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## THE KEY PRINCIPLES OF EFFECTIVE PARENTING

"To become an effective parent you need to base your actions and attitudes on the principle that resolution occurs by fostering the positive, not by attacking the negative..." David Davies

1. Don't blame yourself for ineffective parenting. Blaming yourself or others is neither a positive nor a constructive emotion. Blame solves nothing.
2. Learn what approach is right for you with your child. Each child is different. You need to learn to tailor your approach to work with the child you actually have, not the child you had imagined you would have.
3. All kids crave attention. If you deny them positive attention they'll resort to any means, even bad behavior, to force you to pay attention.
4. The way you treat your children now, while they are still in their formative stages, will eventually become the way they treat themselves as adults.
5. You will attain best results when you do the following things: You clearly define your expectations of your

children.

6. You assist them in setting and achieving goals.
7. You assist them in finding appropriate alternatives to replace bad behavior
8. Your child participates in defining consequences and rewards for his behavior.
9. You consistently enforce consequences for misbehavior and reward good behavior
10. You cannot expect to see a different outcome - well-adjusted children- by continuing to do what hasn't been working for you in the past.

When you keep these core concepts in mind you empower your child to take responsibility and "own" their behavior and the outcome of their behavior, good or bad. This is called "responsibility based parenting".

The most difficult phase is simply getting started. As a parent the chances are good that you'll need to make a few changes to your parenting style. You will find that even just a few changes in your demeanor, the words that you use or maybe simply how you greet your child after school can have a big effect. You'll begin to see positive changes in your child only by changing your own behavior."



## BE CAREFUL WHAT YOU WISH FOR...

A man was sick and tired of going to work every day while his wife stayed home. He wanted her to see what he went through so he prayed:

'Dear Lord: I go to work every day and put in 8 hours while my wife merely stays at home. I want her to know what I go through. So, please allow her body to switch with mine for a day.'

God, in his infinite wisdom, granted the man's wish. The next morning, sure enough, the man awoke as a woman...

He arose, cooked breakfast for his mate, awakened the kids, set out their school clothes, fed them breakfast, packed their lunches, drove them to school, took the dry cleaning to the cleaners and stopped at the bank to make a deposit, went grocery shopping, then drove home to put away the groceries, paid the bills and balanced the check book. He cleaned the cat's litter box and bathed the dog..

Then, it was already 1 P.M. and he hurried to make the beds, do the laundry, vacuum, dust, and sweep and mop the kitchen floor. Ran to the school to pick up the kids. Set out milk and cookies and got the kids organized to do their homework. Then, set up the ironing board and watched TV while he did the ironing. At 4:30 he began peeling potatoes and washing vegetables for salad, breaded the pork chops and snapped fresh beans for supper. After supper, he cleaned the kitchen, ran the dishwasher, folded laundry, bathed the kids, and put them to bed.

At 9 P.M. He was exhausted and, though his daily chores weren't finished, he went to bed where he was expected to make love, which he managed to get through without complaint.

The next morning, he awoke and immediately knelt by the bed and said: Lord, I don't know what I was thinking. I was so wrong to envy my wife's being able to stay home all day. Please, Oh! please, let us trade back.. Amen!'

The Lord, in his infinite wisdom, replied:

'My son, I feel you have learned your lesson and I will be happy to change things back to the way they were. You'll just have to wait nine months, though. You got pregnant last night.'

### You Know You're a Mom When ...

1. When the kids are fighting, you threaten to lock them in a room together and not let them out until someone's bleeding.
2. Your idea of a good day is making it through without a child leaking bodily fluids on you.
3. Popsicles become a food staple.
4. Your favorite television show is a cartoon.
5. You're willing to kiss your child's boo-boo, regardless of where it is.
6. You're so desperate for adult conversation that you spill your guts to the telemarketer that calls and HE hangs up on YOU!
7. Spit is your number one cleaning agent.
8. The closest you get to gourmet cooking is making rice crispies bars.
9. You can never go to the bathroom alone without someone screaming outside the door.
10. You are out for a nice romantic meal with your husband, enjoying some real adult conversation, when suddenly you realize that you've reached over and started to cut up his steak

## COMMUNITY EVENTS

- MAY 3 UTAH MUSEUM OF NATURAL HISTORY 1390 EAST PRESIDENTS CIRCLE  
9:30 A.M. - 8:00 P.M. FREE
- MAY 8 SPRING CHORALE FESTIVAL 8136 SOUTH 2700 WEST  
7:00 P.M. STERLING SINGERS, MT. WEST CHORALE & MORE FREE
- MAY 10 & 24 FAMILY NIGHT AT THE SKATE PARK 12600 SOUTH 1450 WEST  
5:00 - 8:00 P.M. CHILDREN MUST BE ACCOMPANIED BY AN ADULT  
AND WEAR A HELMET FREE
- MAY 21 - 23 LIVING TRADITIONS FESTIVAL 200 EAST 400 SOUTH  
MUSIC, PERFORMANCES, CRAFTS, FOOD
- MAY 21 PRINCESS & THE FROG MONARCH MEADOWS PARK  
4800 WEST 13600 SOUTH BRING BLANKETS & TREATS (NO CHAIRS)  
MOVIE STARTS AT DUSK FREE
- MAY 22 SORENSEN UNITY CENTER COMMUNITY FAIR 1383 SOUTH 900 WEST  
1:00 - 5:00 P.M. ALL FOOD, ACTIVITIES & PERFORMANCES FREE

May



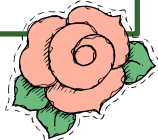
### CBTS PROCTOR TRAINING

Wednesday, May 19, 2010  
5:30 p.m.

Presenter: Ken Hull

Topic: Working with youth  
with Aspergers

This training is for ALL CBTS proctor  
parents and will be extremely informative.



### CPR & FIRST AID CERTIFICATION

Murray High School (5440 South State Street - Choir Room)

Tuesday, May 18 6:00 - 9:00 p.m.

Main Library (210 East 400 South - Room A or C)

Monday, May 3 6:00 - 9:00 p.m.

Saturday, May 15 9:00 a.m. - 12:00 p.m.

Make certain you let them know you are with CBTS if you attend the  
course.

## WHY PARENTS DRINK

A father passing by his son's bedroom was astonished to see that his bed was nicely made and everything was picked up. Then he saw an envelope, propped up prominently on the pillow that was addressed to "Dad." With the worst premonition he opened the envelope with trembling hands and read the letter..

Dear Dad,

It is with great regret and sorrow that I'm writing you. I had to elope with my new girlfriend because I wanted to avoid a scene with you and mom. I have been finding real passion with Stacy and she is so nice. But I knew you would not approve of her because of all her piercings, tattoos, and the fact that she is much older than I am. But it's not only the passion. Dad she's pregnant. Stacy said that we will be very happy. She owns a trailer in the woods and has a stack of firewood for the whole winter. . Stacy has opened my eyes to the fact that marijuana doesn't really hurt anyone. We'll be growing it for ourselves and trading it with the other people that live nearby for cocaine and ecstasy. In the meantime we will pray that science will find a cure for AIDS so Stacy can get better. She deserves it. Don't worry dad. I'm 15 and I know how to take care of myself. Someday I'm sure that we will be back to visit so that you and mom can get to know your grandchildren.

Your son, John

P.S. Dad, none of the above is true. I'm over at Justin's house. I just wanted to remind you that there are worse things in life than the report card that's in my center desk drawer. Call me when it's safe to come home.

## How To Handle Report Cards...

Should you pay your child \$10 for every "A"? Banish video games for a month for each "F"? Lisa Huffman, assistant professor of educational psychology at Ball State University, offers these tips for handling report cards:

1. **Keep lines of communication open.** Ask your children how they feel about the school term before discussing the report card. Be sure to let children know that discussing concerns is good. This way they will be more likely to let you know if there are any problems.

2. **Take report cards seriously.** While report cards don't tell the whole story, they do reflect how a student is progressing. Pay special attention to any grades that come as a surprise (good or bad).

3. **Praise a good report card.** Be sure to let your child know that you are proud of the good work and accomplishments. While celebrating successes also praise improvements in performance and commitments to working hard.

4. **Talk about a bad report card.** Failure can be scary, but if your child does not do as well as expected talk openly about it. Reassure children that poor grades do not mean they are failures. Poor report cards can be a catalyst for change and do not need to be a reason for punishment. You can work to develop a plan of action with goals for improvement.

5. **Set realistic goals.** It is probably not realistic to go from a "C" to an "A" on the next report card. However, a "B" seems realistic. Maybe completing all homework on time or achieving an "A" on two or more assignments in a particular topic is your goal.

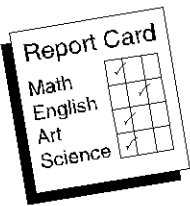
6. **Don't assume an "A" reflects your child's best efforts.** Talk about the ease with which assigned course work is completed – maybe it is not challenging enough. Also be aware that boredom can often cause grades to drop.

7. **Look at your child's work regularly.** Report cards only come out a few times a year. Review your student's work regularly and pay special attention to grades and comments that go along with them. This will help you and your child to identify trouble spots before it is too late.

8. **Encourage good work habits and effort.** Poor grades on report cards may not reflect inability, but rather insufficient effort.

9. **Be involved in your child's school.** Children who do well in school have parents who are actively involved in their children's education and their school. Volunteer at school or make time to help your child with homework.

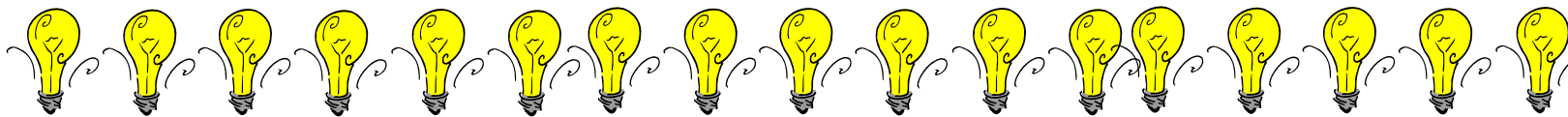
10. **Incentives can be rewarding when children do well or meet goals.** However, they should not be bribes. Rather than telling children you will give them money for good grades before they have even earned them, surprise them after the grades are earned with a small gift or some special time. Be sure to praise effort and improvement along with good grades. Children should want good grades out of interest, pride and an understanding that success in school is necessary for success



**A+**



**F**



## CONSEQUENCES

Most people agree that children and teens need guidance and discipline to grow into responsible, caring adults. Yet, parents often are unsure how best to guide their children—whether it is better to punish, ignore, beg, or give up. On the other hand, respectful and kind discipline that has firm limits can teach young people responsibility and help them learn from their mistakes. Parents can use discipline to guide their children if they use natural and logical consequences.

### *Natural Consequences*

Natural consequences provide a method for children or teens to learn from their own experiences. The parent who uses natural consequences does not threaten, argue with, or give in to the child. Rather, the parent allows the child to discover, without outside insistence, the advantages of respect for order and following rules. The child who experiences natural consequences develops self discipline and internal motivation. This child learns to respect order not because of fear of punishment, but because the child has learned that following rules is necessary for effective living.

An example of a natural consequence is allowing a child to miss a meal when he or she stays out until after the family has finished the meal. In contrast, a parent may “rescue” the child and fix another meal, worrying that the child will be too hungry. However, this teaches the child that it doesn’t matter if you come home late for a meal—Mom or Dad will take care of things. To learn skills that will help in their adult life, children need to discover that something uncomfortable happens when they don’t follow rules. Natural consequences allow the discomfort to occur naturally, rather than being created by the parent to “teach a lesson.”

In using natural consequences, parents find that nature helps. For example, a child who doesn’t eat gets hungry; one who forgets homework has to face the teacher. The teen who leaves clothes on the floor finds that they don’t get washed.

### *Logical Consequences*

When natural consequences don’t work, the parent can devise a logical consequence. Logical consequences are arranged by an adult but must be experienced by the child as a reasonable outcome for the specific misbehavior. In other words, the consequences must fit behavior in a logical way. The teen who comes in past curfew must come in earlier for a few nights or may lose the privilege of using the family car. The youth who ignores homework must complete assignments before watching television. The youth who plays carelessly and breaks a neighbor’s window must use allowances to pay for repairs.

As with natural consequences, logical consequences must fit the misbehavior. Punishment that does not fit may only arouse a child’s anger or cause retaliation, such as a child’s ignoring future requests by the parent or doing something else to anger the parent. Often there’s a thin line between logical consequences and punishment. A logical consequence delivered out of anger or with a harsh voice probably will be interpreted as punishment by the child. Anger can overwhelm even a parent’s most logical actions. When a parent punishes a child, the message often conveyed is: “You better do what I say or else.”

With logical consequences, the parent realizes that the child or teen has the right to decide actions and knows that breaking the rule carries a negative consequence. The result is good behavior when the child sees that things will go better when he or she decides to follow the rules. Punishment, on the other hand, often leads to proper behavior only when the child is afraid of getting caught. There’s little reason to follow rules when parents are absent or the misbehavior can be hidden. Parents do not like sneaky behavior, yet punishment often encourages deception.



### **Timing**

It's difficult for parents to remain pleasant and calm when a child's behavior is irritating or upsets them. Therefore, timing is essential for natural and logical consequences. Always wait until you and the child are calm before you discuss the misbehavior and give the consequence. A consequence given in anger usually will sound disrespectful, unkind, or like a punishment. When the misbehavior occurs, you may want to say, "I'm pretty upset right now. We'll talk later about the consequence." Discuss concerns with your child and possible consequences for the misbehavior. Once you've decided a consequence, follow through. For example, if a child breaks a family rule about being home for supper and comes home late, the parent can say, "I guess you have decided you don't want supper tonight." At that point it is important to follow through with the consequence and not allow snacks.

### **A warning for parents**

The most important job for teens is to become gradually more independent from parents. While it can be challenging for parents, a teen must gradually assume autonomy to be able to eventually leave home and live responsibly. Young adults whose parents have continually controlled their actions often exhibit one of two kinds of behavior. Once out of their parents' control, some young people whose parents have not taught them responsibility will become "wild" and engage in dangerous behavior. In other words, Mom and Dad are no longer around to make sure they behave! In contrast, other young people may remain emotionally dependent upon their parents and find it difficult to develop satisfactory personal and work relationships with other people. As young people become more independent, they should be given more choices. It is appropriate for parents and preteens or teens to work together to solve problems. Then a parent can make sure agreements are kept. If you follow these guidelines, you can help your child learn to make responsible decisions and become a

The purpose of establishing consequences for behavior is to teach about the real world. There are basically two kinds of consequences - natural and logical. Natural consequences occur naturally, as a result of behavior and choices. In the adult world, if we run red lights, we can get hit and hurt; if we don't show up for work without a reason, we can get fired.

When natural consequences are too dangerous, it's time to create logical consequences. In general, these involve some loss of privileges as a result of irresponsible behavior. There are two general models to use when structuring appropriate logical consequences.

The first involves the three R's of logical consequences: related, respectful and reasonable.

**Related.** Related simply means related to the behavior. If a child violates curfew, making him stay late at school or mow the lawn is not related. The temporary loss of the privilege of going out is related.

**Respectful.** We need to avoid two things here: The first is humiliating the teen-ager; the second is inconveniencing the adult.

**Reasonable.** "You are grounded for life and will never see the light of day again" is unreasonable. "Your behavior and choices have caused you to lose the privilege of going out tomorrow night" is reasonable.

To these three R's, add three S's: strong, swift and short-term.

**Strong.** "Honey, I really wish you wouldn't come in so many hours after your curfew" is not strong. Losing the privilege of going out on the very next opportunity is strong.

**Swift.** Adults and teen-agers differ in their perception of time. As adults, if we are told a project is due in two months, we know we need to get moving yesterday. For many teens, two months equals eternity, which equals no motivation. For consequences to be effective, they need to be closely linked in time to the misbehavior.

For teen-agers, not being able to go on a trip six months from now for flunking a test is ineffective. Having to spend extra time during the next three days studying and therefore losing the privilege of afternoon free time is swift and effective.

**Short-term.** When I was 13 years old, my parents grounded me for life! For logical consequences to be effective, they need to be relatively short-term. Again, this goes back to the issue of time. For most teen-agers, anything lasting longer than a few days or weeks (as long as the consequence is strong and swift) becomes ineffective. Anything longer breeds resentment, contempt and revenge, and negates any lessons about life that might have been taught.

## PARENTING STYLES QUIZ

Take this quiz to find out your parenting style. Part I is designed to help you identify your beliefs about being a parent. Part II focuses on your current home situation. As you read each statement, decide how much you agree with it. Then write the number from 1 to 5 that corresponds to your level of agreement:

1..strongly disagree; 2..disagree; 3..neutral; 4..agree; 5..strongly agree

### Part I: Beliefs

1. It is better to give a little ground and protect the peace than to stand firm and provoke a fight.  
\_\_\_
2. Children need discipline that hurts a little so that they will remember the lesson later.  
\_\_\_
3. Children shouldn't always get their way, but usually we ought to learn to listen to what they have to say.  
\_\_\_
4. The parent-child relationship is like a war in which if the parent wins, both sides win, but if the parent loses, both sides lose.  
\_\_\_
5. If parents provide a good environment, children will pretty much raise themselves.  
\_\_\_
6. The parent's role is like that of a teacher who is preparing the child for a final exam called life.  
\_\_\_
7. Childhood is so short that parents should do everything to make it a happy time.  
\_\_\_
8. "Spare the rod and spoil the child" is still the best policy.  
\_\_\_
9. Children need to learn what they may or may not do, but we don't have to use punishment to teach.  
\_\_\_
10. Whether we like it or not, children have the last word about what they will or won't do.  
\_\_\_
11. If you let children have free rein, they will eventually learn from the consequences of their behavior what is appropriate.  
\_\_\_
12. Children first have to learn that the parent is boss.  
\_\_\_
13. Too many children today talk back to their parents when they should just quietly obey them.  
\_\_\_
14. If we want children to respect us, we must first treat them with respect.  
\_\_\_
15. You can never do too much for your child if it comes from genuine love.  
\_\_\_

### Part II: Actions

- \_\_\_ 16. I often have to call my child more than once to get her or him out of bed in the morning.
- \_\_\_ 17. I have to constantly stay on top of my child to get things done.
- \_\_\_ 18. When my child misbehaves, he or she usually knows what the consequences will be.
- \_\_\_ 19. I often get angry and yell at my child.
- \_\_\_ 20. I often feel that my child is taking advantage of my good nature.
- \_\_\_ 21. We have discussed chores at our home and everybody takes part.
- \_\_\_ 22. My child gets a spanking at least once a month.
- \_\_\_ 23. My child has no regular chores around the home, but will occasionally pitch in when asked.
- \_\_\_ 24. I usually give my child clear instructions as to how I want something done.
- \_\_\_ 25. My child is finicky eater, so I have to try various combinations to make sure he or she gets the proper nutrition.
- \_\_\_ 26. I don't call my child names, and I don't expect to be called names by my child.
- \_\_\_ 27. I usually give my child choices between two appropriate alternatives rather than telling my child what to do.
- \_\_\_ 28. I have to threaten my child with punishment at least once a week.
- \_\_\_ 29. I wish my child wouldn't interrupt my conversations so often.
- \_\_\_ 30. My child usually gets up and ready without my help in the morning.

(cont.)

(Parenting Styles Quiz cont.)

**Scoring your questionnaire:** To determine your style as a parent, first transfer your score for each item to the blanks beside the following item numbers listed in parentheses. (Put your score for item #2 in the first blank, item #4 in the second blank, and so on.) Then add your scores in each row across, and put the sum in the last blank.

**Autocratic belief score:**

$$(2) \text{ \_\_\_\_\_\_} + (4) \text{ \_\_\_\_\_\_} + (8) \text{ \_\_\_\_\_\_} + (12) \text{ \_\_\_\_\_\_} + (13) \text{ \_\_\_\_\_\_} = \text{ \_\_\_\_\_\_}$$

**Active\* belief score:**

$$(3) \text{ \_\_\_\_\_\_} + (6) \text{ \_\_\_\_\_\_} + (9) \text{ \_\_\_\_\_\_} + (10) \text{ \_\_\_\_\_\_} + (14) \text{ \_\_\_\_\_\_} = \text{ \_\_\_\_\_\_}$$

**Permissive action score:**

$$(16) \text{ \_\_\_\_\_\_} + (20) \text{ \_\_\_\_\_\_} + (23) \text{ \_\_\_\_\_\_} + (25) \text{ \_\_\_\_\_\_} + (29) \text{ \_\_\_\_\_\_} = \text{ \_\_\_\_\_\_}$$

**Permissive belief score:**

$$(1) \text{ \_\_\_\_\_\_} + (5) \text{ \_\_\_\_\_\_} + (7) \text{ \_\_\_\_\_\_} + (11) \text{ \_\_\_\_\_\_} + (15) \text{ \_\_\_\_\_\_} = \text{ \_\_\_\_\_\_}$$

**Autocratic action score:**

$$(17) \text{ \_\_\_\_\_\_} + (19) \text{ \_\_\_\_\_\_} + (22) \text{ \_\_\_\_\_\_} + (24) \text{ \_\_\_\_\_\_} + (28) \text{ \_\_\_\_\_\_} = \text{ \_\_\_\_\_\_}$$

**Active action score:**

$$(18) \text{ \_\_\_\_\_\_} + (21) \text{ \_\_\_\_\_\_} + (26) \text{ \_\_\_\_\_\_} + (27) \text{ \_\_\_\_\_\_} + (30) \text{ \_\_\_\_\_\_} = \text{ \_\_\_\_\_\_}$$

To get a clearer look at how your scores on the three styles compare, transfer each of the six totals to the appropriate blank in the table below. To get your combined scores, add your belief score and your action score for each of the three styles. Put these numbers in the blanks in the "Combined" column.

	Belief	Action	Combined
Autocratic	_____+	_____ =	_____
Permissive	_____+	_____ =	_____
Active*	_____+	_____ =	_____

**Interpreting your scores:** The highest combined score possible for each style is 50. The higher your score, the more you tend toward the style of parenting. Your highest combined score, therefore, suggests the style of parenting you are currently using. If either of the other combined scores is within fifteen points of your highest score, consider your use of the two styles about equal. The greater the difference among scores, the greater your current preference for the style with the highest score. Differences of more than fifteen points between belief scores and action scores for any style suggest that you tend to believe one thing, but do another. Do not be alarmed by this. It is common and understandable.

**High Autocratic Score -** If you're like most people, you'll find yourself more autocratic than you thought you were. But after all, this was the predominant style parents used when you were growing up. If you scored highest on this style, you probably find yourself in frequent battles with your child. Anger and frustration probably characterize the power struggles that you and your child experience.

**High Permissive Score -** In an attempt to avoid being autocratic, you may have overcompensated and developed a permissive style. If you are in this group, your relationship with your child may be pretty good as long as you do what your child wants. But you probably find that your child gets very hostile, and perhaps even throws tantrums, when you do say no or make a demand of him or her. Your relationship is characterized by service and pleasing, but only in one direction. You may have already begun to resent this unfairness. If so, you probably scored higher on the autocratic scale than you expected. It is easy to get fed up with a permissive approach and flip back to an autocratic one.

**High Active Score -** If you scored highest on the active style, your relationship with your child is probably already positive. Though problems certainly occur, an atmosphere of mutual respect, trust, and teamwork enables you to handle them without the hurt or resentment that characterize the other styles. The Active style is sometimes called the "Authoritative" or "Democratic" style.