

# Attachment and Behavior



All children are well-behaved some of the time!

## Raising Respectful and Responsible Children

The key to enjoying the role of parent is having a deep connection with your children so they **feel** known, valued, and loved—yet not the center of the universe!

## Attachment and Dominance

We are most successful in our parenting when we are bonded with our children, yet maintain a dominant role in the relationship. Children innately want to please us and look up to us to lead them yet *“It seems that many parents put their children in the lead, looking to them for cues on how to parent. Some parents hope to avoid upset and frustration by doing everything in their power to make things work for their children.*

*Other parents confuse respect for their children with indulging their wants instead of meeting their needs. Still others seek to empower their children by giving them choices and explanations when what the child really needs is to be allowed to express his frustration at having some of his desires disappointed by reality.”* Gordon Neufeld Ph.D., *Hold on to Your Kids.*

## Hold Family Meetings

For parents who want to:

- Build a bond with their children
- Teach goal setting
- Teach problem-solving skills
- Teach time and money management skills
- Improve self-discipline
- Strengthen family communication
- Resolve family conflicts

Use the family meeting and begin to see all of these benefits in your family life. Family meetings don't have to be formal, but it is a good idea to hold them regularly. Make it a fun thing and begin when your children are in elementary school. The purpose is to take a structured amount of family time to connect with everyone in the family, to celebrate their small successes, to support them in their challenges, to organize schedules, and to solve problems.

It really doesn't matter what or how you do it. Just be sure that it is fun and consistent.

Children should be sad if you have to postpone family meeting time. Snacks and treats are key to the festive and fun mood!

Despite kids rolling around on the floor, being silly, messing with each other, and moaning about doing it--KEEP DOING IT!

*If the only time parents tune into their children is when they misbehave, then the parent-child relationship is ineffective. In these situations, the child has no desire to please his parents, and any form of discipline will have no lasting impact on him.*

Richard Sudsberry, Relationship Parenting

## Understand each child's innate temperament

The DISC personality model is just one way to look at the traits of your child that are innate. It is part of who they are. Connecting with your child is easier once you understand their core temperament.



**The Determined Child:** This child is fast-paced and task-oriented. They make quick decisions and seem to always know exactly what they want. They are self-confident, adventure

seekers, goal-oriented, and independent. They take charge, give orders, and expect to

be followed. They are energetic, intense, and very active. This child loves rules, order, and justice, especially if it works in their favor. This child is often labeled a “strong-willed child.”

**The Influencing Child:** This child is fast-paced and people-oriented. They have a high energy level and love being around people. They are spontaneous, enjoy a variety of activities, talkative, and thrive on social acceptance. This is the child who will be motivated by sticker charts and similar reward systems. They can be impulsive, emotional, dramatic, and are usually physically affectionate. They don't like to be alone.

**The Soft-hearted Child:** This child is slow-paced and people-oriented. They are a team player who is humble and uncomfortable with public attention. They prefer familiarity, structures, and routine. They do not like surprises or change. They tend to be easy-going, dependable, warm, compassionate, and loyal. They need to feel appreciated. These kids like to be helpful and are very sensitive to the feelings of others. Family turmoil will devastate this child.

**The Conscientious Child:** This child is slow-paced and task-oriented. They maintain high standards with a demanding inner authority. They are attentive to key details and can become perfectionistic. They are deep thinkers who avoid risks and tend not to do anything without assurance of success. They tend to be reserved around people, analytical, cautious, and serious. Mistakes and criticism are difficult to handle. This child will need to understand that “doing your best” is not necessarily perfect.

## Attachment Made Easy

A securely attached child is easier to parent. Consciously seek to keep your child connected.

- Minimize TV and video games while increasing meals together, rituals, and meaningful conversations
- Capture moments of true connection with each child (listen to them count to 100 or ramble on about dinosaurs' dining habits)
- Consciously seek to re-tie the strings of attachment that have been cut
- Connect when your child is NOT whining for attention.
- Smile and nod
- Create an "I love you" signal
- Hugs and kisses even for older children (just not in front of their friends)
- Recognize that **you** are the expert in raising **your** child

## More on Chores...



Having children ages three and up participate in household chores is a key component in building family unity. Despite possible complaining and eye rolling, children feel better about themselves when they are contributing members of the group. Chores are good for you and for them.

Children should start with basic **personal responsibility**. This includes making their bed, clearing their meal plates, hanging up coats, keeping toys picked up when not in use, etc. **Chores** are actions that are necessary to the running of the household which everyone shares.

The actual organization of chores should be tailored to the needs of the family. Chores can rotate among children, be chosen by the child, be assigned weekly or monthly, etc. Chores are something you do as part of the family. They should not be for pay.

A **job** is work done for pay. These are beyond the scope of chores and should be readily available for any child looking to earn extra money. Jobs can only be done if chores are up to date and the child has consistently demonstrated personal responsibility.

Children should also be taught how to allocate money for giving, saving, and spending. Too much income for a child easily leads to a sense of entitlement and a limited understanding of the value of money.

### CHORE EXAMPLES:

Chores:	Chores:	Jobs:
Two rooms wipe baseboards	Wipe stair treads and rails	Clean Mom or Dad's car \$3
Unload dishwasher	Vacuum two rooms	Haul mulch \$4 per hour
Dust two sets of blinds	Mop all bathroom floors	Weed or edge garden beds \$4 per hour

# ROSEMOND'S BILL OF RIGHTS FOR CHILDREN

John Rosemond.

*Because it is the most character-building, two-letter word in the English language, children have the right to hear their parents say "No" at least three times a day.*

*Children have the right to find out early in their lives that their parents don't exist to make them happy, but to offer them the opportunity to learn the skills they will need to eventually make themselves happy.*

*Children have a right to scream all they want over the decisions their parents make, albeit their parents have the right to confine said screaming to certain areas of their homes.*

*Children have the right to find out early that their parents care deeply for them but don't give a hoot what their children think about them at any given moment in time.*

*Because it is the truth, the whole truth, and nothing but the truth, children have the right to hear their par-*

*ents say "Because I said so" on a regular and frequent basis.*

*Because it is the most character-building activity a child can engage in, children have the right to share significantly in the doing of household chores.*

*Children have the right to learn to be grateful for what they receive, therefore, they have the right to receive all of what they truly need and very little of what they simply want.*

*Children have the right to learn early in their lives that obedience to legitimate authority is not optional, that there are consequences for disobedience, and that said consequences are memorable and, therefore, persuasive.*

*Every child has the right to parents who love him/her enough to make sure he/she enjoys all of the above rights.*



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