

Parent Project, Jr. Loving Solutions for Tough Kids 家长的育儿教程 如何去爱那些不易管教的孩子

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A Parenting course created to:

- reduce family conflict;
- help children develop greater self discipline;
- improve the enjoyment of parenting and family life;
- help our children grow up safe, strong and capable.

创立一套育儿课程来:

- 减少家庭冲突;
- 帮助孩子提升自我约束力;
- 让家长更享受育儿和家庭生活;
- 帮助孩子安全健康地成长, 并成为一个人能干的人。

Loving Solutions – Course Overview

爱的教育– 课程概况

Week 1

- Importance of Love and Affection.

第 1 周

- 爱与关爱的重要性。

Week 2

- Expectations, standards and values for our children.

第 2 周

- 对孩子的期望，标准及价值观。

Week 3

- Responding to our children's choices.

第 3 周

- 对孩子的选择作出回应。

Loving Solutions – Course Overview

爱的教育– 课程概况

Week 4

- Active supervision.

Week 5

- Concrete solutions for tough kids.

Week 6

- Recognizing and supporting success.

Week 7

- Diagnosis & treatment of ADD/ADHD.

第 4 周

- 积极的监管

第 5 周

- 对付不易管教孩子的具体方法

第 6 周

- 认同和鼓励孩子的成就

第 7 周

- 对注意力缺陷障碍 ADD 及多动症 ADHD 的孩子的诊断和治疗

Unit 1 Objectives

第一单元 目标

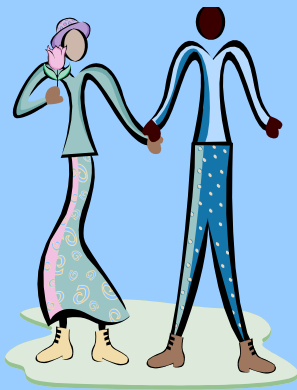
Parents will be able to:

- describe effective parenting strategies to increase cooperation and other positive behaviors.

家长将会:

- 描述有效的育儿策略来加强合作和鼓励孩子的其他正面行为.





We Begin Unit 1

我们开始第 1 单元

1. What is your partner's name?
 2. What are the names and ages of your partner's children?
 3. What parental concerns or issues is your partner facing right now?
1. 你同伴的名字是什么?
 2. 你同伴孩子的名字是什么,年龄多大?
 3. 你同伴现在面对什么育儿问题?

Strong Willed vs. Compliant Children

强硬与顺从孩子的对照

- | | |
|-------------------|---------|
| • Argumentative | • 好辩的 |
| • Frustrating | • 令人沮丧的 |
| • Persistent | • 执着的 |
| • Cooperative | • 合作的 |
| • Pleasant | • 愉快的 |
| • Eager to please | • 渴望取悦的 |

What Works?

哪种方法奏效？

The keys to parenting though kids:

- Love and Affection
- Positive Strokes
- Positive Consequences
- Time Outs
- Teaching New Tools

教育難以管教孩子的关键是：

- 爱与关爱
- 正面的鼓励
- 正面的結果
- 暂时隔离法
- 教育新的工具

Love and Affection

爱与关爱

**Our most effective parenting tool
& the key to:**

- Improved Communication
- Effective Discipline
- Positive Self-Esteem
- Changing Destructive and Difficult Behaviors

我们最有效的育儿工具及关键在于:

- 改善沟通
- 有效的自我控制
- 正面的自尊
- 改变具破坏性及困难的行为

Group Activity 1.3 - Showing Love

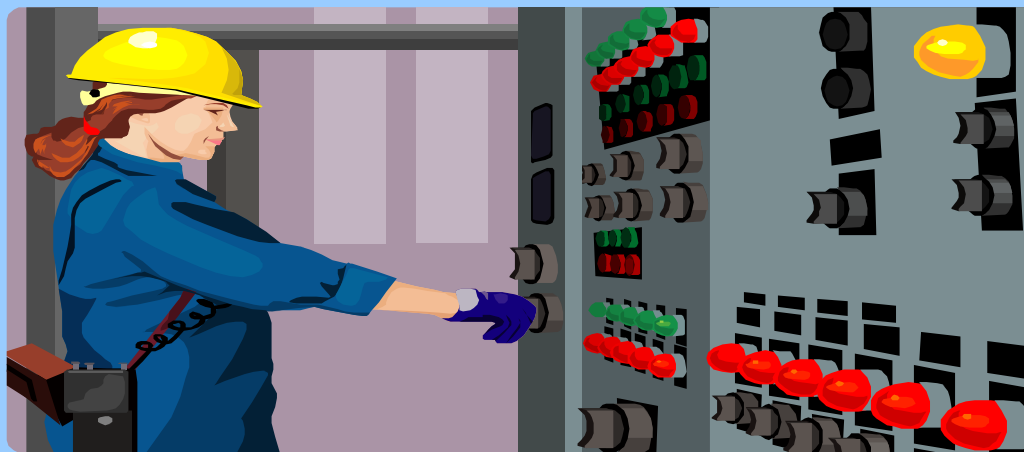
分组活动 1.3 – 爱的表现

1. Saying, “I love You.”
2. Cooking for your children.
3. Spending time with your children.
- 4.
- 5.
- 6.
- 7.

1. 说: “我爱你。”
2. 为你的孩子做饭
3. 花时间陪伴你的孩子
- 4.
- 5.
- 6.
- 7.



Parents control THINGS, not *Children!*



家长可以控制环境,却不能控制孩子!

**We don't control our kids.
But we do have tremendous influence on them.**



**虽然我们不能控制孩子，
但是我们对他们的成长有着深远的影响。**

Influencing & Motivating Children

影响和激发孩子的方法

- Daily Love & Affection
 - Positive Strokes
 - Positive Consequences
 - Time outs
 - Teaching Tools
- 每天给与爱和关爱
 - 正面的鼓励
 - 正面的结果
 - 暂时隔离法
 - 教育工具

Positive Strokes

正面的鼓励

Catching kids doing right.

- Acknowledge and reinforce their positive actions with a compliment that shows you have noticed and approve.

捕捉孩子做对的时候

- 当孩子做对时，家长应表示关注和认同，并夸奖他们来确认和强化这些正面行为。

Group Activity 1.7 - Doing Right

分组活动 1.7 – 做对的事情

1. Taking out the trash with or without being asked.
2. Helping a younger brother or sister.
- 3.
- 4.
- 5.
- 6.

1. 家长要求或孩子主动把垃圾收走
2. 帮助年幼的弟妹
- 3.
- 4.
- 5.
- 6.

Positive Consequences

正面的結果

- Kids get to do what they like to do, after they have followed a parent's request.
- 当孩子做到家长的要求以后，他们可以选择做自己喜欢的事情。



Time Out

暂时隔离法



- Involves the loss of access to both fun things and social interaction with others.
 - Becomes an empty, boring and undesirable experience.
 - May follow a negative behavior; may be used to motivate a positive behavior.
 - Lasts only a short time (short *time outs* help maintain a child's hope and motivation).
- 使孩子没法做有趣的事情和失去与人交往的机会。
 - 成为一个空虚，无聊及不受欢迎的经验。
 - 当孩子有负面行为时，家长可用暂时隔离法，亦可用作鼓励正面的行为。
 - 只维持一段短时间（短时间的暂时隔离让孩子充满希望和动力）。

Group Activity 1.9 - Negative Choices

分组活动1.9 – 负面的选择

1. Hitting

1. 打人

2. Breaking a toy on purpose

2. 故意弄坏玩具

3.

3.

4.

4.

5.

5.

Designing Effective Time Outs

计划有效的暂时隔离法

Appropriate?

- Does the behavior deserve a *time out* (willful or mistake)?

合适吗？

- 孩子应该被隔离吗（是故意还是错误）？

Brief?

- Does it last just a short time (must fit the way kids think)?

短暂吗？

- 孩子被短暂隔离吗（必须配合孩子的思维方式）？

Consistent?

- Every time?

持之以恒吗？

- 每次做错事后都被隔离吗？

Design?

- The whole picture (what happens, where and how?)

有计划吗？

- 有完整的计划吗（会发生什么状况, 有考虑隔离的地点及如何实施计划）？

Educate?

- Did we take the time to teach a better way?

有教育意义吗？

- 家长有否花时间教导孩子如何把事情处理得更好？

T.E.A.S.P.O.T.

**Take everything away,
for a short period of
time.**

家长在短时间内拿走孩子所有的东西。

Choosing the Spot?

如何选择一个合适的地方隔离孩子？



Using self-limiting time outs to encourage (motivate) our kids to do un-fun activities.

家长可让孩子在暂时隔离时自我限时，
用于鼓励或激励孩子做好缺乏乐趣的活动。

Group Activity 1.12

分组活动 1.12

Un-fun Tasks

1. Child needs to complete homework.
2. Child needs to pick up his toys.

缺乏乐趣的工作

1. 孩子必须完成作业。
2. 孩子必须收拾玩具。

Self-Limiting Time Outs

自我限时的暂时隔离法

- Used to encourage a positive behavior.
- No use of timer.
- Time out is in a boring place.
- Length of time determined by child
- Child does not leave time out area except to do requested task.
- Child takes as much time as he needs.
- 用于鼓励孩子的正面行为。
- 不用计时器。
- 隔离的地点该是一个无聊的地方。
- 让孩子自己决定隔离的时间。
- 除非孩子愿意做指定的事情，否则他们不能离开隔离地。
- 孩子需要多久就呆多久。

Group Activity 1.13

分组活动 1.13

ABC's

Appropriate?

Brief?

Consistent?

Design (what, when, where, how)

Educate (teach a better way)

ABC

合适吗？

短暂吗？

持之以恒吗？

计划（方法，时间，地点，做法）

教育（采用更好的教育方式）

Most Powerful Ideas Learned in Unit 1

在第一个单元里学到最有用的点子

- -
 -
 -
 -
 -
- -
 -
 -
 -
 -

Home Practice

家庭实践

- Tell your children how much they are loved every day this week.
- Catch your children doing something right and give them a positive stroke.
- If you find it necessary to use a self-limiting *time out*, follow the guidelines in this unit.
- 家长于本周每天告诉孩子你有多爱他们。
- 家长应留意孩子做对的事情，并给予正面的鼓励。
- 家长如果要对孩子使用自我限时的暂时隔离法，请按照本单元的指引。

Next Week

Ideals, Rules and Tools

Learn how to communicate your expectations, standards and values to your children.

下周预告 - 理想，规则及工具

家长学习如何跟孩子沟通你的期望，标准及价值观

Words of Wisdom

至理名言

I wish I would have held you closer, hugged and kissed you more when you were little.

Parent Author Unknown

**我多希望在你小时候我有抱紧你，
拥抱你，和亲吻你多一点。**

匿名家长

Parents, now's the time!

家长们，现在开始行动吧！

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Unit 2 Objectives

第二个单元的目标

Parents will be able to:

- Communicate their standards, values and rules to their children.
- Recognize the need to limit the number of house rules.
- Identify *zero tolerance* house rules.
- List negotiable rules.
- Describe effective parenting strategies to decrease unwanted behaviors.

家长将能够：

- 传达他们给孩子定出的标准，价值观和规则
- 意识到他们需要限制家规的数量
- 确定家长不能容忍的家规
- 列出可磋商的家规
- 描述有效的育儿策略，以减少不必要的行为

Warm up

暖身运动

Sharing Our Progress:

In your support group, take a few minutes to share your stories from last week's Home Practice.

- What was your child's reaction to your open displays of love and affection?
- How did you give him a positive stroke?
- Did you find it necessary to use a Self-Limiting Time Out?

分享一下进度:

请在你的小组里花几分钟时间分享一下上周的家庭实践故事。

- 孩子对你公开表现爱与关爱有什么反应？
- 你怎么给孩子正面的肯定？
- 你觉得有必要使用限时的暂时隔离法吗？



A Word to the Wise

给智者的话

Parent's expectations for their children ... are usually met.

孩子通常都能达到家长的期望。

Group Activity 2.2 – Expectations

分组活动 2.2 – 期望

1. I expect my child to receive an education beyond high school.

2. I expect my child not to use drugs or drink alcohol.

3.

4.

5.

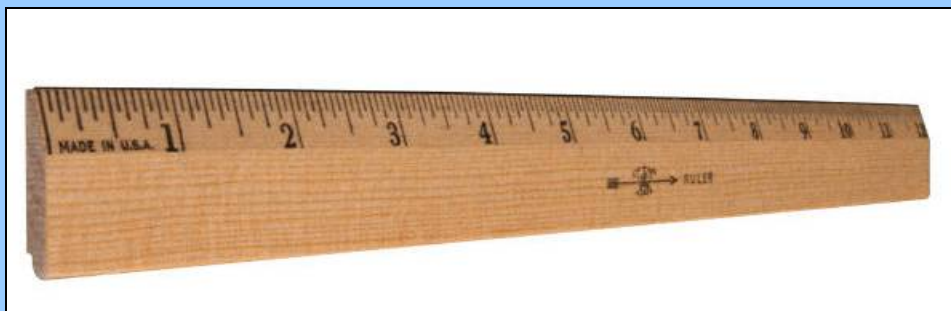
1. 我希望孩子能完成高中以上的教育。

2. 我要求孩子不使用毒品及不喝酒。

3.

4.

5.



Society's Yardstick

- Respect life
- AIDS can kill
- Just say NO!

社会的尺度

- 尊重生命
- 艾滋病会夺去生命
- 会说不!

Activity 2.3 - Standards and Values

活动 2.3 – 标准及价值观

1. God or Higher Power

2. Life

3. Family

4. Education

5. Work

6. Drug and Alcohol use

7. Marriage

8. Honesty

9. Other



1. 上帝或更高的权威

2. 生命

3. 家庭

4. 教育

5. 工作

6. 毒品与酒精

7. 婚姻

8. 诚实

9. 其他

**People who don't stand for anything,
will fall for everything.**

**人若不坚持自己的信念，
就会随波逐流。**

Choosing Your Battles

选择你的战役

Zero Tolerance

- life or failure threatening.

不能容忍的

- 当生命受到威胁或失败的时候

Negotiable

- important, but....

可磋商的

- 重要的, 但是....

Drives me nuts

- may be silly, but important to me.

令我发疯的

- 可能有点傻，可是对我来说很重要

Let it go

- best of world wishes.

可放手的

- 最希望能实现的愿望

Group Activity 2.4 – Prioritizing

分组活动 2.4 – 按事情轻重作优先处理

Misbehavior 不检行为	Categories of Rules 规则分类			
	Zero Tolerance 不能容忍的	Negotiable 可磋商的	Drives me nuts 令我发疯的	Let it go 可放手的
1.				
2.				
3.				
4.				
5.				
6.				

Group Activity 2.5a - Zero Tolerance

分组活动 2.5a – 不能容忍的事情

Unhealthy for My Children

1. Not doing homework
2. Violent behavior
3. Tobacco use
- 4.
- 5.
- 6.
- 7.

对孩子不健康的事情

1. 不做家庭作业
2. 暴力行为
3. 抽烟
- 4.
- 5.
- 6.
- 7.

Group Activity 2.5b – Negotiable

分组活动 2.5b – 可磋商的事情

Open for possible compromise:

1. Clean room
2. Setting the dinner table
- 3.
- 4.
- 5.
- 6.
- 7.

可能妥协的事情：

1. 清洁的房间
2. 把餐具放好在餐桌上
- 3.
- 4.
- 5.
- 6.
- 7.

Group Activity 2.5c - Drives Me Nuts

分组活动 2.5c – 令我发疯的事情

**May be silly, but dreadfully
important to me:**

1. Dirty clothes under bed

2.

3.

4.

5.

6.

**可能有点傻，可是对我来说极为重
要：**

1. 把脏衣服藏在床底下

2.

3.

4.

5.

6.

Group Activity 2.5d - Let it Go

分组活动 2.5d –可放手的事情

Less important; table it for now:

1. Immaculate room
2. Bathing twice a day
3. Not rolling eyes when frustrated
- 4.
- 5.
- 6.

不太重要；迟一点再做决定吧:

- 1.完美的房间
2. 每天洗澡两次
3. 孩子在受挫折时不能翻眼
- 4.
- 5.
- 6.

Involving our Kids

让孩子参与

- Compromise
- Listen to your children
- 妥协
- 用心聆听你的孩子



Activity 2.8a - Your Ideals

分组活动 2.8a – 你的理想

Zero Tolerance:

The most important ideals.

- 1.
- 2.
- 3.

Negotiable:

Open to compromise.

- 1.
- 2.
- 3.

Drives me nuts:

Important to me.

- 1.
- 2.
- 3.

Let it go:

Table for now.

- 1.
- 2.
- 3.

不能容忍的事情:

最重要的理想

- 1.
- 2.
- 3.

可磋商的事情:

有妥协的余地

- 1.
- 2.
- 3.

令我发疯的事情:

对我来说很重要

- 1.
- 2.
- 3.

可放手的事情:

迟一点再做决定吧

- 1.
- 2.
- 3.

Activity 2.8b - Ideals to Rules

分组活动 2.8b – 从理想到规则

1. Identify MOST important ideals.
No more than five.

1. 家长定出不多于五个非常重要的理想

2. State the ideal. We need to...

2. 家长应申明理想。我们必须...

3. State the rule. Positive guidelines. This means...

3. 家长陈述规则及作出正面指引。这意味着...

4. Teach the tool. What? How?

4. 家长教育孩子家规及如何遵守规则。

Set Time Outs

落实暂时隔离法

Used to discourage negative behavior. The ABC's:

- a. Does the behavior warrant a time out?
- b. Short term (one minute per year).
- c. Are you willing to enforce the rule every time & the entire time.
- d. The big picture. What, when, where and how?
- e. What do I need to teach my child?

用来阻碍孩子的负面行为。以下是暂时隔离法的 ABC:

- a. 孩子的行为应被隔离吗？
- b. 短暂的隔离（一岁一分钟，如此类推）
- c. 家长愿意每次及从始至终都执行规则吗？
- d. 家长应考虑整体状况，并理解什么是暂时隔离法？应在何时、何地及如何实施？
- e. 我想教孩子一些什么东西？

Home Practice

家庭实践

- Complete your plan for the remaining rules you identified in activity 2.8.
 - Using activity 2.8, share your Zero Tolerance rules with your child.
 - Ask you child his opinion, and together come up with the specifics of a Negotiable Rule.
- 完成分组活动2.8 的计划，填好其余的规则。
 - 采用分组活动2.8 与孩子分享你不能妥协的规则。
 - 询问孩子的意见，并想出一些可磋商的规则细节。



Next Week

Responding to Our Children's Choices

下周预告

家长如何回应孩子的选择

Learn how to encourage the positive and redirect the negative choices our kids make.

家长会学到如何鼓励孩子的正面行为，并引导孩子远离负面选择。

Words of Wisdom

至理名言

Children have never been very good at listening to their elders, but they have never failed to imitate them.

James Baldwin

孩子们从来都不善于聆听长辈的话，但他们从来没有不模仿他们的时候。

James Baldwin

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Unit 3 Objectives

第3个单元的目标

Parents will be able to:

- develop effective / *Love Messages*;
- list the components of Action Listening;
- discuss the five tips for parents to consider before addressing problematic behavior.

家长将能够:

- 制定有效的*我爱你*信息;
- 列出积极聆听的元素;
- 家长处理孩子的问题行为前应考虑的五个要点。

Warm Up

热身运动

Sharing Our Progress

In your support group, take a few minutes to share your stories from last week's *Home Practice*.

- What was your child's response to your new rules?
- Were you able to develop a Negotiable Rule with your child?
- Did you find it necessary to use a Set Time Out?

分享一下我们的进度

请在你的支持小组里花几分钟时间分享一下上周的家庭实践故事。

- 孩子对你的新家规有什么反应？
- 你能否与孩子制定一个可磋商的家规吗？
- 你觉得有必要使用限时的暂时隔离法吗？

Activity 3.1 – Let's Focus

活动 3.1 – 让我们着重于

Increased 1. Homework	Decreased 1. Lying	增加 1. 家庭作业	减少 1. 撒谎
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.

Encouraging

鼓励

Four Step Process:

- I Love
- I See (specific behavior)
- I Feel
- Listen

Specific praise works best!

4个步骤:

- 我爱
- 我看见 (个别行为)
- 我觉得
- 聆听

针对性的表扬最奏效!

Group Activity 3.2 - Encouraging

分组活动 3.2 – 鼓励

1. Tanya returns home from school on time.

I Love

I See

I Feel

LISTEN

2. Jim brings home a report card that shows his increased effort.

I Love

I See

I Feel

1. Tanya 从学校按时回家。

我爱

我看见

我觉得

聆听

2. Jim 拿成绩单回家并显示他正在不断地努力。

我爱

我看见

我觉得

5 Steps to Active Listening

5个积极聆听的步骤

- | | |
|----------------------------|--------------|
| 1. Stop what you are doing | 1. 停止你正在干的事 |
| 2. Look at your child | 2. 看着你的孩子 |
| 3. Listen to your child | 3. 聆听孩子的话 |
| 4. Rephrase or repeat | 4. 改叙或重复孩子的话 |
| 5. Be empathic | 5. 代入孩子的情感 |

Large Group Activity 3.5 - Listening

大组活动 3.5 – 聆听

Maria: I hate it. Having other kids at school see me eating lunch by myself. It's embarrassing. I know they're all laughing at me.

Maria: 我讨厌在学校让其他孩子看到我独自吃午餐。我感到不好意思因为我知道他们在嘲笑我。

Mom: Says nothing but gives her child a sympathetic look and nods her head.

母亲: 不要作出回应, 但以同情的眼神看着孩子, 并点点头。

Maria: I just want to have friends.

Maria : 我想要朋友。

Mom: I can understand how you must feel. Friends are important. I too can remember feeling alone at school.

母亲: 我理解你的感受。朋友是重要的。我还记得在学校感到孤独的时候。

Group Activity 3.6 – Willingness to Listen

分组活动 3.6 – 愿意聆听

1. Brainstorm with the large group:

- a. The feelings of the child;
- b. The feelings of the parent;
- c. Why the role play worked out the way it did;
- d. How could the parent do it better?

2. With your partner, answer the following questions:

- a. Will this kid likely come to the parent again for advice?
- b. Does the parent know if the child has a similar problem?

1 大组集体研讨:

- a. 孩子的感受;
- b. 家长的感受;
- c. 为什么角色应该是这样;
- d. 家长如何做得更好?

2. 与你的伙伴回答下列问题:

- a. 这孩子会再咨询家长的建议吗?
- b. 家长知道孩子有类似的问题吗?

Activity 3.8 – Clarifying ?'s & Feelings

活动 3.8 – 阐述问题及感受

1. Missy is caught with tobacco at school.

Questions:

Parental Feelings:

1. Missy 被抓到在学校吸烟。

问题:

家长的感受:

2. The school principal just informed you that Justin cursed at his teacher.

Questions:

Parental Feelings:

2. 校长刚通知你 Justin在学校骂老师。

问题:

家长的感受:

3. Bobby is caught stealing a candy bar at the corner store.

Questions:

Parental Feelings:

3. Bobby 在角落头的商店里偷了一排糖果而被抓到。

问题:

家长的感受:

Planning Our Response

预先计划我们的反应

- Timing
- Location
- Minimize Interruptions
- Develop a Plan
- Prepare for Your Child's Reaction

- 时间
- 地点
- 尽量不要打断对话
- 制定计划
- 预测孩子的反应并作好准备

Redirecting

重新定向

Six Step Process

- I love
- I See (specific behavior)
- I feel
- Listen
- I Want
- I Will

六个步骤

- 我爱
- 我看见（个别行为）
- 我觉得
- 聆听
- 我要
- 我会

Our Child's Reaction

我们孩子的反应

Examples:

Anger *Why are you always picking on Me?*
Denial *I didn't do that.*
Blame *It wasn't my fault. He started it.*

Parents should:

- remain calm and listen;
- return to the original reasons;
- clarify your expectations and rules;
- identify the consequences and/or provide more structure;
- end on a positive note (Example: *I know you are capable and can do this.*)

Parents should not:

- insist their child look at them;
- apologize for the confrontation;
- judge the child;
- preach or lecture;
- try to scare the child;
- compare the child to others;
- use sarcasm, ridicule, or pressure.

举例:

愤怒 为什么你们总是挑剔我?
否定 我没那样做。
责备 这不是我的错。事情是由他而起的。

父母应该:

- 保持冷静并聆听;
- 回到最初的原因;
- 阐述你的期望和家规;
- 定出结果或提供更多架构;
- 以正面的评注结束 (如: 我知道你完全能够并可以做到)

父母不应该:

- 坚持要孩子看着他们;
- 为对质事件道歉;
- 批判孩子;
- 说教或训斥;
- 试图恐吓孩子;
- 与别的孩子作出比较;
- 使用讽刺、嘲笑或对孩子施加压力.



Review Activity 3.15 – Key Points

复习活动 3.15 – 重点

1. Children are generally driven by _____.
2. Parents should _____ themselves before they address problematic behaviors with their children.
3. Parents should always be calm when they _____ their children about problematic behaviors.
4. Children may need a _____ *Time Out*, before they complete a task they see as work.
5. Parents should use _____ *Love* _____ to both encourage their children's positive behaviors as well as redirect negative choices.

1. 孩子通常被 _____ 驱使。
2. 家长与孩子讨论问题行为前应 _____ 。
3. 当家长在与孩子 _____ 有关问题行为时，家长应该总是保持冷静。
4. 当孩子把他们应该完成的任务看成是工作时，他们需要 _____ 的暂时隔离。
5. 家长应该使用 _____ 爱 _____ 鼓励孩子们的正面行为以及重新引导他们远离负面选择。

Most Powerful Ideas Learned in Unit 3

在第3单元里你学到最有效的建议

- -
 -
 -
 -
 -
 -
 -
 -
 -
- -
 -
 -
 -
 -
 -
 -
 -
 -

Home Practice

家庭实践

- Find an opportunity to give your child an I love message for a positive choice.
- If you need to redirect a negative choice, use an I love message.
- Find an opportunity to practice active listening with your child or spouse.
- 当孩子作出正面选择时，家长应找个机会对孩子传达我爱你的信息。
- 如果家长需要引导孩子远离负面选择，你可使用我爱你信息。
- 家长应找机会与孩子或配偶练习如何积极聆听。

Next Week – Structuring for Success

下周– 建立成功的架构

Learn how to make life easier around the house and improve your children's grades.

家长学习如何简化生活以及提高孩子的成绩。

Words of Wisdom

智者的话

Children often forget what we say, but they never forget how we make them feel.

Author Unknown

孩子常常忘记我们说过什么，却从不忘记我们让他们感觉如何。

匿名作者

Parent Project, Jr. Loving Solutions for Tough Kids

家长的育儿教程 如何去爱那些不易管教的孩子

**Mary Ann Burke, Ed.D.
Director, Categorical and Special Projects**

**Mary Ann Burke, Ed.D.
范畴和特殊项目主任**

Unit 4 Objectives

第4个单元的目标

- Discuss the necessity of creating structure for children
- Recognize ways parents can help their children structure time
- List the elements of active supervision
- Identify ways to help our children be more successful in school
- 讨论家长为孩子建立规律的必要性
- 让家长认清帮助孩子建立时间规律的方法
- 列出家长主动监管孩子的元素
- 订出如何令孩子在学校更成功的方法

Warm Up

热身运动

- What opportunity did you find to give your child an I Love message for a positive choice?
- What was your child's response to your I Love messages?
- How were you able to keep from arguing with your child?
- 当孩子作出正面选择时，你有找机会给他“我爱你”的信息吗？
- 孩子对你的“我爱你”信息有什么反应？
- 如何避免与孩子争论？

Activity 4.1 – Let's Focus

活动 4.1 – 让我们着重于

1. Play organized sports: soccer, T-ball, etc.
2. Develop a hobby
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

1. 玩有组织性的体育活动，如足球，儿童棒球等。
2. 培养爱好
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Busy, Busy, Busy

忙碌，忙碌，忙碌

At home . . . help your kids:

- develop a hobby
- become an expert
- play with them
- learn to help
- read to them or have them read to you
- work in the yard, patio or balcony
- exercise together
- limit TV and computer time
- keep computers and TV's in common areas of the house (not child's room)
- be problem solvers

在家中... 帮助孩子：

- 培养爱好
- 成为专家
- 陪他们玩
- 学会帮忙
- 读书给他们听或让他们读书给你听
- 在院子，天井或阳台里干活
- 一起运动
- 限制看电视和使用电脑的时间
- 把电脑和电视摆放在家里的公用地方（而不是孩子的房间）
- 成为解决问题的能手

Busy, Busy, Busy

忙碌，忙碌，忙碌

Community:

- organized sports, basketball, baseball, etc.
- volunteer in the community, have your child help
- youth clubs, YMCA, YWCA, Boys and Girls Clubs, etc.

At school:

- after school programs
- after school sports
- volunteer yourself
- talk with your kids about the good stuff at school

Church youth groups and church events

在社区里:

- 参与有组织性的体育活动，如篮球，棒球等。
- 在社区当义工，让孩子一起帮忙。
- 参加青年会如 YMCA，YWCA，男女生俱乐部（Boys and Girls Clubs）等。

在学校里:

- 参与课后课程
- 参与课后体育活动
- 当义工
- 与孩子谈论在学校发生的好事

参与教会青年组及教会活动

Activity 4.2 – Busy Kids

活动 4.2 – 忙碌的孩子

Home:

在家里：

Community:

在社区里：

School:

在学校里：

Church:

在教会里：

Active Supervision

积极监管

Who:

何人:

What:

何事:

Where:

何地:

When:

何时:

Why:

何由:

Group Activity 4.3 – Supervision

小组活动 4.3 – 监督

Who:

何人:

What:

何事:

Where:

何地:

When:

何时:

Why:

何由:

Responding to Our Children's Requests

如何回应孩子的要求

1. Make sure you understand what they are asking. Repeat their request.
 2. Clarify the request.
 3. Identify your hunch
 4. If a winner, say YES whenever possible.
 5. In the ball park:
 - persuade me
 - negotiate the problem areas
 - sure, later
 6. Not while I draw breath!
 - Say NO!
 - let your child know why it's not right
 - refuse to argue
1. 你必须理解孩子的要求，并把他们的要求重复一遍。
 2. 阐明要求。
 3. 肯定你的直觉
 4. 如果你要成为赢家就尽量说“是的”。
 5. 在对事情不确定的情况下，你应要求孩子：
 - 说服你
 - 讨论有问题之处
 - 当然可以，请稍等
 6. 在我还活着的时候都不可以！
 - 说不！
 - 让您的孩子知道为什么这样做是不对的
 - 拒绝争论

Well structured days might include time for:

有规律的日子应包含以下时段：

- School
- Spiritual growth
- Sports
- Family time
- Friends
- Free time
- Chores
- Homework
- Helping others

- 上学
- 心灵成长
- 体育活动
- 家庭时间
- 朋友
- 空余时间
- 家务
- 家庭作业
- 帮助别人

Group Activity 4.4 – Daily Activities

小组活动 4.4 – 每天活动

Child's List

- Watch television
- Ride bicycles
-
-
-
-
-
-
-
-

Parent's List

- Go to school
- Make his/her bed
-
-
-
-
-
-
-
-

孩子的列表

- 看电视
- 骑脚车
-
-
-
-
-
-
-
-

家长的列表

- 上学
- 孩子整理自己的床
-
-
-
-
-
-
-
-

Motivation

激励孩子的方法

Intrinsic (Child's List)

- Things your child wants to do
- Activities they choose to do in their free time
- Fun stuff!

Extrinsic (Parent's List)

- Things your child typically does not want to do
- Activities they like to avoid
- Responsibilities such as homework and chores (work)!

内在的动力 (孩子的列表)

- 孩子想做的事情
- 孩子在空闲时间选择做的事情
- 好玩的事情!

外在的动力 (家长的列表)

- 孩子通常不想做的事情
- 孩子会避免的活动
- 孩子的责任，如功课及家务（工作）！

Activity 4.5 – Motivation

活动 4.5 – 激励

Things which my child is *intrinsically* motivated to do. It's fun.

1. Watch TV
2. Eat ice cream
- 3.
- 4.
- 5.

孩子会自动做的事情。对孩子来说，这是好玩的事情。

1. 看电视
2. 吃冰淇淋
- 3.
- 4.

Things for which my child may need *extrinsic* motivation. It's work.

1. Homework
2. Eat vegetables
- 3.
- 4.
- 5.

孩子必须依靠外在激励才会做的事情。对他们来说，这是工作。

1. 做功课
2. 吃素菜
- 3.
- 4.

EASY Approach for Homework

采用容易（ EASY ）的方法处理孩子的作业

E Ensure the child completes a homework assignment sheet daily (planning).

确保孩子每天完成在作业表上列出的功课（计划）。

A Approve the homework when it is finished (accountability).

当孩子完成作业后，家长应检查功课（负责任）。

S Stick to controlling the child's list until the homework is finished and has been approved by mom/dad (motivation).

家长必须要求孩子在完成作业并由家长检查后，方可做孩子喜欢的事情（激励）。

Y Yes! Acknowledge success with a positive stroke.

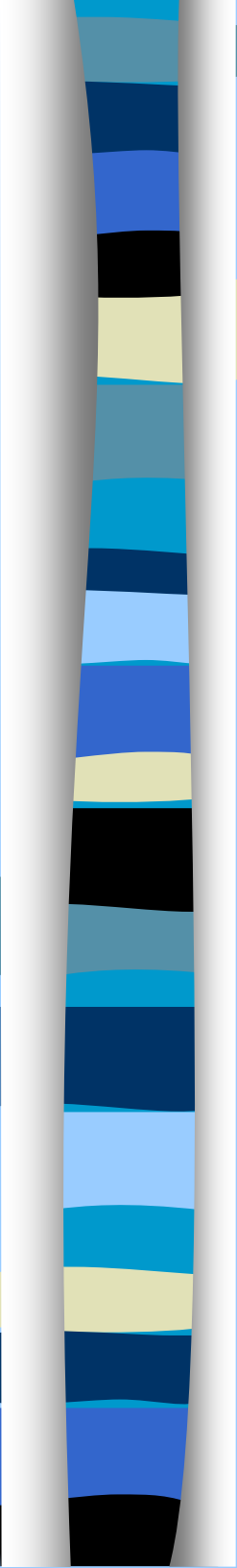
是的！家长应使用正面的鼓励来肯定孩子的成功。

Monitoring the Homework Assignment Sheet

监督孩子的家庭作业表

Student's Name	Date
Subject	Homework Assignment
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Today I have homework in ____ subjects. Teacher's Initial _____	

孩子的名字	日期
科目	家庭作业
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
今天____ 个科目有家庭作业。 老师签名_____	


$$\begin{array}{r} \text{Accountability} \\ + \text{Motivation} \\ \hline = \text{Behavior Change} \end{array}$$

$$\begin{array}{r} \text{问责} \\ + \text{激励} \\ \hline = \text{改变行为} \end{array}$$

Activity 4.8 – Excuses!

活动 4.8 – 借口!

Excuses:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Consequences:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

借口:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

后果:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Review Activity 4.9

复习活动4.9

Most powerful ideas learned in this unit:

-
-
-
-
-
-
-
-
-
-
-
-

在这单元里您学到最有用的点子：

-
-
-
-
-
-
-
-
-

Home Practice

家庭实践

- Create a telephone book for your children's friends.
- Meet the parents of your child's friends.
- Make an appointment to meet with your child's teacher
- If necessary, set a date to begin using the Homework Assignment Sheet.
- 编制一本孩子朋友的电话录
- 认识孩子朋友的父母
- 约见孩子的老师
- 如有需要的话，家长应定下日期开始使用家庭作业表。

Next Week

下周预告

Concrete solutions for tough kids

- Learn effective interventions for highly impulsive and special needs children.

管教难教的孩子具体解决方案

- 学习对付非常冲动及有特殊需要的孩子的有效干预措施。

Words of Wisdom

智者的话

Your children need your presence more than your presents.

Jesse Jackson

你的孩子需要你在他身边多于你送他礼物。

Jesse Jackson

Parent Project, Jr. Loving Solutions for Tough Kids

家长的育儿教程 如何去愛那些不易管教的孩子

**Mary Ann Burke, Ed.D.
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Unit 5 Objectives

第5个单元的目标

Parents will be able to:

- discuss effective interventions for out of control behaviors.
- practice combining *Set* and *Self-Limiting Time Outs*.
- list the three steps of effective *Action Plans*.

家长将能够:

- 讨论对付失控行为的有效干预办法。
- 练习如何结合使用定时和自我限时的暂时隔离法。
- 列出有效的行动计划的三个步骤。

Warm Up

热身运动

Share your stories from last week's Home Practice:

- Discuss what did you learn about your child's friends or school situation?

分享一下上周的家庭实践故事

- 讨论你对孩子的朋友或学校情况了解到了多少?

Activity 5.1 – Let's Focus

活动 5.1 – 让我们着重于

1. Teen alcohol and other drug use
2. Arrest for fighting
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

1. 青少年喝酒与使用其他毒品
2. 因打架被逮捕
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Combining Set & Self-Limiting Time Outs

结合定时及自我限时的暂时隔离

- If we back down when our kids scream, cry or throw tantrums, we actually teach our kids to scream and cry again.
- Instead, Self Limiting and Set Time Outs are the answer.
- 当孩子尖叫、哭闹或发脾气，而我们作出让步时，实际上我们教孩子以后再尖叫和哭闹。
- 其实自我限时和定时的暂时隔离才是解决的方法。

Activity 5.2 – Screaming

活动5.2 – 尖叫

What will you do?

1.

2.

3.

4.

5.

6.

你会做什么？

1.

2.

3.

4.

5.

6.

Group Activity 5.3 – Angela

小组活动5.3 – 安杰拉

1. Should Angela receive a *Set Time Out* for her refusal and disrespectful attitude? Yes, No, Why?

2. If yes, how long should the *Set Time Out* be?

3. If, after taking her *Set Time Out*, Angela still refuses to clean her room, should the father put Angela on a *Self-Limiting Time Out*?

4. Should the father use the words, *Take as much time as you need*? Yes, No, Why?

1. 对于安杰拉拒绝合作和无礼的态度她应该被定时的暂时隔离吗？是，不是的，为什么？

2. 如果是的，家长该定多久的暂时隔离？

3. 如果安杰拉被暂时隔离后仍然拒绝清扫她的房间，她的父亲应该给安杰拉一个自我限时的暂时隔离吗？

4. 她的父亲应该说你需要多久就多久这句话吗？是，不是的，为什么？

Group Activity 5.4 – He Did What?

小组活动5.4 – 他做了什么？

Remember to consider extending the *Time Out*, to stay calm, and not to argue with your child.

What will you do?

1.

2.

3.

4.

5.

6.

记住当你想延长孩子暂时隔离的时间时，你应保持冷静，不要与孩子争执。

你会做什么？

1.

2.

3.

4.

5.

6.

Activity 5.5 – Screaming

活动5.5 – 尖叫

Whenever parents consider using extended *Time Outs*, they should seek the advice of a mental health care professional.

每当父母考虑用延时的暂时隔离时，他们应该咨询精神健康专业人员的意见。

Effective Action Plans

有效的行动计划

Step 1 I Love Statement: Tell your child how you feel.

步骤 1 我爱的陈述：告诉你的孩子你的感受。

Step 2 I Want: Establish the rule and expect success.

步骤 2 我要：建立规则并期望成功。

Step 3 I Will:

- a. Actively supervise
- b. Provide consequences
- c. Be consistent
- d. Think – What else should I do to help ensure success?

步骤 3 我将会：

- a. 主动监管
- b. 执行后果
- c. 持之以恒
- d. 想想-我还能做什么来帮助孩子成功？

Activity 5.6 – Personal Action Plans

活动5.6 – 个人行动计划

1. I love Message: Tell your child how you feel.
 - a. I love you...
 - b. I am concerned because...
 - c. Why is this happening?
 - d. Are you OK?
 - e. Actively listen to your child's responses.
 2. I want: Establish the rule/expect success.
 3. I will:
 - a. Actively supervise your child's daily activities. (What will you need to do?)
 - b. Consequences. (What will they be?)
 - c. Consistency/Follow Through. (How will you accomplish this?)
 - d. What else should I do to ensure success? (Remember **positive strokes.**)
1. 我爱你信息：告诉孩子你的感受。
 - a. 我爱你...
 - b. 我很关心你因为...
 - c. 为什么事情会这样发生？
 - d. 你还好吗？
 - e. 积极聆听孩子的反应。
 2. 我要：建立规则/期望成功。
 3. 我将会：
 - a. 积极监管孩子每天的活动（你需要做什么？）
 - b. 结果。（他们将会怎样？）
 - c. 持续性/贯彻始终(你该如何完成？)
 - d. 我还能做什么来保证孩子的成功？(记住**正面的肯定。**)



Review Activity 5.7

复习活动5.7

Most Powerful Ideas

-
-
-
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-
-

最有用的点子

-
-
-
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-
-
-

Home Practice

家庭实践

- Carefully review Units 2 and 3. • 仔细复习单元2和3。
- Implement the personal action plans you developed today. • 执行你今天制定的个人行动计划。
- 与你的小组分享你的成功故事。
- Bring back your success stories to share with your group.

Next Week

下周预告

Recognizing and Supporting Success

- Discuss the process of change and learn to support consistent positive change in our children.

认同和鼓励孩子的成就

- 讨论改变的过程和学会支持孩子们持续的正面改变。

Words of Wisdom

至理名言

The greatest predictor of violent behavior is harsh, erratic parental discipline.

U.S. Department of Justice

暴力行为的最大预测因素是粗暴和不稳定的育儿方式

美国司法部门

Parent Project, Jr. Loving Solutions for Tough Kids

家长的育儿教程 如何去愛那些不易管教的孩子

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Unit 6 Objectives

第六个单元的目标

Parents will be able to:

- discuss the process of change.
- describe the negative messages sent to children when parents are inconsistent.
- recognize the negative messages that damage self concept.
- list strategies to promote family unity.

家长将会:

- 讨论变化的过程。
- 描述当家长前后矛盾时给孩子发出的负面信息。
- 认清损害孩子自我概念的负面信息。
- 列出促进家庭团结的策略。

Warm Up

热身运动

Sharing Our Progress

In your support groups, share your stories from last week's *Home Practice*.

- Were you able to implement your personal action plan?
- How did your child respond to your plan and action?

分享一下我们的进度

在你的小组里, 请分享一下上周的家庭实践故事。

- 你能实施你的个人行动计划吗?
- 孩子对你的计划及行动有什么反应?

The Dynamics of Change

改变的过程

Change is usually:

- Slow
- Incremental (piece by piece)
- Painful

for *all* concerned.

Typically, the person who becomes the most frustrated, changes first!

改变对每个人来说通常是:

- 缓慢的
- 渐进的（一步一步的）
- 痛苦的

在正常情况下，谁感到最沮丧，谁最先作出改变！

Activity 6.2 – Ahhh!

活动 6.2 – 啊!

What will success look and feel like? 什么是成功? 成功的感觉是怎样的?

The Three Phases of Change

改变的三个阶段

Phase 1

The behavior gets worse.

第一个阶段

孩子的行为会变得更糟糕。

Phase 2

The behavior occurs less frequently, but just as bad as ever.

第二个阶段

孩子的行为比较少出现, 但是跟以前一样糟糕。

Phase 3

The behavior occurs less frequently and with less intensity as well.

第三个阶段

孩子的行为不仅比较少出现, 也没有以前那么糟糕。

Activity 6.3 – Worse May Be Good

活动 6.3 – 事情变坏可能是好事

1. Screams at parent

1. 对父母尖叫

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

Activity 6.4 Map Your Progress

活动 6.4 – 记录你的进度

Phase 1

The behavior has gotten worse.

第一个阶段

孩子的行为会变得更糟糕。

Phase 2

The behavior is occurring less frequently, but just as bad as ever.

第二个阶段

孩子的行为比较少出现, 但是跟以前一样糟糕。

Phase 3

The behavior is occurring less frequently and with less intensity as well.

第三个阶段

孩子的行为不仅比较少出现, 也没有以前那么糟糕。

Activity 6.6 – Inconsistency

活动 6.6 – 前后矛盾

What messages do we send to our children when we are inconsistent?

- The rule isn't that important.

-

-

-

-

-

-

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-

-

当家长管教孩子前后矛盾时会给孩子发出什么信息？

- 遵守规则并不**那么**重要

-

-

-

-

-

-

-

Teaching New Skills

教授孩子新的技能

Parents should:

- encourage and support their child's effort;
- not expect nor demand perfection;
- break large jobs down into small tasks;
- celebrate successes;
- ensure children are praised just as much for their efforts as for their achievements.

家长应该:

- 鼓励及支持孩子付出的努力;
- 不要期望或要求孩子做到完美;
- 把大型工作拆分成小的任务;
- 庆祝孩子的成功;
- 确保孩子得到与他们付出的努力及取得的成就一样多的表扬。

Choice
+ Responsibility for Choice
= Growth

or

We learn best from our own mistakes.

选择
+ 负责任的选择
= 成长

或者

我们从我们自己的错误中学得最多。

P.S.O.P.E.

P.S.O.P.E.

Problem: Identify the problem.

Solutions: Identify possible solutions.

Outcomes: Identify the outcomes of each possible solution.

Plan: Settle on one of the identified solutions and develop a plan.

Evaluate: Set aside time to evaluate the chosen plan. (Is it working?)

P 问题: 认清问题。

S 解决方案 : 想出可能的解决方案。

O 结果 : 考虑每个解决方案可能的结果。

P 计划 : 决定采用一个解决方案并制定一套计划。

E 评估 : 抽空评估你所选择的计划。（它奏效吗？）

Group Activity 6.9 – P.S.O.P.E

分组活动 6.9 – P.S.O.P.E

Problem: _____

Solutions: 1. _____

2. _____

3. _____

4. _____

Outcomes: 1. _____

2. _____

3. _____

4. _____

Plan: _____

Evaluate (when and where): _____

P 问题: _____

S 解决方案: 1. _____

2. _____

3. _____

4. _____

O 结果: 1. _____

2. _____

3. _____

4. _____

P 计划: _____

E 评估 (何时及何地): _____



Activity 6.11 - Participation

活动 6.11 – 让孩子参与

1. Involve the child in important family discussions; ask for his opinion.
2. Invite the child to help create the family rules.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

1. 让孩子参与重要的家庭讨论并询问他们的意见。
2. 邀请孩子一起制定家规。
- 3.
- 4.
- 5.
- 6.
- 7.

Program Review

课程复习

- Set aside time for your children every day.
- Pay attention to your children.
- Be prepared.
- Find support for yourself.
- 每天抽空陪孩子。
- 多注意您的孩子。
- 家长应作好准备。
- 寻求援助及支持。

Group Activity 6.12

分组活动 6.12

- 1 Love and affection
- 1 Positive strokes
- 3 Establish the rule
- Our children's friends
- Parental Frustration
- Don't ever give up
- Positive consequences
- I Love messages
- Never confront in anger
- Who, What, & When
- Don't attack the child
- Short term consequences
- Parental anxiety
- Sense of family
- Three step action plan
- Addressing problem behavior
- Homework assignment sheet
- Take everything away
- Self-limiting time outs

- 1 爱与喜爱
- 1 正面的肯定
- 3 建立规则
- 认识孩子的朋友
- 家长的无奈
- 永远不要放弃
- 正面的结果
- 我爱的信息
- 家长在愤怒时应避免与孩子有正面冲突
- 何人,何事, 何时
- 不要对孩子作人身攻击
- 短期的后果
- 家长的焦虑
- 家庭的意识
- 三步行动计划
- 处理问题行为
- 家庭作业表
- 家长没收孩子所有的东西
- 自我限时的暂时隔离

Group Activity 6.12 – Continued

分组活动 6.12 – 继续

___ Eat meals together	___ 一起用餐
___ Build family unity	___ 建立团结的家庭
___ The extended time out	___ 延长暂时隔离
___ Support groups	___ 支持小组
___ Parental values	___ 家长的价值观
___ Set time outs	___ 定时暂时隔离
___ Dynamics of change	___ 变化的过程
___ Eye contact	___ 眼神的接触
___ Time out	___ 暂时隔离
___ Compromising	___ 妥协
___ Active listening	___ 积极聆听
___ Spot checks	___ 突击检查
___ Creating structure	___ 订立规律
___ Encourage children	___ 鼓励孩子
___ Consistency	___ 前后一致
___ Tobacco use	___ 抽烟
___ Community feelings	___ 社区情感
___ School grades	___ 学校成绩
___ Parents control things	___ 家长控制事情

Review Activity 6.18

复习活动 6.18

Most Powerful Ideas

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-

最有用的点子

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-
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-
-

Next Week – The ADD/ADHD Child

下周预告- 患有多动症的孩子

The ADD/ADHD Child

- Learn what we need to know and do

对于患有多动症的孩子

- 我们应该知道些什么和做些什么

Words of Wisdom

至理名言

Romance fails us and so do friendships, but the relationship of parent and child, less noisy than all others, remains indelible and indestructible, the strongest relationship on earth.

Theodor Reik

纵然浪漫的感情及朋友之间的友谊会令我们失望，但父母与子女的关系，相对来说杂音较少，仍然是不可磨灭，坚不可摧，是世界上最强的关系。

Theodor Reik