drive for social dominance. **That means you will learn how to take the energy your child uses to be bossy, aggressive and oppositional and use it constructively.** At risk children are often born with an increased drive (or desire) to be competitive and have power over others. This drive is not necessarily a bad thing. But, if it is excessive, it interferes with a child’s ability to love. Parents should help at risk children develop healthy outlets for this drive. By developing healthy outlets, children learn to take the energy/motivation associated with a drive and use it for something constructive. These are the healthy outlets for the drive for social dominance:

- Use the energy/motivation to develop competency/independence and become good at things.
- Use the energy/motivation to learn to be a good leader.

**Activity 1: Make a plan to develop your child’s competency.** By becoming good at things your child can develop true self esteem. Otherwise, your child will rely on bullying and control to feel competent/powerful. Competency for a child means:

- To the extent possible doing all of his own self care (Worksheet 1).
- Learning to help run the household (Worksheet 2).
- Doing his best at school (Worksheet 3).
- Becoming good at hobbies (Worksheet 4).

**Activity 2: Make a plan to teach your child about leadership.** The qualities that constitute leadership are linked with a person’s own sense of self worth and competency. To be a leader, a person also has to have empathy and ability to love. **Your child needs to learn that the desire for power does not constitute leadership,** see Worksheet 5.

Notes:
My Child’s Self Care

Below is a list of self care skills for young children. Encourage your child to do these independently as soon as he can. Whenever your child tries a new skill, whether he succeeds or not, tell him you are proud he made the effort and urge him to try again. Don’t step in too quickly to help; it is essential that he have enough time to master these things on his own. Parents are sometimes too rushed to allow children to develop skills. This is often a barrier to independence and self esteem.

Be flexible — if learning to wash hands means a messy bathroom for a few days, or if getting dressed on her own means she spends a week running around in an old pink turtleneck, a bright red skirt, blue jeans, and flip flops, go with the flow. The more your child practices, the better he/she will be.

Often parents feel that helping children with self care is an expression of affection. However, doing for your child the things he can do for himself is not a good thing unless he is ill or otherwise needy. Doing too much for your child puts you in the position of being his servant (pages 198-199). It also fosters dependency and undermines self esteem.

• **Using the toilet:** Most children aren’t physically ready to start toilet training until they’re at least 18 to 24 months old, and some won’t be ready to begin for as much as a year after that. Teach your child to use toilet paper for himself. It is important to encourage children to progress but don’t pressure them before they are ready.

• **Taking off clothes:** Encourage your toddler to remove his own clothes while you stand by to offer assistance if needed. Children should be able to begin this task between 13 and 20 months.

• **Brushing teeth:** Many children don’t like to have their teeth brushed. Teach brushing skills to toddlers. Stand by and observe 3 and 4 year olds to make sure they are brushing adequately.

• **Washing and drying hands:** This skill develops between 19 and 30 months and is something your child should learn before or at the same time as using the toilet.

• **Getting dressed:** Some children will develop the motor skills and coordination more quickly than others, but practice does make perfect when it comes to self-dressing. Most children will start out making mistakes and some may even get frustrated. It is very important to encourage children to dress themselves. This does not mean that you leave the room while they dress. It means standing by, giving verbal instructions and assistance as needed. 4 year olds should require minimal assistance. 6 year olds should be able to dress alone.
My Child’s Self Care

• **Preparing breakfast:** Toddlers as young as 3 may be able to get themselves a bowl of cereal when they are hungry. Most kids can do this by the time they are four and half. If your child wants to give this a whirl, make it easy by leaving kid-size containers of cereal and milk in the cupboard and fridge.

• **Using a fork and spoon:** Some toddlers may start wanting to use utensils as early as 13 months, and most children have figured out this all-important skill by 17 or 18 months. By the time he is between 4 and 5, your child will probably be able to hold these utensils like an adult.

• **Using a knife:** First teach your child to cut with a butter knife, then teach him to use a steak knife. Generally speaking, children 8 years old and up should cut their own food.

• **Caring for belongings:** As soon as your child has toys, he should begin caring for them. Help your child by providing organization for his space and places to put his stuff.

• **Caring for clothes:** Teach your child to put dirty clothes in the basket. Show him where his clothes are. Do not sort or fold laundry by yourself. Have your child help you. Sorting laundry is a good job for 4 and 5 year olds to learn.

• **Caring for schoolwork:** See page 191. Your at risk child may need daily help keeping his schoolwork organized. The important think is to train him to spend time organizing every day. Encourage him to be independent but help him if he can’t do it alone.

Self care skills we need to work on:
Chores My Child Is Able to Do

How to introduce chores to your kids:

• **Start early:** Parents should start giving their children household responsibilities when they are young. As children get older, they should then be given more challenging tasks. **If you did not start early, start now.** Explain that things need to go better in your house with everyone chipping in. **Many children believe it is a mother’s job to be the maid and wait staff!** Explain to your child that this is a false belief.

• **Break down the chore into small parts.** Show children how to do the chores and give them a checklist of important steps. Instead of telling a child to clean his bedroom, parents should create a list of all of the things that make up the chore of cleaning the bedroom, like picking up toys, changing sheets, vacuuming. Make sure young children learn one chore at a time. Wait until they master the chore before adding a new one.

• **Explain.** Children need to know why pitching in is important. Parents should explain that doing chores benefits the whole family.

• **Monitor and do jobs together as a team.** Be available to answer questions about chores and to inspect your child’s work to make sure the job is being done correctly. The younger children are, the more supervision they need.

• **Reward children for a job well done.** Provide lots of praise. Parents should shower their kids with praise when they make an effort to do their chores. That praise should continue after kids do their chores well. Check the list of verbal and non-verbal rewards from week 1.

• **Provide logical consequences.** In addition to rewarding your child, provide penalties for missed chores. For example, if a child repeatedly forgets to put his bike away at the end of the day, a logical consequence would be prohibiting the child from using the bike for a few days.

• **Don’t do the chore if your child forgets or refuses.** If parents get frustrated and do their children’s chores, their kids will learn that their parents don’t mean what they say. Do chores together and apply consequences for missed chores.

• **Put the names of chores on 3x5 cards.** Set aside one hour two or three days a week as chore time and have everyone in the family pick a surprise job to do.
Chores My Child Is Able to Do

In the table below keep a record of your child’s chores.

<table>
<thead>
<tr>
<th>Day 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
</tr>
<tr>
<td>Day 6</td>
<td></td>
</tr>
<tr>
<td>Day 7</td>
<td></td>
</tr>
</tbody>
</table>
My Child at School

• **Assess how your child is doing:** Most schools now test children to determine if they are mastering important skills. Meet with your child’s teacher to find out how he is doing.

• **Make a plan to improve problem areas.** Do not rely solely on the school to teach your child. If he is having trouble in a subject help him at home yourself or get him extra help. Make sure homework is done before the TV goes on.

• **Supervise:** Check your child’s assignment pad. Help him plan for long term projects. Remember, at-risk children often need help with organization.

• **Encourage your child to go beyond the class work.** Read with your child or have him research topics he finds interesting.

Subject areas my child needs to work on:
My Child’s Hobbies

• List your child’s hobbies:

• Make a plan to help your child become good at something:
Qualities of a Leader

At risk children often have a strong desire to be leaders. When other children don't follow, they become frustrated and have social problems. To help your child socially, teach him about leadership. The qualities that constitute leadership are linked with a person's own sense of self worth and competency. Here are some tips to help your child develop leadership skills.

• **To be a leader, your child must have a realistic knowledge of his own strengths and weaknesses.** Help your child by praising his strengths and acknowledging his weaknesses. Let him know that it is O.K. not to be perfect.

• **A leader is able to assess a situation and trust in his own ability to perform.** A leader is willing to take a chance on a decision because of his own confidence in his own judgment. Help your child develop judgment by talking about life with him.

• **A leader develops trust in other people, and they trust him/her in return.** Help your child learn that trust is a two way street.

• **A leader is not a one man show!** A good leader knows how to recognize ability in the people around them. Further, he encourages and nourishes those abilities in others by allowing them to take on tasks. The leader then demonstrates confidence that others will succeed. A leader is happy when others do well.

• **A leader has the uncanny ability to inspire.** Help your child see how leaders in his own life like teachers, coaches, scout masters and pastors have inspired him.

• **Give your child opportunities to learn leadership.** Children learn leadership skills through athletics, scouting, and clubs. Opportunities are also available at school. Talk to your child about his in-school activities; encourage him to participate in student council.

• My plan to help my child develop leadership skills:
Exercise 5
Additional Rewards

Some children are very impulsive and lack self control. A percentage of these children do not find the praise of parents very rewarding. If this reality describes your child, do not despair; instead keep working on loving your child and showering him with affection. This affection will make him more responsive to your praise. In the mean time, you can also set up an additional reward system. Please understand that if your child is this difficult, you should seek a mental health evaluation from a competent professional.

Most parents already use privileges, toy rewards, and allowances to reward good behavior. This system simply allows parents and children to keep track of whether a child has earned a reward. In this system, children earn chips or points for chores and good behavior that can be exchanged for things the child wants. This system works for children who are at least 4 years old. Use the poker chip system for children 4-8, and the point system for children age 9 and above.

If you have wondered about the fact that raising your child requires a great deal of effort, wonder no more. Using these systems and managing your child's life, requires time and energy. At risk children require more time and energy from parents in order to learn how to live a good life. Just like some children effortlessly learn academics like reading and math while others require individual teaching. Some children require individual instruction on how to live because they cannot learn on their own.

Notes:
Additional Rewards 1a

The poker chip system ages 4-8:

- **Children 4-5.** Each chip regardless of color is worth the same number of points. Paste or tape a chip to a piece of cardboard at least 8 1/2 in. by 11 in. You will also staple your privilege and jobs pages to the cardboard after you have filled them out.

- **Children 6-8. Different colors, different point values.** Take white, blue and red chips. Paste or tape them to a piece of cardboard at least 8 1/2 in. by 11 in. On each chip write with a black permanent marker, the number of points each represents usually 1 pt/white, 5 pts/blue and 10 pts/red. You will also staple your privilege and jobs pages to the cardboard after you have filled them out.

- **Explain the program with a positive spin.** Tell your child that you want to make sure you reward him for all the good things he does. Do not tell him you are starting the program to punish bad behavior.

- **Have fun together making a bank to store chips in.** You can decorate a shoebox or large plastic jar.

- **Copy the included privilege page.** Sit down with your child and make a list of privileges. Include everyday things like watching TV, talking on the telephone, playing video-games, eating a dessert food, going to friend’s house, and playing outside. Also include special activities like spending the night at a friend’s, buying a toy, staying up past bedtime, going to a movie, going on an outing. There should be **15 items**, 5 every day items, 5-8 items that will take several days to save for, and 2-5 items that may take a week to save for. Children should earn ALL of their privileges. Parents should not charge for needs like meals and everyday clothing.

- **Copy the included jobs page.** Sit down with your child and make a list of jobs and behaviors to increase. These can be regular chores like setting the table for a meal, picking up, making the bed and emptying trash cans. If your child has trouble in any self-care area like getting dressed, brushing his teeth or being ready for school on time, put these self-care tasks on the list too.

- **Decide how much each task or chore is worth in chips.** For 4 or 5 year olds assign from 1-3 chips/task, for children age 6 and up, use a range of 1-10 chips giving larger amounts for big jobs.

- **Add up the number of chips you think your child can earn each day if he does most of the things he is supposed to do.** Most of the chips your child earns in a day should be spent on his privileges. Your child should also be able to save a few each day for bigger things. Then, assign chip numbers to each of the 15 privileges you wrote down.

- **Give bonus chips for exceptionally good behavior!** You can even give bonus chips for peaceful independent play.

- **When your child earns a chip, give him the chip and tell him how he earned it.** Let him put the chip in the bank. When your child spends his chips, have him take them out of the bank. Make it clear that he may not touch the chips he has not earned.

- **If your child refuses to participate, hold your ground and do not extend to him ANY privilege he does not earn.**
# Privileges

<table>
<thead>
<tr>
<th>Privilege</th>
<th>Points to Earn</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pts.</td>
</tr>
<tr>
<td>2.</td>
<td>Pts.</td>
</tr>
<tr>
<td>3.</td>
<td>Pts.</td>
</tr>
<tr>
<td>4.</td>
<td>Pts.</td>
</tr>
<tr>
<td>5.</td>
<td>Pts.</td>
</tr>
<tr>
<td>6.</td>
<td>Pts.</td>
</tr>
<tr>
<td>7.</td>
<td>Pts.</td>
</tr>
<tr>
<td>8.</td>
<td>Pts.</td>
</tr>
<tr>
<td>11.</td>
<td>Pts.</td>
</tr>
<tr>
<td>13.</td>
<td>Pts.</td>
</tr>
<tr>
<td>15.</td>
<td>Pts.</td>
</tr>
<tr>
<td>Job</td>
<td>Points Earned</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
</tr>
</tbody>
</table>

**JOBS**
# My Points

<table>
<thead>
<tr>
<th>DATE</th>
<th>ITEM</th>
<th>DEPOSIT</th>
<th>WITHDRAWAL</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teach Your Child
Impulse Control
Exercises for Use with *Just Like His Father?*
Liane J. Leedom, M.D.
Contents

Introduction ......................................................................................................................... 63

Establish Clear Rules for Behavior In and Out of Your Home ........................................ 65
  Our Rules for Self-Care ............................................................................................... 66
  Our House Rules ......................................................................................................... 67
  Our Rules for Nice Behavior ....................................................................................... 68
  Rules for School Work ................................................................................................. 69

Enforce Your Rules through Limit Setting ........................................................................ 70
  Consequences to Use (add your own) ........................................................................ 71
  Record of Limit Setting ............................................................................................... 72

Teach Anger Management ............................................................................................... 73
  When I'm Angry I Will... ............................................................................................. 74

Practice Using Time Out .................................................................................................. 75

Teach by Talking About Rules and Consequences .......................................................... 76
  Journal of Our Special Talks ....................................................................................... 77

Teach Time Management ................................................................................................. 78
  My Schedule ............................................................................................................... 79
  MY TO DO LIST .......................................................................................................... 80

Teach Organization .......................................................................................................... 81
  When My Room Is Clean It Looks Like This ............................................................... 82
Introduction

The exercises in this course are designed to accompany *Just Like His Father? A Guide to Overcoming Your Child's Genetic Connection to Antisocial Behavior Addiction and ADHD*. The course can be taken individually, in groups and with a therapist/coach. In that case one exercise each week is a good schedule. If working alone, you may be able to do more than one exercise a week. In most cases it makes sense to do the exercises in order. Exercises may be skipped if you don’t feel you need them. Some of the material in this course was adapted from *Defiant Children A Clinician’s Manuel for Parent Training* by Russell A. Barkley, The Guilford Press, 1987.

Most children naturally learn impulse control without much focused teaching from parents and other caregivers. At-risk children may have difficulty learning impulse control without focused teaching. This may mean that in at risk children, the parts of the brain that enable impulse control need more stimulation in order to develop properly. In addition, the parts of the brain that are involved with speech and language may be used to help with impulse control (see page 94). Exposing your child to books and talking with him a lot may therefore strengthen his impulse control. This course will show you how to provide your child with focused teaching of impulse control.

Impulse Control (Chapter 4)

Key Concepts

Concept 1 What is an impulse? (Page 87)
An impulse is a thought to do something. Impulses come from our basic drives (see page 143) and our emotions.

Concept 2 What is a drive? (Page 87)
A drive is a very powerful force within us that makes us want to do something. We have drives to do the things we need to do to survive and reproduce (see page 143).

Concept 3 What is impulsivity? (Page 88)
Impulsivity is a symptom of many mental illnesses including ADHD, addiction(s), and antisocial personality disorder. Impulsivity is “a predisposition to rapid unplanned reactions, without regard to the negative consequences of these reactions.”

Concept 4 What is the impulse control center? (Page 89)
The impulse control center is the part of the brain responsible for providing impulse control.

Concept 5 Why should parent's discipline children? (Page 91)
The purpose of discipline is to teach a child impulse control. Please remember that in addition to teaching impulse control, parents also have to model impulse control. Parents should also surround impulsive children with influences that promote impulse control. Parents should also keep children away from influences that promote impulsivity, like violent media and impulsive peers. These are the three ways children learn (see model, teach, influence, page 44).
Concept 6  At risk children who are fearless by temperament have a hard time learning impulse control through punishment. (Page 120-127)
Punishment is meant to cause “fear” of repeating an action that has been punished. Since some children don’t experience much fear, these children are less affected by punishment.

Concept 7  Love makes even fearless children more responsive to parental correction. (Chapter 3)

Concept 8  Punishment that is meant to cause fear of a parent is very bad for at risk children. (Page 169-173)
Since many at risk children don’t respond much to punishment, parents also have to use positive motivation to train impulse control (see pages 96-98 and Enhancing Your Child’s Motivation Course 2 of this series).

Concept 9  Why are family rules important? (Page 94-96)
The emotions you should help your child see in himself and others are: joy, affection, self-satisfaction, curiosity, fear, surprise, anger, jealousy, pain, guilt and shame.

Concept 10  What is limit setting? (page 100)
Limit setting is the correction of misbehavior for the purpose of teaching impulse control.

Concept 11  What are the five steps to limit setting? (Page 100)
The five steps to limit Setting are:
1) Get your child’s attention.
2) State the rule that applies to the behavior.
3) State the correct action or give a reason.
4) Give a warning or consequence.
5) Always follow through with warnings and consequences.

Concept 12  What are the two types of consequences? (Page 101-102)
The two types of consequences are natural consequences and logical consequences.

Concept 13  Impulsivity in Emotional Expression (Page 104-108)
Impulsive children have difficulty managing all the emotions discussed in the first course, especially anger. Impulsive children have to be patiently taught how to manage their anger.

Concept 14  At risk children particularly those with ADHD and/or Depression have a hard time with Organization and Time Management. (Page 145-149).
Help your child learn time management and organizational skills. Don’t overload him with activities or belongings.
Exercise 1
Establish Clear Rules for Behavior In and Out of Your Home

Before this exercise, parents should read *Just Like His Father?* Chapters 4 and 6.

1. **Review with your therapist/coach Concepts 1-8.** Look within yourself with a critical eye. Have you established clear rules for behavior in and out of your home? Have you made these rules known to your child? How consistent have you been? Can your child state in his own words, the rules for behavior?

   Now that you have taken inventory of how you have done things in the past, don’t linger thinking about the past! Move on to the present and future. Set a goal here to model, teach and influence impulse control.

2. **Repeat the Parent’s Pledge:**

   *A Parent’s Pledge*
   
   Beginning today, I will be
   
   A positive model for my child.
   
   I will teach him to love.
   
   I will be a positive influence,
   
   Creating an atmosphere of peace
   
   And joy in our home

3. **Review with your therapist/coach Concept 8.** Look at the examples given on pages 95 and 95. Complete your own list of rules on the following four pages. Pick a good time when you and your child are calm and relaxed. Go over the rules with your child and get his input. Discussing the rules in a give and take conversation is very important for at risk children. If your child says defiantly that he doesn’t understand why a certain rule is important. Don’t react emotionally; explain rationally the reasons for the rule.
Our Rules for Self-Care

1. Wash your hands after using the toilet and playing outside.
2. Wash before eating.
3. Take a bath every day.
4. Brush your teeth twice a day.
5. Get enough exercise.
6. Eat a good diet.
7. Take pride in your appearance, wear clean clothes.
8. Comb your hair and maintain a style that shows respect.
9. Take care of your belongings.
10. Keep your living space neat.
Our House Rules

1. No running in the living room.
2. No yelling in the house.
3. Eat only in eating areas.
4. Finish playing in time to put things away.
5. Pick up after yourself in the bathroom.
6. Put your dirty clothes in the hamper.
7. Put trash in the garbage can.
Our Rules for Nice Behavior

1. Do not grab objects from other people.
2. Share things.
3. Do not yell at anyone.
4. Do not use foul language.
5. Knock before entering another’s space.
6. Ask before using someone else’s stuff.
7. Use other good manners.
Our Rules for School Work

1. Turn in all notice papers your teacher gives you.
2. Do homework before playing.
3. Keep your notebooks neat and organized.
4. Tell mom/dad about all large homework projects; do not wait until the last minute.
5. Always study for tests.
6. Don’t be embarrassed to ask for help.
7. Read your school books even when not directly told to.
8. If you have extra time read about something you found interesting.
9. Don’t be satisfied with doing the minimum amount of work!
Exercise 2
Your Use of Punishment

The purpose of this exercise is to get you to stop and think about what punishment is and why you punish your child. Take a moment to complete the worksheet on the next page.

Now that you have completed that worksheet here are some common false beliefs parents have about punishment:

1. If my child is punished enough, he'll learn.
   • At best, punishment temporarily stops an unwanted behavior it does not teach correct behavior.
   • At risk children have very strong drives and poor control. They often cannot use control even when they know they should.

2. More of a given punishment for unwanted behavior will help more. In other words punishment will work better if it lasts longer.
   • At risk children often respond poorly to punishment even when the punishment lasts a long time.

3. If a low level punishment doesn't work then a higher level of punishment is needed.
   • At risk children often respond poorly to punishment even when the punishment is intense or painful.

4. You can tell if the punishment worked by the child's reaction. If he cries or is upset the punishment is effective.
   • The purpose of punishment is to stop an unwanted behavior not to cause a child to cry. At risk children may not react emotionally or they will fake emotion if faking serves a purpose.
   • Parents who expect a child to cry are trying to exert dominance. There are better way to exert dominance and authority than through punishing.

5. Anything disliked by a child can be used for punishment.
   • If you want your child to enjoy an activity do not use it to punish him! Practicing musical instruments, doing household chores and reading should not be used for punishment. DO NOT TEACH YOUR CHILD TO AVOID WORKING OR USING HIS MIND!

6. Yelling at a child is good punishment because he will learn his lesson.
   • Children do need verbal lessons, but they cannot learn when being yelled at.

More facts about punishment

1. Punishment doesn't work but limit setting does (see Exercise 3)
2. Yelling doesn't work but sometimes it is necessary to give a reprimand (see How to give an effective reprimand).
Stop and think a moment about how much you punish your child. How much do you yell? Do you spank or hit?

**Ask yourself if the punishment you use has helped your child. Make your own notes in the space below.**
The correct way to Reprimand

There may be times when you want to reprimand your child. To reprimand means to communicate disapproval from a position of authority. Although you may feel that raising your voice communicate authority, a raised voice may also communicate lack of control. To be an authority you must remain in control. You must show your child you are wiser and more mature than he is. If you say something like "you embarassed me when you..." during a reprimand, you undermine your authority. You do not want to reinforce the idea that your child has power over your feelings.

Reprimand Procedure

1. Reprimand your child immediately following an action. Tell him specifically what he did wrong in ONE SHORT SENTENCE!
2. Tell him what the correct action would have been and why.
3. Stop and let it sink in.
4. Verify your child understands by having him repeat your teaching.
5. Tell him you that you think well of him, but not his performance. (You area a great kid who messed up!)
6. Tell him that you realize he will make a better choice next time.
7. Let it go.

NOTES:
Exercise 3
Enforce Your Rules through Limit Setting

Before this exercise, parents should review *Just Like His Father?* Chapter 4, pages 100-104. If your child is not accustomed to Limit Setting, then starting may provoke temper tantrums. BE FOREWARNED. Do not start this exercise unless you have freed up time to implement it. If you give in to the tantrums that happen around Limit Setting, your child will be encouraged to have more tantrums. Now more than ever, BE CONSISTENT. Inconsistency weakens the effectiveness of Limit Setting. Every time you choose to tell your child to do something, you must follow through with a consequence for disobedience. Use Limit Setting to communicate a warning of an impending consequence. If you are unable to follow through do not give a command. Don't forget to reward your child for doing what you ask.

1. **Review with your therapist/coach Concepts 5,6,7,8,10,11 and 12.** Take a moment to try your best to put yourself in your child's place. Impulsive children often do things before they realize what they have done. They don't easily connect punishment (especially yelling and spanking) with the behaviors they are being punished for. Lack of understanding the connection between what they do and the reaction of parents, can leave children feeling mistreated, “for no reason.” Use of the five part limit setting strategy will help you not to react with anger to your child’s behavior. Your angry reactions are unlikely to help him learn impulse control. Your angry reactions will through modeling, show your child how to be angry!

2. **From now on, whenever your child violates a rule, practice the five-part Limit Setting procedure.** Remember, step 5 is the most important step! If you fail to follow through, your child will learn to ignore your warnings. The five steps to Limit Setting are:
   1) Get your child’s attention. (at least make eye contact)
   2) State the rule that applies to the behavior. (use short simple statements)
   3) State the correct action or give a reason.
   4) Give a warning or consequence.
   5) Always follow through with warnings and consequences.

3. Plan ahead, make a list of consequences.

4. The procedure for telling your child to do something is:
   - Give the command
   - **Silently,** count to five, giving your child a chance to follow through
   - Use the limit setting procedure if he does not follow through
     1) Get your child's attention. (at least make eye contact)
     2) State “You have to listen when I tell you to do something!”
     3) State “I told you to __________.”
     4) Give a warning, “If you do not_________ then _____ (consequence).
     5) Always follow through with consequence, if the child fails to move after 5 seconds.

5. Keep a daily record of behaviors and limit setting for at least three weeks.
Consequences to Use (add your own)

Logical Consequences:

Remove from situation

Time out

Take away chips/points

Take away toy

Loose privilege (if not using chips/points)

Natural Consequences:

Don’t replace lost or mistreated toys
## Record of Limit Setting

<table>
<thead>
<tr>
<th>Date</th>
<th>Behavior and Consequences Imposed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teach Anger Management

Before this session, parents should review *Just Like His Father?* Chapter 3, pages 104-108, and Concept 13 of this course. Remember, if you want your child to manage his anger better you have to model and teach anger management! Please visit [http://www.angriesout.com/lies_under_anger/angries_02_content.html](http://www.angriesout.com/lies_under_anger/angries_02_content.html) to watch a good video on anger with your child. I don't agree with all the material on this site, but I recommend this short video.

Teach your child that he has choices about his behavior. Other people may provoke but do not cause his feelings, thoughts, behavior or words.

1) **We are in charge of our own feelings.**
   - Although we can't always stop ourselves from being provoked, we own our own feelings.
   - We feel our own feelings.
   - We must label our own feelings.
   - We must calmly communicate our own feelings.
   - Since feeling anger is part of being human, we have to learn healthy ways to deal with anger.
   - We can find ways to let anger go.

2) **We are in charge of our own thoughts.**
   - Some thoughts keep us angry. Some thoughts calm us down.
   - We can choose to have calming thoughts.
   - We can practice using calming thoughts to cool off.

3) **We are in charge of our own behavior.**
   - We own the hurtful actions that we inflict on others.
   - We can stop hurting people with actions.
   - We can learn to control what we do with anger.
   - We can express angry feelings in ways that are fair to others and ourselves.

4) **We are in charge of our own words.**
   - We own the hurtful words we speak when angry
   - We can stop hurting people with words.
   - We can use the firm and fair words: "I feel ____ when you _____."
   - We can talk about feelings and try to work things out.

On the next page help your child list some things to do when he is angry.
When I'm Angry I Will...

Take a Deep Breath

Stop and think; make a good choice.

Use my words. Say “I feel mad when you ____.”

Take a time out

Tell myself good things to calm down

Draw a picture.

Write a story
Exercise 4
Practice Using Time Out

Time Out is not used as a punishment so much as an opportunity for the child to try to regain control of emotions. Use time out to help a child deal with anger, frustration and other negative emotions. Time Out is a better consequence to impose for behavior associated with emotion because it directly teaches emotion management. The Time Out should serve to teach the child to manage strong feelings safely, and after he or she has done so, the child should be praised for calming down. Time Out may also be used as a consequence for not complying with requests and limits.

For Time Out to work, your child has to go there willingly. At a time when you both are calm and relaxed, teach your child to sit in the time out chair. Say, “I’m going to show you what to do when you feel angry and out of control.” Sit him in the chair and show him how to take a few deep breaths. Give him reward for practicing using Time Out. Remember, the purpose of Time Out is not to make your child feel bad. The purpose of Time Out is to teach him how to remain in control and to remove him from a situation where he is unable to exercise control.

• The Time Out Procedure for regaining control of emotion:
  1) Get your child’s attention. (at least make eye contact)
  2) Tell your child he is responsible for controlling his actions, and not ______.
  3) Tell him to take a deep breath to regain control.
  4) Tell him he will have to go to Time Out if he chooses not to regain control.
  5) If after 5 seconds, he is not in control, calmly lead him to Time Out.

Time Out should be in a hard backed chair away from toys, TV or other people.

Your child should stay in Time Out for no more than one minute for each year of age. He should not come out of time out unless he is calm and agrees to stay in control. If your child calms sooner, he can come out sooner.

• The Time Out Procedure for failure to comply with commands and misbehavior:
  1) Get your child’s attention. (at least make eye contact)
  2) State the rule that applies to the behavior.
  3) State the correct action, adding, “Or you will go to Time Out.”
  4) Implement Time Out if the child has not complied after 5 seconds.
  5) Always follow through, calmly lead the child directly to Time Out.

Time Out should be in a hard backed chair away from toys, TV or other people.

Your child should stay in Time Out for one minute for each year of age. He should not come out of time out unless he is calm and agrees to do what he was originally asked to do.

• If your child does not stay in Time Out. It is very important you insist he stay in time out until he is calm even if you have to physically keep him there. Tell him that lack of cooperation will increase the amount of time he spends in Time Out. If your child physically assaults you and is very difficult, don’t go it alone, get help from a qualified professional, see Chapter 11, page 214.
Exercise 5
Teach by Talking About Rules and Consequences

Children raised in homes where rules and consequences are discussed frequently, do well and learn impulse control. **Discussion does not mean lecture!**

1. Pick a time when you are relaxed. Get out the records you have made of limits set and rules. Sit down with your child and talk about rules and emotions he has a hard time with. Get his input about what would help him improve. Offer incentives for better behavior. Tell him your job is to help him learn to control himself.

2. If your child mentions rules you have broken or times you have lost your temper. Don’t deny, admit the behavior, no one is perfect. Your admission will model for your child how to try to do better. Tell your child what you will do differently next time.
Journal of Our Special Talks
Exercise 6
Teach Time Management

Before this session, parents should reread *Just Like His Father?* Pages 145-149. Parents should think of themselves as coaches when it comes to helping children learn time management. A good coach teaches the player the rules of the game, observes his playing and helps him fine tune his skills. Avoid saying to yourself, “My child is ____ years old, I should not have to do this.” Some children require more intensive parenting.

How does your child spend his time?

- **Sit down with your child to examine how he spends his time.** Use the sheet in this workbook. Include everything he does from school to after school activities.

- Use the chart to identify bottlenecks or over scheduling. To resolve issues, look for chances to reschedule activities at another time or cut them out altogether. Teach time awareness by pointing out scheduling conflicts. Let your child make a choice between activities when possible.

Planning the week ahead

- Post a family calendar in a place everyone can see.

- Set aside time each Sunday to plan the upcoming week together.

- Make a “to do” list for the week noting when school tasks and household chores must be finished. (Copy the one included in this workbook.)

To get out the Door in the Morning

- Teach your child to prepare for the next day the night before. Practice thinking about the future is very important for at risk children. Put out clothes for the next day, pack the backpack and put it by the door. You may want to assign chips/points for these tasks.

- Get up early enough to have time to get ready.

- Make a list or picture chart of the tasks in your child’s morning routine, such as brushing teeth, eating breakfast, and getting dressed. Have him mark each task as it’s completed.

- Post a list or pictures of everything your child should have as he walks out the door such as backpack and lunch. Don’t ask your child if he has “everything.” Instead, run down your list.
<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Your child needs about 9 hrs of actual sleep, not including time spent falling asleep.
MY TO DO LIST
Exercise 6
Teach Organization

Teach your child with specific lessons how to be organized. This may require you to be more organized yourself!

Help your Child Organize His Schoolwork

- If your child’s school does not give organization instructions, get a three-ring binder with colored pocket dividers for each subject. Teach your child to slip all assignments into the proper section. Help your child maintain his binder by going through the papers with him, putting things in order, and discarding unneeded items. Do this everyday until you are sure he can keep up on his own. Thereafter, do this job weekly. Check to see that he is keeping up with organization.

- Have a folder labeled “Home” for papers that need your attention.

- Provide a calendar or assignment page for noting homework, tests, projects, etc. Transfer this information to the family calendar.

- Have a meeting with your child’s teacher if needed, to ensure assignments are entered in the calendar consistently and correctly.

Together Create a Structure for His Room and Play Areas

- Meet with your child in his room or personal space. Talk to him about the space. Get his input about organization and storage needs for his belongings.

- Together, organize for each activity: e.g., getting dressed requires a hamper for dirty clothes, closet rods he can reach, and dresser drawers with enough space to stow things neatly.

- **Make sure your child has a place to put everything so that everything can be kept in a place!**

- Together assess organizational needs at least once a month. Sort through his stuff on a regular basis. Work together to choose outgrown clothes and toys to be discarded or donated.

- Use creative storage solutions. Try a door-hung shoe holder for action figures, games, or trading cards. Clay pots or tin cans can be decorated and neatly hold markers, crayons, or paint brushes.

- When the room is neat and organized, take photographs of how it looks. Make a to do list for room cleaning. When you tell your child to clean his room, point to the picture and go over the to do list.
WHEN MY ROOM IS CLEAN IT LOOKS LIKE THIS

PASTE PICTURE HERE
Teach Your Child Morality

Workbook
For Use with Just Like His Father?
by Liane J. Leedom, M.D.
# Contents

**Introduction**........................................................................................................................................... 88

**Establish Your Authority**..................................................................................................................... 90
  - Chores My Child Is Able to Do........................................................................................................... 91
  - Allowance Contract............................................................................................................................... 92
  - My Chores............................................................................................................................................. 93

**Show Love for Yourself**....................................................................................................................... 94
  - Our Talks About Self Love................................................................................................................... 95
  - My Vision of Possibilities.................................................................................................................... 96

**Show Love for Others**.......................................................................................................................... 97
  - Telephone Manners............................................................................................................................... 98
  - Table Manners...................................................................................................................................... 99
  - When I visit.......................................................................................................................................... 100

**Show Love for Your Community**........................................................................................................ 101
Introduction

The exercises in this course are designed to accompany *Just Like His Father? A Guide to Overcoming Your Child’s Genetic Connection to Antisocial Behavior Addiction and ADHD*. The course can be taken individually, in groups and with a therapist/coach. In that case one exercise each week is a good schedule. If working alone, you may be able to do more than one exercise a week. In most cases it makes sense to do the exercises in order. Exercises maybe skipped if you don’t feel you need them.

Moral Reasoning (Chapter 5)
Key Concepts

Concept 1  When Does Moral Reasoning Develop? (Page 151)
Moral reasoning or moral thinking begins to develop very early in life. By two years of age, children start to understand right from wrong. The teaching of moral values by talking should begin as soon as the child can understand.

Concept 2  What kind of moral thinking is present in preschool age children? (Page 152)
Preschool age children learn that doing good leads to reward and doing bad leads to punishment. Limit Setting by parents during this time helps preschool children learn morality. Preschool children also have some understanding of the concepts of authority and social power.

Concept 3  What kind of moral thinking is present in grade school age children? (Page 152)
Grade school children generally have a conventional view of morality. This means they want to be nice, follow rules and respect authority. Parents help grade school children by making rules clear and explaining rules. Parents also help grade school age children when they compassionately assert authority in the family.

Concept 4  How does moral thinking change during middle school and high school? (Page 151)
With the development of more advanced ability to think, teenagers understand the whys behind the rules.

Concept 5  What kind of moral thinking is present in those with antisocial personality? (Page 153-155)
Those with antisocial personality are able to remember and recite rules. However these rules carry no meaning for them. Those with antisocial personality operate only from the premise “I should always get what I want.” Those with antisocial personality disorder have levels of moral thinking and behavior below that of typical preschool children.

Concept 6  How should parents establish their authority to help most with moral development? (Page 157-161 and 198-201)
Parents should establish authority by making and enforcing reasonable rules. Assuming the role of teacher is a very effective way to establish authority over at risk kids. Giving an allowance and/or using a poker chip/points reward system in the home is also effective. Threatening children physically and/or yelling at them teaches aggression more than it teaches authority.
Concept 7  What is temptation?  (Pages 155-157)
Temptation occurs when we are enticed to do the wrong thing. Kids 9 and above should be taught that avoiding temptation helps when impulse control is weak. Avoidance can compensate for poor impulse control.

Concept 8  What are the most important moral values to teach at risk children?  (Page 163-165)
Teach your at risk child that it is important to show love for yourself, your fellow humans and your community. Teach him what people who love do.

Concept 9  What moral value immunizes against addiction?  (Page 164)
Belief in a higher purpose for one's life immunizes against addiction. If are only here to “be happy” and “have a good time” there is no reason not to use substances. The sense of a higher purpose helps us achieve balance in pleasure.

Concept 10  The Moral Emotions
The moral emotions are guilt (Pages 126-127), shame and embarassment. Of these, guilt has been shown to be a positive life force. Many people with addiction and personality disorders lack guilt. When people lack guilt, there is no emotion to stop them from doing the wrong thing. Like its relatives fear and anxiety, guilt is tightly connected to the “stop button” (Page 125) Shame on the other hand, is a negative force. It is the feeling of being on the bottom rung of the social ladder. Bossy parents, who control and critisize children too much, induce shame (Page 197).
Exercise 1
Establish Your Authority

Before this exercise, parents should read *Just Like His Father?* Chapters 5 and 9.

1. **Review alone, with a friend or with your therapist/coach Concept 6.** Look within yourself with a critical eye. Have you established your authority in your household? Do you run the show or does your child? Do you wait on your child and do things for him that he should do for himself?

   Now that you have taken inventory of how you have done things in the past, don't linger thinking about the past. Move on to the present and future. Set a goal here to establish your authority. If you have already done the exercises in the first three courses you have made a great start.

2. **Repeat the Parent’s Pledge:**

   **A Parent’s Pledge**
   Beginning today, I will be
   A positive model for my child.
   I will teach him to love.
   I will be a positive influence,
   Creating an atmosphere of peace
   And joy in our home

3. **From today forward don’t do for your child anything he can do for himself unless he is sick.** This does not mean you can’t assist him. It means don’t act like his servant. In fact, at risk children often need assistance with friendship making, organization and time management. Have him contribute to the family by helping with all chores.

4. **Review Concept 10. Has your child shown signs of guilt?** By first grade children should have developed the ability to feel guilt. If your child is 7 and is not capable of guilt, you likely need professional help. A child who is guilt deficient has to be taught to have empathy. Some fearless children may never develop guilt to any large degree. With loving especially close parenting these children can develop a conscience through empathy. Empathy is addressed in *Teaching Your Child to Love.* You may want to take another look at that part of this workbook.
Chores My Child Is Able to Do

How to introduce chores to your kids:

• **Start early**: Parents should start giving their children household responsibilities when they are young. As children get older, they should then be given more challenging tasks. **If you did not start early, start now.** Explain that things need to go better in your house with everyone chipping in. Many children believe it is a mother’s job to be the maid and wait staff! Explain to your child that this is a false belief.

• **Break down the chore into small parts.** Show children how to do the chores and give them a checklist of important steps. Instead of telling a child to clean his bedroom, parents should create a list of all of the things that make up the chore of cleaning the bedroom, like picking up toys, changing sheets, vacuuming. Make sure young children learn one chore at a time. Wait until they master the chore before adding a new one.

• **Explain.** Children need to know why pitching in is important. Parents should explain that doing chores benefits the whole family.

• **Monitor and do jobs together as a team.** Be available to answer questions about chores and to inspect your child’s work to make sure the job is being done correctly. The younger children are, the more supervision they need.

• **Reward children for a job well done.** Provide lots of praise. Parents should shower their kids with praise when they make an effort to do their chores. That praise should continue after kids do their chores well.

• **Provide logical consequences.** In addition to rewarding your child, provide penalties for missed chores. For example, if a child repeatedly forgets to put his bike away at the end of the day, a logical consequence would be prohibiting the child from using the bike for a few days.

• **Don’t do the chore if your child forgets or refuses.** If parents get frustrated and do their children’s chores, their kids will learn that their parents don’t mean what they say. Do chores together and apply consequences for missed chores.

• **Put the names of chores on 3x5 cards.** Set aside one hour two or three days a week as chore time and have everyone in the family pick a surprise job to do.

• **Give an allowance.** Giving an allowance works best when your child has to earn all the things he wants. Don’t ask your child to buy his own food or clothing. He CAN use his allowance to buy toys and games you approve of, or go to the movies. Don’t give him an allowance then also buy him everything he wants.
Allowance Contract

Date:

___________________ will do chores in exchange for an allowance of _______________ each Friday. Allowance money will be used to purchase things like toys, games and treats I approve of. If the chores are not done properly in a timely fashion, allowance will be reduced or not given. If you fail to do chores on time you will not get your allowance but you will still be required to do them! It is O.K. to ask for help with chores, if you are unsure how to do a job. Chores to be done are listed on the next page.

___________________
Parent

___________________
Child
# My Chores

<table>
<thead>
<tr>
<th>JOB</th>
<th>WHEN IT’S DONE</th>
<th>ALLOWANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2  
Show Love for Yourself

Before this exercise, parents should read *Just Like His Father?* pages 163-164.

A moral value has three parts. Words that talk about the value. Feelings that go with the value and behaviors that go with the value. If children and adults practice moral values with words and deeds, good feelings often follow. Moral feelings are trained with moral words and moral actions! The purpose of this exercise is to help you share the moral value of self love with your child through words and deeds. First make sure you model the value of self love for your child!

1. **Love yourself, take care of yourself!** Express this value to your child with words as often as you can. Talk to your adventurer about not taking unnecessary risks with himself. Practice this value daily by keeping clean, eating right, and getting enough exercise.

2. **Love yourself, learn impulse control!** Talk to your child about impulse control as often as you can. Without impulse control, a person cannot take good care of himself. Teach your child with words that, “Self indulgence is NOT the same as self love.” Practice this value by avoiding impulsive shopping and saving junk food for once in a while.

3. **Love yourself, believe in a higher purpose for your life.** Help your child find constructive interests to put his energy into. Talk to your child about his interests and strong points. Tell him that is every person’s job to use his strengths to contribute. If your child plays a musical instrument or sings, this lesson can be directly taught by having him play in a nursing home. Think of as many ways as you can to encourage your child to constructively use his energy and abilities.
## Our Talks About Self Love

<table>
<thead>
<tr>
<th>DATE</th>
<th>What We Talked About</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Vision of Possibilities

What is your vision for your child? To have a vision for your child follow these simple steps:

1. Stop and think about his special qualities.
   What is he/she good at doing?
   What does he/she like?

2. Make a plan to help your child develop his/her good qualities, likes and abilities.
   Even gifted children need to work to develop their talents.

3. Stop and think about character qualities you value.
   Make a plan to help your child develop these qualities.
Exercise 2
Show Love for Others

Before this exercise, parents should read *Just Like His Father?* pages 164.

A moral value has three parts. **Words** that talk about the value. **Feelings** that go with the value and **behaviors** that go with the value. If children and adults practice moral values with words and deeds, good feelings often follow. **Moral feelings are trained with moral words and moral actions!** The purpose of this exercise is to help you share the moral value of loving others with your child through words and deeds. **First make sure you model this value for your child!**

1. **Show your love for others by taking care.**
   - **Look after the needs of others.** Teach your child with words and deeds that it is his responsibility to look after younger children and older people. Teach him to greet older people with a friendly smile and to open doors for his elders. You will find that courteous behavior breeds loving feelings.

   - **Show consideration of others by using good manners.** Teach your child telephone manners (see Telephone Manners page), table manners (see Table Manners page) and how to be a guest at his friends' homes (see When I Visit page).

2. **Show your love for others by controlling your impulses.** Do not lie, cheat or steal. Teach these values with words and stories when you can.
Telephone Manners

Do not call anyone before 8 am or after 10 PM.

In an emergency call 911. Teach young children to identify these numbers on the phone.

Answer the phone: “Hello, _______________ residence. This is _______________.”

“Don't yell; go tell.” This way, you find out who is calling, but the caller's ear drums aren't shattered by a shouting child.

What to say when someone is not available. Tell children to say, “_____________ can't come to the phone right now, may I take a message please?”

Keep paper and pencils by every phone to encourage children who can write to take messages.

Identify Yourself when you call someone “Hello, _______________, this is _______________. May I speak to _______________?”

Leave a message if you get an answering machine (don't just hang up) “This is _______________, I was calling for _______________, my number is _______________.

---

-98-
Table Manners

Eat with a fork unless the food is meant to be eaten with fingers.

Don’t stuff your mouth full of food, it looks bad, and you could choke.

Chew with your mouth closed.

Don’t talk about not liking the food being served. Comments might hurt the cook’s feelings.

Always say thank you when served something, show appreciation.

If the meal is not buffet style, wait until everyone is served before eating.

Eat slowly, don’t gobble up the food. Someone took a long time to prepare the food, enjoy it slowly. Slowly means to wait about 5 seconds after swallowing before getting another forkful.

Don’t reach over someone’s plate for something, ask for the item to be passed to you.

Always use a napkin to dab your mouth, which should be on your lap when not in use.

When eating at someone’s home or a guest of someone at a restaurant, always thank the host and tell them how delicious it was, even if it wasn’t. Someone took time, energy, and expense to prepare the food, show your appreciation.

Set the table like this:
When You Are a Guest

When visiting at a friend’s home ALWAYS greet and thank your friend’s parents.

Be neat and helpful.

Ask clearly about times - when to arrive and when to go home.

When staying overnight:

Take: toothbrush, tooth paste, pajamas (towels, soap are provided). Do not ask to borrow your friend’s brush, comb, or toothbrush.

bedtime - go to bed at a reasonable hour, perhaps 9 or 10 p.m. do not give your friend’s parents reason to regret having you over.

Leave the bathroom clean, dry and all your things taken out. Take the hair out of the bath tub drain.

Phone - ask before you use the phone. Talk no longer than 5 to 10 minutes at a time.

Meals - it is courteous to help in preparation and cleaning up after meals. Always say thank you.

Pets - if you are allergic to or very afraid of cats or dogs, it is best to ask if the family has one before you go to their house. You never have the right to criticize, scold or hit someone’s pet.

If you break anything - tell your host immediately saying, “I am so sorry, I broke your_______ ____”. They will not be angry and will readily forgive you.

Television - Parents need to approve all shows watched.

A closed door means that someone is inside usually. KNOCK and wait to be invited in before entering.
Exercise 3
Show Love for Your Community and Environment

Before this exercise, parents should read *Just Like His Father?* pages 164 and 165.

A moral value has three parts. Words that talk about the value. Feelings that go with the value and behaviors that go with the value. If children and adults practice moral values with words and deeds, good feelings often follow. Moral feelings are trained with moral words and moral actions! The purpose of this exercise is to help you share the moral value of loving community with your child through words and deeds. **First make sure you model this value for your child!**

1. **Show your love for your community through community service.**

   - **Look after the needs of others.** Teach your child with words and deeds that it is his responsibility to look after younger children and older people. Teach him to greet older people with a friendly smile and to open doors for his elders. **You will find that courteous behavior breeds loving feelings.**

2. **Show your love for community by taking care of the environment.**