

Lancer's Answers

SAMPLE ARTICLES : BOB LANCER'S PARENTING SOLUTIONS

SAMPLE ARTICLE 1

37 PRACTICAL PARENTING POINTS TO BEAR IN MIND

To Parent Effectively with Love, Without Anger or Stress

BY BOB LANCER

1. 100% of the anger and stress that you exhibit in your relationship with your child results from destructive emotional reaction programming you learned in your own childhood and the unbalances in your life.
2. Improving your response to your child's behavior begins with taking total responsibility for your responses.
3. Focus on your own behavior to see the ways that you contribute to the outcomes that you do not want.
4. Begin addressing any unbalance in your life. To parent with more peace, poise and loving effectiveness, you need to eat well, exercise enough, practice some form of meditative centering or conscious relaxation, do enough of what you love to keep your morale high, and practice doing what must be done in a calm, confident, pleasant manner.
5. To remove the anger and stress from your reactions to your child's behavior, practice handling every aspect of your day without rush. The more you rush the faster you drive yourself crazy.
6. Children have two speeds when it comes to doing what you want: slow and stop. If you push them to go faster they go in reverse.
7. A calm child behaves better than a stressed out child. Your state radiates. The more calmly you interact with your child, the calmer your child will be.
8. You cannot instill better self-control in a child while you are losing yours.
9. Taking charge in your relationship with child begins with taking charge of yourself.
10. When a child can make you react, the child is in charge. Gaining control in any situation starts with controlling your reaction to the situation.
11. Watch what you tell your child. Saying things like, "You make me angry. You move too slowly. You force me to yell," tells your child and your own subconscious that the child is in charge and responsible for how you behave.
12. God sends a challenging child into your life when it is time for you to grow.
13. When you lose your peace and poise in response to your child's behavior, you lose your power.
14. Practice handling EVERYTHING with peace and poise. From peace you can connect with your deeper wisdom and love to guide you in your parenting.

15. By degrees equals ease. Be satisfied with making small steps of improvement in any situation. When you lose your patience, you lose more time.
16. Your stressful reactions to your child express an unhealthy way that you handle what happens and indicates a lack of self-respect.
17. Children need a peaceful, harmonious, stable environment to demonstrate their best behavior and positive, loving, respectful attitude. Therefore, when you react with anger and stress toward your child's behavior, you undermine your child's ability to do better.
18. Anger, stress, pleading, arguing, yelling ... these represent the most ineffective modes of parenting. Regard them as a choice, not as a necessity, and then choose another way.
19. Children need boundaries but they do not learn healthy boundaries when you try to enforce boundaries in an unhealthy way.
20. As a general rule, if your reaction hurts you it probably hurts the one you react to. As you commit to taking excellent care of yourself you will operate within healthy, constructive boundaries in your parenting.
21. When you get stressed out in reaction to your child's behavior, you make yourself sick, unhappy and exhausted. You make yourself that way; the child does not make you that way, and your influence sickens those around you.
22. Observe how you think of your child. If your thoughts bring you anger or stress, your thinking, and not your child, is the problem.
23. You bring about what you think about. Think of your child as you want him/her to be and think of your parenting as you want that to be.
24. To be wise is to make problems smaller, not larger. When your child behaves in a problematic way, you add to the problem by becoming a stressed out, unhappy, angry person in response.
25. Changing your response to your child begins with resisting the urge to blame your child for how poorly you react.
26. Your anger and stress reactions to your child's behavior indicate that you push yourself too hard and then take it out on the child. As you take better care of yourself your child's behavior will seem less taxing.
27. When you do not know how to handle your child's behavior, simply observe, relax and assume an attitude of confidence. Pay attention with an open mind and something constructive will occur.
28. Before you can gain control, you need to learn how to be out of control. Trust the way things are when they spin out of your control.
29. Make no big deal about behavior that disturbs you. Make a very big deal about the behavior that pleases you. A high intensity reaction rewards the behavior to which you react.
30. Do not struggle against behavior you do not want, but rather, take constructive action to achieve the behavior you do want.
31. The most essential "ingredient" a child needs to behave well is a deeply loving, secure and mutually respectful relationship with his/her parents. You undermine this with reactions of anger and stress.
32. To change a child's behavior, demonstrate better behavior yourself.

33. 95% of your redirection of child behavior should involve positive, loving, even playful ways of guiding your child out of behavior you want stopped and into behavior you want started.
 34. If you are in the habit of thinking of yourself as a martyr and portraying yourself as a martyr, you sacrifice your sense of power and self-respect in parenting. Stop seeing yourself as a victim to start experiencing more victory.
 35. When you need to be firm, be unemotionally firm. Institute a consequence involving a restriction of a privilege, but maintain your composure and remain kind in the process. Be consistent and your child will get the message of the boundary you want followed.
 36. When you blow up as a parent, you blow it as a parent. Anger and stress are to a child's poor behavior what gasoline is to fire.
 37. The final solution: you have to trust that it can be done, that you can guide your child with love and without anger and stress. Where there is a willingness, a way opens up.
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SAMPLE ARTICLE 4

"IN CHARGE" PARENTING

BY BOB LANCER

According to the traditional, authoritarian approach to child rearing, being in charge means absolute parent control and total child obedience. While this approach dates back hundreds of years, many, if not most adults, still believe in the concept. Not long ago I asked the father of a young child for his definition of "successful parenting." He answered, "That my child obeys me without any resistance one-hundred percent of the time."

On the surface, this sounds like what every parent wants. However, expecting it to happen can do more harm than good.

We feel out of control when our expectations clash with reality. This fact plays a significant role in parenting. You can feel in charge in your relationship with your child only to the extent that your expectations of your child's behavior consistently match your child's level of performance. You set yourself up to feel frustrated and out of control by counting on your child to behave too far above the level of his performance.

The power of expectation can work for or against you in your relationship with your child. Expecting great things from your child can help him perform at a higher level. For this to happen, however, you must make that expectation unconditional and provide him with the other kinds of support he needs to improve in the direction of your expectations.

For instance, Wendy expected her 3 year old daughter, Marianne, to make her own bed each morning, as well as to leave her room looking neat, wash and dress herself and even prepare her own breakfast of cereal, toast and milk. She communicated this expectation to her child and told her encouragingly that she could do it. Then she watched. When her daughter exhibit-

ed some difficulty, Wendy continued watching until she saw her child's frustration was about to rise too high. Not wanting her child to feel like a failure or to dislike her responsibility on account of it being too difficult, Wendy stepped in and offered just enough assistance to help Marianne over the hump. Within three days her daughter happily fulfilled her expectations.

Kelly, on the other hand, thought her 3 year old needed help in all those tasks. In fact, she not only picked out her child's clothes and made her child's bed, she dressed her child and sat over her at the breakfast table prompting her to eat. Both children had the same level of capability, but the heightened expectations projected upon Marianne helped her to demonstrate more responsibility and more ability.

Ron expect his son, Lane, to take school seriously and achieve good grades. When this did not happen, he felt let down, disappointed and even betrayed by his child. He expressed this with continual criticism and complaining. He worried that his son was going to be a bum, and told him so. Worry represents a form of negative expectation. Instead of responding to his son's level of performance as Wendy did, he demonstrated conditional expectation and his son's behavior worsened.

Jeff expected his 6 year old son, Joey, to do fine. His wife complained that Joey spoke disrespectfully to her, that he talked back and refused to listen. Joey routinely came home with a poor behavior report from school. The parents of a neighbor's boy would not allow their son to play with Joey because of the way Joey treated him. Jeff handled each problem as it came the same way. He either yelled or spanked his son. But his expectations never changed. He expected his son to do fine, believing that he was providing his son all that was necessary for that to happen. Not only did his son's behavior worsen, but his marriage started coming apart at the seams. Positive expectations can function like blinders.

We need to combine our positive expectations with alert awareness, responsible action and supportive involvement. If you expect too little of your child, you get less from him than he is capable of giving. Expect too much and both you and your child will feel like failures when it doesn't happen.

Do you expect your child to demonstrate behavior beyond the ability of any normal child of that age? Do you count on your child to behave far better than he has in past similar situations? Do you look at your child too critically or with too much insecurity, which can cause you to overlook her higher potential and over-emphasize her weak points?

These represent crucial questions to ask yourself because feeling in charge, bringing out your child's best and creating all the peace and harmony you want with your child depends heavily upon the way you handle your power of expectation.

Pamela felt frustrated when her 2 year old ignored her directions. She didn't realize that 2 year olds do not have the same level of control over their attention that adults have. When a toddler focuses on something, watch her for a few seconds. Within about 10 seconds, she will look up at you. That is the time to tell her what you have to say. Don't expect your child to behave differently without changing the way you relate with him.

George felt frustrated and out of control because his 12 year old wanted to play and play instead of doing his homework. He never thought of the possibility that maybe his son needed more emotional nurturing from his dad to do the right thing.

When you use anger and criticism to direct your child, your tactic will prove unsatisfying in two ways. First, you cannot enjoy criticizing your child. You probably resent your child for bringing out your criticism.

Secondly, a critical negative attitude projected upon your child will never bring out his better performance. Both you and your child will feel unhappy.

We feel out of control when the tactic we use fails to work. Nevertheless, we usually respond by continuing to rely on the same tactic instead of trying a different approach. As a result, we feel more and more out of control.

Regard every tactic or approach to parenting that you use as an experiment. Then, carefully observe the results. Do you feel calmer, more confident and secure? Does your child seem happier? Are you seeing improvements in his behavior? Give your approach some time to work. If you dislike the results, try something else. An infinite number of options exist.
