

Building Conscience and Self-Control Resolving Misbehavior and Bolstering Self-Esteem

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The decision to misbehave

A. Misbehavior is...

1. A choice
2. A reflection of needfulness—an attempt at need-meeting
3. An unwise or mistaken choice
4. A lose-lose event
5. A poor substitute for having needs met in the first place
6. Sometimes a direct indicator of a specific need
7. One of three options when the person is needful
 - a. Lose-lose non-assertion
 - b. Lose-lose assertion
 - c. Win-win assertion
8. Obedient to Newton's laws
9. Like frosting on a cake
 - a. Takes the shape of the underlying "cake"
 - b. Rests upon it
 - c. Hides the "flavor" of the need sometimes
 - d. If there is no cake, there is no frosting
10. Directly addressed with behavioristic approaches (remove the frosting) and indirectly addressed by Adlerian approach (remove the cake)
11. Evidence that the person has already rejected the win-win assertion option, for one of three reasons
 - a. It appears not safe
 - b. It appears not profitable
 - c. Unawareness of it as an option
12. An opportunity to help build conscience
13. Often responded to by the ignore-nag-yell-punish sequence
14. Usually not corrected by ignoring
 - a. No outside force
 - b. Implies endorsement

- c. Implies rejection
- d. Provides no guidance, definition or limit
- e. Takes the adult out of the leadership role
- f. Invites escalation
- g. Often a lie—silent monitoring
- h. The first step in the most common negative sequence

B. The castle of self-image

- 1. Congruent emotional commerce occurs with a healthy contact boundary
- 2. Shutting down congruent communication reflects a fear of being hurt
- 3. The best way to prevent being hurt is to control everyone who approaches

C. Some ways misbehaving children, teens and adults guard against being hurt:

- 1. Lie
- 2. Play one against the other
- 3. Don't reveal true feelings
- 4. Act as if not interested
- 5. Get them to want something
- 6. Don't give it to them, or give very little
- 7. Deny involvement or responsibility
- 8. Blame external sources
- 9. Get into a verbal power struggle
- 10. Become a "future lawyer"
- 11. Intimidate
- 12. Tell them what they want to hear
- 13. Pretend to be invincible and grandiose
- 14. Use smokescreens
- 15. Act-out quickly and defy them to stop you

The four-legged table of encouragement

A. Two basic needs

B. Four sub-needs

Leg #1 Belonging-social impact; my contributions matter

Noticed

Appreciated

Impactful

Accepted

Leg #2 Autonomy-self direction; my wants matter

A voice and a choice

Leg #3 Belonging-worth; my presence matters

Safe

Respected

Loved

Leg #4 Autonomy-self confidence; my efforts matter

Irrelevant to talent array

Without GAPS

G

A

P

S

Involves self-acceptance

Match demand to readiness

Praise is usually insufficient

Confront about misbehavior strongly and efficiently

A. Confrontation means informing about:

1. What the child is doing
2. Social impact (on property, animals, self, others)
3. Better options for next time

B. Use the pit-stop method

C. The thermometer principle

1. Get the child on the “warm” side with empathy (for cake of pain), common ground, appreciations, and relationship affirmation
2. Teach the universal five-step confrontation paradigm:
 - a. What you are doing (countable, observable)
 - b. How I feel (about myself and about you)
 - c. What I want you to STOP doing and START doing instead
 - d. How I will support your making those changes
 - e. Check-in: Do you agree, understand, cooperate?

E. “Can we make a DEAL?”

1. Not a compromise
2. Teen/child gives cooperation and proof
3. Adult gives privileges and minimal supervision
4. Adult needs to know and approve of:
 - a. where
 - b. when
 - c. safety
 - d. company
 - e. activity
5. Try it once experimentally

F. Use misbehavior moments as opportunities to build conscience.

1. “You think you’re pulling off a WIN-LOSE, but it’s actually a LOSE-LOSE”
2. Explain how it is a lose-lose event
3. Invite ideas for a win-win solution for now and/or for “next time”
 - a. It will be an assertion of some kind
 - b. Explain how it would be a win-win solution
4. Make it SAFE and PROFITABLE to take the new action.

Build conscience by focusing on social impact

Conscience: Awareness of and concern about one's impact on other people, animals, self, and objects

- A. Substitute socially appropriate assertion
- B. Change the system and routines leading up to the misbehavior, or the environment in which it occurs
- C. Encourage a win-win behavior choice for next time
“How did you choose to respond?”
- D. Teach wise decision making by flying the “Good-decision KITE”
 - K: Know the problem
 - I: Identify your choices
 - T: Take the best one
 - E: Edit the results for next time
“Tell me the good news and the bad news”
- E. Promote undoing and redoing of mishandled situations
- F. Strengthen anger control skills
 - 1. Anger is not “evil” or “bad”
 - 2. Apply the smoke alarm analogy
 - 3. Play the ACE of anger
 - Alter
 - Confront
 - Escape
 - 4. Follow-up with empathic problem-solving and a plan for “next time”
 - 5. Consider physiological assist to brain chemistry
 - Nutrition
 - Toxinsulation
 - Pharmaceuticals
- H. Strengthen temptation resistance

1. Stop and think: what should I do now?
2. They are tricking me
3. Rehearse role-played temptations and saying “no”
4. Say “no” twice, and then leave
5. Once-and-for-all decision
6. Suggest a safe alternative
7. “They’re not the boss of me”

Help promote conscience development

- A. Create a conflict-minimized family environment
 1. Twin functions of effective parenting: the wiener roast fork
 2. The C & D %
 - a. “Of all the messages to give to your child/teen, what is the percentage that is corrective and/or directive in nature?”
 - b. CORRECTIVE: scold, criticize, punish, time -out, angry words, raised voice, insult, berate
 - c. DIRECTIVE: boss, nag, remind, request, demand
 3. The sieve role for giving filtered help
 - a. Help during part of a task
 - b. Be available when asked
 - c. Give limited necessary help
 - d. Give bite-sized help
 4. Regular companionship
 - a. Each child, each parent, each week
 - b. Recreational activity
 - c. Child/teen oriented activity
 - d. High-quality interaction
 5. Concerns notebook
 6. PPI’s monthly
 7. Take advantage of natural consequences
 - a. Whatever will happen anyway
 - b. You don’t apply it
 - c. Decide whether to PREVENT it
 - d. Help INTERPRET the teaching point

8. Expand honored, responsibly handled privileges
9. Withdraw abused privileges temporarily
 - “Until you present a credible game plan for next time” is better than arbitrary grounding periods
10. Avoid power struggles
11. Show empathy: LUAICH

Love	L
Undoes	U
All	A
Ills	I
Children	C
Have	H
12. Use the four S's to prevent misbehavior
 - Schedule need-meeting activities
 - Structure (placement of objects and people)
 - Supervise (effort and enjoyment)
 - Support (filtered help)
13. Use the Love-TEA method
 - Touch
 - Empathy (“This is a hard time for you, isn’t it!”)
 - Affirmation

B. Discontinue ineffective methods

1. Overuse of rewards and artificial incentives
2. Power struggles
3. Lengthy solitary time-out
4. Ignoring
5. Nagging
 - a. Words are like tires
 - b. Goal: C & D % of 25
 - c. Tell the child once, clearly
 - d. Demonstrate your intention with ACTION that is
 - Firm
 - Calm
 - Quiet
 - Prompt
 - Dramatic

- e. If child persists, label as a “game” and refuse to “play”
- 6. Criticizing
- 7. Yelling/harshness/verbal abuse
- 8. Overuse of punishments and groundings
 - a. Child learns to believe in and justify revenge
 - b. Child feels unloved and/or hated
 - c. Child becomes sneaky, interested in “not getting caught”
- C. Use logical consequences
 - 1. Emotionally honest responses (related, reasonable, respectful)
 - 2. How to provide them:
 - a. Remain calm and emotionally honest
 - b. Act in accord with how you feel, based on how the child has acted
 - c. Control the amount and type of service you provide
 - d. Withhold even a promise favor (never make promises)
 - e. Encourage undoing and repayment
 - f. Encourage redoing and using an improved approach
 - g. Expand honored privileges
 - h. Temporarily withdraw abused privileges
 - 3. Some advantages to using them:
 - a. Promote conscience development
 - b. Allow the adult to remain calm
 - c. Allow the adult to stand by as an empathic helpful ally
 - d. The child/teen gains a sense of owning responsibility for behavior choices that were made
 - e. Consequence is logically related to the offense
 - f. There is no violation of the child/teen’s sense of being a respected, valued, loved individual
 - g. Promote healing among strained relationships
 - h. The adult stays tuned in to the child/teen’s uniqueness and readiness
- D. Schedule regular get-togethers
 - 1. Family council meetings
 - 2. Personal private interviews

3. Bedtime tuck-ins
4. Parent-child/teen pairing times
5. Family leadership meetings
6. Family devotional times
7. Family fun evenings or outings
8. Show REALISTIC consistency: To be fair, be real
 - a. Fairness means treating each child in accord with her/his unique needs and readiness
 - b. Unrealistic: "I must treat all my children the same"
 - c. Realistic: "I will give each child whatever she/he needs"

Super Strokes: Powerful Messages to Uplift Self-Esteem

Gratitude

Be thankful and appreciative of the students' acts. "Thank you!...I am grateful for what you did"... "On behalf of Justin, I want to thank you."..."Thank you for folding this paper for me."

Social impact

Classmates, school staff or animals are pleased or benefitted by the students' actions. Students experience joy in empathizing with those resultant pleasant feelings in others. "Let's put your picture on the wall so all of us can enjoy it".... "You really helped Matt by doing that"... "How easy it is for Brian to enjoy doing those crafts because of your help!"..."I'm sure King George (the class Guinea pig) likes to have his tummy rubbed like that."

Sharing a skill

The best thing to do with talent is to donate it to the welfare of others. Cement students' felt connections to classmates by finding ways to let their strengths be of benefit to each other. "Now you can play your kazoo for all of us to hear"..."Would you please show Elliott how to hold the paintbrush."

Empathy

De-emphasize the quality of students' performance rather than draw attention to it. Students will become much more encouraged, for example, if you focus on their enjoyment of whatever they are asked to do.

The discouraging opposite, judgmental retroactive praise for quality of

performance includes no mention of their enjoyment level. "You did a good job" conveys judgmentalness, not love. "I can see you enjoy doing that" is a much wiser comment that provides no discouragement to students. Show that you understand and care about students' joy and sense of accomplishment. "I'll bet that was fun for you!"..."You really like to work with clay, don't you?"..."It's great to be able to draw with new crayons, isn't it?"

Reciprocal favor

Help students learn that as they show kindness to others, others will respond back in similar fashion. This reciprocal response of favors and kindness helps further their awareness of social impact. "I'm sure Andrea will want to play that game with you tomorrow since you played so nicely with her today"..."When you ask politely like that, Bruce would be glad to let you use his pen."

Uniqueness

Highlight aspects of students' personal uniqueness as they appear amid the activities of the day. "You really like to use that shade of blue in your drawings, don't you?"..."Your suns always have such happy smiles on them!"..."I see you enjoy squeezing your rice balloon."

Self-determination

Students always have response options of some sort and should consider them. Strengthen autonomy by inviting the students to make choices reflecting their needs and wants. "What needs to be done now?"..."What do you think you could do now after what just happened?"..."What are your plans for next time?"..."This needs to get painted, but you choose what color to use"..."You go right ahead if this is the way you want to make yours."

Self-impact

Students can take actions that result in positive benefits to their own interests and welfare. "There are lots of things you can do to help yourself"..."That exercise will strengthen your heart and lungs"..."Building up that knowledge will help you get better grades at school"..."You're improving your coordination by doing the Brain Gym exercise."

Material impact

Students can improve, nurture, beautify, enhance and otherwise influence in positive ways plants and objects in the environment. "When you water and feed these plants, they will grow"... "You can make your collection even bigger if you want to"... Your efforts with the scissors really made the border look attractive"... "When you use those paints, you can really create interesting scenes."

Acknowledge effort

One of the best ways to encourage students is to comment favorably on how hard they are trying. "I can see you put a lot of work into this project."... "That must have been quite a challenge to memorize all those lines!"... "I love the effort you've shown here, Abdul."

Label the accomplishment

Simply describing in a few words what students have done brings closure to the moment and puts an automatic stamp of approval on what was accomplished. "You zipped up your jacket all by yourself!"... "You drew this picture just for me?"... "You washed the board before I even asked you!"

Highlight strength

Emphasize strengths instead of weaknesses and shortcomings. Focusing on strength reminds students of their competence and productivity. Try circling the correct answers in red and commenting on how many were done successfully. "This part seems easier for you now"... "This part looks fine."... "It looks as if you've got this mastered."

Encourage description

Invite students to talk about their experiences and describe how they approached their tasks. "Tell me about your picture"... "I'm interested to hear about what happened for you in the sensory area."

Before a stressful event: Stress preparation

During a stressful event: Stress coping

After a stressful event: Stress recovery

Make Bedtimes SEEM better

- Skin
- Eyes
- Ears
- Mouth

Understand and Solve Sleep Disturbances

- Teeth Grinding
- Sweating
- Difficulty Arising

Launch The Day with the BEST

- Bedtime
- Early Protein or Meds
- Set out
- Traffic

Use Nutrition To Advantage

If child has ADHD: Provide the “ADHD Diet”

Mistakes Are DELICATE

Stop Impulsiveness with Self-Talk

- Stop and Think
- Slower Means Better
- Brain before Mouth
- To be Right, Write

Improving Decision-Making with the KITE

- Know
- Identify
- Try Out
- Edit

Reduce Distractibility

- Attraction Factors
- PIN Insulation

Proper Lighting
Clipboard
White Noise
Reduce Glare
Viewing Window
Horizontal Border

Solve Chore Hassles with the six Ch's

Chunks
Charts
Choice
Change
Channels
Chump

Have Peaceful Mealtimes

Involvement
Expanding
Table Setting
Guided Conversation
Traffic
Med Effects

Solve Misbehavior in Public

Stop the Journey
Have a Pit Stop
Time Repayment
Make a Deal

Enjoy Travel Again

Time
Mind
Mouth
Hands

