

KIDS' NEEDS

I	<u>LOVE</u>	<i>Nurturance - Support - Encouragement</i>									
II	<u>LIMITS</u>	<i>Thou Shalt Nots - Contingencies - Consequences</i>									
III	<u>RESPECT</u>	<i>Civility - Trust</i>									
N	<u>SPACE</u>	<i>Physical - Privacy Emotional - Room to learn and Make Mistakes - Temporal - Time to Grow</i>									
V	<u>RELATIONSHIPS</u>	<i>Friends, Friends, Friends - Peers Relationships, Generational Communities</i>									
VI	<u>MODELS/MENTORS</u>	<i>Adults as Guides, Examples, Inspiration, Counsel, Teaching</i>									
VII	<u>RESPONSIBILITIES/ EXPECTATIONS</u>	<i>Accountability, Obligations, Duties, Participation</i>									
VIII	<u>TRADITIONS</u>	<table><tr><td><i>Family</i></td><td><i>Songs</i></td><td><i>Places</i></td></tr><tr><td><i>Rituals</i></td><td><i>Outings</i></td><td><i>People</i></td></tr><tr><td><i>Holidays</i></td><td><i>Vacations</i></td><td><i>History</i></td></tr></table>	<i>Family</i>	<i>Songs</i>	<i>Places</i>	<i>Rituals</i>	<i>Outings</i>	<i>People</i>	<i>Holidays</i>	<i>Vacations</i>	<i>History</i>
<i>Family</i>	<i>Songs</i>	<i>Places</i>									
<i>Rituals</i>	<i>Outings</i>	<i>People</i>									
<i>Holidays</i>	<i>Vacations</i>	<i>History</i>									
Ix	<u>SECURITY</u>	<i>Safety, Freedom from Want and Fear</i>									
X	<u>OPPORTUNITIES</u>	<table><tr><td><i>Health</i></td><td><i>Educational</i></td></tr><tr><td><i>Vocational</i></td><td><i>Recreational</i></td></tr><tr><td><i>Cultural</i></td><td></td></tr></table>	<i>Health</i>	<i>Educational</i>	<i>Vocational</i>	<i>Recreational</i>	<i>Cultural</i>				
<i>Health</i>	<i>Educational</i>										
<i>Vocational</i>	<i>Recreational</i>										
<i>Cultural</i>											
XI	<u>VALUES/BELIEFS</u>	<i>Ideology - Causes - Ethics - Religion</i>									

"It Takes A Whole Village To Raise A Child"

One Step at a Time .

Dr. Abraham Maslow, a psychologist, thinks that everyone has similar kinds of needs. You are motivated at some time by each of these needs. Think of the needs in the shape of a pyramid. You have to step up the pyramid one level at a time in order to reach the peak.

6. A higher good: This is a need to be involved with a cause focusing beyond the self.

5. Self-actualization: This is the need to reach our highest potential, to be the best we possibly can.

4. Esteem: We are motivated by the need for two kinds of esteem: self-respect and the respect of others. This area of need includes needing to be recognized for accomplishments and to be looked up to.

3. Belongingness: We need to belong: to be with other people, to be liked, to be loved, to be accepted.

2. safety: We are motivated by the need for two kinds of safety: physical safety (safety from danger) and emotional safety (security).

1. Physiological Needs: These are things our bodies need to survive: food, drink, sleep, air, elimination, and others. Everyone needs these to stay alive.

CARE-SHARING

EXERCISE II

CARE SUSTAINING BEHAVIORS AT WORK

I. Support

A. Do you give support?- To whom? _____

How? _____

When? _____

B. Do you get support? _____ From whom? _____

How? _____

When? _____

II. Recognition

A. Do you give recognition? - T o w h o m ? _____

How? (Verbal, written, touch, etc. .) _____

When and for what? _____

How do you like others to respond when you give recognition? _____

B. Do you get recognition? _____ From whom? _____

How? _____

What and when? _____

How and for what do you most like to be recognized? _____

III. Enjoyment

A. Is your work environment enjoyable?-Cheerful? _____

In what way is or is it not so? _____

When? _____

Do you contribute to the cheerfulness of your work environment? _____

How? _____

With whom? _____ When? _____



Care For The Caretaker

1. Be gentle with yourself!
2. Remind yourself that you are an enabler not a magician. We cannot change anyone else --we can only change how we relate to them.
3. Find a hermit spot. Use it daily.
4. Give support, encouragement and praise to peers and to management. Learn to accept it in return.
5. Remember that in the light of all the pain we see, we are bound to feel helpless at times. Admit it without shame. Caring and being therearesometimes more important than doing.
6. Change your routine often and your tasks when you can.
7. Learn to recognize the difference between complaining that relieves and complaining that reinforces negative stress.
8. On the way home, focus on a good thing that occurred during the day.
9. Be a resource to yourself! Get creative -- try new approaches. Be an artist as well as a technician.
10. Use supervision or the buddy system regularly as a source of support, assurance and re-direction.
11. Avoid "shop talk" during breaks and when socializing with colleagues.
12. Schedule "withdraw" periods during the week • limit interruptions.
13. Say "I choose" rather than "I should, I ought to or I have to". Say "I won't" rather than "I can't".
14. If you never say no -- what is your "yes" worth?
15. Aloofness and indifference are far more harmful than admitting an inability to do more.
16. Laugh and play!

WADE MAURICE & ASSOCIATES, INC.

1919 American Ct. Neenah, Wisconsin 54956 414-731-1955



Universal Values

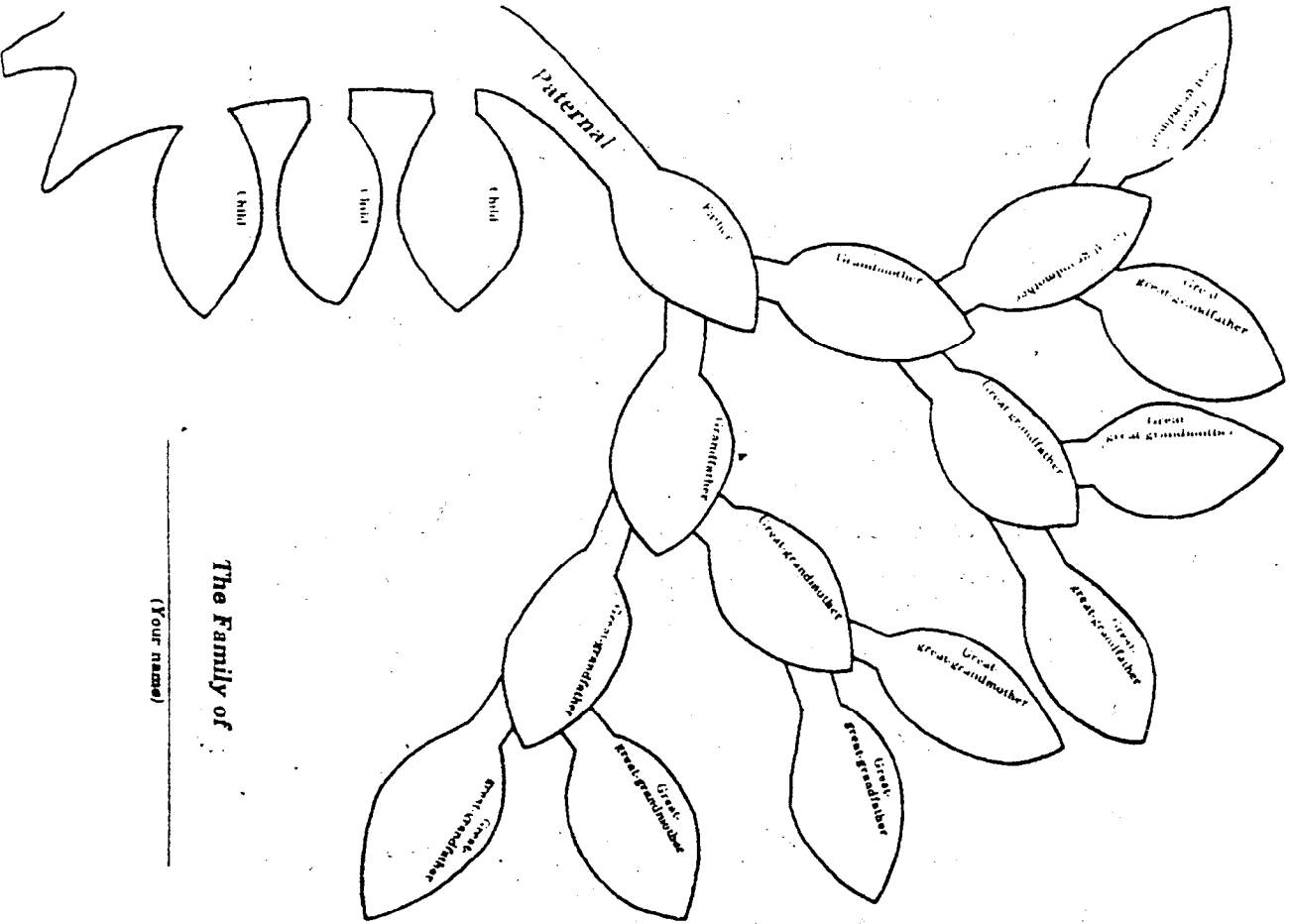
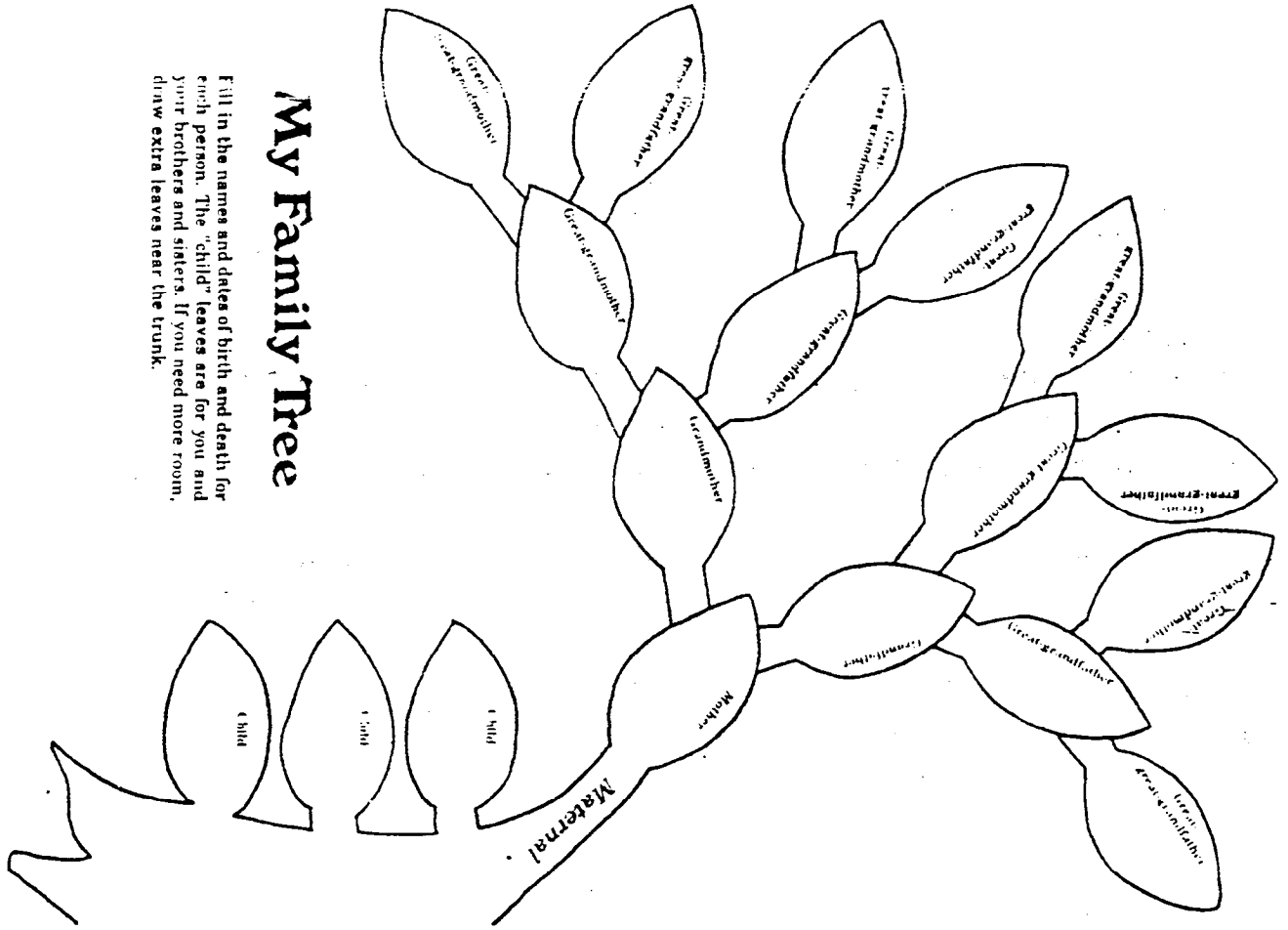
Universal values are those values that cross cultures, time, and religions and help people decide what actions are ethical.

Part of becoming an adult is developing values that will have a positive influence on yourself and others. Taking action that reflects your values supports your development into an adult.

Value	What It Means	What You Might Hear
Accountability	A quality in individuals whereby each knows understands, considers, and accepts the impact and consequences of personal actions and decisions.	"I know that my behavior will influence my child. I will try to quit smoking so that my child won't get sick as often."
Caring	A caring person shows concern for the well-being of self, others, and the environment.	"I'll take care of the baby this weekend so you can spend some time with your friends."
Fairness	Fair people are committed to justice, the equal treatment of individuals, and respect for diversity.	"It would be fair to everyone if we compromise and agree to share the household chores."
Honesty	Honest people are truthful and sincere.	"I won't lie to you. I spent my money to go see a movie instead of buying diapers for the baby."
Integrity	People with integrity behave in a manner that is consistent with ethical beliefs.	"You can count on me to do what I believe is right"
Loyalty	Loyal people provide support and commitment to others.	"I'm committed to getting good grades this year and I'm going to spend at least one hour every day doing home work."
Pursuit of Excellence	In the pursuit of excellence, people take pride in their work, give their best efforts, reflect on the results of their work, and apply knowledge gained to subsequent tasks.	"I take pride in my work. I'm going to stay ten minutes extra to make sure I leave this place clean."
Respect	Respectful people have confidence in their beliefs and values, and they acknowledge, understand, and support the rights of others to express their beliefs.	"I'm getting along better with my sisters, since I keep the baby's things out of their bedroom."
Responsibility	A responsible person contributes to the family, his or her workplace, and community (local/global) in positive ways and encourages the participation of others.	"I'm leaving a note for my parents to tell them where I've gone and when I'll be back."
Trust	People worthy of trust keep promises and fulfill commitments.	"I know you are afraid of the dark. You can count on me to help you feel safe."

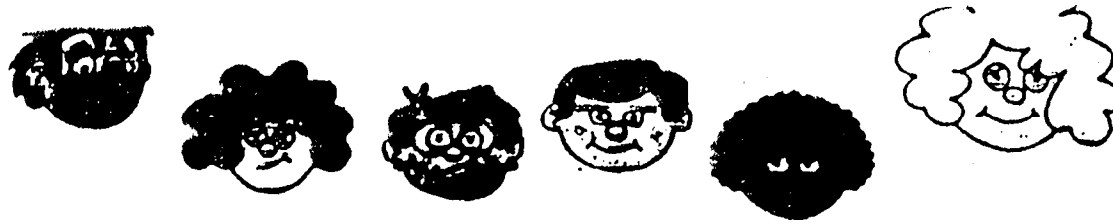
My Family Tree

Fill in the names and dates of birth and death for each person. The "child" leaves are for you and your brothers and sisters. If you need more room, draw extra leaves near the trunk.



The Family of _____

(Your name)

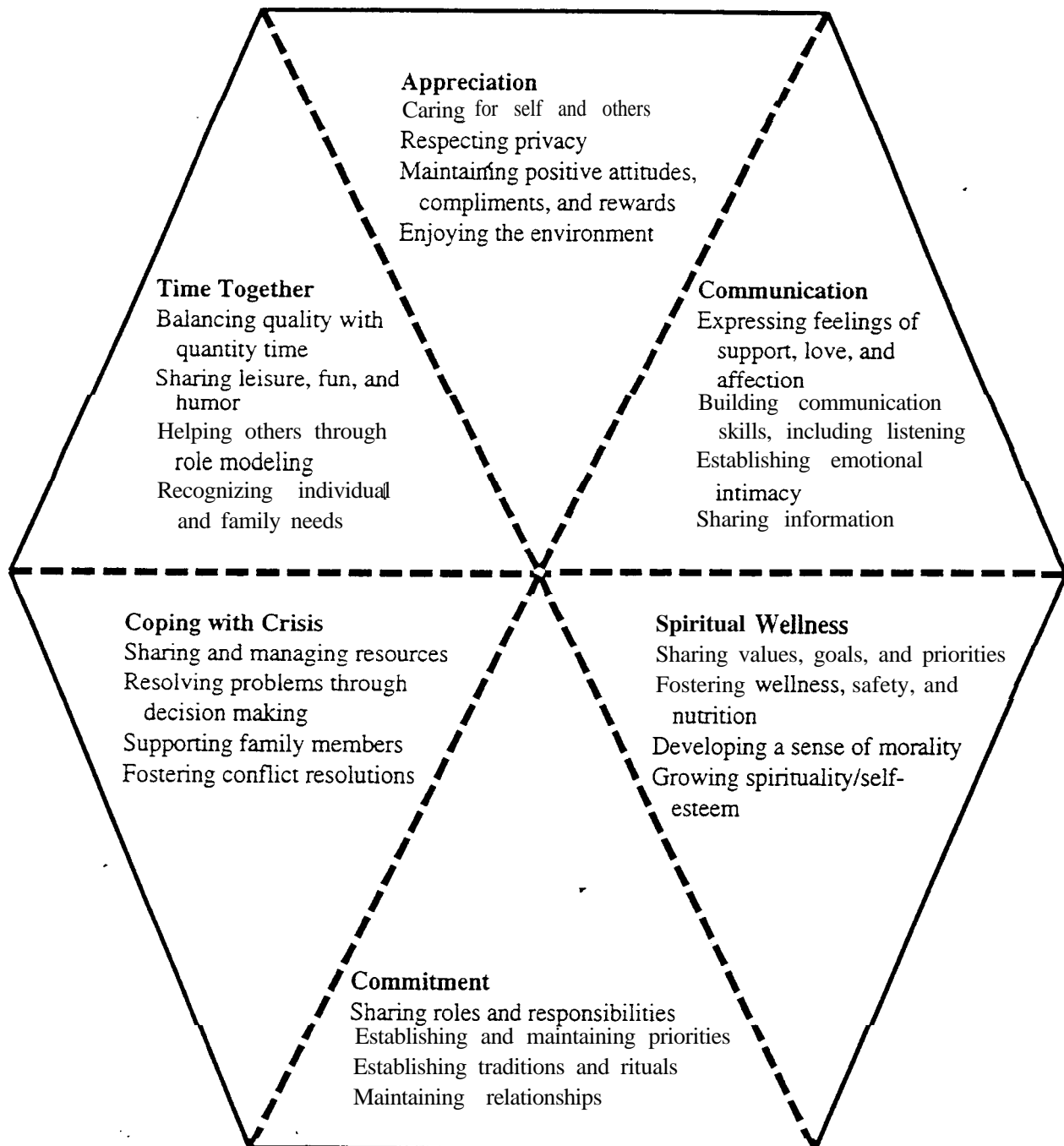


Typical Characteristics of Each Position in Family Constellation*

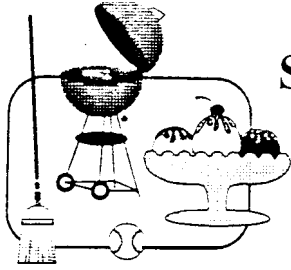
Please note: The following characteristics **will** not apply to **all** children in every family. Typical **characteristics, however**, can be **identified**.

Only Child'	Oldest Child	Second Child	Middle Child of Three'	Youngest Child
<p>Pampered and spoiled.</p> <p>Feels incompetent compared with adults.</p> <p>Is center of attention and enjoys position. Feels special.</p> <p>Self-centered.</p> <p>Depends on service from others rather than own efforts.</p> <p>Feels unfairly treated when doesn't get own way. Feels entitled to own way.</p> <p>Plays "divide and conquer" to get way.</p> <p>Has poor peer relations as child but better relations as adult.</p>	<p>Used to being center of attention.</p> <p>Must gain and hold superiority over other children. Being right and controlling important.</p> <p>Responds to birth of second child by feeling unloved and neglected. Strives to keep or regain parents' attention through conformity. If thru fails, chooses to misbehave.</p> <p>Either develops competent and responsible behavior or becomes discouraged.</p> <p>Strives to protect and help younger siblings.</p> <p>Wants to please.</p>	<p>Never has parents' undivided attention.</p> <p>Always has more advanced siblings.</p> <p>Acts as if in race, trying hard to catch up with or overtake first child, if first child is "good," second child is "bad." Develops abilities first child doesn't have. if first child successful, may feel uncertain of self and abilities.</p> <p>A rebel. Often doesn't like position.</p> <p>Feels squeezed if third child is born. Pushes down siblings.</p>	<p>Has neither rights of oldest nor privileges of youngest. Feels life is unfair.</p> <p>Feels unloved, abused, "squeezed."</p> <p>Feels lack of definite place in family.</p> <p>Becomes discouraged and a "problem child" or elevates self by pushing other siblings down.</p> <p>Adaptable since must deal with both oldest and youngest siblings.</p>	<p>Behaves like only child. Feels every- one bigger and more capable. Lets others do things, make decisions, take responsibility.</p> <p>Feels smallest and weakest. Not taken seriously.</p> <p>Becomes boss of family in getting service and own way.</p> <p>Develops feelings of inferiority of becomes "speeder" and overtakes older siblings.</p> <p>Keeps baby role and places others in service.</p> <p>In family of three, allies with oldest child against middle child, the "common enemy"</p>

Six Traits of Strong Families



Source: Dr. Nickolas Stinnett, University of Alabama, and Dr. John DeFrain, University of Nebraska.



Suggestions for Enriching Families

Read the suggestions for enriching family life listed below. Beneath each suggestion, write a specific example of that suggestion that you would enjoy doing with your family.

1. At Home Night

Have your family establish a special night for games, music, reading, a family project, or a continuing story read aloud (no television).

Example:

2. Controlled Television

Eliminate television for one night or several hours per night to increase family interaction.

Example:

3. Special Activity

Set aside a day of the week for an activity that builds a feeling of togetherness and support. Try a Special Food Night, Library Night, or Chore Day.

Example:

4. Family Meetings

Plan times when the family gets together to discuss activities or concerns.

Example:

5. Family Sports Activities

Plan an activity for all family members such as bowling, biking, or hiking.

Example:

6. Planned Family Outings

Plan monthly outings where family members take turns selecting the activity, such as a visit to the zoo, a ball game, or a picnic.

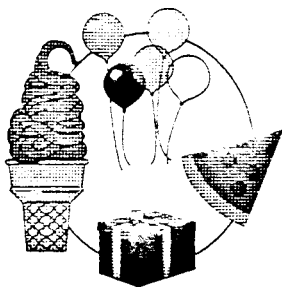
Example:

7. Family Goal Setting

Have your family work together to establish goals, such as a major trip, a family task, or a building project.

Example:

Family Traditions



A tradition is a custom that is followed over time and may be passed from one generation to another. Doing activities in the same way time after time lends stability to a family's way of living and strengthens the links between family members.

A family tradition could center around daily living activities or annual events or holidays. Read the case studies below and describe the family traditions in that situation.

1. Each night before bed, Karen reads her daughter a story and rubs her back to help her relax before a good night's sleep.
2. On her birthday each year, Rochelle's family gathers for dinner and a birthday cake. They sing to Rochelle and watch as she blows out the candles.
3. Every Saturday the Jackson family works together to clean the house. Then they order a pizza and eat dinner together.
4. Aunt Betty always remembers to send cards to her relatives for their birthdays, anniversaries, and at special holidays.
5. Each year on the Fourth of July, the Brown family gathers at their grandmother's house for a family reunion and barbecue.
6. On the first day of school each year, Reba stands her children by the front door and takes their picture before they leave for school.
7. At least twice each week, Kara and her mother try to eat dinner together and catch up with what is going on in their lives.
8. Thanksgiving is a special holiday for the Green family. They gather for a dinner together. The next morning they go shopping for gifts.
9. Every Saturday morning Raymond and his father read the sports page of the newspaper and eat breakfast together.
10. Michael lives with his mother. Even though his father lives hundreds of miles away, Michael speaks with him every Sunday evening on the phone. They talk about what happened during the week.

Communicating With Children

These guidelines can help you communicate effectively as you guide and discipline your child.

Use **Dos** instead of Don'ts. Translate the following statements into positive suggestions.

1. Don't scream at me.
2. Don't talk with your mouth full.
3. Don't talk back to me.
4. Don't play with that glass picture frame.
5. Don't leave your toys all over the living room floor.



Use positive statements that will build confidence and not tear down self-esteem. Change the following statements to positive reinforcement.

1. Mary accidentally broke a glass she was carrying out to the kitchen. "Don't be so clumsy," said her parent.
2. Three-year-old Susie wet her pants. "You're too big to be wetting your pants like a little baby!" stated the parent.
3. One-year-old Billy is running through the house pulling his favorite toy behind him. "Can't you be quiet while I am trying to watch TV?" yells the parent.

Give **choices** to the **child**. Offer choices that you can accept and from which the child can choose. Read the situations below and restate the questions to give choices to the child.

1. You are going to visit some friends and you expect your daughter to wear one of two outfits. You say, "What do you want to wear?"
2. It is your child's bath time. The child has been playing outside all day and really needs a bath. **YOU** say, "Would you like to take a bath?"
3. You have made dinner for your family and it is time to sit down together to eat. You say, "Are you hungry?"
4. You must leave to go to school and to take your child to child care. Your child is busily playing with some toys. You say, "Are you ready to go now?"

Active Listening Skills

Encouraging: Inviting thoughts, ideas, and opinions with open-ended questions

Example: Can you tell me more about . . . ?

Clarifying: Asking questions to further understand what is being said.

Example: When did this happen?

Restating: Stating what you heard so that you confirm your understanding.

Example: So you would like your boyfriend to . . .

Reflecting: Thinking about what you have heard and making a statement about it.

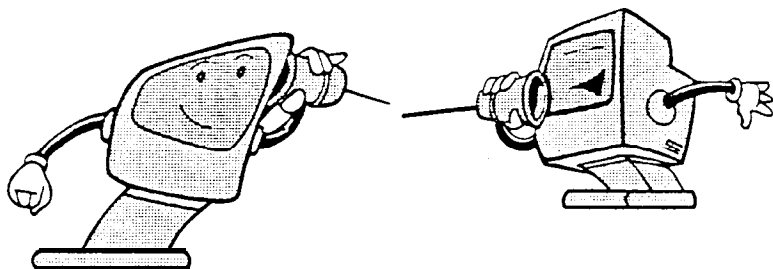
Example: You seem very upset.

Summarizing: Making a summary statement about what you have heard.

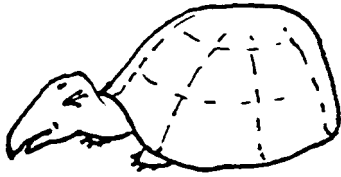
Example: These seem to be the key ideas you've shared . . .

Validating: Affirming what the speaker feels or is trying to do.

Example: I appreciate your willingness to try to solve this problem.



Conflict Strategies: What Are You Like?

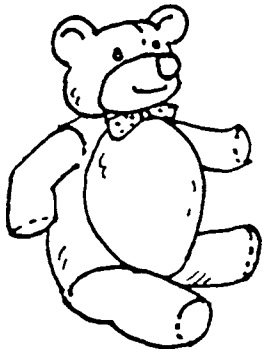
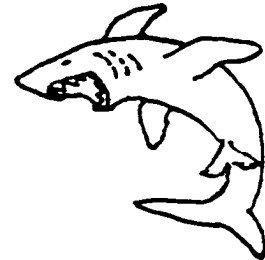


The Turtle (Withdrawing)

Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

The **Shark** (Forcing)

Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them, and relationships are of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others. They do not care if others like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating others.

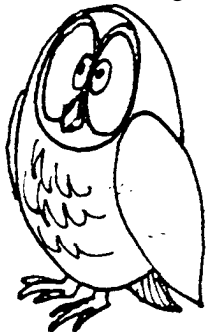


The Teddy Bear (Smoothing)

To teddy bears, the relationship is of great importance while their own goals are of little importance. Teddy bears want to be accepted and liked by others. They think that conflict should be avoided in favor of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt, and that would ruin the relationship. They give up their goals to preserve the relationship. Teddy bears say, "I'll give up my goals and let you have what you want, in order for you to like me." Teddy bears try to smooth over the conflict out of fear of harming the relationship.

The **Fox** (Compromising)

Foxes are moderately concerned with their own goals and their relationships with others. Foxes seek a compromise: they give up part of their goals and persuade the other person in a conflict to give up part of his goals. They seek a conflict solution in which both sides gain something—the middle ground between two extremes. They are willing to sacrifice part of their goals and relationships to find agreement for the common good.



The Owl (Confronting)

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. Owls see conflicts as a means of improving relationships by reducing tension between two persons. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. And they are not satisfied until the tensions—and negative feelings have been fully resolved.

Source: Johnson, D. W., & Johnson, F. P (1987). *Joining Together* (3rd ed.). New Jersey: Prentice Hall, p.223-224.

The Conflict Cycle

Our experiences with conflict create a cycle. This cycle can be positive or negative. Let's look at how conflict works in your life.

Phase 1:

Beliefs and Attitudes About Conflict

- How we react to conflict is based on:
 - childhood messages we have received
 - behavior of our parents, teachers, and friends
 - attitudes presented by the media
 - our own experiences with conflict

Phase 2:

Conflict Occurs

- Something occurs that triggers conflict in us.

Phase 3:

The Response: What We Do When Conflict Occurs

- The point where we take action.
- We might shout, try to talk about our feelings, or maybe just leave.
- We usually fall into a pattern and repeat past responses.
- Passive responses include ignore, flight, give in, smile, avoid, become sick, etc.
- Active responses include confront, fight, defend, yell, throw something, etc.
- The healthiest response is somewhere in the middle/ a compromise.

Phase 4:

The Consequences

- Is the conflict resolved in a positive way, or does the conflict escalate and continue the cycle?



Communication Skills Practice-Verbal

1. I feel _____ when _____
_____ because _____, and
I would like _____
2. I felt _____ when you told me _____,
because _____
3. What I'd like is _____
because _____
4. I'm trying to _____

5. So the way you see it _____

6. Tell me more about your ideas to _____

7. I can see that you feel _____

8. List two examples of an active listening response:
 - a. _____

 - b. _____

Sharpen Your Conflict Resolution Skills

The following skills are important as you communicate with others to resolve conflict in peaceful ways. Place a “+” in front of those skills you can do well. Place a “o” in front of those skills you would like to learn to do better.

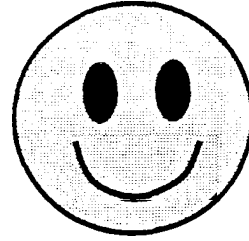
- _____ 1. Show genuine interest in solving the dispute.
- _____ 2. Focus on the problem, not the people involved.
- _____ 3. Accurately describe your position, interests, and feelings.
- _____ 4. Ask for and actively listen to others’ position and interests.
 - _____ a. Ask questions to clarify others’ perspective.
 - _____ b. Restate others’ messages to clarify what has been said.
- _____ 5. Recognize and respond to the feelings of others.
- _____ 6. Listen with an open mind and try to understand the perspective of others.
- _____ 7. Brainstorm for possible solutions.
- _____ 8. **Integrate** different ideas into a single agreement.
- _____ 9. Be aware of your role in carrying out the solution.

When you are resolving conflict with others, remember NOT to

- ”
 - Use insults
 - Place blame
 - Put others down
 - Interrupt while others are talking
 - Be sarcastic
 - Refuse to listen
 - Change the subject
- ..
 - Try to be a mind reader
- ..
 - Misinterpret others’ nonverbal communication

Resolving An Issue

Resolving an issue in a way that is best for all parties involves a combination of good communication skills and good problem-solving skills. The steps identified below can help you work toward resolving conflicts in ways that **strengthen** relationships because they involve acting in caring, respectful ways.



Step 1 Show a genuine interest in resolving the issue. Choose a **place** to talk where you will be free from interruptions. State your goal to resolve the issue fairly for **all** involved. As you go through the process, focus on the problem, rather than making personal comments about the people involved.

Step 2 Take turns stating your positions, interests, and feelings clearly. When others are speaking, listen actively without interrupting. Ask questions to clarify the perspectives of others. Re-state messages from others to clarify what has been said. When all parties **feel they** have had the opportunity to express their feelings and thoughts, you are ready for the next step.

Step 3 Make a list of possible solutions. Listen with an open mind and try not to judge any possible choices.

Step 4 Choose a solution that is best for all involved. Make a note beside those solutions that are acceptable to more than one party. It may be necessary to integrate different ideas into a single solution that may be more agreeable to all.

Step 5 Make a **plan** of action. Identify each party's role in carrying out the solution. Question others to make sure that they understand their role.

Step 6 Set a time to talk later and review your progress.

Some behaviors can make it difficult to use the win-win **process** and serve as a barrier to reaching an agreement. Behaviors to avoid include

- Blaming
- Making insults
- Putting others down
- Interrupting
- Being sarcastic
- Refusing to listen
- Making threats
- Making excuses
- Changing the subject

