



 **COMMUNICATING
EFFECTIVELY**

WITH OUR CHILDREN


 **Ground Rules**

H – honest
O – open
P – participate
E – expect success
S – sensitive to others

Confidentiality – what’s said in this room stays in this room.

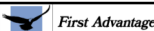
 **Program Objectives**

- How to communicate, cooperate, and negotiate
- Understanding the “D” word
- How to get to yes!


 **Six Principles of Effective Communication**

- Empathy
- The Disarming Technique
- Inquiry
- Stroking
- Tactful Presentation
- Problem-solving

Adapted from David D. Burns M.D., “Persuasion: the all-hits-no-misses way to get what you want,” Self (April 1991); pp. 67-71.

 **Active Listening Techniques**

- **Encouraging**
 - To convey interest (“can you tell me?”)
 - To encourage the other person (don’t agree or disagree, use neutral or varying words, use varying voice intonations)

 **Active Listening Techniques**

- **Clarifying**
 - To help you clarify what is said
 - To get more information
 - To help the speaker see other points of view
 - To do this: ask questions, re-state wrong interpretation to force the speaker to explain further.

Active Listening Techniques



▪ Re-stating

- To show you are listening and understanding what is being said.
- To check your meaning and interpretation.
- To do this: Re-state basic ideas and facts - "So, you would like your parents to trust you more, is that right?"

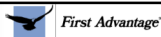
Active Listening Techniques



▪ Reflecting

- To show that you understand how the person feels
- To help the person evaluate his/her own feelings after hearing them expressed by someone else
- To do this: reflect the speaker's basic feelings - "You seem to be very upset"

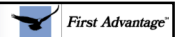
Active Listening Techniques



▪ Summarizing

- To review progress
- To pull together important ideas and facts
- To establish a basis for further discussion
- How? Re-state major ideas expressed, including feelings, i.e. "These seem to be the key ideas you've expressed ..."

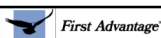
Active Listening Techniques



▪ Validating

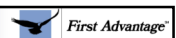
- To acknowledge the worthiness of the other person
- How? Acknowledge the value of their issues and feelings; show appreciation for their efforts and actions, i.e. "I appreciate your willingness to resolve this matter."

The "D" Word - Discipline



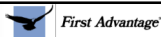
- Get rid of the crazy idea that in order to make children do better, first you have to make them feel worse or embarrassed. Do YOU feel like doing better when you feel humiliated?
- When children feel shame, what have they learned?

Punishment



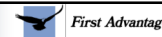
- Punishment may seem to work if all you are interested in is stopping misbehavior for the moment. Sometimes, we must be wary of what negative feelings are generated:
 - Resentment
 - Rebellion
 - Revenge
 - Retreat

The 3 Rs of Logical Consequences



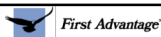
- When appropriate, use logical consequences for misbehavior. These should be:
 - *Related to the situation*
 - *Respectful of the child(ren) and adults involved*
 - *Reasonable (fair)*
- Children can help decide on logical consequences for not keeping their agreements during family meetings

Creative Problem Solving



- To achieve creative solutions to problems, the focus must be on de-escalation vs. escalation.
- De-escalates:
 - 1. "I" Statements
 - 2. Summarize
 - 3. Body language to show interest
 - 4. Open-ended questions
 - 5. Be specific and clear
 - 6. Focus on present and future
 - 7. Focus on problem
 - 8. Focus on needs and interests

Creative Problem Solving

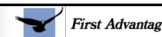


To achieve creative solutions to problems, the focus must be on de-escalation vs. escalation.

Escalates:

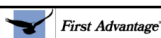
1. "You" statements
2. Interrupt
3. Ignore, look away
4. Accusatory questions, blame, criticize
5. Generalize
6. Focus on past hurts or injustices
7. Focus on people
8. Focus on positions

Steps for Creative Problem Solving



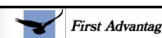
1. Identify your real needs and the real needs of the other person in the conflict by asking open-ended questions.
2. Define or summarize the problem in terms of real needs of each person, not the positions.
3. Brainstorm possible solutions without evaluating suggestions until you have exhausted the brainstorming process.

Steps for Creative Problem Solving



4. Evaluate all possible solutions in terms of real needs and eliminate those that won't work.
5. Decide which solutions to use.
6. Decide how to implement. Who is going to do what by when?
7. If you want, write it down in an agreement but always make a time to check back to see how it's going. If not working, try steps again.

Modeling Mutual Respect During Conflict



- Proper timing will improve your effectiveness tenfold.
- Do not try to have an in-depth discussion about a problem at the time of the conflict - emotions get in the way.
- It is okay to acknowledge feelings and set the stage for discussion.
- Teach children "cooling off" periods.
 - *Send the child to separate room*
 - *Do something to make yourself feel better*
 - *Agree to work out the problem with mutual respect*

4 Steps for Winning Cooperation



First Advantage®

1. Guess how your child is feeling - get into your child's world - check with your child if your guess is right.
2. Show understanding. You don't have to agree or condone. If possible share an example when you felt the same way.

4 Steps for Winning Cooperation



First Advantage®

3. Share your feelings about the situation in a non-accusing manner, using "I" statements. Children are willing to hear you after they feel heard.
4. Work together on ideas to avoid the problem in the future - or to correct the present problem through a logical consequence.

Communication is a Learning Process



First Advantage®

- Remember what has worked in the past, may not work in the future - children and parents grow.
- Teach the child that - **MISTAKES ARE WONDERFUL OPPORTUNITIES TO LEARN!!!**
- Mastering effective communication takes practice and patience.

Your EAP



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7 days a week

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800.935.9551



Bibliography



First Advantage®

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