

Chapter Two Creating Warmth: The skills

It is good to know how attachments are formed. As a parent, though, a person wants to know what do I do. The practical side of us says: how do I do this every day. While the stories give us the feel, these core skills are the building blocks, the way to measure not only what you do but how you are doing as you try to do this. Think of these as the blocks of the skill set of creating responsibility: the ability of your child to react to the world appropriately, kindly, and effectively. These core skill areas are : Creating a warm emotional atmosphere (give attention, anticipate problems and react with kindness), know developmental and neurological limits; predictability and managing chaos; and listening in a way that gives a parent information and allows them to meet needs and accommodate wants.

Creating a warm atmosphere

When a young couple decides to go out on a date, they may each take care with what they wear, taking extra time to put on makeup, maybe even to wash the car. They will likely go to a romantic place, or a walk in the woods. And when the in-laws come for the first dinner at their house, a newly together couple will chose the foods carefully, clean the house and then dress carefully and nicely. If they are very considerate, they may make sure that recent presents have been put on the shelves decoratively and that there are pictures of the parents (both parents in the house). There is careful planning as well as the wish to impress. It is as though the falling in love couple wishes to bring the best to the relationship, to show and impress. In the same way, the newly together couple is careful with their inlaws, wanting the in-laws to understand they will be respected and cared about. Food will be prepared with care, gifts appreciated.

Creating a warm emotional atmosphere involves putting in effort, anticipating problems and reacting with kindness. Parents of babies and toddlers will travel with favorite blankets, stuffed animals, juice, bottle or a toy to help their little one feel more comfortable. They may include a change of clothes or a sweater. When bringing a younger child to an older child's appointment,, the parent may pack a book or two, puzzles, a coloring book. In short they will be thinking of the child's experience and being prepared. Below are some examples of how parents create warmth. It is a list of possible problems and the solution:

- * Hunger -packed a snack

- *Boredom---brings along something to engage, depending on child's interests—
book, toy, etc.

- *Arrives home hungry, tired spent time, eat snack together

- *Has difficulty being organized--goes through the backpack before bed, writes a remembering song or makes a picture list

- *doesn't stop when asked – gives time information and add structure.

Skills in warmth cannot be confused with spoiling. Warmth adds the energy of concern and attention that is sufficient for the child to feel cared about, respected without being indulged. They follow the very wise adage: Do not do for the child what they can do for themselves. A parent who is listening and watching will learn to sort out what is a battle of wills vs. a battle of self. For example, most children will leave messes. They

may forget to make their beds or wheedle parents into doing for them. Here is an example. Parents will hold steady in the face of a battle of wills. But when it is a battle of self, when the child cannot, the parents job is to create the structure that helps the child develop the skills.

Didi had learned to tie her shoes last week. Angel was delighted. It had fallen to him to tie her shoes and he was happy to have a moment in the morning looking at the newspaper headlines before he set out to work. This particular morning Didi dragged her untied shoes over to him. "Tie my shoes Daddy". Angel looked down at her. He said :let me see your fingers. She held out her tiny hands. "Hmm". He said."You are very good at tying your own shoes. I am very proud of that. As soon as you tie your shoes, I will pick you up, you will sit on my lap and I will show you where your name is in the paper". In this case, Angel had quickly sorted out why Didi was reluctant to tie her shoes. She could have had a cut on her finger,(and she would have fussed when he touched her hands) or she could have been tired, she could have wanted Daddy to do for her because she felt loved. This was Angel's choice, and he seemed to have guessed correctly because her shoes were quickly tied and shown to Daddy and he showed her where the word "Didi" was in the morning paper. While he did nothing for her he could not do for himself, he reassured her that he still would pay attention to her. (This is a worry for children, the loss of parental attention can feel like the loss of parental protection and this will fall under the chapter on supervision).

Jackie threw his toys across the room. His mother had told him to put them away. Her friend had told her that it was time that Jackie picked up after himself. After a day of playing put the toys away, Jackie was sent to his room to pick up his toys. This enterprising two year old was good at putting away three and taking out four. While his mother Deb made breakfasts and packed lunches, the toy box became more and more empty. When his mother came in and exclaimed "There are more toys on the floor".

Now Jackie looked at her puzzled. He had put toys away, which is what she asked. Just last Sunday her friend had spanked her three year old's behind for not putting toys away.

Deb had been a little embarrassed and confused. Her friend had urged her to spank her son. Frankly, a quick spanking seemed a good idea as Deb had no idea what to do.

Luckily Ralph walked in the house. "Wow buddy. You've got a lot of toys out here.

Let's put them away while Mommy gets ready for work and gets you ready for school".

In three minutes the toys were put away. Deb said to him "We should have him pick up after himself". Ralph said "I hated how much I was yelled at to put toys away. I still hate to put things away. I want to make it better for him" "But I don't want to spoil him and come home to messes every day." Ralph said "I got spanked, yelled at and everything else and still my mom came home to messes. She was better at yelling than teaching. It's like at work management always had expectations, expectations. They count your steps

and everything else, but they do not walk in your shoes. If they walked in our shoes, then they would know why we can't meet the quotas they set up. Another guy got injured last night." Ralph and Deb spoke while toys were tossed into the bin. Even while they tossed them in, Jackie kept trying to take them out, sometimes crying". "Not now buddy" Deb would say distracted mostly by Ralph's stories. In a few minutes the toys were away and life in their household was moving into the day routine.

In this scenario, Ralph is walking in his son's shoes, or rather he is trying to avoid the power play that doesn't work. It needs to be noted that Ralph was cleaning up. Every parent's worry is that the child who does not pick up their toys will never do so. Ralph seems to have gathered some skills and not others. It is possible that he has difficulties with organization and requires extra structure. It may be that Jackie will have inherited this as well. If so, a spanking will not solve this. It is not an issue of will but one of ability. It is a fight within himself that Jackie will fight. He will need his parents help to do so. At this point, for warmth, it is crucial the parents work out this question. Some questions are answered quickly and others require time. The hardest thing for single parents can be the lack of a parenting partner, someone with whom to argue and explore perspectives. Do not neglect reading "parents need support (chapter 5). In this scenario, Deb does something better than spanking. She ignores the behavior she does not wish to

encourage. She simply dismisses it, giving it less attention. Children will move towards more attention, but that is also another chapter. For our purposes here, it is important to remember to that warmth creates the atmosphere of belonging for the child. Intrinsic is the feeling "I am important, I am noticed and they will see I am not asked to do more than I know how to handle without help". In parent talk this is spend time, anticipate problems and react with kindness.

Developmentally Appropriate Expectations

When confronted with a problem behavior, after making sure the emotional tone of the household returns to calm, the first questions a parent needs to ask is "are our expectations reasonable given his/her age and abilities". There are many resources, such as books, charts, websites

(add a few here).

Maria answered the ringing phone, with an eye out for Joycie who way busy working on her homework....."Hello Zoe., How are you" "Maria, I am planning my oldest daughter's party and she wants to have all of her friends over for her birthday party. I am ending up inviting the entire class boys and girls"

"Oh, No Way, that's to wild

"I know. I really cannot afford to bring them to the bowling alley. You know Tim lost his job. But I know we can swing one in the house, simple, you know. Do you have any ideas?"

*"You know, when I planned Joycie's last party, I took it right out of the Geselle Series at the library. There are books that say "Your Eight Year Old" Or your Seven year old" and they are so good. They let you know what behaviors and behavior problems to expect. It was amazing how right they were. These mornings Joycie always cries when her hair is being brushed. She didn't cry at six and I couldn't figure out why she started crying all of a sudden. But there it was in black and white. Sevens are emotional and sensitive. **Some react to their hair being brushed. 8get exact quote"***

"Well, that's nice to know"

"No, Zoe that's not all, they have party recommendations too...the size and the kinds of things to do with them, it is totally helpful, totally!. They really understand the kids ages and what works for them, and for us".

"Oh that's so great Maria...where did you say I could find them"

Other parents, and casual conversations with those parents are tremendous resources for parents to find developmental help, as well as others. Of course all information needs to be screened, so look at the bibliography as well as the degrees of the person writing it. Watch for psychology and child psychiatry degrees, and use your common sense.

If you are trying to change a behavior, such as coming to the table for dinner, or staying at the table for dinner. In the language of warmth the first thing to do is to figure out how to adjust the child's behavior. A number of things can be tried, requiring the child to finish dinner, ask to be excused or to know that no one leaves the table until Mom says dinner is over. Dessert used to be the one thing everyone sat at the table for. The more health conscious of us do not deliver nightly sweets. At four, it is common for the large muscles to create some antsiness. However, it is good not to accommodate this too quickly, but to engage the child in dialog, make jokes, but engage them verbally, physically and emotionally. An important part of warmth is realizing you are important to the family, so sitting on Daddy's lap or snuggling into Mommy and helping her cut her meat may be a good way to keep a fouryear old at the table. At fifteen the dinner blues come again as the child begins to disengage from dinner. New expectations will need to be set. And peer support will need to be accommodated. At this point charts become meaningless, spankings dangerous, but logic, expectations and knowing it won't always

be fun are the best approaches. Developmentally, adolescents may want to spend more time away with friends or in their rooms. Reminding them they are important to the family, and keeping cool while doing it is important. Making their favorite food from time to time or asking them to cook or help cook is good also. It is also developmentally appropriate. While they are distancing they are grieving. They are feeling alone and vulnerable, more than we realize sometimes and then it is crucial to connect them. Do not be hurt when they have no time for your freshly baked chocolate cake “but it’s your favorite” I whined. I learned to say, I’ll keep a piece for you in the top cupboard to have later. “Whatever” was translated into “thanks Mom. I love you to” Usually in my mind only. It is developmentally important for teenagers to separate emotionally. Research indicates that some is good too much or too little isn’t. They need to know they can make it without you. They don’t know how. Neither do most parents. But they do, the same as we did. With a share of success and failure together.

Predictability

Predictability and chaos are the twins of family life. Predictability becomes the map and chaos is the interplay of life. Zoe makes everyone’s favorite dinner. It was on the refrigerator under “Monday, week 3” but it turns out it is Support Your School Night at Pizza Delux and there is a PTO meeting afterwards and Zoe would have seen it except that she used that paper to write down the teacher’s email so she could let her know that

Zoe had to go to the nurse for eardrops. So much for the carefully prepared homemade chicken vegetable pie. The busier our lives, the more people in the household, the more quickly we will move from structure to chaos. It is best to see them as a dance rather than in a good/bad split. Or for the philosophical among us predictability and chaos make up the dialectic of every day life.

The case for predictability is simple. It calms us to know what is going to happen every day. In my household my husband arises precisely at 6 a.m. when his cell phone alarm goes off. He sits up to meditate in bed and then at exactly 6:20 heads for the bathroom for his morning routine. It is immensely pleasant to hear his alarm at 6 a.m. whether I am returning to bed from a morning run, back in from pet duty or sleeping in.

The chaos of my morning routines are a reflection of the shifting of life. I do not run on snowy or icy roads, nor will I run in the pouring rain. If I have a late night meeting or a late phone call, I stay in bed. In this way, I avoid broken ankles, crankiness and feel a sense of contentment and joy. I am anything but predictable. But somehow at 6 a.m. I am beside my husband, sitting in the early morning quiet season after season. It is so tremendously pleasant. Routines help us remember. We have a set. I walk by my daughter's door, open it to let the dog out. While he is outside I am putting out their food and heating my tea. There is very little to remember or think about and that is very calming. I know my daughter will call me if she gets into trouble. If she is going to be late, I hear from her. That is very predictable and reduces parental anxiety.

Research ((FIND IT)) has shown that children who take vacations and celebrate holidays do better than those who don't. And this research was conducted in household with addictions which traditionally have a lot of chaos. s

Predictability means reasonably steady schedules: times to get up, get dressed, plenty of rest and comfortable rituals for going to sleep: including but not limited to: nightlights, night time kisses, prayers, hugs. When predictability creates routines that are warm, such as family dinners, a movie night, time together before bed, feelings of safety develop, feelings that life is controllable.

Chaos reflects the truth that life really isn't controllable. That creates anxiety. The hypervigilance of trauma, the exaggerated startle responses sleeping show that the chaos of fear of repeated her are very bad for people emotionally as well as physically. Parents create safety to the extent they can moderate their feelings as well as the world around them. No one can always moderate the world around them. Chaos is an inevitability in life. Sometimes the chaos is neurological, such as in childhood bipolar, parental mental illness. Sometimes it is physical: parental illness, childhood illness and natural disasters are two examples. Sometimes it is cultural when the economy downturns and one or both parents lose their job, chaos is introduced to the family. Sometimes family homes are lost, necessitating school moves and loss of close friends. These are realities of life that are anything but calm and predictable. When parents accept chaos, accommodate the changes as best they can and greet childish complaints with kindness and empathy as well as boundaries (chapter two) they flavor the chaos with

an emotional steadiness that holds the same calming influence of predictability. The recessionary job loss is another.

Lizbeth sat at the table arms crossed in front of her. "It's not fair" she she said.

"You promised me Mom last year at Suzie's skating party that I could have one also. I want my skating party." Zoe sighed. She looked at Tim who seemed to be cutting up things on his plate excruciatingly slow. He had spent the day at the JobHunt but had turned up nothing. Unemployment was still coming and that was half salary. But there were not prospects. Last night they had talked about putting the house up for sale and moving before he lost benefits. They had some equity in the house, and that would carry him. Right now a party at a skating rink was out of the question. Zoe thought she ought to field this problem, it was too hard, the guilt was robbing Tim of sleep. "Honey it doesn't seem so now, but there will be another year. I know you are disappointed. I am too. I loved skating at your age" "I don't want to hear what you did at my age. You don't understand. I told everyone I was going to have a party and now there isn't going to be one. Everyone is going to think I am a stupid liar". She threw down her fork on her plate and grabbed her napkin. Everything was quiet. Zoe continued as best as she could.

Honey I am so sorry. I know this puts you in a very difficult position. I know also you work hard at school and you help with the dishes here. I am very proud of you and I

know that makes it exceptionally hard. Your younger sister has a party that you don't have. "It's all because Dad can't keep a job! She shouted and left the room abruptly. Tim followed. Zoe held her breathe. It was such a mean thing to say, how hurt Tim would be." It was all so messy. Tim went into Lizbeth's room. "Honey. That's enough." He said in a very kind but firm voice. "You are being unfair to your mother, to me and to your friends." Lizbeth sniffed. "What do you mean" I saw Joyce's Dad and Meridith's at the Job center today. And Dan's Dad is out of work also. Honey it is a bad time. And it is no fun. I get tired of looking for work every day. But every morning I get up and do it again. Your mother works long hours sometimes and comes home and does nearly everything around the house while I write and apply for jobs. We are all having a hard time. I know you are too. But we have to be realistic. Not having a birthday party is not the worst thing in the world. If Meridith or Joyce said they couldn't have a party because their dad was out of work, you wouldn't talk about them behind their back. You would be kind. They will be too. Now stop this nonsense and go help your mother with the dishes."

He leaned down and kissed her on the head and left the room. Lizbeth didn't run down the stairs right away, but she appeared about five minutes later and started clearing the table. She helped Suzie with her homework. Life returned to normal.

Tim interjects a calm empathic boundary. Zoe is nicely empathic but her empathy is not well received. She is protecting Tim's feelings as well as Lizbeth's. Tim's calmness and boundaries in the face of Lizbeth's growing emotional upset create a predictability. He asserts the calmness of their lives, he joins her to the family by talking about the times as hard, the increased work as well as the kindness of friends. And he includes her as a good and important member of the family. This is an example where her emotionality is held but bounded within reasonable bounds with warmth and positiveness. This gives a predictability to the chaos. Her parents are working on the problem. The community will support her (thus he counters the fear voice in head with insight) and she is redirected to do as her parents do, to work at keeping the house functioning, thus she has control over the chaos as well.

The job of predictability is to calm. To show that even in the face of chaos, human beings can manage their lives.

Another interjection between chaos and predictability are young children's night routines. Nighttimes present separation and for that reason, there can be a lot of fuss at nighttime, especially as it keeps parents close. A good trick is to alleviate these with some good nighttime conversations.

Russell was tucking Joycie into bed, there was a glass of water next to the bed, and her favorite stuffy by her pillow. He said "tomorrow will be a good day. Your teacher is going to be happy to see you. You worked very hard on your homework and it

looks very good. And the sun is going to be shining so it will be outdoor recess. Maybe you want to bring your jumprope to school” “Ok Daddy, will you tell me the story of the mouse and the elephant?” “Once upon a time....”

In this scenario, he follows a small predictable pattern, there is a glass of water if she is thirsty, a favorite stuffed animal for her to hold and a positive scene of the next day is planted in her brain. She is surrounded by comfort and given some autonomy, the glass is next to her bed she can drink if she is thirsty, her favorite animal is tucked in next to her and she can give it a squeeze if she is lonely, and her fears about the next day are allayed. Most importantly her father sees her as important enough that the teacher will like her. Finally he tells her a story that he tells her every night so this night is just like last night and the night before. She has survived all those nights and she will survive this one as well.

Many often as children fight for parents attention at night, multiple trips to bedside and the quest for light, they are afraid of the ending of one day and the beginning of another. They are smaller, more vulnerable and unsure of themselves. While these continual call backs are annoying to parents who are ready for some quiet time themselves, parents who expect these small beings to feel insecure will find they have more patience. Looking at this situation as an opportunity to learn a little self mastery “yes I am frightened, but it will be ok” helps the child learn to moderate their own fears. Parental understanding, compassion and redirection at these moments creates confidence. It also creates a sense of connected autonomy versus a disconnected autonomy. In the

connected autonomy the child is encouraged to do for themselves what is within their ability to do. (This is developmental awareness paired with feeling moderation skills).

In disconnected autonomy, there is no one there. Competencies are created but so often listening in a way that gives a parent information and allows them to meet needs and accommodate wants.. They occur on a larger layer of anxiety and low self esteem.

Because the last criteria in this chapter has yet to be met, real listening in a way that gives a parent information and allows them to meet needs and accommodate wants.. Reader read on!

Listening for parent information and discernment to address needs and accommodate wants.

"Go back to bed Mel!"

"But Mom, I'm scared. I heard a funny noise. Will you come look?"

"No we go through this every night...go upstairs. And don't turn that light on over the stairs" "But Mom it's dark up there, I can't see my room"

"The room has not moved since you came downstairs...go upstairs"

"But Mom it's really dark and scary. Can't I watch tv with you?" Melanie whined.

At her whining, Tina frowned annoyed. She hated whining as most parents do.

"If I hear your feet out of bed one more time, I'll give you something to cry about"

Melanie shrinks up the stairs. She hears all kinds of noises. There is a shot through her window that lodges in the wall. She lays down on the bed and slowly pulls the covers up in inches to avoid being seen by whoever fired the shot. Her mother shouts up the stairs "Melanie what was that. What were you doing". Melanie gulps, but no noise comes out of her mouth. Tina runs up the stairs runs and storms into the room loudly shouting angrily: "what was that Melanie, what are you do...." She sees the glass on the floor and turns on the light and notices the bullet hole in the wall." She sees Melanie with her hands pulling the covers up higher over her chin. "Why didn't you call me" she wails. Melanie's eyes start to tear "I can't do anything right" she thinks to herself.

Melanie is too young to tell her mother that she was just told to stay in bed, and not allowed to call her mother. She is too young to know that she should have disobeyed her mother's command. Badly frightened, this young girl knows she was told to go to bed or else "I will give you something to cry about".

Warm parents tune-in or listen to what their child is saying, is feeling and thinking. They know how things look from the kid perspective. In addition, parents are aware of the needs of that child as well as the wants, they meet the needs as well as they can, and accommodate the wants as is dictated by the child's best interests. Melanie, when she was sent upstairs, at age eight she is afraid because there is no light. Her mother wants to

save electricity and does not wish the stair light to be put on. Instead of listening, Tina is drawn into a battle of wills with Melanie which Melanie loses as Tina outpowers her daughter. As we examine the exchange we see that Tina is expecting normal behavior (going to bed) but she is not listening to what stops Melanie from going to bed. What we and Tina do not know is whether or not this is a need or a want. We are drawn to remember the case of Melanie is one where she lay in the hospital unattended as a child. She had a bedwetting problem and a mother who went in and out of rehab for drug problems. We know that most likely Tina has improved her life a great deal and is trying to make a home for Melanie and herself. What Tina is not doing is listening to her daughter. The simple question might be “why not baby girl?” We also do not know whether this is a nightly battle or different than other nights, if so why? Did she see a frightening movie? Because this was not explored by Tina, we will never know. Neither will Tina or Melanie. What is crucial is that Tina shut Melanie down and it will be difficult to get her to talk about needs and wants because she has felt small, powerless and blames herself. She will not want to open up

When the baby is upset, parents soothe, when the baby is too detached, they coo,
they talk, they inquire.

When the teenager walks in the door, slams the books down and yells “School sucks”, they come walking in from wherever they were in the house “What happened?”.

When the teenager slunks up the stairs and slams the door to their room for the

second day in a row, Mom knocks on the door and says “hey, you want to order pizza?”

Or she jokes “hey, I used to have a kid that looked a lot like you? Seen him lately?” and she starts up a conversation..

When the teenager comes in from a movie, someone is up and asks “how was it”. My mother said for every movie she saw as a teenager, my grandmother always wanted to know “did it make you cry?” That was their understanding of a good movie, it made them cry. The first part of listening, is giving into curiosity, and acting on that inner urge to remain involved and interested in their lives, in their feelings and thoughts. The second part of listening is adding wisdom, addressing needs and accommodating wants.

One night when my daughter came home from her job as a waitress, she was complaining about her customers. “They tell me ‘I need my check’. They don’t need the check, they want the check”. Every parent wants to hear their own words parroted back, and she was repeating what her father’s mantra over many years “I need a new bike” “You want a new bike, you don’t need it.” Kids need food, shelter, safe neighborhoods, education, friends, sleep. They need their parents to care about them. They don’t need pizza, tvs in their bedrooms and annual trips to the beach. They want them, but parents do not have to provide these things for them.

However, good parenting recognizes and acknowledges wants and desires. Desires contain the seeds of identity. It is not unusual for a child to want to play a musical instrument. Sometimes, a child discovers a love for playing music or basketball. Sometimes they discover the opposite. "I hate practicing". I love tennis, and hate golf.

The answer to "who am I" is defined by testing out some of the wants, the desires, by attempting to dream. Good parenting recognizes the importance of desire and helps the child accommodate, test out, research themselves. Confidence is born in the trial and error of childhood...and adulthood testing.

Thinks about cognitions

Reads feelings and acknowledges verbal and nonverbal feeling expressions.

Daniel Goleman in his book Emotional IQ, points out four essential success skills, and as parents it is good to understand what is it that a child needs to succeed in life.

According to research, Goleman points out these skills: correctly reading feelings of self and others, the ability to self soothe and the ability to delay gratification. These core skills form the center of what we wish our children to learn to do.

In warmth, the ability to correctly read feelings begins immediately with the child, remembering the mother and father bouncing their child, trying to read and anticipate what the child is feeling and accommodate those feelings. When the child becomes a toddler, those feelings can erupt in screams.

Joey stands outside in the snow, holding his mother's hand. She looks out and the sunshine is dancing off the snow crystals, and she breathes in the clean fresh smell of winter cold, she thinks of the sled and how much fun it will be this year to slide down the little hill with Joey. She reaches out her mittened hand and grabs the sled "Hey buddy, she says in a soft voice, do you want a ride?" and she lifts him up. Suddenly his body is rigid and he is screaming. Not just whimpering but screaming and rubbing his face. Joey what's wrong" She drops the sled rope and bustles him inside. Once inside, he stops

crying and she looks at him and nothing is wrong. She badly wants to go back outside and enjoy this first snow. "Ok Joey, are you ready to go out and try the sled?" As she picks him up he buries his face in her shoulder and holds her very tightly. Normally Joey talks a bit but he isn't saying anything. She shrugs and walks toward the door, as she opens it and they step into the sunshine he yells "No No NO! NOOOOOO"> She is puzzled. And he nuzzles his head back into her shoulder as the realization hits. "Oh, is it too bright out here, is it hurting your eyes?" "It is bright isn't it". Joey sniffs as she lifts him up and carries him inside.

One of the great tasks of toddler development is learning to put feelings into words. The tantrums decrease as words are used to express feelings and parents learn to help their child moderate and contain their feelings. Joey's mother read his feelings correctly and responded by minimizing the brightness, by going back inside. And she put those actions into words "Is it hurting your eyes? Is it too bright out here?". Listening to the language of feelings is not indulging them. It would have been very possible for this to happen.

Joey's mother thought for a minute....how do I accommodate him but help him love the snow. She looked outside and saw the tall pine trees Joey's mother to walk him outside in a few minutes, to slowly accommodate him to the sunshine...to put a sun visor on him.

Melanie sat in the McDonald's play area. She sat in the balls and sucked her thumb. "what's the matter with her." John demanded. Why doesn't she play. "Melanie, get up. Go climb up there." Melanie stares at him with big eyes, and puts her thumb in her mouth. Her mother joins John at the edge of the play area "Melanie get up and go up the stairs, right now. I'm counting to three. One Two Three! Move! I told you to move. Now. You won't get anything to eat if you don't go up the play area" John said "what's the matter with you. Listen to your mother. You better move before I get in there and make you move and then you'll be sorry. Melanie remains frozen in place. Next to her an older boy starts throwing balls at John and Lucy. Disgusted they walk away. "You better not give her any dinner" John threatens. As they walk away, Melanie stands up

and goes up to climb the play structure, but the parents turn their back. Lucy sees out of the corner of her eye but John says "too little too late".

Although Melanie sits quietly, she is expressing a feeling. Is it fear, shyness. Hunger? These and other feelings could be true. Her parents do not try to read or understand her feelings, they respond with loud and firm, if obnoxious directions. Where Joey now understands that he finds the sun too bright, but his mother doesn't. Melanie has not had any help in understanding why she sat still. All she knew is that her Mommy and Daddy wanted her to do something she didn't. While sitting down, she was unaware of anything but vague feelings and when her father yelled at her she responded with a shame gesture, but it was ignored. Melanie's feelings were ignored, her responses were ignored and when she finally capitulated to demands, that was ignored. Melanie will live in this very lonely place where she holds the disappointment her parents felt in her, but she will have no words for her feelings, and most likely she will begin to feel a deep and pervasive sense of her own worthlessness.

Motivation to listen to parents is created in warm positive relationship.

From the moment we hold our children we begin making wishes for them and for ourselves. WE wish for them that they are successful, safe. That they have good friends and become good people. And we hope for them to continue to be in touch with us, to be a part of our lives long after the child's footsteps have finished echoing throughout the house. Often as our children are growing we struggle to make them behave, to make them listen, to have behaviors in school and in the community which reflect our values.

Often as parents we think that it is what we tell them that matters. And this is true. It does. Research validates that talking to your children about drinking, about smoking cigarettes and taking illegal drugs helps to prevent problems in later life.

But it is also true that it is the way we speak with them, the kind of relationship we create, that lays the groundwork for the longstanding relationships. When baby Joycie's father snuggles her into his shoulder and bounces her, he is setting up a lifelong relationship of caring. He is teaching her that loving people respond to each other's needs.

When Joyce's mother listens to what kind of party she wants and responds, even if that response is to limit.

Joyce has turned twelve and her once blond hair is now brown and held back in a pony tail which snaps from side to side as she expresses her dissatisfaction with her mother. "Why NOT." She said. Reine's mother had a party at

Creating Warmth:

Physical warmth is created by

A hug

A cuddle

Sitting next to a child watching tv

Reading aloud together on the sofa

Sitting with your child while she does homework

Creating Responsivity

Ask "how was your day" and then respond from your heart.

Next chapter: positive communication