

1 **Stewardship Parenting Program**

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 - Kim, E., Cain, K. Boutain, D. Chun, J. Kim, S. & Im, H. (2014). Pilot study of the Korean Parent Training Program using a partial group randomized experimental study. *Journal of Child and Adolescent Psychiatric Nursing*, 27(3), 121-131.
 - Kim, E., Kim, S., Boutain, D., Chun, J. & Im, H. (2017). Integrating faith-based and community-based participatory research approaches to adapt the Korean Parent Training Program. *Journal of Pediatric Nursing*, 37:70-78. doi: 10.1016/j.pedn.2017.05.004.

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Week 1

Healthy Stewardship parenting

4 **Housekeeping**

- Class president: attendance list & name tag/ announcement/ phone tree- contact absentee, contact co-group leader
- Vice class president: list- snack, beginning and ending prayer (Ex: the person who prepares snack also does beginning prayer)
- Secretary: Room setting, Music

- Absence: call class president or co-group leader

5 **Oath**

- Keep confidentiality
- Speak only my viewpoint (with "I" statements)
- One person talks at a time
- Do not interrupt others
- Do not criticize others
- Do not repeat others' experiences and opinions outside of the group

- Name: _____ Signature: _____

6 **W1. Introduction of the Stewardship Parenting Program**

- Self introduction: Draw family portrait aquarium
 - name, family members, year came to the U.S.
 - The order the fish were drawn...
 - The goal of my child and I that are working with in this program is...
- Orientation on the 12 week Program
- Week 1 content:
 - Impact of parental mental health on children
 - Children and parents reflected in the Bible

7 **Draw family portrait aquarium**8 **Stewardship Parenting Program**

- Mission: Children are separate entities different from their parents. The meanings and calling of children's life are within God's plan (Rom 12:2; Ephesian 2:10). The role of parenting lies in this stewardship (Psalm 127:3).
- Strategies: Parenting based on child's developmental level:
 - Healthy stewardship parenting
 - Establish intimate relationships: express affection, praise, sticker chart, role modeling
 - Emotion coaching: validate child's emotion, problem solving
 - Family rules: routines, timeout, appropriate consequences
 - Understand the impact of living in two cultures
 - Remove negative thoughts and emotions in parents
- Goal: Promote parents' and children's mental health (self confidence, self-discipline, social competence)

9 **Agenda for 12 weeks**

- Week 1: Healthy Stewardship parenting
- Week 2: Understanding child development
- Week 3: Effective expression of affection, stronghold of rejection
- Week 4: Effective praising, stronghold of passivity
- Week 5: Effective direction, sticker chart, understanding emotion
- Week 6: Types of parents in emotion coaching and 4 steps of emotion coaching
- Week 7: Emotion coaching exercise, stronghold of anger
- Week 8: Emotion coaching exercise
- Week 9: Effective discipline, stronghold of shame
- Week 10: Family rules, creating routines
- Week 11: Timeout, stronghold of fear
- Week 12: Review and wrap up

10 **What is parenting?**

- 1.
- 2.
- 3.
- 4.

11 **Immigrant parenting**

- The goal of immigrant parenting is to
- meet the physical needs of children,
- protect
- teach them skills and cultural values until they reach legal adulthood.
- promote functionality in both parents and children.
- Self-confidence, Self-discipline, Social competence
- "Abuse is anything less than nurturing."

12 **Children's legal rights that do not require parental permission in the U.S.**

- 13yo:
- 14yo:
- 16yo:
- 17yo:
- 18yo:
- Contraceptive, prenatal care, and abortion can be received at any age

13 **Maslow's Hierarchy of Needs**

- What brings parent-child conflict?

14 **God's Plan vs. My Plan**

- Do I listen to God's calling and co-create His plan?

15 **Mental health**

- Mental health is an emotional well-being status in which individuals are aware of their life potential, put forth successful effort, manage life stresses, and contribute to their community (functionality)
- Depressive symptoms: depressed mood, decreased interest or pleasure, weight changes, sleep disturbances, psychomotor agitation, fatigue, feelings of worthlessness or guilt, brain fog (dysfunctionality)

16 **Factors for depressive symptoms**

- Research shows 30% of parents and 39% of adolescents of Korean immigrant families in the Seattle-Tacoma area experience depressive symptoms.
- Factors:
 - Parents:
 - Adolescents:

17 **Impact of parental depression on child psychosocial problems**18 **Obedient : Expressive**

- Confucian values of Korean parents and the American culture that children learn at school
- obedience vs. autonomy and expression of opinions.
- effective parenting

19 **Cultural belief and value comparison between Korea and the U.S.**

- 1 • Korean
- 2 • American

20 **Korean vs. American parents**

- 1 Korean parents
- 2 American parents

21 **Factors for parents' depressive symptoms**

- Parents often perceive conflict with children for the following reasons:

22 **Factors for adolescents' depressive symptoms**

- When adolescents perceive their parents as rejecting
- When adolescents perceive differences in following:

23 **Children's social competence and maternal acceptance-rejection**

- 2 • When mothers scored low on American Orientation (solid line): the higher the maternal rejection, the lower children scored on social competence
- When mothers scored high on American Orientation (dotted line): maternal rejection was not related to children's social competence.

24 **Adolescent Psychological Adjustment and Maternal Control**

- 2 • When mothers balanced both Korean and American cultures (dotted line): the higher the maternal control, the teens scored on lower on psychological problems
- When mothers exclusively followed American culture (solid line): maternal control was not related teen's psychological adjustment

25 **Human beings reflected in the bible**

- Genesis 1:27 So God created man in His own image, in the image of God He created him; male and female He created them.
- Psalms 139: 13-16 For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be.

–Created with God's image

26 **Human beings reflected in the bible**

- Ephesians 2:10 For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.
- Romans 12:2 Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is--His good, pleasing and perfect will.
 - Unique human being that has different temperament, ability, and gifts

27 **Human beings reflected in the bible**

- Romans 3:23 For all have sinned and fall short of the glory of God

- Human beings have sinful nature
- Need to be disciplined according to God's word from a young age
- Immature upon birth
- Become mature through training
- Has internal needs to survive and develop

28 **Parents and children reflected in the bible**

- Psalms 127:3 Sons are a heritage from the LORD, children a reward from Him.
 - Parents are stewards who received delegation from God to take care of children and nurture them to be mature
 - Parents are responsible for taking care of children for God.
 - Respect children because life belongs to God
 - Remember that parents will be judged by God for what they do for their children

29 **Parents and children reflected in the bible**

- Deuteronomy 6:5-7 Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children.
 - Parents should be role models in loving God so that children also love God
 - Parents should nurture children according to the principle of love (definition of love: Scott Peck, *The Road Less Traveled*)
 - Parents are the leaders of children's life

30 **Parents and children reflected in the bible**

- Colossians 3: 21 Fathers, do not embitter your children, or they will become discouraged.
- Ephesians 6:4 Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.
 - Primary emotion
 - Secondary emotion
 - God's methods and principles; 1 Cor:13- patience, gentleness, not-self-seeking, expecting, trusting, never giving up...

31 **Family genogram**

- A genogram is a symbolic display of a person's family relationships. It allows the user to visualize hereditary patterns and psychological factors that punctuate relationships. It can be used to identify repetitive patterns of behavior and to recognize hereditary tendencies. It also helps to understand the family dynamic.

32 **Family genogram**33 **Relaxation/meditation**34 **Homework**

- Meditate scriptures for the week
- Practice daily relaxation and observe thoughts and feelings before and after relaxation
- Make family genogram and think about hereditary patterns and family dynamics
- This week, I will call _____.
Phone number is _____.

35 **Scriptures for the week**

- Genesis 1:27 So God created man in His ____ image, in the image of God He created him; male and female He created them.
- Ephesians 2:10 For we are God's _____, created in Christ Jesus to do good works, which God prepared in advance for us to do.
- Romans 12:2 Do not conform any longer to the pattern of this world, but be transformed by the renewing of your _____. Then you will be able to test and approve what God's will is--his good, pleasing and perfect will.
- Romans 3:23 for all have sinned and fall short of the glory of God.
- Psalms 127:3 Sons are a heritage from the LORD, children a reward from him.
- Deuteronomy 6:5-7 Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your God with all your _____t and with all your ____ and with all your _____. These commandments that I give you today are to be upon your hearts. Impress them on your children.
- Colossians 3: 21 Fathers, do not embitter your children, or they will become _____.
- Ephesians 6:4 Fathers, do not exasperate your children; instead, bring them up in the training and _____ of the Lord.

36 **Meditating scriptures of the week**37 **Relaxation**38 **My family genogram**39

Week 2

Understanding child development

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40 **W 2. Understanding child development**

- Last week: introduction to steward parenting program- Mental health of parents and children, children and parents reflected in bible, healthy parent steward
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- Last week's homework: scripture meditation, relaxation, genogram
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- This week: Becoming healthy stewardship parents, understanding child development (temperament, cognitive development, psycho-social development, self-esteem), strongholds, epigenetics

41 **Become healthy stewardship parents**

1. Lead a healthy lifestyle
2. Understand child development
3. Learn and use effective parenting strategies
4. Acknowledge emotions, pray, remove negative thoughts that give feelings of rejection, fear, passivism, anger/resentment, shame and replace with the Word (Truth).
5. Accept the things that cannot be changed and make commitments to change what you can.

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42 **Adopt a healthy lifestyle**

- Have a balanced diet.
- Get enough sleep.
- Exercise regularly.
- Read and meditate on Scripture regularly.
- Pray regularly.
- Praise regularly.
- Balance work, rest, and recreation.
- Actively engage in community.

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43 **Thoughts, emotions, behaviors**

44 **Thoughts, emotions, behaviors**

- Epigenetics is the study of interactions between genes and the environment. It states that if we make a habit of maintaining happy thoughts, emotions, and behaviors, people are able to develop good traits, which will be passed on to offspring.
- Studies show spending time thinking about happy, sad, or angry situations often

cause these emotions to arise.

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45 **Thoughts, emotions, behaviors**

- Changing habits of negative thinking helps to change emotions and improve personal problems.
- Positive thoughts help you feel better, see things in a better light, and act more sensibly and effectively. Optimistic, hopeful thoughts improve your chances of success in the workplace and in your social life.

46 **Strongholds**

- Strongholds are 'the house of thought' that provide footsteps for Satan.
 - Strongholds are the division of the psyche that includes thinking, beliefs, philosophy, attitudes, behaviors, and values that go against God's original design and God's truths.
 - Strongholds act as a 'hot button' that opens our spirit to wickedness when it is pushed.

A 'hot button' involves emotions or thoughts that elicit a strong negative emotional reaction.

47 **Strongholds**

- 2 Corinthians 10 :3-5 For though we live in the world, we do not wage war as the world does. The weapons we fight with are not the weapons of the world. On the contrary, they have divine power to demolish strongholds. We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ.

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- Ephesians 4:26-27 "In your anger do not sin": Do not let the sun go down while you are still angry and do not give the devil a foothold.
- *Topos*, foothold in Latin, means opportunity, footrest, and place. Anger as an emotion itself is not a sin, however, when we are angry and form destructive ideas which lead to destructive behaviors, this provides a foothold (i.e., strongholds) for the Devil to be active.

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49 **Controlling anger- my anger switch**

- We all have emotional triggers. If we are aware of our own triggers, we can prepare ourselves to handle our emotions when it is triggered.
- The best way to discover our strongholds is to expose our hot buttons.
- Which emotion do I respond most sensitively to? What triggers my negative emotional reactions? (ex. Rejection, loneliness, outcast, nervousness, helplessness, inferiority, frustration)

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50 **Examples of strongholds**

- Rejection: I need everyone to like me. I must do all the work so I can receive all the praise. (not to be rejected)
- Passivity: This is me. Trying doesn't help because I was born like this. (rebellion against parents)
- Anger: I cannot forgive. I am not in the wrong. I am always bitter. The world is unfair. (victim mentality, resentment, rage)
- Shame: I am nothing. I must do well.
- Feeling of inferiority: I will not let anyone ignore me. (self-pity, arrogant)
- Fear: I cannot trust anyone. (unrealistic fear)

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51 **Change to positive thinking**

- Rejection- How great is the love the Father has lavished on us, that we should be called children of God! (1 John 3:1)
- Passivism- I can do everything through him who gives me strength. (Philippians 4:13)
- Anger- The punishment that brought me peace was upon him, and by his wounds I am healed. (Isaiah 53:5). I am light in the Lord. (Ephesians 5:8)
- Shame: The LORD your God is with me, he is mighty to save. He takes great delight in me, he quiet me with his love, he rejoices over me with singing. (Zephaniah 3:17)
- Feeling of inferiority- I am chosen by God and a royal priesthood (1 Peter 2:9)
- Fear - For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline. (2 Timothy 1:7)

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52 **Negative thoughts or emotions I get often**

53 **Temperament**

- Emotional or social characteristic that a person is born with
- No good or bad in temperament
- Inherited through heredity
- Greatly affects character
 - The character of a child is built based on the mutual influence of the genetic temperament and the environment
 - Temperament and character affects behavior and how the child builds personal relationships

54 **Temperament (Thomas & Chess)**

- Activity (high-low)

- Regularity (regular-irregular)
- Initial reaction (approach-withdrawal)
- Adaptability (easily-with difficulty)
- Sensitivity (high-low)
- Intensity of reaction (high-low)
- Mood (cheerful-calm)
- Distractibility (easily distracted - rarely distracted)
- Persistence and attention span (long-short)
-

55 **Character comparison table**

56 **Facing Reality**

- Common item/Similarity
- Parent's perspective on the common item
 - Positive: healthy self-love or cohesion with the child/ projected selfishness
 - Negative: projection of self-image of a parent who is rejected
- Parent's perspective on the uncommon item
 - Positive: healthy self-love or cohesion with the child/ projected selfishness
 - Negative: projection of self-image of a parent who is rejected
- References: The Temperament God Gave You: The Classic Key to Knowing Yourself, Getting Along with Others, and Growing Closer to the Lord by Art Bennett and Laraine Bennett

57 **Difference in viewpoints**

58 **Changing viewpoints**

- Understand the child's temperament from God's viewpoints
- God's original design (Ephesians 2:10 For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.)
- Fear God vs. Secular worry
- Think again! We may be waging a war against God's plan when we do not accept our child's temperament due to secular concerns or selfish reasons.
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- Parent's stewardship (Psalm 127:3 Sons are a heritage from the LORD, children a reward from him)
- Faith is essential in accepting, believing, and fulfilling God's original design in his/her life (Rom 12:2). "Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is –his good, pleasing, and perfect will (=THE CALLING)..."

60 **View Characteristics as Strengths**61 **Piaget: Cognitive Development**

- 2-7 years: Pre-operational age
 - Learn how to describe things through imagination and language
 - Self centric
- 7-12 years: Concrete Operational age
 - Think about things and events logically
 - Understand the concept of numbers
 - Able to arrange things based on certain rules
 - Start to understand other people's feelings but focus on the benefit of self

62 **Foster motivation to study**

- Let the child know he/she is loved no matter what
- Do not ridicule mistakes or failure
- Acceptance and praise provide the most important motivation
- Praise attempts and efforts rather than grades or results
-

63 **Erikson: Psychosocial Development**

- Pre-School/Kindergarten (4-5 years): Initiative vs. guilt
 - Develop initiative and spirit through vigorous activities and imagination
 - Increased incompetence and guilt if teased or criticized by other people
 -
- School age (6-12 years): Diligence vs. inferiority
 - Develop diligence of learned skills for life such as reading, math and making friends
 - If not, they feel inferior

64 **Foster initiative and diligence**

- Let the child choose what he/she wants to do
- Praise attempts and efforts rather than results
- When you teach the child a new task, teach in small steps
- Do not compare the child with others because each child has different ability and developmental levels
- Give a small and accomplishable chore

65 **Self-esteem**66 **Improve self-esteem**

- Healthy self-esteem comes from the following convictions:
 - I am special
 - I am unique

- I am noble
- I am loved
- I do well in...

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67 **Words and behaviors to boost up my child's self esteem**

68 **Parenting according to child developmental characteristic**

- Promote intimacy with the child
 - Promote self-esteem
 - Expression of love
 - Praise
 - Use sticker chart
 - Make family rules and routines
 - Give specific directions
 - Effective discipline

69 **Practice**

- Clapping

70 **Practice**

- Foster child's intimacy, initiative, diligence, self-esteem through play
 - Follow your child's activity by running verbal commentary
 - Do not ask any questions
 - Do not give any directions
 - Do not try to teach
 - Describe child's OK behaviors
 - Ignore child's not-OK behaviors

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71 **Practice at home**

- Meditate on Scripture for the week
- Relax every day. Observe myself after relaxation time
- Review healthy lifestyle and write my to-do list
- Find ways to improve my child's initiative, diligence, and self-esteem
- Prayer related to conflict due to difference in temperaments: ask the Lord to give God's eye to us so that we can understand God's view on this conflict—write down on paper
- This week I will call _____. Phone number is _____.
- Fill out evaluation
- Next week: Effective expression of love

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72 **Scripture for the week**

- 1 John 3:1 How great is the love the Father has lavished on us, that we should be called children of God!
- Philippians 4:13 I can do everything through him who gives me strength.
- Isaiah 53:5 The punishment that brought me peace was upon him, and by his wounds I am healed.
- Ephesians 5:8 I am light in the Lord.
- Zephaniah 3:17 The LORD your God is with me, he is mighty to save. He takes great delight in me, he quiet me with his love, he rejoices over me with singing.
- 1 Peter 2:9 I am chosen by God and a royal priesthood.
- 2 Timothy 1:7 For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline.

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73 **Meditating on Scripture of the week**74 **Relaxation**75 **My healthy lifestyle**76 **Increase my child's initiative, diligence, and self-esteem**77 **Prayer related to conflict due to difference in temperaments**

- Ask the Lord to give God's eye to us so that we can understand God's view on this conflict--write

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Week 3

Effective expression of affection Stronghold of rejection

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79 **W3: Effective expression of love**

- Last week: becoming healthy stewardship parents, understanding child development
 - Temperament, Cognitive development, Psycho-social development, Self-esteem
- Last week's homework: scripture meditation, relaxation, healthy lifestyle strategies, find ways to improve my child's initiative, diligence, and self-esteem, prayer related to conflict due to difference in temperaments
- This week: effective expression of love
 - Expression of love, special time, rejection

80 **Our basic needs**

- To love and to be loved by the most important people in one's life
- 1 John 4: 7-8 Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God. Whoever does not love does not know God, because God is love.

81 **Piggy bank love account**

- 1 • On a scale of 0 to 10, what is the average level of your and your child's love in the account?
- What are some things you could do to fill up that bank?
- What takes away from it?

82 **When do we feel loved?**83 **How do we show our love to our children in a way that makes the children feel loved?**84 **5 love languages (Gary Chapman)**

1. Physical touch
2. Words of affirmation
3. Quality time
4. Gifts
5. Acts of service

85 **Love language comparison table**86 **Hug your child**

- Hug your child at least 4 times a day (upon awakening, before school, after school, before bed)
- Start the hug by engaging your child through looking at their eyes
- Hug for a sufficient amount of time
- Say "I love you". Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."
- End the hug with a smile while you look at your child's eyes

87 **Practice**

- Hug the child and say "I love you."
- Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

88 **Special time**

- Special time is priceless because it symbolizes the parent's unconditional love for the child.

89 **Special time is best when it is...**

1. Called a certain name that the child understands, such as "special time."
2. Given every day, whether the child has behaved well or badly.
3. Never taken away as a punishment.
4. Kept at a consistent, short amount of time (e.g., 10-15 minutes)

90 **Special time is best when it is...**

5. Given at a time convenient for the parent, but consistency is important
6. Given separately by each parent to each child in the family each day
7. During a joint activity that the child chooses (from activities appropriate for the adult, e.g., coloring, reading a book, playing catch)

91 **Special time is best when it is...**

8. Not used for watching television or other passive activities
9. Not interrupted by taking telephone calls or turning attention away to something else (turn phone off)
10. Ended on time to prevent begging
11. Not saved up and done at greater length another day

92 **Types of play**

- Avoid competitive games
- Play with toys that do not have rules: blocks, cars, dolls, coloring, house play, play dough, make-overs, reading picture books

93 **During special time you will...**

1. Follow the child's lead
2. Describe child's play activity
3. Give praise when the child shows a behavior you would like to reinforce
4. Give positive comments
5. Praise ideas or imagination

6. Have fun and enjoy
7. Do not tell the child what to do
8. Ignore when the child shows a behavior you do not want to see
9. Avoid competition or arguing
10. Do not help too much

94 **My special time with my child**

- What time:
- How long:
- Which day:
- Principle that I want to practice:

95 **Practice**

- Foster child's intimacy, initiative, diligence, self-esteem through play
 - Follow your child's activity by running verbal commentary (more than 4x/min)
 - Do not ask any questions
 - Do not give any directions
 - Do not try to teach
 - (less than .4x/ min)
 - Describe child's OK behaviors
 - Ignore child's not-OK behaviors. Turn your head away from the child and don't talk.
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96 **When do children feel rejected?**

- 1) Coldness
 - Lack or absence of emotional warmth
- 2) Indifference/neglect
 - Physical, mental, educational, emotional unavailability
- 3) Hostility/aggression
 - Physical, verbal, symbolic
- 4) Undifferentiated rejection
 - No clear behavioral indications of aggression, neglect

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- Compared to children who perceive parental acceptance, the children who perceive parental rejection:
 - Lack psychosocial adjustment
 - Experience depression symptoms
 - Lack social competence

– Do not do well in school

99 **Hurt people hurt others!**

- Wounded people wound others. When we have a wound from rejection, we tend to reject our children or other loved ones unintentionally.
- Rejection means that we do not accept the child as he/she is. In a competitive society, only those who are most popular, most charming, and most outstanding get accepted.

100 **Functional family**

- An important characteristic of a home is to be a place where family members can truly be themselves. That is, the home provides refuge to family members and is accepting to individuals as they are.

101 **Homework**

- Meditate on Scripture for the week
- Hug the child and say "I love you" at least 4 times/day (wake up, before school, home from school, at bed time). Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."
- Play with your child 10-15 minutes a day. Write your child's responses in the play log.
- Write a letter to your mother (do not send)- what to write...
- This week I will call _____. Phone number is _____.
- Fill out evaluation

102 **Scripture for the week**

- Numbers 6: 24-26 The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace.
- 1 Corinthians 13:1-8 Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away.

103 **Meditating on Scripture of the week**

- 104 **Hug log**
Hug the child and say "I love you" 4 times/day.
Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."
- 105 **Play log**
Play with your child 10-15 minutes a day
Play: what time _____, how long _____, which day _____
Principle to practice:
- 106 **Write a letter to your mother**
Write what you wanted to tell your mother when you were young or something you wanted to say but you couldn't. Then, write that you love and bless your mother. After you finish the letter, pray for your mother.
- 107 **Strongholds: rejection**
- 1 Recognize feeling rejection I have
1. I usually interpret things that could be either positive or negative as negative
 2. I don't believe people when they give me a compliment
 3. I do not share my deep emotions with close person
 4. I worry how people think about me or my child, how the things will go, and if I can receive what I need and if I can be protected
 5. I am afraid my spouse will take advantage of me if I am vulnerable
 6. I must control my family to make them safe and to succeed, and so they will love and respect me
 7. I am lacking in appearance, ability, and inadequately successful in life and ministry
 8. I tend to be skeptical and unbelieving
 9. I am not comfortable accepting from others or expressing love and affection
 10. When I am angry, it is difficult for me not to use foul language or be verbally abusive
- 2 Recognize I make my child feel rejected
1. I complain about my child to others when he/she does not listen to me
 2. I yell at my child when I am angry
 3. My child is a burden for me
 4. I punish my child when I am angry
 5. I am impatient with my child
 6. I resent my child

7. I am unsympathetic to my child when he/ she is having trouble
8. I tell my child that he/ she gets on my nerves
9. When my child misbehaves, I compare him/her unfavorably with other children
10. I tell my child I am ashamed of him/her when he/ she misbehaves

108 **4R prayer**

- Do this prayer as soon as you realize your stronghold. Through this prayer, we let the Lord work for us and experience God's blessing.
- 1 John 1:9 If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness.
- James 4: 6-8 But he gives us more grace. That is why Scripture says: "God opposes the proud but gives grace to the humble." Submit yourselves, then, to God. Resist the devil, and he will flee from you. Come near to God and he will come near to you. Wash your hands, you sinners, and purify your hearts, you double-minded.
- Eph 2:6/1:20-22 – recognize the power we have

109

1. REPENT & RECEIVE: Humbly submit yourself before God in repentance and receive His forgiveness through Christ's death and resurrection.
2. REBUKE & RENOUNCE: Resist stronghold by rebuking it from your life through the power of the death and resurrection of Jesus Christ. In God's authority renounce any lies believed about self, God or others.
3. REPLACE & RENEW: Ask God to give you a word of truth (psalm, hymn, vision) and replace strongholds with the truth, the word you received. Ask Holy Spirit to fill you up with His light. (Rome 12:2)
4. RECEIVE & REJOICE: Claim, and receive in faith, the empowering/infilling work of the Holy Spirit. Rejoice in the abundant grace and peace that is yours in the Holy Spirit!

110 **Prayer to remove stronghold of rejection**

Read with your child's name in (child name). (Ask forgiveness with the items you checked)—these are the items that you checked in the Stronghold: rejection.
____(parent/teacher): include the name of persons who rejected me as you can remember. (Do not read the chapter and verse of bible)

- REPENT & RECEIVE: Lord, Jesus Christ, I repent of the sin of feeling rejected, receiving the lies of evil instead of the love of the Lord. I want to repent and break the patterns of rejection off of me and my family in all aspects of our lives. Any way we have sinned in the choices we have made due to our rejections, we ask for your forgiveness. I thank you for breaking its power over my life. Rejection does not come from the Lord. I want to repent and break the pattern of feeling rejected in all aspects of my life (Hebrews 4:14-16; 11:6). I confess that I have sinned against God

and my child ___ (child name) including ____ (Ask forgiveness for the items you checked). Lord, I receive your forgiveness right now. Thank you for forgiving me right away. I forgive myself as you forgave me. I also forgive ____ (parent/teacher) who committed injustice against me and made me feel rejected in the name of Jesus.

- **REBUKE & RENOUNCE:** Stronghold of rejection, I rebuke you in the name of Jesus. I refuse the ways you have made me feel rejected in many parts of my life. Feeling rejected and abandoned goes against my original design (1 Peter 2:9) and calling by God (Ephesians 4:1). You are a liar (John 8:44). I will not listen to your lie about me. According to God's word, now I put you under my feet and break your influence off in Jesus' name (Luke 10:19; Psalms 116:16; Colossians 2:14).
- **REPLACE & RENEW:** Lord, replace my heart, thought, emotions, and will with your truth, words (John 17:17), and the love of Holy Spirit (Romans 15:13). Give me revelation of the greatness of your love and acceptance of me (John 3:16, 17:23; Ephesians 2: 4-6). I replace symptoms coming from stronghold of rejection with the love of Holy Spirit. Please allow the fruits of Holy Spirit to be revealed in accepting relationships (Galatians 5:22-23; Romans 15:7). Now, I will be a parent who expresses affection to my child: I will hug him/her, say "I love you," and praise him/her. Love belongs to God; I will be a parent who accepts their temperament and personality not criticize.
- **RECEIVE & REJOICE:** I thank the love of the Lord and His complete acceptance of me in my life. I will rejoice that He is for me and loves me and that nothing can separate me from His love (Romans 8:31-39). I will follow the LORD my God, and I will exalt him. I will keep his commands and obey him; serve him and hold fast to him (Deuteronomy 13:4). I am salt and light in my family (Matthew 5: 13-14) and God's fellow worker (2 Corinthians 6:1). God chose me and appointed me to bear fruit (John 15: 16). For God gave me a spirit of power, love and self-discipline (2 Timothy 1:7). God made me stand firm in Christ, anointed me, and put his Holy Spirit in my heart (2 Corinthians 1:21-22). I can do everything through him who gives me strength (Philippians 4:13). We pray this in Jesus' name. Amen.

111

Week 4

Effective praising
Stronghold of passivity

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112 **W4. Effective praise**

- Last week's topic: effective expression of love- expression of love, special time, rejection
- Last week's homework : Meditate on Scripture, hug and say "I love you" to your child,

play time for 10-15 minutes a day

- New content: Effective praise, original design, stronghold-passivity

113 **What do you think?**

- Thoughts about praise...
- Scolding > Praising
- Reason?

114 **Erikson: Psychosocial Development**

- Pre-School/Kindergarten (4-5 years): Initiative vs. guilt
 - Develop initiative and spirit through vigorous activities and imagination.
 - Increased incompetence and guilt if teased or criticized by other people.
- School age (6-12 years): Diligence vs. inferiority
 - Develop diligence in learned skills for life such as reading, math and making friends.
 - If not, they feel inferior.

115 **Kohlberg: Moral development**

- ★ Stage 1 (toddler to 7 years): "I will do something because you tell me to and to avoid getting punished."-viewpoint: one direction
- ★ Stage 2 (preschool to school age): "I will do something if I get something for it or because it pleases you."- viewpoint: two directions
- ★ Stage 3 (school age – adulthood): I will do something because it will please you or because it is expected."- viewpoint: two directions

116 **Basic rules of praising**

1. Children repeat the specific behavior that gets parents' attention. If children do not receive parents' attention (i.e., positive attention-praise) when they behave, they look for parental attention by misbehaving (i.e., negative attention-scolding).
2. When parents give enough praise and positive attention, children repeat that good behavior, resulting in decrease of misbehavior.

117 **Basic rules of praising**

3. Praise the child doing a specific but small behavior rather than the behavior itself
 - Praise behavior: "Your shoes are in place."
 - Praise child's efforts: "Nayoung , you put away your shoes all by yourself. Good job! "

– Giving thanks to God’s blessing and praising the child: “Nayoung , you put shoes away all by yourself. Good job! I thank God that He blessed you with tidiness. ”

118 **Original design and praise**

- When you praise the child’s good behavior, relate it to a characteristic from God.
Ex.) Getting up early in the morning
→ Thanks for getting up early in the morning. God gave you such a diligence.
- Praise the behaviors that is related to character

119 **Basic rules of praising**

4. Catch the child doing a good behavior and praise immediately
5. Praise genuinely
6. Praise small achievements to develop your children’s confidence
7. Praise 10 times more than you scold

120 **Basic rules of praising**

8. Praise while standing close to the child and make an eye contact with a smile.
9. Praise with soft and happy voice.
10. Praise with a hug and kiss.
11. Praise in front of other people.
12. Praise along with child’s future dreams.

121 **Basic rules of praising**

13. If the praising is followed by criticism, the effect of praising will be reduced.
– Thank you for sharing the crayons with your sister. Why don’t you do that all the time?
14. Do not use praise to manipulate the child’s behavior.

122 **Look for the things to praise**

- 1 • Conduct
 - Get up early
 - Make bed
 - Like to go to school
 - Eat (food) well
 - Do homework
 - Share
 - Polite greeting
 - Respectful language
 - Brush teeth

2 • Being, Appearance, countenance

I am happy that you are born
 I am glad that you are my son
 Shiny eyes
 White teeth
 No cavities
 Beautiful hands
 laughter
 Dark/light eyebrows
 Laugh loud/quiet

123 **Praise examples**

(read with your child's name)

- Wow, Nahyun, you did well on your homework.
- Thank you for helping me with the dishes.
- Nahyun, you can read better now.
- Nahyun, how thoughtful of you to ask your brother first!
- Nahyun, it is a good idea to help your friend.
- Nahyun, you can brush your teeth all by yourself.

124 **Praising words examples**

- Thank you for being quiet while I was on the phone.
- I'm very proud of you because you did such a good job staying next to me in the store today.
- Thanks for being so careful with the plants in the living room.
- I am so happy that Nahyun is sharing the crayons with your sister.

125 **Effective praise**

Your child put the toys away.

- Praise behavior: "Toys are well put away!"
- Praise child's efforts: "You put the toys away all by yourself. Good job! "
- Give thanks to God's for His blessing and praise the child: "You put the toys away all by yourself. Good job! I praise God that he blessed you with tidiness. "

126 **Practice**

- Nahyun hung up the jacket in the closet
 - Praise behavior:
 - Praise child's efforts:

– Giving thanks to God’s blessing and praising the child:

127 **Practice**

- Younghee finished homework
 - Praise behavior:
 - Praise child’s efforts:
 - Give thanks to God’s blessing and praise the child:

128 **Practice**

- Haneul brushed teeth
 - Praise behavior:
 - Praise child’s efforts:
 - Give thanks to God’s blessing and praise the child:

129 **Practice**

- Sani has shiny eyes
 - Praise appearance:
 - Praise child’s appearance :
 - Give thanks to God’s blessing and praise the child:

130 **Practice**

- Sumi smiles a lot
 - Praise behavior:
 - Praise child’s efforts:
 - Give thanks to God’s blessing and praise the child:

131 **Praise with a note**

- Write praising words on a paper note and leave it on the toy box.

Wow! You cleaned up the room full of toys! I’m happy that you helped me by cleaning.
You are the best!

132 **Praise with physical contact**

- (Hold hands, touch softly, cheek to cheek, kiss on the back of the hands) “These beautiful hands picked up all the toys in the room. Thank you so much for cleaning the room Nayoung. I’m proud of you.” (Hug and caress hair)

133 **Practice**

- Team up with other parents and practice praising

134 **Practice**

- Foster child's intimacy, initiative, diligence, self-esteem through play
 - Follow your child's activity by running verbal commentary (more than 4x/min)
 - Do not ask any questions
 - Do not give any directions
 - Do not try to teach
 - (less than .4x/ min)
 - Describe child's OK behaviors
 - Praise child's good behaviors
 - Ignore child's not-OK behaviors. Turn your head away from the child and don't talk.

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135 **Reasons of passivity**

- Passivity is the opposite of taking initiative, and it prevents children from growing and causes them to resist change. (Erikson)
- Passivity is not from the Lord.
- 3 reasons exist according to temperament.
 - Frozen
 - Fight
 - Flight
- Timothy 1:7 For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline (sound mind).

136 **Effective ways to raise a passive child**

- (Consistently) overprotective.
- Solve child's problem.
- Demand unconditional submission.
- Praise by saying, "You are a good girl/boy." (labeling)
- Always criticize rather than praise.
- Scold the child when he/she voices up his/her opinion.
- Demand an apology for every conflict with others.

137 **Passivity-Passivity comes from rebellion/helplessness**

1 Recognize my passivity

1. When someone leaves me a message, I do not call back right away.
2. I tend to stay quiet until another person talks to me at church or social gatherings.
3. Although I want to grow in the Lord and know how to do it, I do not follow.

4. I don't praise others. I withhold blessings.
5. I often let others do work that I can do myself.
6. I do not seek help from church.
7. I do not give help or volunteer at church.
8. I am comfortable with my own way.
9. I do not need someone to tell me how to behave.
10. I do not like to follow what others do. I am myself.

- 2 Recognize passivity that I am giving to my child
1. I decide the child's tasks and ask the child to follow.
 2. I tell my child not to talk back when (s)he speaks his/her opinion.
 3. I tell my child to say "I am sorry" unconditionally when (s)he did something wrong.
 4. I tell my child that "you are lazy."
 5. I do not praise my child.
 6. I worry my child may get spoiled if I praise him/her too much.
 7. I help my child with the work that (s)he can do alone (ex. Homework or project)
 8. I do not tell my child what appropriate behaviors are.
 9. I do not help my child when (s)he asks for help.
 10. I think that my child knows that I love him/her even though I do not explicitly express love.

138 **Prayer to remove stronghold of passivity**

Read with your child's name in (child name).

(Ask forgiveness with the items you checked)—these are the items that you checked in the Stronghold: passivity.

____(parent/teacher): include the name of persons who rejected me as you can remember. (Do not read the chapter and verse of bible)

- **REPENT & RECEIVE:** Lord, Jesus Christ, I repent of the sin of passivity, of receiving the lies of evil instead of the love of the Lord. I want to repent and break the patterns of passivity and negativity off of me and my family in all aspects of our lives. Any way we have sinned in the choices we have made due to our passivity and negativity, we ask for your forgiveness. I thank you for breaking its power over my life. Passivity does not come from Lord. I want to repent and break the pattern of feeling passive in all aspects of my life (Hebrews 10:38-39; James 2:14 – 17). I confess that I have sinned against God and my child ____ (child name) including ____ (Ask forgiveness for the items you checked). Lord, I receive your forgiveness right now. Thank you for forgiving me right away. I forgive myself as you forgave me. I also forgive ____ (parent/teacher) who committed injustice against me and made me feel helpless in the name of Jesus.
- **REBUKE & RENOUNCE:** Stronghold of passivity, I rebuke you in the name of Jesus. I refuse the ways that you have made me feel negative and helpless in many part of

my life. Being passive goes against my original design (1 Peter 2:9) and calling by God (Ephesians 4:1). You are a liar (John 8:44). I will not listen to your lie about me. According to God's word, now I put you under my feet and break your influence off in Jesus' name (Luke 10:19; Psalms 116:16; Colossians 2:14).

- **REPLACE & RENEW:** Lord, replace my heart, thought, emotions, and will with your truth, words, and the love of Holy Spirit (Romans 15:13). Please give me revelation of your strength and your calling to be proactive in life (Philippians 4:13, Ephesians 6:10). I replace symptoms coming from the stronghold of passivity with your strength and boldness (Psalm 18:34 – 39) and with the faithfulness of Holy Spirit. Please allow the fruits of Holy Spirit (Galatians 5:22-23, Romans 15:7) to be revealed in the ways that I take initiative in life. Now, I will be a parent who expresses affection to my child: I will hug him/her, say "I love you," and praise him/her. Love belongs to God; I will be a parent who is from God and who is expressing love.
- **RECEIVE & REJOICE:** I will follow the LORD my God, and I will honor him. I will choose to work out His salvation within me and strive to run the race He has called me to (Philippians 2: 12- 13, 3:14-16). I will keep his commands and obey him; serve him and hold fast to him (Deuteronomy 13:4). I am salt and light in my family (Matthew 5: 13-14) and God's fellow worker (2 Corinthians 6:1). God chose me and appointed me to bear fruit (John 15: 16). I am not lazy, but to imitate those who through faith and patience inherit what has been promised (Hebrews 6:11-12). For God gave me a spirit of power, love and self-discipline (2 Timothy 1:7). God made me stand firm in Christ, anointed me, and put his Holy Spirit in my heart (2 Corinthians 1:21-22). I can do everything through him who gives me strength (Philippians 4:13). We pray this in Jesus' name. Amen.

139 Homework

- Meditate on Scripture for the week.
- Find things to praise and give praise.
- Play 15 minutes with the child each day.
- Hug/kiss the child 4 times a day.
- Write a letter to your father (will not send).
- Complete family genogram-what are the things that I really wanted but did not get?
- This week I will call _____. Phone number is _____.

140 Write a letter to your father

- Choose a quiet place. Take a deep breath 5 times. Ask God, "Is there any area in my life that has not been surrendered to you in relation with my father?" Yield your thoughts and calm down your heart. Wait for the Lord.(2-3 min) After waiting, watch your heart as it naturally flows and begins to bring events, places, and people. Write

a letter about the memory. Write as if you are talking to him right now about the things that you really wanted to express, but you couldn't bring up. Also talk about things that you really wanted but didn't receive while growing up. Write in details how you released your frustration instead.

- Express your love, forgiveness, or reconciliation toward the end of the letter if you feel like it. If not, repeat the process as much as needed later and follow up with the 'Prayer for the broken hearted'.

141 **Write a letter to your father**

142 **Scripture for the week**

- Matthew 3 :17 And a voice from heaven said "This is my Son, whom I love; with him I am well pleased."
- John 15 :9-10 As the Father has loved me, so have I loved you. Now remain in my love. If you obey my commands, you will remain in my love, just as I have obeyed my Father's commands and remain in his love.
- Hebrews 6: 11-12 We want each of you to show this same diligence to the very end, in order to make your hope sure. We do not want you to become lazy, but to imitate those who through faith and patience inherit what has been promised.

143 **Meditating on Scripture for the week**

144 **Find things to praise and praise the child**

145 **Play log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

146 **Hug log**

Hug the child and say "I love you" 4 times/day.

Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

147

Week 5

Effective direction
 Sticker chart
 Understanding emotion

148 **Week 5: Effective direction**

- Last week: Effective praise
- Last week's homework : Meditate on Scripture, praise, expressing love, play time, letter to father, finish genogram – unfinished business
- This week's content: Effective direction, sticker chart , emotion, develop new tradition

149 **Direction**

- How do you usually give directions to your child?
- Why?
- Do you praise the child when the child follows your directions?

150 **Erikson: Psychosocial Development**

- Review

151 **Kohlberg: Moral development**

- Review

152 **Effective direction**

- Make it short and specific.
 - Wash your hands with soap and water.
 - Put the dirty socks in the hamper.
 - Try not to paint out of the line.
 - Place spoons and chopsticks on the table.
 - You can have a dessert after you finish the meal.
 - Take off your dirty pants and put clean ones. Then, we will sit down and read a book together.

153 **Effective direction - continued**

- Do not make it unclear or negative
 - Should we clean up the room? → Clean the room.

- Don't you think it is time to go to bed? → Go to bed now.
- Would you arrange the shoes in order? → Arrange the shoes in order.
- Do not run. → Walk slowly
- Do not shout. → Speak softly
- Do it right. → Do not let the paint spill off the paper
- Go to your bed early. → You can go to your bed at 11pm on Friday. Today you go to sleep at 9pm.

154 **Directions that I use frequently**

155 **Specific directions**

1. Make eye contact with your child.
2. Use a clear and firm voice to show seriousness.
3. Give age appropriate directions step by step.
4. Explain what you want specifically (what mom wants to see or hear)
5. Explain the reason.
6. Ask your child to repeat the directions back to you.
7. Demonstrate what you have talked about.
8. Praise specifically what the child did well.

156 **Role play**

- Practice giving specific directions in pairs. One parent plays the child, and the other parent plays the parent .
 - bed making
 - brushing teeth

157 **Sticker Chart**

- The sticker chart is a tool that helps children form good habits. Parents praise and give stickers when children perform specific behaviors resulting in increased motivation to repeat .
- The effectiveness can vary based on the child's temperament.

158 **Michelle's chart for brushing teeth**

159 **When you can use the sticker chart**

- Parents pick 3 behaviors that parents want to change and that happen more than once everyday. The child picks 1 behavior out of 3.
- Ex) brushing teeth, taking off backpack, hang coat in the proper place, feed the dog, practice piano, place spoons on the table
- Put the chart where the behavior happens

- When the child does the behavior, praise the child and give the sticker. Tell the child what you like about the behavior.

160 **Sticker chart – continued**

- Continue this method for 7-8 weeks until praise alone is enough to maintain your child's positive behaviors. You can begin using the chart again if your child's behavior slips.
- For older children, giving rewards, special privileges, or allowance can help maintain desired behavior and promote the child's responsibility.

161 **Role play**

- Pair up and practice explaining a sticker chart-what it is and how to use it using the specific direction technique.

162 **Sticker chart for _____**

163 **Emotion**

- Emotion, energy-in-motion, comes from Latin word *ex movere*. It means "move toward outside".
- Emotion moves to find an outlet.
- Emotion is moving energy.
- Emotion is a signal light that alarms the status of mind.

164 **What do I think about emotions?**

- Mature Christians should not feel negative emotions
- When negative emotion arises, we should avoid them or remove them.
- Negative emotion is a sin against God.
- Negative emotions should be removed by praying.

165 **Moral of emotion**

- Ephesians 4: 25-27 "In your anger do not sin: Do not let the sun go down while you are still angry, and do not give the devil a foothold."
- Genesis 4:6-7 Then the LORD said to Cain, "Why are you angry? Why is your face downcast? If you do what is right, will you not be accepted. But if you do not do what is right, sin is crouching at your door; it desires to have you, but you must master it."
- Moral starts when emotion is shown in action. Emotion response vs. action response

166 **Ownership of emotion**

- Do you know the difference between “I am angry now” and “why do you make me angry”? (identify the owner of the emotion)
- Have you realized yourself responding differently when the situation is the same? Why does that happen? (sense of ownership vs. feeling victimized)
- Why does suppressed emotion eventually explode? (necessity of emotion coaching)

167 **Understanding emotion**

- Emotion is energy and fuel that has a pressure cooker or spring effect when suppressed.
- Once one has ownership of emotion, one can process their emotions rather than being controlled by them.
- If parents are good role models of emotion processing, children will learn not to avoid or suppress emotion, which will lead to an abundant life.

168 **Emotions that are allowed in my home**

- Small group
- Positive emotions: happiness, relaxation, satisfaction, curiosity, goodness, cheerfulness, pride, interest, joy, excitement
- Negative emotions: unhappiness, discomfort, dissatisfaction, boredom, badness, upset, shame, sadness, anger, neglect, fear

169 **Practice**

- Foster child’s intimacy, initiative, diligence, self-esteem through play
 - Follow your child’s activity by running verbal commentary
 - Do not ask any questions
 - Do not give any directions
 - Do not try to teach
 - Describe child’s OK behaviors
 - Praise child’s good behaviors
 - Ignore child’s not-OK behaviors

170 **Practice at home**

- Meditate on Scripture
- Hug, kiss, and say ‘I love you’ 4 times every day.
- Play with children for 15 minutes
- Specific directions
- Start sticker chart
- Create a new family tradition (leader’s demonstration, make schedule)
- This week I will call _____. Phone number is _____.

- Fill out evaluation

171 **Scripture for the week**

- Psalms 127:3 Sons are a heritage from the LORD, children a reward from him.
- Deuteronomy 13: 4 It is the LORD your God you must follow, and him you must revere. Keep his commands and obey him; serve him and hold fast to him.
- Matthew 5: 13-14 You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men. You are the light of the world. A city on a hill cannot be hidden.
- John 15:16 You did not choose me, but I chose you and appointed you to go and bear fruit--fruit that will last. Then the Father will give you whatever you ask in my name.
- 2 Corinthians 6: 1 As God's fellow workers we urge you not to receive God's grace in vain.

172 **Meditating on Scripture of the week**

173 **Hug log**

Hug the child and say "I love you" 4 times/day.

Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

174 **Play Time log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

175 **My direction, child's responses, and my feeling**

176 **Sticker chart for _____**

177 **Creating new family tradition-Show & Tell-bring items to share**

- Things which were considered important to my parents and that I continue now:
- I stopped and never want to do the things that my parents considered important:
- What I do differently from what my parents considered important:

178

Week 6

Types of parents in emotion coaching

4 steps of emotion coaching

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179 **W6. Emotion coaching**

- Last week: Effective praise
- Last week's homework : Meditate on Scripture, praise, express love, play, practice giving specific instruction, start sticker chart, create new family tradition
- New content: Emotion coaching- parents' types, 4 steps of emotion coaching

180 **What is emotion coaching?**

- Emotion coaching(EC) is a process where parents express empathy and help children express the emotion that arises in their heart.
- EC is one of the best ways to help your child find his/her own unique boundary which is God given right. Having flexible boundary is the foundation of relationship building and true love. The whole process is called differentiation. This will influence a person's happiness, physical and mental health, spousal selection...etc, important things in her/his life.

181 **Emotion**

- Watch DVD

182 **Child development per parenting style**

- Dismissing parent: disengages, ignores, or teases child's feelings as unimportant, trivial
 - Children believe that feelings are wrong, inappropriate, not valid, and (sadness)shouldn't happen
- Disapproving parent: Judges and criticizes the child's emotional expression
 - Children experience low self-esteem and difficulty in trusting their own judgment, concentrating, learning, and getting along with peers

183 **Child development per parenting style**

- Laissez-Faire parent: Freely accepts all emotional expression from the child, offers comfort, provides little guidance on emotions or behaviors
 - Children lack the ability to calm down, to solve problems, and to make friends.
- Emotion coaching parent: Respects the child's emotions, teaches about emotion, offers guidance on behavior

→Children have good self-esteem and trust their feelings, regulate emotions, and solve problems.

184 **4 steps to emotion coaching**

1. Recognize emotion: Recognize the child's emotion
2. Deep breath, decision: Take a deep breath and make a decision on what to do.
3. Empathy: Listening to child attentively, validate and express child's emotion, and show empathy.
4. Problem solving: if necessary, help child to solve the problem

185 **Emotion coaching**

- Your 6 year old child, Peter, comes home from school and throws a tantrum. You gave him an apple when he requested some fruits. Then, he becomes irritable and says, "Who said I wanted an apple? I wanted an orange."
 - What is the child's emotion?
 - If you are the parent of Peter, how would you feel in this situation?
 - How would you react?

186 **1. Recognize child's emotion**

- Observe the pattern of the child's emotions throughout a day
- Recognize the emotion of the child who is irritable:
 - Mad? Tired? Feeling rejected? Anxious? Disappointed? Greedy? Sick?
 - Facial expression? Body expression? Body parts that express the emotion?

187 **2. Deep breath**

- Take a deep breath and make a decision on how to respond to the child
- Deep breath helps parents to calm down so that parents can think clearly
 - Emotion coaching now: Take a deep breath and use this as an opportunity to learn and become closer to your child by understanding your child's emotion. Say to yourself "This is my chance to gain intimacy and education."
 - Deal later: When either the parent or the child is too angry, tired, or does not have time, talk about it later.

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188 **2. Empathy**

Parents empathize with the child by validating his/her emotion, attentively listening to what happened to the child, and expressing the child's emotion using words. It has 4

components: validating, listening, expressing, and empathizing.

1) validating

- The most important and basic rule is to listen to, acknowledge, and accept the child's heart.

"You are upset."

189 **Steps of Empathy**

2) Listening

- To know the child's heart well, parents need to have a conversation with your child and find out what happened:

"What happened?"

- Rephrase or summarize what the child said and ask her/him to verify:

"You mean, you tried to help your friend, but your friend misunderstood you, right?"

190

3) Labeling

- Listen to what the child is saying about what happened and help the child to label the emotion.
 - That's what happened to you! That's why you are (mad/upset/sad/embarrassed etc.)
- The goal of the parent is to show sympathy and acceptance to the child until the child can process the emotion and show a new emotion such as peace or hope. It may take 3 or 4 times.

191

4) Sympathy

- Sympathize with your child's feelings by saying 'Yes. You may feel that way in such a situation.'
 - I would be angry and scared if I tried to stay by mom and mom disappeared.
 - If my friends didn't play with me, I would be angry too.
 - If I'm invited to a birthday party, I would be very happy.
 - If that happens to me, I would feel that way too.
- The essence of emotional coaching is to understand and accept your child's emotion. Parents need to be careful so that they don't get emotional ahead of the child. It is important to acknowledge and respect that the child is a separate human being who can own intrinsic emotion.

192 **Key points**

- Encourage your child to verbalize his/her emotions and avoid criticizing or punishing them for it.
- Respond and make gestures to show that you are listening and to encourage them to keep talking. (e.g. nodding, eye contact, "Yes, then what happened?")
- Do not ignore any feelings that you think are ridiculous or trivial.
- Instead of telling your child how to feel, you need to know how s/he is feeling.

193 **Hidden emotions**

- Tell your child about what you think of their feelings. Try to understand your child's other(hidden) feelings that you may not understand by asking questions.
 - You got upset because your friend misunderstood you. And you were also afraid that you could not play with her. Is there anything else that you are feeling?

194 **Hidden emotions**

- If you are treating your children with affection, your child will usually openly tell you what is on their mind.
- If you name the emotion of your child or try to talk with your child by asking if you are correct with his/her emotion, it will help your child express what s/he is feeling in his/her own words. They also usually let the parent know if the parent was right or not.

195 **Modeling**

- You should set a good example for your child by naming your own emotions – your child will learn by modeling after you.
- The list of emotions will help you find a proper name for certain emotions

196 **List of emotions (Ekman)**

- 1 • Angry
 - Disgusted
 - Fearful
 - Happy
 - Sad
 - Surprised
- 2 • Amusing
 - Contemptuous
 - Content
 - Embarrass
 - Excite

- Guilty
- Pride in achievement
- Relieved
- Satisfied
- Pleasureful
- Shameful

197 **3. Problem solving**

- If necessary, help the child solve the problem
- Let your child try to think of various ways to achieve the goal
"How can you avoid a misunderstanding next time?"

198

- Set a goal about what your child wants (story: A princess and the moon).
- Set a limit for your child about the ways to solve problem: "It is okay to get angry, but it is not okay to hit your brother."
- Understand what your child wants and help him/her find the best way to obtain it.
- Respect the choice that your child made in order for him/her to develop the capability to solve problems.

199 **Emotion reaction vs. action**

- If your child has done something wrong, try to understand his/her emotion, name the emotion, and explain why it is bad. "It is okay to get angry, but it is not okay to hit your brother."
- Discipline the child for wrongdoing, however do not discipline the child's feeling.

200 **Helpful tips**

- Emotion coach with patience when you have enough time.
- Be honest to your child and do not criticize, scold or make fun of your child.
- Be aware of your child's physical and emotional needs.
- Share the child's dreams and imaginations.
- Do not think of your own opinions but think from the child's viewpoint .
- Do not be obsessed with solving the child's problem.

201 **When is emotion coaching inappropriate?**

- When the child does not want to talk
- When the parent doesn't have enough time
- When in public
- If the misbehavior of the child is very serious

- If the child is trying to deceive the parent intentionally
- When parent is too angry or tired

202 **Using “I” statement...**

- How do you communicate with your child?
- “I am so busy right now and I cannot talk with you. Let’s talk when I have enough time.”
- “I am so tired and I cannot talk with you. Let’s talk after I rest.”
- “I am so angry right now and I cannot talk with you. Let’s talk after I calm down.”

203 **Exercise 1. Jungah came back from school and said, “I won’t go to school anymore! My teacher scolded me loudly in front of other kids.”**

1. Recognize emotion: she is mad
2. Taking a deep breath: It’s an opportunity for building a closer relationship and learning
3. Sympathy: My Jungah is so angry! What happened? Oh! You must have felt embarrassed. If I were scolded in front of other kids, I would have felt embarrassed, too.
4. Problem solving: What should you do in order that you don’t get scolded again?

204 **Exercise 2. During bath time, Chulsoo said, “I don’t like my brother and I want him to die suddenly.”**

1. Recognize emotion
- 2.
2. Deep breath
- 3.
3. Empathy
- 4.
4. Problem solving

205 **Exercise 3. At a dinner time, your child is yelling, “Aaark! I don’t like curry. I won’t eat dinner.”**

1. Recognize emotion
- 2.
2. Deep breath
- 3.
3. Empathy

- 4.
4. Problem solving

- 206 **Exercise 4. Your child came back from playing outside with friends and says, "I don't like them. They don't play with me. They are so mean!"**
- 207 **Exercise 5. Your child said, "Ah... I want my mom to stay with me rather than ___ . I like my mom better ."**
1. Recognize emotion
 - 2.
 2. Deep breath
 - 3.
 3. Empathy
 - 4.
 4. Problem solving
- 208 **Exercise 6. One of your child's friends is having a play date at your home. Your child is telling the friend, "I won't let you play with this toy. You can't play with this!"**
- 209 **Exercise 7. You lost your child in a huge mall. You are very worried of your child, one of the clerks brought your child to you shortly after. Your child looks very angry.**
- 210 **Exercise**
- Practice emotion coaching as a pair between 2 parents. One parent becomes child and the other parent becomes the parent of the child
 - Emotion coaching.
- 211 **Practice at home**
- Meditate on Scripture
 - Play with children for 15 minutes
 - Hug, kiss, and say 'I love you' 4 times every day.
 - Record what you do when your child shows negative emotions, do emotion coaching at least 2-3 times
 - Create new family tradition
 - This week I will call _____. Phone number is _____.
 - Fill out evaluation

212 **Scriptures for the week**

- Luke 24:13-32 They were talking with each other about everything that had happened...Jesus asked them, "What are you discussing together as you walk along?" They stood still, their faces downcast. .. "Are you only a visitor to Jerusalem and do not know the things that have happened there in these days?" ...He said to them, "How foolish you are, and how slow of heart to believe all that the prophets have spoken! ...And beginning with Moses and all the Prophets, he explained to them what was said in all the Scriptures concerning himself...But they urged him strongly, "Stay with us, for it is nearly evening; the day is almost over." So he went in to stay with them... They asked each other, "Were not our hearts burning within us while he talked with us on the road and opened the Scriptures to us?"

213 **Meditating on Scripture of the week**214 **Play log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

215 **Hug log**

Hug the child and say "I love you" 4 times/day.

Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

216 **My child's negative emotions and my response, coach emotions 2-3 a week**217

Week 7

Emotion coaching exercise Stronghold of anger

•

218 **W7. Emotion coaching**

- Last week: Emotion coaching
- Homework : Meditate on Scripture, play with the child 10-15 minutes a day, hug and say "I love you" to the child, write what I do when my child shows negative emotions (my type?), do emotion coaching 1-2 times

- New content: Emotion coaching, hot button, anger and control, stronghold: anger

219 **Emotion coaching and process of differentiation**

- Emotion coaching(EC) is a process where parents express empathy and help children express the emotion that arises in their heart.
- EC is one of the best ways to help your child find his/her own unique boundary which is a God given right. Having flexible boundary is the foundation of relationship building and true love. The whole process is called differentiation. This will influence a person's happiness, physical and mental health, spousal selection...etc, important things in her/his life.

220 **Child development per parenting style**

- Dismissing parent:
 - Children believe that feelings are wrong, inappropriate, not valid, and negative feelings shouldn't happen.
- Disapproving parent:
 - Children experience low self-esteem and difficulty in trusting their own judgment, concentrating, learning, and getting along with peers.

221 **Child development per parenting style**

- Laissez-Faire parent:
 - Children lack the ability to calm down, to solve problems, and to make friends.
- Emotion coaching parent:
 - Children have good self-esteem and trust their feelings, regulate emotions, and solve problems.

222 **Emotion coaching and anger**

- You lost your child Young-ah in a huge mall. You could not find your child for a while. Later, one of the clerks brought your child to you. Your child looks very angry.
 - If you are Young-ah's parent, how would you feel in this situation?

Let' think for a moment.....

- What is the positive characteristics of anger?
- Do you want your child be a 'door mat'?

223 **When you are angry...**

- If you react showing your anger, it will hurt your child's feelings instead of solving the problem.(parents' anger often come across as rejection .)
- Your child will follow your example in the way that you control your emotions because s/he will learn from you.
- Home is where your child experiences and learns what his/her emotion is and how s/he can control , deny, or ignore.

224 **Controlling anger- my anger switch**

- We all have hot buttons. If we are aware of our own hot buttons, we can prepare ourselves to handle our emotions when they are triggered.
- Which emotion do I respond most sensitively, like a hot buttons? (ex. Rejection, loneliness, nervousness, helplessness, inferiority, frustration, ignored..)
- These hot buttons are also switches of false strongholds.

225 **My physiological response to anger**

- When we are angry, our bodies respond. When we recognize these physical responses, we can seize the moment and control our emotions.
- What are your responses?
 - 1.
 - 2.
 - 3.

226 **How not to walk with anger**

- Ephesians 4:26-27 "In your anger(emotional respond) do not sin": Do not let the sun go down (choice making action respond),while you are still angry and do not give the devil a foothold.
- *Topos*, foothold in Latin, means opportunity, footrest, and place. Anger as an emotion itself is not sin. However, when we are angry and form destructive ideas and behaviors, this provides a foothold (i.e., strongholds) for the Devil to be active.

227 **When you realize your angry emotion**

- Take timeout for yourself immediately.
- "I am so angry now and I cannot talk with you, let's talk after I have timeout and calm down myself."
- Stop talking and go away from the child. If possible go outside and go for a walk.

228 **When you realize your anger emotion**

- As you walk, proclaim the following prayer: "Lord, I forgive so and so's offense in the name of Jesus. I command in Jesus name. Anger and lie! Be gone out of me. You are not my friend. I will walk with Jesus only. Lord, bless me with your peace. (Take time to feel the effect of your prayer.) Thank you Lord for covering me with your peace. I am from the Father and belong to you. I do not agree with any lie or anger that tempts me.
"I won't hurt my child as I was hurt by my care taker."
- If still angry, pray 4R prayer. Also follow how to process anger.

229 **Control and power wheel**230 **Effective parenting and family system**

- Genesis 2:24 For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh.
- 3 sub systems within a family system- spousal, parenting, adult children. The foundation is the spousal system. When the spousal system is dysfunctional, the rest of the function can not be functional.

231

A loving relationship with your spouse is essential for effective parenting. In Korean culture, emphasis is put on meeting the child's needs, but the priority of a household should be given to maintaining a strong spousal relationship. This does not mean dismissing your child, but it means putting your spouse's faults in the Lord's hands (serenity prayer) and not bringing the child into the marital relationship. Meanwhile, it is important to work hard on the differentiation process of yourself on your own.

232 **4 steps to emotion coaching**

1. Recognize emotion: Recognize the child's emotion
2. Deep breath, decision: Take a deep breath and make a decision about what to do.
3. Empathy: Listening to child attentively, validate and express child's emotion, and show empathy.
4. Problem solving: if necessary, help child to solve the problem

233 **Questions to help you understand your child's genuine emotion response**

- When does my child feel angry, sad, scared or happy?
- It helps you understand how your child is feeling in certain situations
 - How do you feel if Sam ignores you?
 - When you lost me in the mall, didn't you feel scared?
 - How do you feel if you see Nami play with Hera and Jamie?
 - How did you feel when your teacher told you to share your favorite book with one of your friends?

- Don't you feel angry with your sister?
- Tell your child that it is normal to have emotions.

234 **Active listening**

- Let your child know that you are focused on listening to him/her attentively.
 - 1)
 -
 - 2)
 -
 - 3)
 -
 - 4)
 -

235 **Note to remember!**

- Avoid asking questions to satisfy parents' curiosity.
- Avoid agreeing or taking side with the "enemy" when the child feels mistreated.
- Put the priority in the relationship rather than on your expectation of how you want your child to turn out to be.
- Do not give a lecture, advice, suggestions, or warnings.

236 **Communication type**237 **Communication type**238

Exercise 1. Your child comes home from school and starts to throw a temper tantrum. You gave him an apple when he requested some fruit. Then he starts to get angry and says, "Who said I wanted an apple? I wanted an orange!"

- 1. Recognize emotion
 - 2.
 2. Deep breath
 - 3.
 3. Empathy
 - 4.
 4. Problem solving

239

Exercise 2. Chul complains about the food, "I am not going to eat."

1. Recognize emotion
- 2.
2. Deep breath
- 3.
3. Empathy
- 4.
4. Problem solving

240

Exercise 3. Hyunsook calls mother, "Mom, fish, fish...!" Mom came and found out the fish in the aquarium died.

1. Recognize emotion
- 2.
2. Deep breath
- 3.
3. Empathy
- 4.
4. Problem solving

241

Exercise 4. Mom went to a drug store with Tae-soo. He goes back and forth in front of the automatic door. Each time Tae-soo moves, the door opens and closes.

1. Recognize emotion
- 2.
2. Deep breath
- 3.
3. Empathy
- 4.
4. Problem solving

242

Exercise 5. Hae-soo is crying and said, "Mom, big brother hit me."

1. Recognize emotion
- 2.
2. Deep breath
- 3.

3. Empathy
- 4.
4. Problem solving

243

Exercise 6. Jin-ah runs to mom saying, "Mom, Hyun ah hit me." And his brother shouts, "Mom, Jin-ah scribbled on my paper."

1. Recognize emotion
- 2.
2. Deep breath
- 3.
3. Empathy
- 4.
4. Problem solving

244 **Practice**

- Pair up and practice emotion coaching.

245 **Practice at home**

- Meditate on Scripture
- Play with children for 15 minutes
- Hug, kiss, and say 'I love you' 4 times every day.
- Record what you did when your child showed negative emotions, do emotion coaching at least once a day
- Create new family tradition
- This week I will call _____. Phone number is _____.
- Fill out evaluation

246 **Strongholds: Anger**

- 1 Recognize my anger from shame (pain)
 1. I get angry when people do not recognize my contribution.
 2. I get angry when people do not pay attention when I talk.
 3. I get angry when people do not follow my direction.
 4. I get angry when people mention my mistakes.
 5. I tend to talk about the pain from the past repeatedly.
 6. My parents criticized my ability.
 7. My parents often fought with each other.

8. My parents did not express their love for me and overly disciplined.
9. My parents did not praise me.
10. My parents did not spend time with me.

2 Recognize how I influence my child's bitter root.

1. I scold my child in front of other people.
2. I do not express love or praise.
3. I do not pay attention when my child says something.
4. I praise my child only when he/she meets my expectations.
5. I make decisions for my child and ask the child to do it quickly.
6. When my child received all A's except one subject, I ask him/her why he/she did not get an A for all the subjects.
7. I do not play with my child.
8. I scold /hit my child (severely) when he/she misbehaves.
9. I let my child do what ever she/he wants to do.
10. I fight with my spouse in front of my child.

247 **Prayer to remove stronghold of anger**

Read with your child name in (child name).

(Ask forgiveness with the items you checked)—these are the items that you checked in the Stronghold: passivity.

____ (parent/teacher): include the name of persons who rejected me as you can remember. (Do not read the chapter and verse of bible

- **REPENT & RECEIVE:** Lord, Jesus Christ, I repent of the sin of anger, bitterness, and unforgivingness of receiving the lies of evil instead of the love of the Lord. I want to repent and break the patterns of anger, bitterness, and unforgivingness off of me and my family in all aspects of our lives. Any way we have sinned in the choices we have made due to our anger, bitterness, and unforgivingness, we ask for your forgiveness. I thank you for breaking its power over my life. Anger, bitterness, and unforgivingness do not come from the Lord (Ephesians 4:26-27, James 1:19-20). I want to repent and break the pattern of feeling angry, bitter, and unforgiving in all aspects of my life. I confess that I have committed sin against God and my child ____ (child name) including ____ (Ask forgiveness with the items you checked). Lord, I receive your forgiveness right now. Thank you for forgiving me right away. I forgive myself as you forgave me. I also forgive ____ (parent/teacher) who committed injustice against me and made me feel painful and hard in the name of Jesus. I believe Jesus paid it all even though it's obvious they have done me wrong. Satan, Jesus has forgiven them through His blood. I proclaim there is no debt they owed me.
- **REBUKE & RENOUNCE:** Stronghold of anger, bitterness, and unforgiveness, I rebuke you in the name of Jesus. I refuse the ways that that you made me feel angry, bitter, and unforgiving in many parts of my life. Being angry, bitter, and unforgiving goes

against my original design (1 Peter 2:9) and calling by God (Ephesians 4:1). You are a liar (John 8:44). I will not listen to your lie about me. According to God's word, now I put you under my feet and break your influence off in Jesus' name (Luke 10:19; Psalms 116:16; Colossians 2:14).

- **REPLACE & RENEW:** Lord, replace my heart, thought, emotions, and will with your truth, words, and the love of Holy Spirit (Romans 15:30). Give me revelation of your patience and gentleness (Philippians 4:13, Ephesians 6:10). Replace my symptoms coming from the stronghold of anger with the light of Holy Spirit. Please allow the fruits of Holy Spirit (Galatians 5:22-23; Romans 15:7) be revealed in my life.
- **RECEIVE & REJOICE:** I will follow the LORD my God, and I will honor him. I will put off anger, rage, malice, slander, and filthy language from my lips and put on love (Colossians 3:8-14). I will keep his commands and obey him; serve him and hold fast to him (Deuteronomy 13:4). I am salt and light in my family (Matthew 5: 13-14) and God's fellow worker (2 Corinthians 6:1). God chose me and appointed me to go and bear fruit (John 15: 16). For God gave me a spirit of power, love and self-discipline (2 Timothy 1:7). God made me stand firm in Christ, anointed me, and put his Holy Spirit in my heart (2 Corinthians 1:21-22). I can do everything through him who gives me strength (Philippians 4:13). We pray this in Jesus' name. Amen.

248 **Scripture for the week**

James 1 : 19-20 My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, for man's anger does not bring about the righteous life that God desires.

Psalms 4:4 In your anger do not sin; when you are on your beds, search your hearts and be silent.

Colossians 3: 21 Fathers, do not embitter your children, or they will become discouraged.

Ephesians 6:4 Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

249 **Meditating on Scripture of the week**

250 **Play log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

251 **Hug log**

Hug your child and say "I love you" 4 times/day.

Before bed time, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

252 **My child's negative emotions and my response, coach emotions once a day**

253

Week 8

Emotion coaching exercise

254 **W8. Emotion coaching**

- Last week: Emotion coaching
- Last week's homework : Meditate on Scripture, play, express love, write what I do when my child shows negative emotions, do emotion coaching once a day
- New content: Emotion coaching

255 **What is emotion coaching?**

- Emotion coaching(EC) is a process where parents express _____and help children _____the emotion that arises in their_____.
- EC is one of the best ways to help your child find his/her own unique _____which is God given right. Having flexible boundary is the foundation of ____relationship building and true _____. The whole process is called_____. This will influence a person's happiness, physical and mental health,_____ selection...etc, important things in her/his life.

256 **Child development per parenting style**

- _____parent: disengages, ignores, or teases child's feelings as unimportant, trivial
→Children believe that feelings are_____, inappropriate, not valid, and sadness shouldn't happen
- _____parent: Judges and criticizes the child's emotional expression.
→Children experience low self-esteem and difficulty in trusting their own judgment, concentrating, learning, and getting along with_____.

257 **Child development per parenting style**

- Laissez-Faire parent: Freely accepts all emotional expression from the child, offers comfort, provides little guidance on emotions or behaviors.
→Children lack the ability to calm down, to solve problems, and to make friends.
- Emotion coaching parent: Respects the child's emotions, teaches about emotion, offers guidance on behavior.

→ Children have good self-esteem and trust their feelings, regulate emotions, and solve problems.

258 **4 steps to emotion coaching**

1. _____: Recognize _____.
1. Deep breath, decision: Take a deep breath and make a decision on what to do.
2. _____: Listening to child attentively, validate and express child's emotion, and show _____.
3. Problem solving: if necessary, help child to solve the problem

259 **Practice**

- Team up with other parents and practice emotion coaching.
-
- Each team videotape the practice and review it in each group.

260

Exercise 1. A child comes home from school and starts to throw a temper tantrum. You gave him an apple when he requested some fruit. Then he starts to get angry and says, "Who said I wanted an apple? I wanted an orange."

-
- 1. Recognize emotion
- 2. Deep breath
- 3. Empathy
- 4. Problem solving

261

Exercise 2. Chul complains about the food, "I am not going to eat."

1. Recognize emotion
2. Deep breath
3. Empathy
4. Problem solving

262

Exercise 3. Hyunsook calls mother, "Mom, fish, fish..." Mom came and found out the fish in the aquarium died.

1. Recognize emotion
2. Deep breath
3. Empathy
4. Problem solving

263

Exercise 4. Mom went to a drug store with Taesoo, who goes back and forth in front of automatic door. Each time Taewoo moves, the door opens and closes.

1. Recognize emotion
2. Deep breath
3. Empathy
4. Problem solving

264

Exercise 5. Crying Haesoo came to mother saying, "Brother hit me."

1. Recognize emotion
2. Deep breath
3. Empathy
4. Problem solving

265

Exercise 6. When Jinah runs to mom saying, "Mom, brother hit me," her brother shouts, "Mom, Jinah scribbled on my paper."

1. Recognize emotion

2. Deep breath
3. Empathy
4. Problem solving

266 **Practice at home**

- Meditate on Scripture
- Play with children for 15 minutes
- Hug, kiss, and say 'I love you' 4 times every day.
- Record what you do when your child shows negative emotions, do emotion coaching at least 1 a day
- This week I will call _____. Phone number is _____.
- Fill out evaluation

267 **Scriptures for the week**

- Psalms 127:3 Sons are a heritage from the LORD, children a reward from him.
-
- Deuteronomy 13: 4 It is the LORD your God you must follow, and him you must revere. Keep his commands and obey him; serve him and hold fast to him.
-
- Isaiah 53:5 But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought us peace was upon him, and by his wounds we are healed.
- Philippians 4: 13 I can do everything through him who gives me strength.
-
-
-

268 **Meditating on Scripture of the week**

269 **Play log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

270 **Hug log**

Hug the child and say "I love you" 4 times/day.

Before bed, say, "The LORD bless you and keep you; the LORD make his face

shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

271 **My child's negative emotions and my response, coach emotions once a day**

272

Week 9

Effective discipline
Stronghold of shame

273 **Week 9: Effective discipline**

- Last week: Emotion coaching
- Last week's homework : Meditate on Scripture, have a play time , express love, write down my reactions to my child's negative emotions, do emotion coaching once a day.
- Weeks 9-11: Discipline- effective discipline, routines and family rules, timeout, consequences
- This week's content: effective discipline

274 **Discipline**

- Scolding: Praising = 37,500: 5,820
- Why?
- Reason for discipline?
 - Definition of discipline
 - Definition of punishment
- Discipline vs. Punishment

275 **What do you think about spanking?**

Discipline vs. Punishment

- 1.
- 2.
- 3.
- 4.

5.

•

276 **View of spanking: Korea vs. US**

- 79% of Korean Americans and 78% of European Americans believed that spanking/hitting was an effective discipline strategy when children are young or stubborn.
- 70% of Korean Americans compared to 7% of European American parents considered hitting a child on the hand as an appropriate strategy for a nine-year-old son who cheated at school

277 **View of spanking: Korea vs. US**

- Korean American parents use spanking not to control children with authority but to help children regulate the behaviors that they are not able to control by themselves.
- Korean American parents considered hitting their children the same as hitting themselves. They thought that if rules were set in advance about spanking and used consistently without impulsiveness, children would accept spanking as a punishment.

278 **Discipline (American Academic of Pediatrics)**

- Rewarding desired behaviors
 - Positive discipline
 - Social rewards: Praising, Hugging/kissing
 - Tangible rewards: Special treats, money, adding privilege, sticker chart
- Reducing undesired behaviors
 - Punishment
 - Verbal punishment: Scolding/yelling, Threatening
 - Corporal punishment: Spanking, Hitting/slapping
 - Harsh for age: Grounding, Work chore
 - Appropriate discipline
 - Ignore, Timeout, Correction, Reasoning, Removing privilege

279 **Discipline strategies commonly used by Korean American parents**

- Rewarding desired behaviors
 - Praising, hugging/kissing, tangible rewards (money)
- Reducing undesired behaviors
 - Correction, scolding/yelling, threatening, spanking/hitting, raising arms, extra homework, reflection, reasoning

280 **Korean American parents' discipline style and child mental health**

- Child's social competence
 - Mother: ↑hug/kiss/pat, correction, reasoning
 - Father: ↓tangible reward (money)
- Child's problem behaviors
 - Mother: ↑extra homework, remove privileges
 - Father: ↑spanking, hitting, raise arms

281 **A child's viewpoint**

- Once I asked my child, "Do you like spanking or timeout?" My second child said, "I like timeout much better." I asked, "Why?" He said, "I hate spanking." Before the spanking, I always asked, "What did you do wrong? How many spankings do you want?" When he said how many, I spanked him that many. He was very shameful and upset. I acknowledged his feelings, but I thought spanking was necessary. Now, I do not spank him. But, I asked him, "Which one do you like better—spanking or timeout?" he said, "I like timeout better."

282 **A mother's viewpoint**

- Well, before parent training, I used to hit my child with a rod, get angry, and yelling at him. But, they were not effective. After the parent training, when I used the new skills (timeout, ignoring, reasoning, explaining), he was less objectionable. He listened. New skills were effective.

283 **What Bible says about discipline**

- Whoever spares the rod hates their children, but the one who loves their children is careful to discipline them (Prov. 13:24)
- Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord (Eph. 6:4)
- Intimacy — If you love me, keep my command. (John 14:15)

284

- Jamie was running in the house and broke a vase by mistake.
What is your reaction?
 - Negative thought
 - Positive thought

285 **Ahyoung was running in the house and broke a vase by mistake**

286 **Comparison**

1 Positive responses

- 2
- Recognize the child's immaturity; allow the child to learn from their own mistakes.
 - Goal: discipline to be responsible about the mistakes.
 - Do not get stressed out or become defensive because parents accept her as who she is.
 - Give a room to find her own solutions.
 - Relationship is not damaged.
 - Focus is on the growth of the parental patience while the child is becoming an responsible person.

3

Negative responses

- 4
- Don't allow the child's mistake; punishments lead to shame and guilt and help her to build defense.
 - Goal: control to prevent future mistakes.
 - Accumulating more stress, getting nervous and making other people uncomfortable
 - Do not give room for finding solutions.
 - Not effective
 - build a scary parental image.
 - Parents tend to focus on performance and become critical.

287 **Basic rules of discipline**

- Discipline from the heart.
- When you discipline your child, do not let other people, especially the child's friends, hear it.
- Discipline what child did but not the child himself/herself.
 - "You are so dirty" → "Your hands are so dirty"
 - "Why you are running in the home all the time as if you are a dog?" → "Walk inside the home."

288 **Words that you should not use for discipline**

- Words that may hurt your child's being:
 - Why are you such a fool?
 - Be like your brother.
 - Are you out of mind?
 - Oh my... what is wrong with you?
 - Why are you crying like an idiot?
 - Can't you do anything right?
 - You will be punished if you don't listen.

- Why are you making excuses all the time?
- Get out of here. I don't need you.

289 **Effective discipline**

1. Deep breath: chance for intimacy & education
2. Check safety: ask the child if (s)he is okay
3. Fact: Explain what is wrong
4. Impact: Explain why it is wrong
5. Feeling: Explain how it made other people feel
6. Cause: Try to find out what was wrong. Most children know what they did was wrong so you may skip this step.
7. Relationship recovery: Recover the relationship with the child as usual

290 **Example of effective discipline**

Jamie was running in the house and broke a vase by mistake

1. Deep breath: chance for intimacy and education
2. Safety check: Jamie, are you okay?
3. Fact: Oops! The vase fell down and is now broken.
4. Impact: I cannot use it anymore.
5. Feeling: That was my favorite vase.
6. Cause: Jamie, why did it happen?
7. Advise: Do not run in the house.
8. Relationship recovery: It's already broken and nothing can be done to change that. You need to help me clean it up. I'll bring the broom, so you go and bring the dish towel.

291 **Example of effective discipline 1**

Ahyoung was carrying a plate and dropped it on the floor.

1. _____:
2. Safety check:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

292 **Example of effective discipline 2**

Mom gave a glass of milk to each of her children. Ahyoung tried to take her sister's

glass because she thought her sister had more milk. While trying to take the glass, the milk spilled onto the floor.

1. _____:
2. _____:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

293 **Example of effective discipline 3**

Chulsoo has been playing at friend's home. When mother said "it is time to go home," Chulsoo said, "I don't want to go home. I want to play longer."

1. _____:
2. _____:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

294 **Example of effective discipline 4**

Mother went to a drug store with Taesoo, who goes back and forth in front of automatic door. Each time Taesoo moves, the door opens and closes.

1. _____:
2. _____:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

295 **Example of effective discipline 5**

Younghee came home from school. She took off her shoes, which are wet and dirty, and goes to her room. Foot prints are on the carpet.

1. _____:
2. _____:

3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

296 **Example of effective discipline 6**

Younghee has a rule to finish her homework by 5 PM. But she did not finish it.

1. _____:
2. _____:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

297 **Example of effective discipline 7**

Jaeyoung spilled milk while she was pouring it in the cup.

1. _____:
2. _____:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

298 **Example of effective discipline 8**

Sujin says, "I don't have any friends" and interrupts her sister who is playing with her friend. Her sister yells, "Get out of my room."

1. Deep breath:
2. Safety check:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:

8. Relationship recovery:

299 **Example of effective discipline 9**

Mike pushes his brother, who falls down and gets hurt.

1. Deep breath:
2. Safety check:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

300 **Effective discipline**

- Brief discipline can be more effective:

Oops! That was my favorite vase! It dropped on the floor and now it's broken.

Oops! The vase is broken.

301 **Discipline Note**

- When you feel like you would scold your child as soon as you see them, it is better to avoid this interaction as you may become angry. Instead, write a discipline note and leave it in your child's room.

"Jamie, I heard you teased Jane (her sister). Jane was upset. Older sisters should not tease their younger sisters. Mom feels sad because you are quarrelling. I'm writing this note because I think I would scold you if I see you. Please try to be a good sister. I trust you. I love you. Mom"

302 **When do children "act up"?**

- When hungry, tired, sleepy and sick
- When getting nervous due to changes in daily routines
- When disappointed
- When feeling rejected
- When they are feeling unloved
- When not confident
- When being greedy

303 **The solution:**

Disengage from the mischief

- Disengaging or differentiation does not mean ignoring the needs of our children. Nor does it mean being indifferent to the child. It means that you treat the child's behavior objectively and be careful not to over react.
- When you realize that you are over reacting to your child's behavior, acknowledge your "hot button" and bring that issue to the Lord with humility and ask for grace to renew your mind (4R prayer). Then you will be able to acknowledge the child as a separate being. You can also control how your child's misbehaviors affect you rather than allowing it to overwhelm you.

304 **Surrendering**

- After you have disengaged from the child's misbehavior, you will feel relieved of the tension, pressure and stress of the moment. You will feel in control, liberated, mature and secure within your own self.
- The more you practice disengaging from the child's mischief, the better you will become at it, the more the child will respect you -- and the more you will respect yourself.

305 **Strongholds: shame**

- 1 • Recognize shame within me
 1. I feel shame when my spouse or child misbehave in front other person.
 2. I feel shame when others correct my error or ignore me.
 3. My parents were not interested in me.
 4. I spend time and money to pay attention to make a show.
 5. I feel shame when my spouse criticizes my family.
 6. My parents used to yell at me in front of other people.
 7. My parents compared me with my siblings or friends when they scolded me.
 8. I don't do anything right.
 9. My teacher scolded me in front of the class.
 10. I feel shame when others do not understand my English.
- 2 • Recognize I make my child feel ashamed
 1. I nag or discipline my child in front of others.
 2. If the result is not good, I do not praise my child even when she/he did his/her best.
 3. I dismiss, reject, or control my child's emotional expression.
 4. I compare my child with others.
 5. I tell my child about my dissatisfaction with my spouse or request my child to deliver my words to my spouse.
 6. When my child does something well, I tell my child that the work is useless.
 7. I praise one child when the other child or his/her friends are present.
 8. I tell my child that he/she cannot do work because he/she is young even when

he/she can do the work.

9. I am not nice when my child's friends come home to play with my child.

10. I do not praise my child's appearance or personality.

306 **Prayer to remove stronghold of shame**

Read with your child's name in (child name).

(Ask forgiveness with the items you checked)—these are the items that you checked in the Stronghold: shame.

____ (parent/teacher): include the name of persons who rejected me as you can remember. (Do not read the chapter and verse of bible

- **REPENT & RECEIVE:** Lord, Jesus Christ, I repent of the sin of shame, of receiving the lies of evil instead of the love of the Lord. I want to repent and break the patterns of shame off of me and my family in all aspects of our lives. Any way we have sinned in the choices we have made due to our shames, we ask for your forgiveness. I thank you for breaking its power over my life. Shame does not come from Lord. Romans 8:1 I want to repent and break the pattern of feeling ashamed in all aspects of my life. I confess that I have sinned against God and my child ____ (child name) including ____ (Ask forgiveness with the items you checked). Lord, I receive your forgiveness right now. Thank you for forgiving me right away. I forgive myself as you forgave me. I also forgive ____ (parent/teacher) who committed injustice against me and made me feel ashamed in the name of Jesus.
- **REBUKE & RENOUNCE:** Stronghold of shame, I rebuke you in the name of Jesus. I refuse the ways that you made me feel ashamed in many parts of my life. Feeling shame goes against my original design (1 Peter 2:9) and calling by God (Ephesians 4:1). You are a liar (John 8:44). I will not listen to your lie about me. According to God's word, now I put you under my feet and destroy your influence (Luke 10:19; Psalms 116:16; Colossians 2:14).
- **REPLACE & RENEW:** Lord, replace my heart, thought, emotions, and will with your truth, words, and the love of Holy Spirit (Romans 15:13). Give me revelation of your justification of me and the fact that you have cleansed me of all unrighteousness (Romans 8:33; 1John 1:9). I replace symptoms coming from the stronghold of shame with confidence in Holy Spirit. God, who took me as your child because you love me (Psalms 2:7), I will keep his commands and obey you; serve you and hold fast to you (Deuteronomy 13:4). I proclaim with faith that God will protect me from suffering from shame, disgrace, or humiliation (Isaiah 54:4). I thank and praise God that he takes great delight in me; he will quiet me with his love; he will rejoice over me with singing (Zephaniah 3:17).
- **RECEIVE & REJOICE:** I am a friend of Jesus (John 15:15) and I am fullness in Christ (Colossians 2:10). Therefore, there is no condemnation (Romans 8:1-2), in all things God works for the good (Romans 8:28). I receive mercy and grace in my time of need (Hebrews 4:16). God made me wonderful (Psalms 139). I am God's workmanship (Ephesians 2: 10) and God's temple (1 Corinthians 3:16). I am God's fellow worker (1 Corinthians 3:9), light and salt of the world (Matthew 5:13-14). I

approach God with freedom and confidence (Ephesians 3:12). No one can cut me off from this love, I am a citizen in heaven (Philippians 3:20). I will bless my child. Because I am precious in God's sight, I will bring the kingdom of heaven to my child and family. Thanks for your blessing. Thanks for giving me children. Thanks for blessing my family. I pray this in Jesus' name. Amen.

307 **Homework**

- Meditate on Scripture
- Play with children for 15 minutes
- Hug, kiss, and say 'I love you' 4 times every day.
- Record your discipline, child's response, and your feeling
- This week I will call _____. Phone number is _____.
- Fill out evaluation

308 **Scriptures for the week**

- Matthew 3: 17 And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased."
- Zephaniah 3:17 The LORD your God is with you, he is mighty to save. He will take great delight in you, he will quiet you with his love, he will rejoice over you with singing."
- 1 Peter 2: 9 You are a chosen people, a royal priesthood, a holy nation, a people belonging to God.

309 **Meditating on Scripture of the week**

310 **Play log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

311 **Hug log**

Hug the child and say "I love you" 4 times/day.

Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

312 **My discipline and child's responses and my feeling**

313

Week 10

Family rules
Creating routines

314 **W 10. Create family rules and child routines**

- Weeks 9-11: Discipline- effective discipline, child routines and family rules, timeout, consequences
-
- Last week: Effective direction and discipline
 - Last week's homework: scripture meditation, play, expression of love, record my discipline, child response, and my emotion
- This week: create family rules and child routines

315 **What are common conflicts with children?**

- 1.
- 2.
- 3.
- 4.
- 5.

316 **When do you have conflicts with your child?**

- Waking up
- Breakfast time
- Going to school
- Doing homework
- Dinner time
- Bed time
- Playing with the computer
- Playing with siblings

317 **Decrease conflicts with children**

- Create family rules
- Create (child's)routines

318 **Family rules**

- Family rules are relational agreements that define and limit behaviors of family members.
- They define what is allowed and what is not allowed within the family.
- When parents' expectations on children are consistent, reasonable, and predictable, children can regulate their behaviors to meet the expectations.

319 **Examples of family rules**

1. Tell the truth.
2. Treat each other with respect: no yelling, no hitting, no kicking, no name-calling, no put-downs
3. No arguing with parents.
We want to listen to and value your input and ideas, but arguing means you have made your points more than once.

320

4. Do what Mom and Dad say the first time without complaining or throwing a fit.
5. Ask permission before you go somewhere.
6. After you are done using things, put them back where they belong.
7. Respect each others' property.
Ask permission for what is not yours before the use.

321 **What family rules do you have?**

- 1.
- 2.
- 3.
- 4.
- 5.

322 **What is a child's routine?**

- Order and method of work that is done regularly.
- Let the children know parents' expectations.
- Let the children know what behavior is expected and what is not allowed.
- Encourage a sense of responsibility for children.
- Help children establish good habits.

- Decrease unnecessary conflicts with children.
- Increase intimacy with children.

323 **Principles in creating a routine**

- The most important thing to your child is your love and approval. Because of this need, your child will want to respond to and meet your expectations.
 - Set one expectation at a time.
 - Keep it simple and realistic.
 - Stay flexible.
 - Start from the basics.
 - Make it appropriate for the child's. developmental level.

324 **Bed time routine**

325 **After school routine**

326

327 **Factors that make keeping routines difficult**

- When they are too strict for the child.
- Attachment issues with the child.
- Parents feel that they cannot appropriately handle the child's resistance.
- Large difference in expectations between the spouses.
- Parents set too many routines or rigid routines without flexibility.

328 **Parental control**

329 **Factors that make being consistent difficult**

- Following through with consistency yet remaining flexible on expectations for behavior is difficult for any parent to balance. Although it is best when all caregivers use rules consistently, your child can also adapt to different people or settings. It is better to expect your child to adapt than to openly clash with others over differences.

330 **Impact of marital relationship on children**

- In Korean value, where we do not recognize the child's life as separate, it is easy to distort parenting. Although parents know that consistency is important, they may go with their emotions rather than keeping the child's routines or family intimacy relationship with the child. It is because the parent try to get intimacy from the child rather than getting from the spouse. Parents go with their comfort ability rather than the child's life.

331

- Example: A mother is feeling sad after arguing with her spouse. Her child came, massaged the mother's shoulder, and asked to watch a drama together. The mother agrees; she breaks the child's routine of doing homework. If the mother gossips about her spouse while they watch the drama, the child may a) have an unfair psychological burden, b) get a distorted image of the father, which may c) influence the child to favor one parent over the other.

332

- Sometimes routines should be enforced with flexibility to meet the needs of a "special occasion" (e.g., staying up later for a special event in holidays or vacations).
- This is best to communicate before your child demands such a change. This also avoids the impression that the child can change the rules by demanding it. Instead of weakness, this demonstrates a desirable amount of flexibility.

333 **Exercise**

- Simulate a family meeting between 2 parents; 1 parent becomes the child while the other parent becomes the parent of the child

334 **Role vs. Identity**

- Everyone in a family is responsible for a member's problem. (A family as a system...examples of problems: addictions, money, eating disorder...)
- Rules of dysfunctional family
 - 1) "Don't talk and don't feel" - invasion of boundary
 - 2) triangulations-favoritism, victimization, cross generational bonding
 - 3) Enabling of developmental task achievement

335 **Biblical principal of spousal relationship**

- "For this reason a man(human) will leave his father and mother and be united to his wife; and they will become one flesh."(Gen 2:24)
- 1) Leaving the original family: differentiate from its' mental, emotional, and spiritual attachment and identify oneself with God's family.
- 2) Build intimate relationship with God and the spouse. Devotion to them.

336 **Realizing the reinforcing factors of dysfunctional family**

- What's my 'early vows'/?/ obsessions ?(especially regarding parenting)
- What are the 'myth'?
- What are the 'secrets'?
- What are the 'invisible loyalties' (repeated patterns in occupations, health issues,

attitudes....)?

337 **Prayer-Forgiveness & Repentance**

- " The Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness, maintaining love to thousands, and forgiving wickedness, Yet he does not leave the guilty unpunished: rebellion and sin."(Ex 34:6-7)

338 **Homework**

- Meditate on Scripture
- Play with children for 15 minutes
- Hug, kiss, and say 'I love you' 4 times every day.
- Make child's routine and family rules
- This week I will call _____. Phone number is _____.
- Fill out evaluation

339 **Scripture for the week**

- Isaiah 43:18 Forget the formal things; do not dwell on the past. See, I am doing a new thing; Now it springs up; do you not perceive it? I am making a way in the desert and streams in the wasteland.
- Psalm 128:1-3 Blessed are all who fear the Lord, who walk in his ways. You will eat the fruit of your labor; blessings and prosperity will be yours. Your wife will be like a fruitful vine within your house; your children will be like olive shoots around your table.
- 1 Peter 2: 9 You are a chosen people, a royal priesthood, a holy nation, a people belonging to God.

340 **Meditating on Scripture of the week**

341 **Play log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

342 **Hug log**

Hug the child and say "I love you" 4 times/day.

Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

343 **Family Rules**

344 **Child's routine:**

345

Week 11

Timeout

Stronghold of fear

346 **W 11. Create family rules and child routines**

- Weeks 9-11: Discipline- effective discipline, child routines and family rules, timeout, consequences
- Last week: create family rules and child routines
 - Last week's homework: scripture meditation, play, expression of love, make family rules and child's routine
- This week: time out and consequences-Last part of <Order of Discipline>

347

- What do you do when your child is over-excited and misbehaves?
 - 1.
 - 2.
 - 3.

348

- What do you do when your child does not follow your direction?
 - 1.
 - 2.
 - 3.

349 **Timeout-Keys**

- A timeout involves temporarily separating the child from the environment where inappropriate behavior has occurred.
- The purpose is to calm the over-excited child as well as to discourage inappropriate behavior. It can be also used when the child is not compliant the first time.
- The main principle of this procedure is to ensure that the child is not receiving any

reinforcement for a particular period of time.

350 **Time out works best when**

- You are calm but firm.
- Your child is taught about timeout before it is needed.
- Your child understand the purpose of the timeout.

351 **One confrontation before timeout**

- When you make a request, get your child's attention, then ask only once.
- Praise any cooperation.
- If (s)he does not follow your instruction, give the child timeout.
- This is called "One confrontation and then move."

352 **How to do 'TIME OUT'**

1. Warn your child once before initiating a timeout: "Now, clean up the toys in 15 minutes. If you don't, you will go to timeout." (confrontation)
2. Place your child in a boring but safe and non-scary spot (e.g., a nearby chair or step where you can watch her).

353

3. Briefly state the rule that was broken or the reason the child needs to take a time out: "15 minutes has passed but you did not clean the toys. Go timeout for 5 minutes (5 year old child)."
4. The time out should begin as soon as the child understands the reason for it.
5. When the time is up, tell the child what to do: "Now, clean the toys."
6. If the child follows the direction, praise the child, which ends the timeout.

354 **When the child refuses to go to timeout**

7. If the child refuses to go timeout, say that if the child does not go to timeout the time will double: "If you do not go to timeout by the time I count three, you will have timeout for 10 minutes." Then, start counting.
8. If the child goes to timeout before you count to 3, start timer for 5 minutes. When the bell rings, tell the child the direction again. If the child follows the direction, praise the child, which ends the timeout.

355

9. If the child does not start timeout when you have finished counting to 3, give the timeout for 10 minutes: "Because I counted to 3, go to timeout for 10 minutes." If the child goes to timeout, start the timer for 10 minutes. When the bell rings, tell

the child what to do. If the child follows the direction, praise the child, which ends the timeout.

356 **When the child refuses to go to timeout**

10. If the child still refuses to go to timeout, take away a privilege: "You cannot play computer games this afternoon because you refused to go to timeout twice."

Take appropriate actions so that the child cannot play the computer game.

Privileges (toys or activities that the child enjoys): watching TV or a movie, playing with a friend, riding a bike, playing a videogame

Idea: other privileges?

357 **Tips for timeout**

- Timeouts should last approximately 1 minute per year of your child (maximum of 10 minutes).
- A timer that ticks and has a bell can help signal the end of the timeout.
- If your child leaves timeout before it is over, he should be put back without comment and held there with your hands or on your lap.
- Children 6 years and older may be able to decide for themselves when they feel calm enough to leave timeout.

358 **Emotion coaching and timeout**

- When the child is aggressive (hitting others, roughly taking an object from others, yelling), give timeout so that the child can calm down. Then do emotion coaching.
- Timeout can be used when the child does not follow family rules. If the child does not follow the rule after the warning, give a timeout.

359 **Consequences**

- Children ages 10 and older generally benefit more from discussion, logical consequences such as repayment for damages, or removal of privileges (including grounding).

360 **Consequences**

- Natural consequences are the consequences that naturally follow a choice or behavior. For example, going out in cold weather without a coat naturally leads to feeling cold.
- Logical consequences are the consequences we create to mirror natural consequences. For example, no dinner, no dessert. It should be the child's choice to eat or not eat. Child should eat a reasonable dinner to get dessert.

361 **Natural and logical consequences**

- The child forgot to take the lunch box.
- The child left the finished homework at home.

- The older brother broke the younger brother's toy.
- The child is registered to learn swimming for 1 month because the child wanted, but after 15 days the child wants to quit.

362 363 **Role Playing**

- Pair up. The one who plays the parent explains timeout to the person that plays the child. Use the principles of specific direction.
 - What is timeout?
 - The specific child's behavior that leads to timeout
 - Whole process (including 1-10 in previous slide)
- Change roles and practice again

364 **Strongholds: Fear**

1

- Recognize anger I have.
 1. My parents loved only their favorite child.
 2. My parents did/could not spend time with me.
 3. My mother or father was not with me when I was afraid, lonely, or in hard times.
 4. My parents used to get angry.
 5. When I misbehaved, I was scolded severely.
 6. My parents criticized my ability.
 7. No one welcomed me when I came home from school.
 8. My parents used to not keep promises.
 9. I had a family member who was addicted alcohol or gambling.
 10. I have difficulty in saying, "No."

2

- Recognize I am making my child angry
 1. I do not express love or praise my child.
 2. When my child misbehaves, I scold my child severely to teach him/her the proper behavior.
 3. I fight with my spouse in front of my child.
 4. I get angry at my child (damage property, hit, yelling, don't cook).
 5. I praise my child only when he/she meets my expectation in school or work.

6. I do not talk several days when I am angry; I create tension in the family.
7. I tell financial difficulties to my child.
8. I am unexpected and impulsive.
9. I episodically discipline my child without special reason to keep order in the house.
10. I correct and criticize my child if he/she does not follow exactly I ordered.

365 **Prayer to remove stronghold of fear**

Read with your child's name in (child name).

(Ask forgiveness with the items you checked)—these are the items that you checked in the Stronghold: passivity.

____ (parent/teacher): include the name of persons who rejected me as you can remember. (Do not read the chapter and verse of bible

- **REPENT & RECEIVE:** Lord, Jesus Christ, I repent of the sin of fear, of receiving the lies of evil instead of the love of the Lord. I want to repent and break the patterns of fear, doubt, anxiety, concern, and tension off of me and my family in all aspects of our lives. Any way we have sinned in the choices we have made due to our fear, doubt, anxiety, concern, and tension, we ask for your forgiveness. I will rely on Jesus and walk with Jesus. Fear does not come from Lord (2 Timothy 1:7, 1John 4:18). I want to repent and break the pattern of feeling fear in all aspects of my life. I confess that I have sinned against God and my child ____ (child name) including ____ (Ask forgiveness with the items you checked). Lord, I receive your forgiveness right now. Thank you for forgiving me right away. I forgive myself as you forgave me. I also forgive ____ (parent/teacher) who committed injustice against me and made me feel fear in the name of Jesus.
- **REBUKE & RENOUNCE:** Stronghold of fear, I rebuke you in the name of Jesus. I refuse the ways that you made me feel fear, doubt, anxiety, concern, and tension in many parts of my life I will rely on Jesus and walk with Jesus. I know the one who is in me is greater than the one who is in the world (1 John 4:4). I proclaim the fairest lord God is my father. I don't have anything to do with you. I refuse the ways that you made me feel fearful in many parts of my life against my original design (1 Peter 2:9) and calling by God (Ephesians 4:1). You are a liar (John 8:44). I will not listen to your lie about me. According to God's word, now I put you under my feet and break your influence off through Jesus gives me authority (Luke 10:19; Psalms 116:16; Colossians 2:14).
- **REPLACE & RENEW:** Lord, replace my heart, thought, emotions, and will with your truth, words, and the love of Holy Spirit (Romans 15:13). Give me revelation of your complete ability and desire to take care of me (Psalm 27, 121). I replace symptoms coming from the stronghold of fear with strength and courage of Holy Spirit. Please allow the fruits of Holy Spirit (Galatians 5:22-23) to be revealed in strong and courageous relationships. I repent for trying to control my child. I confess that my child is made in God's image and only God is his/her Lord. I confess that I also became God's son/daughter (Ephesians 1:5). There is no condemnation of me (Rome 8:1-2) or separation from God's love (Rome 8:35). God made me stand firm in Christ,

anointed me, and set his seal of ownership on me (2 Corinthians 1:21-22). Because love belongs to God, I will become a parent who loves and expresses affection to my child.

- RECEIVE & REJOICE: I will cast all my cares on Jesus because He cares for me (1 Peter 5:7). I will be anxious for nothing but will pray and trust you so that I have the peace that passes all understanding (Philippians 4: 6-7). I will be strong and courageous because God is with me (Joshua 1:9) and because God overcame the world (John 16:33). Wherever I go, I will be strong and courageous because the Lord my God is with me (Joshua 1:9). I am confident that he who began a good work in me will carry it on to completion (Philippians 1:6). I received power, love, and self discipline, not timidity (2 Timothy 1:9). I belong to God because I was bought at a price (1 Corinthians 6:19-20). I can do everything through who give me strength (Philippians 4:13). I pray this in Jesus' name, Amen.

366 Homework

- Meditate on Scripture
- Play with children for 15 minutes
- Hug, kiss, and say 'I love you' 4 times every day.
- Teach child about timeout and the behaviors that will put the child into timeout
- This week I will call _____. Phone number is _____.
- Fill out evaluation

367 Scriptures for the week

- Psalms 18: 1-3 I love you, O LORD, my strength.
- The LORD is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge. He is my shield and the horn of my salvation, my stronghold. I call to the LORD, who is worthy of praise, and I am saved from my enemies.
- Psalm 34:4-5 I sought the Lord, and he answered me; he delivered me from all my fears. Those who look to him are radiant; their faces are never covered with shame.
- 2 Timothy 1:7 For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline (sound mind-NIV).

368 Practice time out with my child

- Explain to my child what it is and when and how it will be carried out.
- Which behaviors?
- Where?
- How long?

369 Meditating on Scripture of the week

370 **Play log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

371 **Hug log**

Hug the child and say "I love you" 4 times/day.

Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."

372

Week 12

Review and wrap up

373 **W 12. Review and wrap up**

- Last week: timeouts, consequences
 - Last week's homework: scripture meditation, play, expression of love, practice timeout with child
- This week: Review and wrap up

374 **Stewardship Parenting Program**

- Mission: Children are separate entities different from their parents. The meanings and calling of children's life are within God's plan (Rom 12:2; Ephesian 2:10). The role of parenting lies in this stewardship (Psalm 127:3).
- Strategies: Parenting based on child's developmental level:
 - Healthy stewardship parenting
 - Establish intimate relationships: express affection, praise, sticker chart, role modeling
 - Emotion coaching: validate child's emotion, problem solving
 - Family rules: routines, timeout, appropriate consequences
 - Understand the impact of living in two cultures
 - Remove negative thoughts and emotions in parents
- Goal: Promote parents' and children's mental health (self confidence, self-discipline, social competence)

375 **Agenda for 12 weeks**

- Week 1: Healthy Stewardship parenting

- Week 2: Understanding child development
- Week 3: Effective expression of affection, stronghold of rejection
- Week 4: Effective praising, stronghold of passivity
- Week 5: Effective direction, sticker chart, understanding emotion
- Week 6: Types of parents in emotion coaching and 4 steps of emotion coaching
- Week 7: Emotion coaching exercise, stronghold of anger
- Week 8: Emotion coaching exercise
- Week 9: Effective discipline, stronghold of shame
- Week 10: Family rules, creating routines
- Week 11: Timeout, consequences, stronghold of fear
- Week 12: Review and wrap up

376 **Adopt a healthy lifestyle**

- Have a balanced diet.
- Get enough sleep.
- Exercise regularly.
- Read and meditate on Scripture regularly.
- Pray regularly.
- Praise regularly.
- Balance work, rest, and recreation.
- Actively engage in community.

377 **View Characteristics as Strengths**

378 **During special time you will...**

1. Follow the child's lead
2. Describe child's play activity
3. Give praise when the child shows a behavior you would like to reinforce
4. Give positive comments
5. Praise ideas or imagination
6. Have fun and enjoy
7. Do not tell the child what to do
8. Ignore when the child shows a behavior you do not want to see
9. Avoid competition or arguing
10. Do not help too much

379 **Find things to praise**

- 1 • Conduct
Get up early
Make bed

Like to go to school
 Eat (food) well
 Do homework
 Share
 Greet well
 Talk nicely
 Brush teeth

2 • Being, Appearance, expression

I am happy that you are born
 I am glad that you are my son
 Shiny eyes
 White teeth
 No cavities
 Beautiful hands
 Smile well
 Dark/light eyebrows
 Laugh loud/quiet

380 **Effective praise**

Your child put away the toys.

- Praise behavior: “Toys are well put away!”
- Praise child’s efforts: “You put away your toys all by yourself. Good job! ”
- Giving thanks to God’s blessing and praising the child: “You put away your toys all by yourself. Good job! I praise God that he blessed you with tidiness. ”

381 **Practice**

- Nahyun hung up the jacket in the closet
 - Praise behavior:
 - Praise child’s efforts:
 - Giving thanks to God’s blessing and praising the child:

382 **Practice**

- Younghee finished homework
 - Praise behavior:
 - Praise child’s efforts:

– Giving thanks to God’s blessing and praising the child:

383 **Praise with a note**

- Write praising words on a paper note and leave it on the toy box.

Wow! You cleaned up the room full of toys! I’m happy that you helped me by cleaning.
You are the best!

384 **Praise with physical contact**

- (Hold hands, touch softly, cheek to cheek, kiss on the back of the hands) “These beautiful hands picked up all the toys in the room. Thank you so much for cleaning the room Nayoung. I’m proud of you.” (Hug and caress hair)

385 **Specific directions**

1. Make eye contact with your child
2. Speak in a clear, firm voice to let your child know that you are serious about what you are asking
3. Give age appropriate specific directions in steps
4. Explain what you want specifically (what we can see or hear)
5. Explain the reason
6. Ask your child repeat the directions back to you
7. Practice
8. Praise specifically what the child did well

386 **Exercise**

- Practice giving a specific direction in pairs. One parent becomes the child and the other parent becomes the parent of the child
 - Make your bed
 - Brush your teeth

387 **4 steps to emotion coaching**

1. Recognize emotion: Recognize the child’s emotion
2. Deep breath, decision: Take a deep breath and make a decision on what to do.
3. Empathy: Listening to child attentively, validate and express child’s emotion, and show empathy.
4. Problem solving: if necessary, help child to solve the problem

388 **Exercise 1. Jungah came back from school and said, "I won't go to school anymore! My teacher scolded me loudly in front of other kids."**

1. Recognize emotion: she is mad
2. Taking a deep breath: It's an opportunity for building a closer relationship and learning
3. Sympathy: My Jungah is so angry! What happened? Oh! You must have felt embarrassed. If I were scolded in front of other kids, I would have felt embarrassed, too.
4. Problem solving: What should you do in order that you don't get scolded again?

389 **Exercise 2. At the bath time, Chulsoo said, "I don't like my brother and I want him to die suddenly."**

1. Recognize emotion
2. Deep breath
3. Empathy
4. Problem solving

390 **Exercise 3. At a dinner time, your child is yelling, "Aaark! I don't like curry. I won't eat dinner."**

1. Recognize emotion
2. Deep breath
3. Empathy
4. Problem solving

391 **Effective discipline**

1. Deep breath: chance for intimacy & education
2. Check safety: ask the child if (s)he is okay
3. Fact: Explain what is wrong
4. Impact: Explain why it is wrong
5. Feeling: Explain how it made other people feel

6. Cause: Try to find out what was wrong. Most children know what they did was wrong so you may skip this step.
7. Relationship recovery: Recover the relationship with the child as usual

392 **Example of effective discipline**

Jamie was running in the house and broke a vase by mistake

1. Deep breath: chance for intimacy and education
2. Safety check: Jamie, are you okay?
3. Fact: Oops! The vase fell down and is now broken.
4. Impact: I cannot use it anymore.
5. Feeling: That was my favorite vase.
6. Cause: Jamie, why did it happen?
7. Advise: Do not run in the house.
8. Relationship recovery: It's already broken and nothing can be done to change that. You need to help me clean it up. I'll bring the broom, so you go and bring the dish towel.

393 **Example of effective discipline**

Ahyoung was carrying a plate and dropped it on the floor.

1. Deep breath:
2. Safety check:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

394 **Example of effective discipline**

Mom gave a glass of milk to each of her children. Ahyoung tried to take her sister's glass because she thought her sister's had more milk. While trying taking the glass, the milk spilled onto the floor.

1. Deep breath:
2. Safety check:
3. Fact:
4. Impact:
5. Feeling:
6. Cause:
7. Advise:
8. Relationship recovery:

395 **Effective discipline**

- Brief discipline can be more effective:

Oops! That was my favorite vase! It dropped on the floor and now it's broken.

Oops! The vase is broken.

396 **Discipline Note**

- When you feel like you would scold your child as soon as you seen then, it is better to avoid this interaction as you may become angry. Instead, write a discipline note and leave it in your child's room.

"Jamie, I heard you teased Jane (her sister). Jane was upset. Older sisters should not tease their younger sisters. Mom feels sad because you are quarrelling. I'm writing this note because I think I would scold you if I see you. Please try to be a good sister. I trust you. I love you. Mom"

397 **Homework**

- Play with children for 15 minutes
- Hug, kiss, and say 'I love you' 4 times every day.
- Practice effective praise
- Practice specific direction
- Practice emotion coaching
- Practice effective discipline
- This week I will call _____. Phone number is _____.
- Fill out evaluation

398 **Play log**

Play with your child 10-15 minutes a day

Play: what time _____, how long _____, which day _____

Principle to practice:

399 **Hug log**

Hug the child and say "I love you" 4 times/day (wake up, before school, after school, before bed)

Before bed, say, "The LORD bless you and keep you; the LORD make his face shine upon you and be gracious to you; the LORD turn his face toward you and give you peace (Numbers 6: 24-26)."