

How to make your
child say "Yes", when
he says "No!"

A wish of every parent...

Almost all the parents wish
for the day that their child
would never say “No” and
always listen to them.

Why children say NO?

Children live in a self-centred world.

They want to do what they want to do when they want to do it. In fact, it's developmentally appropriate for them to behave this way. They also like consistency and predictability.

Therefore, they say no in order to avoid the unknown, change and the loss of control.

In addition parents often unwillingly encourage uncooperative behaviour by ignoring their children when they cooperate and by paying a lot of attention when they don't. children quickly learn that not cooperating is an easy way to get their parent's attention.

Finally young children don't usually see the picture parents have in mind when making the requests. Young children have no sense of two things:

*time

and

*space

so they don't understand the
urgency parents feel in many
situations

The golden rules

- * The 'Quantum' rule: :

Whatever you pay attention to, it grows.
If you pay attention to negative things;
that's what would grow.

- * Neighbours child:

Behave with your child, with similar
wonder, respect and dignity, as you
would do with your neighbours child.

From 2 Yrs till 9 Yrs

* Key Words: Deserving, Exploring & Approving.

Building a child's self-esteem. Self – esteem provides a readiness to go outside the family to encounter the big wide world outside. From no responsibility of a two year old, it is identifying with tasks and challenges.

With toilet training and learning to feed himself, a toddler begins to realise that

Human Beings Can Choose

- * Animal's can not. Cows can not. Let us say the God of 'Fire - Agni' can not choose and become the God of 'Water'.
- * Great people had chosen to be what they became.
- * It is, as parents, our duty to be an example and show them the value of being able to 'Choose what we want'.

The Question Is

What would I want my child to become:

- * A Tiger?

or

- * A Pet Dog?

The Power of a Choice

- * You are what your deep, driving desire is.
- * As your desire is, so is your will.
- * As your will is, so is your deed.
- * As your deed is, so is your destiny.

Brihadaranyaka Upanishad IV. 4.5

Five important questions to ask yourself if you are expecting your child to say YES

1. How would I feel if I were my child?
2. What is my child is capable of doing?
3. Have I taught my child, “What I’m asking him to do?”
4. How many directions can my child follow?
5. Am I being a good role model for my child?

Motivating your child

- *Harmful ways

- *Helpful ways

Harmful ways

It is normal for the parents to get irritate when their children don't cooperate.

Irritation often leads to:

- * Nagging- how many times do I have to tell you?
- * Labelling- you are too lazy
- * Begging- do it for mummy!
- * Blaming- don't make me late again
- * Shaming- I am so disappointed in you

And when these strategies
don't work parents start to opt
for:

*Bribing- if you put on your
shoes, I'll give you some
chocolates

or

* Threatening- if you don't put
your shoes on, I'll spank you

Helpful ways

- *Children's natural empathy needs loving, nurturing environment in which to emerge and thrive. Therefore parents need to become empathetic, teaching parents who work with their children to follow the rules they have established.

- * Children learn to care for others by being cared for themselves, and they learn to respect others, when they are being respected themselves.
- * You and I as parents, can build your child's trust by helping him to learn to make choices and decisions, follow the rules and accept the consequences of his choices.

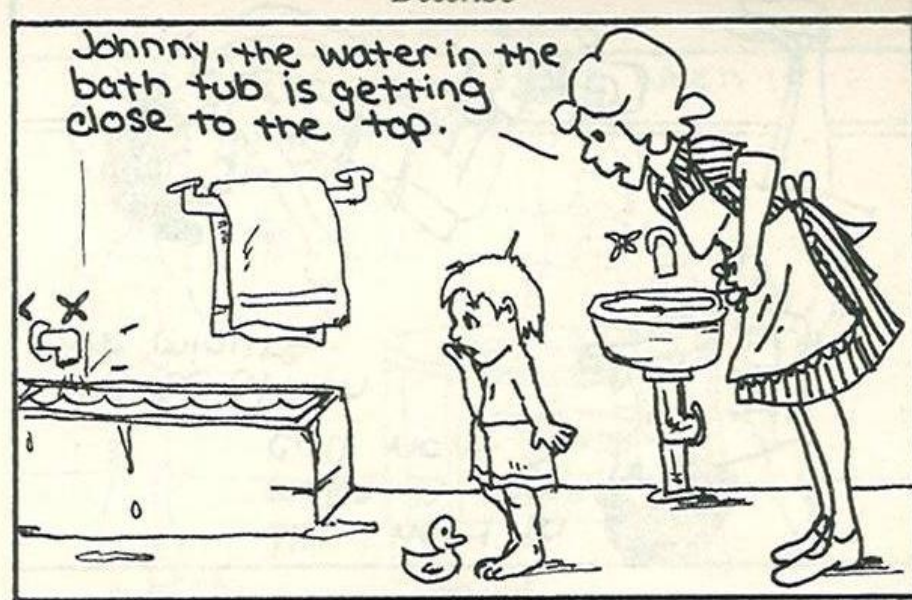
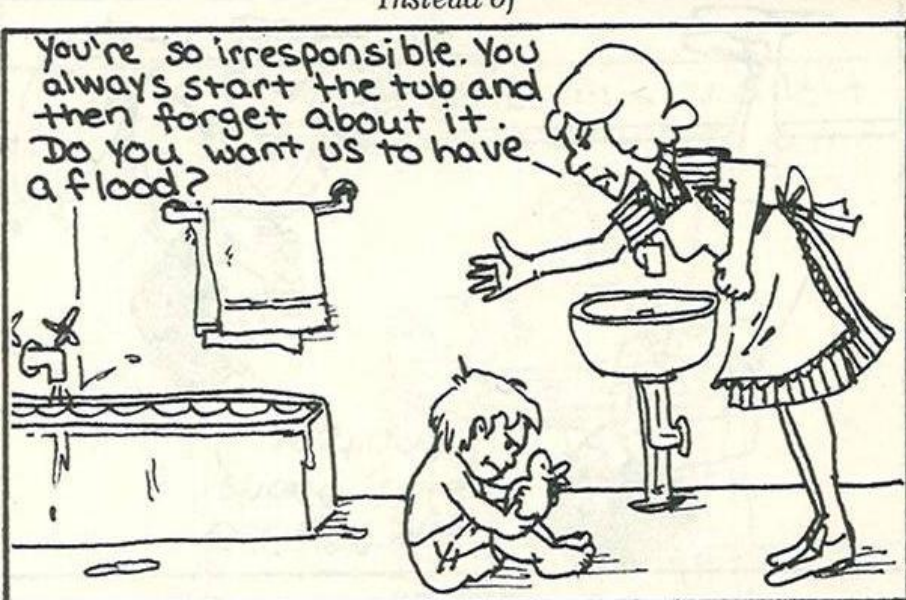
We need to realise that...

- * Nothing positive results from nagging, bribing or threatening a child. He may do what he is asked out of fear, guilt or shame, but he won't learn the skills necessary to get along in the world as a responsible, self-sufficient, considerate human being. He'll learn just the opposite: how to intimidate others to get them to do what he wants.
- * Policeman and external discipline.

How can you make them say yes?

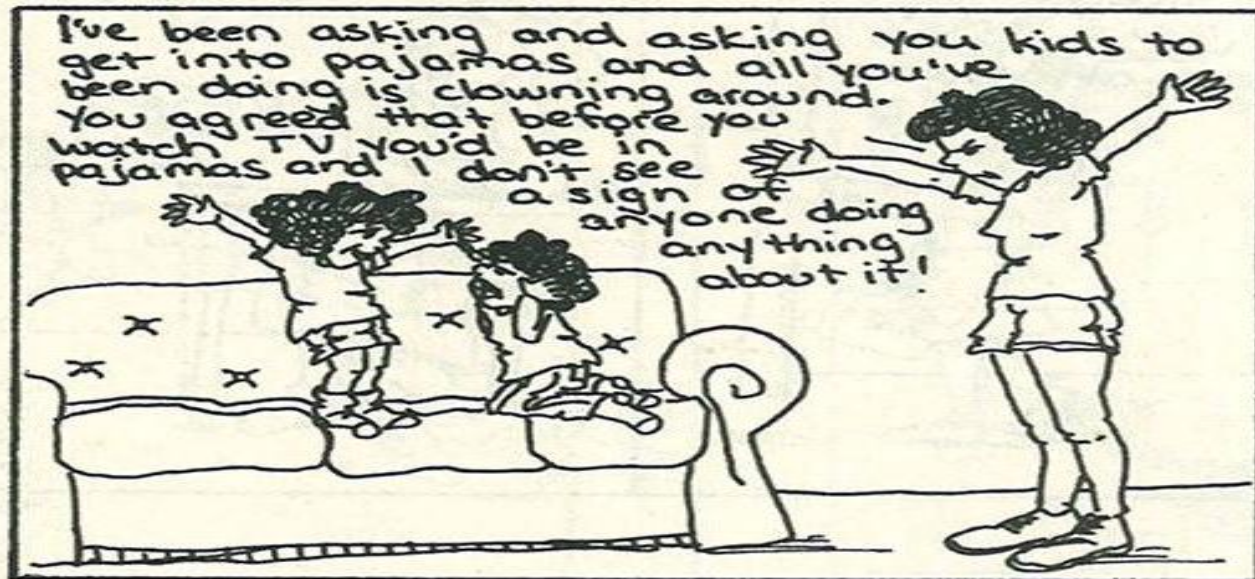
(~~engaging cooperation~~)

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



It's hard to do what needs to be done when people are telling you what's wrong with you.

It's easier to concentrate on the problem when someone just describes it to you.

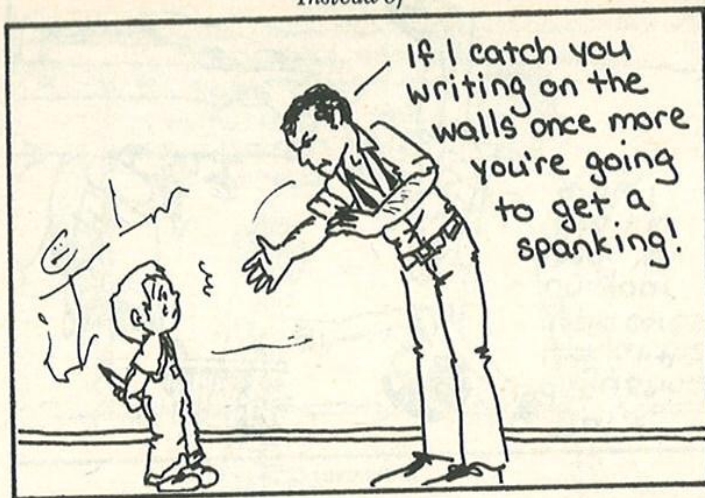


Say it with a word

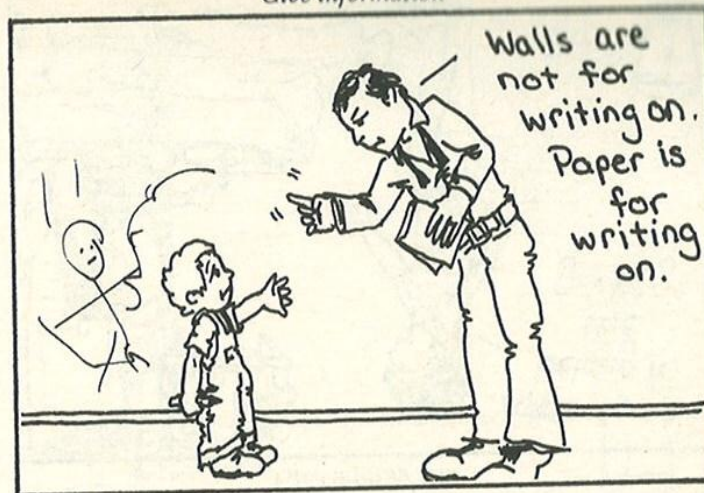


GIVE INFORMATION (continued)

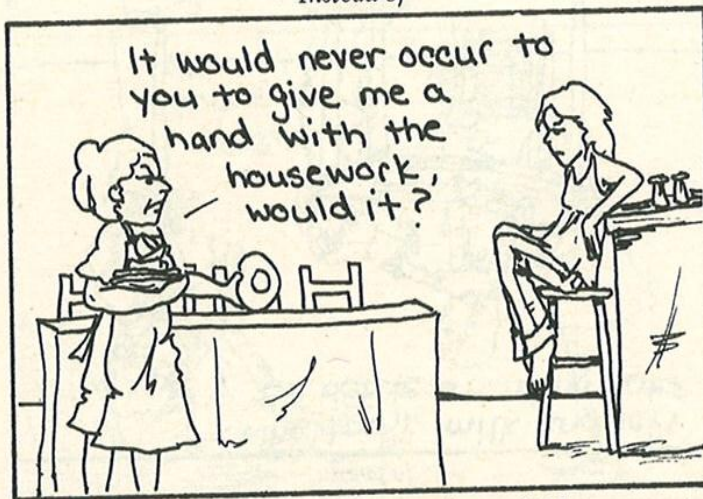
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Give information



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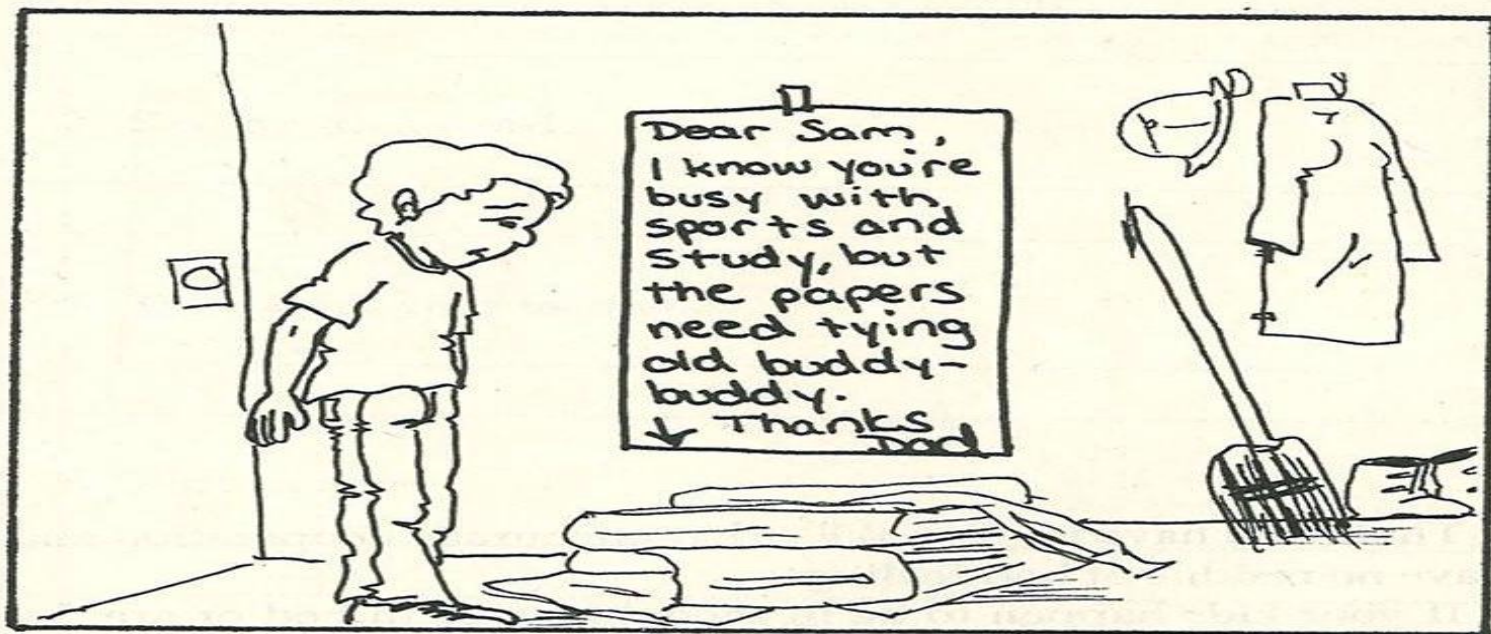


Give information

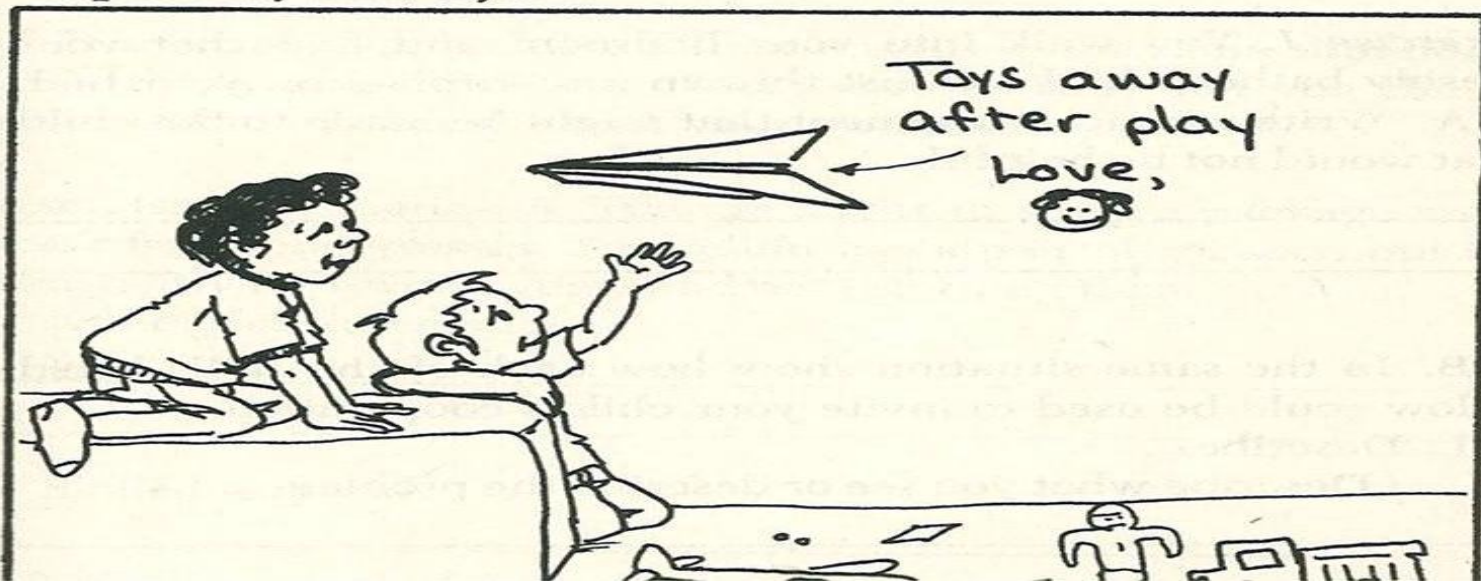


When children are given information, they can usually figure out for themselves what needs to be done.

This father got tired of yelling and finally decided to let a note do the talking for him.



Mother flew in a paper airplane with words on it to her son and his friend—neither of whom could read. They ran in to ask what the words said, and when they found out, they ran back to put away their toys.



Instead of



Talk about your feelings



Instead of



Talk about your feelings



Children are entitled to hear their parents' honest feelings. Bv

Empathise

- * Show your child that you empathise with his concerns. This validates him and tells him that you respect his opinions which in turn motivates him to cooperate as a part of your team.

Make a deal using grandma's rule

- * Grandma's rule says: when you have done what I have asked you to do, then you are free to do what you want to do.
- * This peaceful solution to parent-child conflict teaches your child the value of meeting his responsibilities before doing what he wants.

Giving choices

- *When you give your child choices, he practices his decision making skills.

~~Do it for one week.~~

For one week, try to tell a positive, instructive story to your family at dinner time. You don't have to make it up, just think about something good that happened during the day, even if it was a very small moment, and talk about it. Even on your worst day you may begin to notice your own attitude starts to change, and I assure you this will make a significant difference in your life as well as the lives of your children. An optimistic attitude toward life is a key to better mental and even physical health. It is also contagious. Do it on

* How parents and teachers talk tells a child how they feel about him. Their statements affect his self-esteem. To a large extent, their language determines



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What is Success?

- * Ralph Waldo Emerson –
“Be Careful on What you set
your heart upon, for you will
surely have it”.

What is Success?

- * Material?
- * Nonmaterial?
- * Ability to love, have compassion.
- * Capacity to feel joy and spread it to others.
- * Life has a purpose
- * A connection to the creative power of the Universe.
- * Success depends on who you are, and not what you do.



Every baby is born a success.

- * A sense of wonder
- * Seeds of Divinity is inside us – water these
- * Our responsibility as parent is to place our children firmly on this journey – witness and know the miracle of divine, wherever we go.
- * Better than giving them money, a secure home and even love and affection.

The New Age Parenting

- * First we practice ourselves - we put ourselves in harmony with the nature.
- * Struggle may bring good material things, but the inner fulfilment we seek, will be lacking.
- * Spiritual laws , if so important, why have they remained in obscurity?
- * By analogy, electricity did not enter before the light bulb, despite the fact that the entire Universe permeated with electrical energy since the dawn of creation.

How to Start

- * From the day the baby is born, you are a teacher. You create an atmosphere of trust, openness, non-judgment and acceptance.
- * What this divinity, God can give us, is limited only by our ability to appreciate His gifts.
- * Anyone can count the seeds in an apple, can you count the apples in one seed?

Sunday: Everything is possible

- * Our source, within everyone is the source of creativity - which can grow to any heights - any direction.
- * Silence is the home of spirit.
- * Look within for guidance – self referral.
- * The reason we want success, is to reach our potential for happiness and wisdom, not just our to earn and acquire.
- * Children using the vocabulary of heart – listen to your heart, your heart knows, in your heart everything is possible, things will work out, if your pure in heart – you can bring anything to you.
- * Seed of inspiration.
- * No one is a success, who does not feel successful in his or heart of hearts.

Sunday with the Children

- * Silent meditation.
- * Nature breathes the breath of spirit - What God, this divinity, can give us, is limited only by our ability to appreciate His gifts.
- * Every second of time is a doorway to unbounded possibilities. If you are not open to them, these possibilities shrink. Is there another way to look at this – a story. Without noticing we are imposing limits on the way perceive the world. Our minds say: I don't like it, I can't understand it, I already know all about it, It is wrong, bad boring, Nothing can be done about it. Being non-judgmental to a situation on a Sunday.
- * Find something good in others.

Monday with the Children

Is the day of Giving

- * Observing minutes of silence and meditation.
- * Every member give something to someone. Give a smile, a hug, an appreciation, help with a chore. Children are not born selfish.
- * Receive gracefully – giver is never the giver – every breadth - grudging “Thank you” – every time we receive we are given a glimpse of divine love.
- * Ritual of gratitude – thankful for seeing the butterfly, for us all being well, lovely menu. Life itself is a divine gift.
- * The joy you feel – reflects back on to you.

Tuesday with the Children Is the day of “Making choices”

- * Observing minutes of silence and meditation.
- * Every choice changes the future. Talk to your child - one choice s/he made today- cause & effect. Do not control their choices or choice of friends, toys, hobbies. The Universe listens to your choices you make in your heart.
- * Talk about choices you had made in your life. How these have changed your own life. Regret
- * How it feels about one choice over the other. Your feeling about the choice you made in not cleaning your room, not putting your toys back.

Wednesday with the Children

Is the day of “Least Effort”

- * ~~Do not say “No”, go with the flow. Vacuuming and finding the “Ghosts”.~~
- * Ancient Greek philosopher Heraclites had said that life is like a river – you can not step into it in the same place twice.
- * Look for nature’s help.
- * Player and the commentator
- * Nature operates through least effort – technical complex machines?
- * Put every effort in organising your life, but remember that the ultimate organiser is “Nature”.

Wednesday with the Children Is the day of “Least Effort”

- * Do not try to steer the river of life
- * When “Nature” is most productive & creative, it does not work it plays.
- * The best work flows from its nature of effortlessness.
- * Allow the gift from “Nature” to come to you. Do not struggle.

Thursday with the children

- * Observing minutes of silence and meditation.
- * Make a list of desires for the coming week and post these on the refrigerator.
- * Encourage children to want happiness and fulfilment. Absence of conflicts and struggle.
- * Help a seed to grow.
- * Patient expectation. Success comes from any and all directions. Stay relaxed. Putting demands on others to keeping a wish within your heart – which comes true faster?
- * Notice when something nice you wanted did really happen.
- * Desires did not have to be chased in the outside world. It is close to your heart.
- * Divine intentions align with human intentions, when they are focused and in the best interest of one's spiritual growth.

FRIDAY

is the day of detachment

- * The real you
- * Uncertainty is good – no one has to have all the answers.
- * Feel balanced about loss and gain.
- * Everyone has an invisible friend – who looks after everything they do.

Friday with the children

- * The real you.
- * The loss of a doll.
- * You are here for a much more important reason – not just for what you do own or what you do not.
- * Your problems do not get solved by having enough of material things
- * Look at the nature.

Saturday

- * Detachment is the quality that makes a person feel unmoved by loss or gain.
- * You are here for a reason.
- * Where are you right now?
- * Encourage their unique talents
- * Invite them to do an act of service.

Saturday With The Children

- * Where do I think am I going?
- * How do I plan to get there.
- * How far have I gone?
- * What is holding me back? This is my present challenge.
- * Where are you right now? – “Exactly where I am supposed to be!”

DETACHMENT

- * Truly means intense involvement and creativity.
- * Surrender recognises that all outcome depend upon the universe, not on our ego bounded self.
- * Detachment is not easy to teach.

What Detachment Is Not

- * To say that you do not care.
- * Something is not your responsibility, when it is.
- * Ignore the needs of others.
- * Constantly look out for only the number one.

Detached Involvement

- * Detachment is the perspective that allows us to enjoy the journey. An important need for success.
- * Throwing yourself with complete abandon ness and enthusiasm with anything you do, but without expecting to control the outcome.
- * The outcome is left to the hand of the “Spirit” or the “Soul”.

The Larger Plan

- * How can you be fully involved and yet detached?
- * When you identify yourself with the “Spirit”, then your individual action fall in to a larger pattern. This is what then becomes “God’s Divine Plan”. With detachment we show that we leave the larger plan to God.
- * You join and become the creator with God.

Delicate Balance

- * There is always a delicate balance between giving children security and teaching them that the reality can be very insecure. This is the dilemma all parents face, afraid that they will err on one side or the other; either instilling false security or going too far warning them about danger and risk.

Children Love Surprises

- * Unexpected treats bring joy to the giver and the receiver. And they need to have no better reason than, "I just want to do something different".
- * At older age uncertainty can be a problem, since it implies a shifting world that is difficult to predict or cope with. For children of above four/ five, all you need is an opening, "I know you have not done this before, is it a little scary?"

Happiness Is.....

- * Look inside for happiness rather than outside.
- * The “Doll” is not the source for happiness!
- * Make children feel secure and loved:
- * You are here for a reason, you are special.
- * Countless people grow up feeling that their problems will be solved as soon as they have enough of something – money, fame, status; etc.

Where Are We as A Family?

- * Many families would cringe from asking such a question. Because they do not have enough openness, intimacy and trust that the answers to come out honestly.
- * Parents are too attached to seeming to have to all the answers.

Ralph Waldo Emerson

- * Our 'Life' is an experiments. The more experiments you make the better.
- * Enjoy the journey
- * Detachment is generally associated with indifference, apathy and non-involvement.
- * In the 'East' it is considered 'good'- the ability to find joy beyond the play of pleasure or pain.

How To Talk So Kids Can Learn



How to deal with feelings that interfere with learning

- * Instead of denying feelings (“This story is dumb.” “No it isn’t. It’s very interesting”), put the feelings into words (“This story is dumb.” “There’s something about the story you don’t like.”)
- * Instead of criticism and advice, acknowledge feelings with a word or sound (oh, mmm, uh, I see)

- * Instead of ignoring feelings, accept feelings even as you stop unacceptable behaviour
- * When a person is drowning, it's not the time to give swimming lessons
- * Instead of criticism, questions and advice, accept and reflect feelings and wishes

* A response that conveys full understanding - without reservation - gives young people the courage to begin to deal with their problems

7 skills that invite kids to

- * Instead of accusations / sarcasm / orders, describe the problem
- * Instead of accusations / blame / putdowns, give information
- * Instead of an order / discouraging prophecy / threat, offer a choice
- * Instead of a warning / lecture / accusation, say it with a word or gesture (e.g. Instead of: "Where are you going without your jacket etc?" Simply: "Your jacket")

- * Instead of sarcasm / shaming / name calling, talk about your feelings
- * Put it in writing
- * Instead of scolding , try using another voice or character (e.g. a robot)

- * Prep child who was always late; Mum made a list of things to do, and drew a picture beside each one
- * “Punishment can control misbehaviour, but by itself it will not teach desirable behaviour or even reduce the desire to misbehave. (Albert Bandera)

Alternatives to punishment.

Instead of threatening punishment. you could:

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

- * Strange as it may seem, studies show that both rewards and punishment, in the long run, actually reduce the desire to learn.
- * Don't even try to problem-solve if you're feeling rushed or agitated
- * The first step - hearing the children out - is the most important
- * Students are not willing to work on finding solutions until their feelings have been acknowledged

* Our role as educators is not to supply “right” answers but to help children arrive at answers through their own thinking process.

Describe rather than praise

- * Step 1. The adult describes what the child has done
- * Step 2. The child, after hearing the accomplishment described, praises himself

- * The most valuable kind of learning takes place when children are deeply involved in what they're doing, not when they're worried about how others will judge them.
- * Not: "A perfect report card"
- * Use: " These 'A's represent determination and hours of hard work. You must be proud of yourself."

Students who have had a disagreement

- * 1. Ask them each to write out a full report on what happened
- * 2. Include recommendations for the future
- * 3. Read their reports, acknowledge them
- * 4. Ask them to share their recommendations with each other, and to come to an agreement (if possible)