



**Ronald Mah, M.A., Ph.D.**

Licensed Marriage & Family Therapist, MFC32136

Psychotherapy, Parent Education, Consulting & Staff Development

433 Estudillo Ave., #305, San Leandro, CA 94577-4915

(510) 582-5788 Office - (510) 889-6553 fax - E-mail: [Ronald@RonaldMah.com](mailto:Ronald@RonaldMah.com) - Web: [www.RonaldMah.com](http://www.RonaldMah.com)

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## **Workshops on Children's Behavior, Discipline, Temperament, and Tantrums**

**dvd's of selected workshops available at [www.FixedEarthFilms.com](http://www.FixedEarthFilms.com)**

**Challenging Kids & Challenged Kids  
Student Diversity (Non-Ethnic in the Classroom)**

**Childhood Depression**

**Conflict Resolution w/ Young Children  
including Issues Around Victims, Abusers/Bullies, & Survivors**

**Difficult Behavior  
Positive Discipline for Classrooms and Beyond**

**Fix this Kid!**

**Foster Child in the Family System- "When All Hell Breaks Loose"**

**"It's a Zoo in Here!"  
Principles of Classroom Management**

**Mine, Me, & Them- The Village by the Numbers**

**One-Minute Temper Tantrum Solution  
dvd of this workshop available at [www.FixedEarthFilms.com](http://www.FixedEarthFilms.com)**

**"Out of the Twilight Zone"- Discipline From the Inside Out**

**Setting Boundaries  
When It's Necessary, How it Works, Creating the Container**

**Special Needs & Special Challenges  
Student Diversity (Non-Ethnic) in the Classroom**

**Temperament "Understanding What is With This Kid  
For More Effective Management and Discipline  
dvd of this workshop available at [www.FixedEarthFilms.com](http://www.FixedEarthFilms.com)**

**What Do You Do When...?  
A Consultation/Training Workshop Based on Participant Needs**

**What Makes Our Children Academically, Personally and Socially Successful?**



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## **Challenging Kids & Challenged Kids Student Diversity (Non-Ethnic in the Classroom)**

**FORMAT:** Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

**DESCRIPTION:** Meeting the needs of at-risk, special needs (w/ physical disabilities, learning disabilities, and other challenges), foster, and adoptive children as well as the effects of family constellation, divorce, blended families, and same sex parents is another challenge of diversity and multiculturalism in the classroom. The training uses two theoretical orientations to help staff address the myriad issues that arise among children with diverse (and multiple challenges) that do not fit easily into mainstream classroom perspectives and expectations. Over and above a “how-to” training, this training seeks to help build a sound diagnostic understanding of the challenges faced by children with varying issues. With a sound theoretical orientation, staff can more successfully make appropriate interventions with children.

### **SUMMARY OF CONTENT:**

1. Distinctions between Diversity and Multi-culturalism
2. Survival as the basis of Culture
3. The Culture of Survival of Special Needs Children, of Children from Dysfunctional Families, of Abused Children, and so forth.
4. Diagnostic Order for Evaluating Problematic Behavior and Issues with Specific Applications to the Different or Diversely Challenged Children (for example, particular Developmental issues affecting Abused Children, particular Situational issues affecting Children w/ Learning Disabilities, particular Systemic/Environmental issues affecting Children in Blended Families, and so forth)  
Developmental - Situational - Physical - Emotional Disruption Temperamental - Systemic/Environmental - Pathological - Moral
5. Family Systems Theories Applicable to Understanding Children’s Behavior in the Classroom

**CULTURAL CHARACTERISTICS OF CHILDREN WITH CHALLENGES** Children feel compelled to fit in with their classmates. To do so, they often develop a characteristic culture. The following strategies reflect common cultural attitudes, values, and behaviors of children with challenges:

1. Try to be the same as others
2. Hide, avoid, deny, or minimize differences or difficulties (including emotional distress)
3. Work hard or harder than others
4. Quit trying
5. Compensate for differences, difficulties, or challenges

Unsuccessful attempts at the first four strategies can complicate children’s lives by causing them to appear even more different than others and may also preclude adult support. Teacher awareness of



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these strategies is key to guiding children, whether the strategies are relatively effective or highly unsuccessful. Relative effectiveness could mean that children have hidden their needs, are highly stressed from working so hard, and/or given up trying. Unsuccessful attempts refer to failure to succeed academically and/or not fitting in socially. When teachers recognize these strategies, they can then guide children to the final strategy of academically and/or socially acceptable compensations which often build upon their strengths.



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## **Childhood Depression**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

**DESCRIPTION:** Bummed, upset, sad, depressed, really depressed, or worse? This training looks at the differences among normal and developmentally appropriate moods for children and more serious issues that may initiate adult intervention. Participants are guided to use simple intuitive questions that lead to deeper examination of children's moods, their underlying issues, and guidance for helping. Developmental challenges are tied to the child's experiences with stress, including looking at stress builders and stress releasers. How to build a powerful child is revealed- empowering children to deal with life challenges and moods that can result (including attractions to alcohol and drugs).

### **Six Simple Questions about your Child?**

Is this a \_\_\_\_\_ Child?

### **Types of Depression**

- "bummed"
- grieving loss (DABDA)
- Adjustment Disorder
- Dysthymia
- Major Depressive Episode
- Major Depression
- Bipolar Disorder

### **How to Build a Powerful Child- SFFS SS SS SF**

### **Diagnostic Hierarchy**

- Erickson's Ages of Man
- Basic Conflicts and Virtues:
- Basic Trust vs. Mistrust HOPE
- Autonomy vs. Shame WILL
- Initiative vs. Guilt PURPOSE
- Industry vs. Inferiority SKILL
- Identity vs. Role Confusion FIDELITY
- Intimacy vs. Isolation LOVE
- Generativity vs. Stagnation CARE
- Integrity vs. Despair WISDOM



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**The Stress Process: Stress Builders and Stress Releasers**

Denial; Intensification; Avoidance behavior; Hypervigilance; Passive-Aggressive Action;  
Co-Dependent Behavior

Proactive Action; Cathartic Release; Physical Release; Breathing; Rest; Self-Nurturing;  
Seeking Help; Understanding/Insight

**Self-Esteem**

- SIGNIFICANCE
- MORAL VIRTUE--- IDEAL SELF vs. REAL SELF
- POWER & CONTROL
- COMPETENCE

**RIPS: Respect, Identity, Power & Control, and Security**

**Alcohol (depressant) & Drug Use:**

Experimentation

Social Use

Problematic Use: Occupational/Academic Problems

Physical Problems, Emotional/Psychological Problems

Addiction

Self-Medication\*\*

**A MESS**



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## **Conflict Resolution w/Young Children including Issues Around Victims, Abusers/Bullies, & Survivors**

**OVERVIEW:** This workshop makes the connections between social and communication skills and conflict issues between children. The role of aggression, violence, and self-esteem as they develop in children. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims. Basic rules of communication and interaction are presented that facilitate positive conflict resolution skills and greater personal power and control/self-esteem.

### **1) KEY ISSUES IN CONFLICT RESOLUTION**

Rescuing versus Stressing; Allowance for Failure and Frustration

### **2) VIOLENCE as BULLYING**

Repetition, Aggression, Negative Intent, and Power Difference

Behavior, Verbalization To, and Verbalization About

RELATIONAL AGGRESSION (gender differences)

### **3) WHAT IS SELF-ESTEEM MADE UP OF?**

ACCEPTANCE, POWER & CONTROL, MORAL VIRTUE, & COMPETENCE

### **4) ABUSERS & BULLIES in terms of VIOLENCE/AGGRESSION**

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

Problems; Causes, Characteristics

THE COERCION PARENTING MODEL

NONCONTINGENT PARENTING

RELATIONAL AGGRESSION

THE REACTIVE BULLY- Both Bully & Victim

### **5) VICTIMS in terms of VIOLENCE/AGGRESSION**

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

ANXIOUS VULNERABILITY

NON-CONFLICT SUBMISSIVENESS

### **6) SURVIVORS in terms of VIOLENCE/AGGRESSION**

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

VERBAL FLUENCY

### **7) ESSENTIAL INGREDIENTS TO POSITIVE CONFLICT RESOLUTION**

GOALS IN ARGUMENTS/FIGHTS vs. WORKING THINGS OUT

ASSUMPTIONS IN ARGUMENTS/FIGHTS vs. WORKING THINGS OUT

RULES IN ARGUMENTS/FIGHTS vs. WORKING THINGS OUT



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## **Difficult Behavior Positive Discipline for Classrooms and Beyond**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

**DESCRIPTION:** An extensive training drawing upon the information from the book by Ronald Mah- *Difficult Behavior in Early Childhood, Positive Discipline for PreK-3 Classrooms and Beyond*, (Corwin Press, 2017)

### **Assessment to Results**

#### **The Role of Discipline**

1. Discipline in Classrooms, Families, and Society
2. When Discipline Fails, Socialization Fails, and Children Fail

#### **Using Time Out**

3. Three Ways Adults Use Timeout Poorly
4. The Community Theory of Timeout That Works!
5. How to Apply Timeout Effectively

#### **Setting and Following Through With Boundaries**

6. Setting the Foundation of Discipline with Boundaries
7. Follow Through and Consistency with Boundaries

#### **Punishment, Praise, and Rewards**

8. What Motivates and What Matters to Children
9. How Anger Distracts from Discipline and Learning
10. How and Why Punishment Works... and Doesn't Work
11. The Effective and Judicious Uses of Praise
12. Choices: The Most Important Lesson
  
13. Key Issues in a Motivating Reward System
14. Principles of an Effective Reward Plan
15. Rewards Only -- Stepping Away from Punishment
16. Connecting Positive Goals to Motivating Rewards
17. Small and Great Rewards -- Rewarding Consistency

#### **Recognizing and Responding to Particularly Challenging Behavior and Emotions**

18. Is This an Angry Child? Understanding the Rage Underlying Negative Behavior



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19. Is This a Sad Child? The Brokenhearted Children

20. Is This an Anxious or Fearful Child? A Life of Dangerous Uncertainty

21. Is This a Child Who Is Holding Pain or Loss? The Dangers of Unprocessed Grief

22. Is This an "Off" Child? Outside of Your Spectrum of Experience and Expectations

23. Is This a Happy Child?

**Now What?**





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## **Fix this Kid!**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

**DESCRIPTION:** Teachers and other professionals are often asked to "Fix this kid!" Before any "fixing" and whether the kid needs any "fixing" in the first place, one needs to understand what is going on for the child. Five simple questions guide adults to understand how what appears as problematic behavior may be logical consequences of life situations and circumstances for the child. In other words, often a "difficult child" is responding normally to difficult life issues.

From such revelations, adults can offer the support and intervention the child may require to give up problematic behaviors- that is, be "fixed!" Several tools for assessment are included in this extensive training.

**Key question: Why do you pick a baby that is crying? (Fix this Kid!)**

**Is this a \_\_\_\_\_ child?**

### **Why Difficult Children Are "Difficult" (Examples) (Fix this Kid!)**

1. Post Traumatic Stress Syndrome – refugee that had flashbacks during class time.
2. Learning Disability – child with retrieval problem.  
Child with auditory or visual deceptive disability (missing social cues).
3. Molested in early childhood – underlying rage.
4. Abuse and neglected – testing availability of new caregivers; testing of anger response: abandonment, rejection, abuse.
5. Fulfilling the IP role – mother who needed a disabled child.
6. A.D.H.D. or A.D.D. child – "the far north pasture"
7. The rebel or scapegoat in the alcoholic family system.
8. Academic failures.
9. Defying the step parent (new boy friend) in a newly blended family.
10. Depression and anxiety.
11. Cultural Issues
12. Peer and gang influences.
13. Drug and alcohol issues.
14. Poor parenting (and the development of bullies).
15. Other...

### **How and Why Punishment Works... and Doesn't Work**

### **Strategy for Confronting Resistant Parents or Parents in Denial.**



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4 E's and Data, Interpretations, Recommendations

**Incentive Based Behavioral Modification Program for Oppositional Defiant Children**

**RIPS- RESPECT, IDENTITY, POWER & CONTROL, SECURITY (Fix this Kid!)**



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**(Fix this this Kid!)**

**ASSESSMENT**

What Happened? What is Happening? Data, Experiences, Observations, Interactions, History,



**THEORIES**

Why? What for? Benefit, Gain, Avoidance, Sensory Stimulation? Compelling Need(s), Cause, Origin



**STRATEGIES**

Direct, Peer, Authoritative, Nurturing, Clarification, Limit Setting, Reward, Alliances, Collaboration, Mentoring, Rule Setting, Punishment, Threats, Referrals (Counseling, Education, Social Services), Empowerment, Community, Give Responsibilities, etc.



**INTERVENTIONS**

Specific Programs or Actions (i.e. Behavioral Incentive Plan, Referral to Mental Health, Social Services, Educational Support, Communication w/ social Worker, Probation Officer, Savings Account, IEP, specific classes or training, political action, legal recourse, alliances, bargaining, trade, threats, etc.)



**STYLE**

Gentle, Firm, Nurturing, Direct, Indirect, Authoritarian, Authoritative, Avoidant, Challenging, Confrontational, "Hard Ass", Paradoxical, Confident, Confused, Shaming, Sarcastic, Humorous, "Buddy", Educational, Parental, etc.



**\*\*RESULTS\*\*  
boundaries  
change & growth**

6 S's: Safety, Security, Stability, Structure, Serenity, Sanity

Behavioral, Attitudinal, Hope/Vision, Trust, Risk-taking, Peers, Relationships, Vocational, Economic, Educational, Social, Self-Care, Self-Esteem, Inclusion, Exclusion, Stabilization, Healing, Progression, Structural, Organizational, Financial, etc.



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## **BUILDING SELF-ESTEEM IN THE ADULT-CHILD SYSTEM (Fix this Kid!)**

### **With the 90 Second a Day Self-Esteem Prescription Plan**

1) The role that Self-Esteem plays in our lives and society.

Abusers, Victims, & Survivors- The Differential Outcomes of Ineffective to Effective Self-Esteem Building.

2) Where Self-Esteem begins and Where and How it begins to be lost.

The self-concept, behavior, environment and feedback endless loop.

3) Acceptance, Power & Control, Moral Virtue, and Competence- The four cornerstones of Self-esteem.

4) THE FOUNDATION: Seven fundamentals to building Self-Esteem in the Adult-Child System.

- ♣ Know Yourself
- ♣ Being a Model of Self-Love
- ♣ Take Care of Yourself...First!
- ♣ Being Emotionally and Physically Available
- ♣ Separate
- ♣ Distinguish Love & Like
- ♣ Understand Your Child

5) THE BUILDING: Eight guidelines to Building Self-Esteem in Children.

- ♣ Validate Your Child
- ♣ Teach Responsibility without Shame, Blame, & Fault
- ♣ Teach that not one should be allowed to abuse him/her (including you).
- ♣ Teach him/her to always take care of him/herself
- ♣ Challenge / Not Push; Have Expectations / Not Demands
- ♣ Praise Appropriately
- ♣ Create Internalized Motivation
- ♣ Do the Right Thing even when it's the Hard Thing

6) The Trap & the Message of being the Perfect Parent or Perfect Teacher.

7) The 90 Second a Day Self-Esteem Prescription Plan



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## **DIAGNOSTIC ORDER FOR UNDERSTANDING & APPROACHING DIFFICULT OR CONFLICTUAL BEHAVIOR (Fix this Kid!)**

1) Developmental factors (including life cycle issues for adults)

CAUSE: development, age, maturation

TREATMENT: satiation of developmental needs

IMPLICATIONS/JUDGMENTS: person is reacting normally to normal development

TOLERANCE: high (if developmental stage is recognized)

2) Situational factors (other children/colleagues, availability of toys/resources)

CAUSE: situation

TREATMENT: change the situation

IMPLICATIONS/JUDGMENTS: person is reacting normally to the immediate situation only; the behavior is not something he/she does all the time

TOLERANCE: high

3) Physical condition

CAUSE: fatigue, hunger

TREATMENT: treat condition- rest or feed

IMPLICATIONS/JUDGMENTS: person is reacting normally to the condition; condition changes, then behavior changes

TOLERANCE: high

4) Emotional condition (situational)

CAUSE: fear, anxiety, joy, sadness, grief

TREATMENT: validate emotions, teach appropriate expression

IMPLICATIONS/JUDGMENTS: person is reacting normally; colleague or supervisor may have judgment about appropriateness of the feeling

TOLERANCE: high (depends on own comfort w/expression of emotions)

\*5) Temperamental factors

CAUSE: personality

TREATMENT: adjust for temperament/ socialize

IMPLICATIONS/JUDGMENTS: person is reacting based on innate normal traits for him/her

TOLERANCE: \*high for temperament, \*low for behavior

\*6) Environmental/ecological factors (family, school, work systems)

CAUSE: family/school systems, turmoil, constraints- dysfunctionality

TREATMENT: alter system, change environment

IMPLICATIONS/JUDGMENTS: person is reacting normally to an adverse environment; victim of the environment

TOLERANCE: high- sympathetic (colleague/supervisor may have guilt)



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**\*7) Pathology (psychological)**

CAUSE: person's psychological problem/disorder

TREATMENT: treat problem/disorder- "sick" patient

IMPLICATIONS/JUDGMENTS: something is wrong with the person

TOLERANCE: low to high?

**\*\*8) Morality**

CAUSE: evil or rotten essence

TREATMENT: abandonment, punishment, damnation, or seeking of spiritual intervention

IMPLICATIONS/JUDGMENTS: person is unsalvageable by another's activity or intervention

TOLERANCE: none to ?

**TEMPERAMENTAL TRAITS (Fix this Kid!)**

1. Activity Level: How active generally is the child/person from an early age?

2. Distractibility: How easily is the child/person distracted? Can s/he pay attention?

3. Intensity: How loud is the child/person generally, whether happy or unhappy?

4. Regularity: How predictable is the child/person in his/her patterns of sleep, appetite, bowel habits?

5. Persistence: Does the child/person stay with something s/he likes? How persistent or stubborn is s/he when wants something?

6. Sensory threshold: How does the child/person react to sensory stimuli: noise, bright lights, colors, smells, pain, warm weather, tastes, the texture and feel of clothes? Is s/he easily bothered? Is s/he easily over-stimulated?

7. Approach/withdrawal: What is the child/person's initial response to newness- new places, people, foods, clothes?

8. Adaptability: How does the child/person deal with transition and change?

9. Mood: What is the child/person's basic mood? Do positive or negative reactions predominate?

\*Important to note that high or low in any trait is not implicitly good or bad.



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## TEMPERAMENTAL EVALUATION & GOODNESS OF FIT EVALUATION TRAITS (Fix this Kid!)

### TEMPERAMENTAL EVALUATION & GOODNESS OF FIT EVALUATION

TRAITS	SELF	SPOUSE	CHILD1	CHILD 2	CHILD3
1. Activity Level	---	---	---	---	---
2. Distractibility	---	---	---	---	---
3. Intensity	---	---	---	---	---
4. Regularity	---	---	---	---	---
5. Persistence	---	---	---	---	---
6. Sensory threshold	---	---	---	---	---
7. Approach/Withdrawal	---	---	---	---	---
8. Adaptability	---	---	---	---	---
9. Mood	---	---	---	---	---

**TEMPERAMENTAL TRAITS EASY <-----> DIFFICULT**

Activity Level	LOW <-----> HIGH
Distractibility	LOW <-----> HIGH
Intensity	LOW <-----> HIGH
Regularity	REGULAR <-----> IRREGULAR
Persistence	LOW <-----> HIGH
Sensory threshold	HIGH <-----> LOW
Approach/withdrawal	APPROACH <-----> WITHDRAWAL
Adaptability	GOOD <-----> POOR
Mood	POSITIVE <-----> NEGATIVE

### FIVE ELEMENT PROGRAM

- 1) EVALUATION- defining the problem, study your child, family reactions.
- 2) REGAINING ADULT AUTHORITY- think temperament and to deal with behavior instead of responding emotionally or instinctively to what you perceive as the child's motives. Learn to: disengage, to become neutral in attitude, to think and evaluate before responding, to understand behavior as it is related to temperament, to replace why is he doing this to me w/ how can I understand his behavior.
- 3) MANAGEMENT TECHNIQUES- management is different from discipline. Labeling, cooling off, sense of timing, dealing with change, eye contact, choices, introducing gradually, understanding manipulative versus temperamental tantrums. Engage in self-monitoring and understanding your child.
- 4) FAMILY GUIDANCE
- 5) SUPPORT GROUPS

Book recommendation: The Difficult Child, Stanley Turecki, M.D., Bantam Books, New York, 1989. \$9.95 in paperback.



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### Culture of Challenged Children (Fix this Kid!)

To serve self-esteem and to emotionally, psychologically, socially, and spiritually survive, challenged children often develop the following cultural beliefs, attitudes, values, and behaviors:

1. Try to be the same as others
2. Hide or avoid their differences or difficulties (including emotional distress)
3. Deny or minimize their differences or difficulties (including emotional distress)
4. Work hard or harder than others
5. Quit trying
6. Compensate for differences, difficulties, or challenges

By recognizing unsuccessful activation/attempts from the first five strategies, adults can guide children to the sixth strategy, successful compensations.

### TEMPER TANTRUMS!! (Fix this Kid!)

Understanding and Helping Children in Emotional Need with "The One-Minute Temper Tantrum Solution!"

INDULGE - NURTURE – SHAME - PUNISH - IGNORE – DISTRACT?

Types of Tantrums and Emotional States

Effectiveness or Resultant Problem to Adult Response or Intervention Based on Type of Tantrum		Manipulative Tantrum	Upset Tantrum	Helpless Tantrum	Cathartic Tantrum
Response or Intervention	1) Set Boundaries	<b>*Effective*</b>	<b>Problem:</b> Child intensifies distress & potentially leading to despair.	<b>Problem:</b> Child feels helplessness confirmed & deepening despair.	<b>Problem:</b> Child distracted from & interfered with stress release behaviors.
	2) Nurture/Validate	<b>Problem:</b> Child uses adult nurturing to further manipulate.	<b>*Effective*</b>	<b>Problem:</b> Child experiences despair validated and despair deepens.	<b>Problem:</b> Child experiences minor distraction or annoyance
	3) Empower	<b>Problem:</b> Child intensifies anger & continues attempts to manipulate.	<b>Problem:</b> Child has greater distress & frustration.	<b>*Effective*</b>	<b>Problem:</b> Child distracted from stress release behaviors & potentially insulted.
	4) Permission & Guidance	<b>Problem:</b> Child increases anger and attempts to gain manipulate.	<b>Problem:</b> Child's distress increases- potential to turn into despair.	<b>Problem:</b> Child feels abandoned & despair increases.	<b>*Effective*</b>

- **Telling the Difference**





**Ronald Mah, M.A., Ph.D.**

Licensed Marriage & Family Therapist, MFC32136

Psychotherapy, Parent Education, Consulting & Staff Development

433 Estudillo Ave., #305, San Leandro, CA 94577-4915

(510) 582-5788 Office - (510) 889-6553 fax - E-mail: [Ronald@RonaldMah.com](mailto:Ronald@RonaldMah.com) - Web: [www.RonaldMah.com](http://www.RonaldMah.com)

## DAILY BEHAVIOR REPORT (Fix this Kid!)

<b>Name:</b>			<b>Date:</b>
<b>Child Scoring</b>	<b>Teacher Scoring</b>	<b>Activity*</b>	<b>Comments</b>
		Line up / Into Class	
		Class Time	
		AM Recess	
		Class Time	
		LUNCH	
		Class Time	
		PM Recess	
		Class Time	
		Dismissal Transition	
<p>_____ / 45      _____ / 45      TARGET _____</p>			
<b>POINT GUIDE**</b>			
<b>POINTS</b>	<b>DESCRIPTION</b>		
5	Perfect/ No Problems or Issues out of hand; Issues resolved well by child's actions & initiative		
4	Good Behavior; Minor Teacher Interventions to gain resolution		
3	Fairly Good Behavior; Greater Teacher Intervention needed; Issues not fully or easily resolved		
2	Problematic Despite Teacher Intervention; Issues still recurring		
1	Oppositional / Defiant Behavior; Lack of Resolution		
0	Tantrums / Fights / Behavior Code Violations		

\*Teachers/Adults should adapt the Activity list to those that are relevant to the child's and classroom's (or household's) particular schedule.

\*\* Note: This is strictly a BEHAVIOR guide. It is not intended to be about academics per se. The focus is feedback on behavior that would preclude academic, social, and emotional progress. In other words, a child can and should earn a score of 5 points, for example for good behavior even if he/she is performing poorly academically.

The child scores him/herself 0-5 on behavior for each time period. The teacher scores the child 0-5 on behavior for each time period after the child self-scores. The teacher can take a minute to do this for the entire morning at the lunch break, and for the afternoon at the end of the day. Any scoring differences should be used to TEACH and CLARIFY specific behavior expectations to the child. Comments help the adults (including parents) more precisely identify target behaviors or situations to address.

Based on an average score of 3 points (3 meaning fairly good behavior w/ significant teacher intervention), a total score of 27 out of 45 possible (3 x 9 activity periods) may be an initial and acceptable target goal. 36/45 would be very good (4 x 9), while 45/45 would be exceptional.



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With success, the target goal score should be raised. Rewards (daily, weekly, monthly as appropriate to the child's experiential time frame) may be attached to the scores.

This is a daily behavior report. For some children, a weekly report may be more appropriate.

The day is broken into parts to help identify both successful and unsuccessful periods of the day (as opposed to the whole day being described as a "bad day"). Fatigue, low blood sugar, subject matter (and potential learning style or disability issues), transition issues, structure vs. unstructured times, and other factors may be revealed if patterns of when unsuccessful periods are noted over several daily reports.

## **THE WORKING IT OUT PLAN (Fix this Kid!)**

### **PART I: TELLINGS**

First, one person speaks while the other person listens carefully without interrupting.

SAY: What I FELT.

What I WANTED.

What I LIKED or DIDN'T LIKE.

THEN SAY: What I think YOU FELT

What I think YOU WANTED

What I think YOU LIKE or DIDN'T LIKE

Now, the other person says the same things to you while you listen carefully.

### **PART II: HAPPENINGS**

First, one person speaks while the other person listens carefully without interrupting.

SAY: What I DID when I was upset.

What I want to happen INSTEAD.

What I can do DIFFERENTLY or BETTER next time.

Now, the other person says the same things to you while you listen carefully.

### **PART III: CONTRACT AND CLOSE**

TOGETHER decide

What WE can do differently or better.

PLAN for the next time.

CLOSE by shaking hands or hugging.



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## **Foster Child in the Family System- "When all Hell Breaks Loose"**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

### **DESCRIPTION:**

Focus is on creating practical understanding of the biological child's and family's emotional and psychological needs when a foster child is introduced to into the family system. Theories of diagnosis, family systems, cognitive development, and moral development are combined to create understanding and to lead to practical strategies resolving the potential disruptions of becoming a foster family.

### **SUMMARY OF CONTENT:**

- 1) Understanding the Behavior of Children -  
Both Foster and Biological Children  
A Diagnostic Order for Evaluating Behavior  
Social Referencing
- 2) Introducing the Foster Child into the Biological Family Systems: Effects  
Family Systems Theory  
Characteristics of Functional & Dysfunctional Family Systems
- 3) Rescuing the Family System - Becoming the Identified Patient  
Scapegoating or Sacrificing the Child  
Rescuing the System- Self-Sacrifice by a Child  
The Foster Child as the Old Identified Patient  
and as the New Identified Patient
- 4) Effects on Individual Members in the Family System: The Parents
- 5) Effects on Individual Members in the Family System: The Children  
Family System Disruption for the Children  
Differential Developmental Effects on Children of Foster Siblings
- 6) Moral Commitment by Developmentally Different Children to Foster Care



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## **"It's a Zoo in Here!" Principles of Classroom Management**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

### **DESCRIPTION:**

Focus is on making an academic but pragmatic distinction between effective management (interventions that prevent from problems arising) and discipline (interventions that address problem solving). By recognizing the underlying emotional and psychological issues that arise in children & adults prior to and in discipline situations, adults can use effective techniques to properly manage potential discipline situations and crises before they erupt and/or as they erupt. Participants will learn how to make accurate diagnoses of themselves as the discipliner, of the child, and of the discipline situation so that they may be able to effectively apply the management/discipline techniques discussed.

### **SUMMARY OF CONTENT:**

#### **1. WHY MANAGEMENT & DISCIPLINE**

HOW COME- for the kids; Socialization- PLUS & MINUS; Deviants & the Inept

#### **2. THE MANAGER- How You Affect the Discipline**

#### **3. THE CHILD**

From the kid's perspective- the experiential perspective  
Attention is different from Validation

#### **4. THE DISCIPLINE OF DISCIPLINE**

A HIERARCHY OF DISCIPLINE

#### **5. COMMUNICATION**

Surface messages & metessages; Affirmative vs. Negative messages  
The Question that Destroys Children

#### **6. PITFALLS**

Power struggles  
Blame and Responsibility- A Vital Distinction  
Conditional Positive Regard vs. Unconditional Positive Regard  
Demands and Expectations

#### **7. THE MANAGER, part II**

Foolish, Average, or Wise  
Practical matters  
On being effective



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## **Mine, Me, & Them- The Village by the Numbers**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

**DESCRIPTION:** The “villages” of children are the smaller and larger communities in which they explore and experiment, as they develop both their sense of selves and a sense of belonging.

This training/talk describes the evolving nature of the “villages” or communities and the critical nature of collaboration among invested adults: parents, caregivers, and educators. Fundamental expectations, environments, guidance, and discipline will derive from the collaboration... or not.

How well or poorly the adult “village” or community communicates will determine the healthy or unhealthy development of children to enter the larger community today and in the future.

Professional responsibilities and guidance how to create the adult coalition will be discussed. What we communicate...

The Four Cornerstones of Self-Esteem:

Acceptance/Significance, Moral Virtue, Power & Control, and Competence

### **The Key Three:**

- o Positive Sense of Self
- o Sense of Excellence and/or the Drive to Strive
- o Good to Great Work Ethic
- o Care for Others

### **“Special” risks Narcissism- Four Characteristics of Narcissism- Two Pairs**

- 1) Omnipotence & Grandiosity
- 2) Self-righteous & Entitlement

Distinctions between Healthy Self/Community Member vs. Narcissism

### **Self-Care- "Me FIRST!"**

#### **“If it takes a village...”**

The Development of a Child's World

First, second, and third communities: 2-1; 1-4; 1-12; 1-20/25; 1-30; 1- 50/100; 0-100

Parents + Educators: First and Second Guardians of the Community

### **Time In and Time Out in the “Village”**

Three Basic Rules to Not Harm:

- 1) Self, 2) Others, 3) Process of the Community

### **Between Family/Parents & Caregiver/Teacher (Eight Principles/Goals)**



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- 1) Connection, Rapport
- 2) Integrity, Honesty
- 3) Competence, Knowledge
- 4) Experience
- 5) Availability
- 6) A Personal Relationship
- 7) Professionalism
- 8) Confidence

**The Four “E’s” of Assertive AND Respectful Communication Between Parents & Professionals**

- 1) Education
- 2) Experience
- 3) Expertise
- 4) Ethical

**“We need to talk!”**

- ♣ Overt & covert communication
- ♣ Verbal vs. Non-Verbal communication
- ♣ Cross-cultural communication

**What the Theory of Punishment communicates**

**Just who’s talking? Intra-personal Issues- On Knowing Yourself (You w/You)**

**The Four Parenting Keys to Ensuring a Successful Student**

1. Feed
2. Rest/Sleep
3. On Time
4. Homework



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## **One Minute Temper Tantrum Solution**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

### **DESCRIPTION:**

Focus is on using participants awareness of their own emotional and psychological needs to create understanding of the child's emotional and psychological needs when he or she is in a tantrum state. This knowledge is then translated into practical technique that the participants can use to effectively prevent and resolve children's temper tantrums.

### **SUMMARY OF CONTENT:**

#### 1) Child & adult correlation of needs

An understanding of basic human needs illustrates the logic behind tantrums.

#### 2) Folk remedies for tantrums

Why "ignoring" is often absolutely the wrong thing to do; how and why "ignoring the tantrum" intensifies the tantrum.

#### 3) Types of Tantrums: Manipulative, Temperamental, & Helpless Tantrums

#### 4) Prevention - Tantrum Igniters

What causes or what is behind the tantrum?

A Diagnostic Order

Prevention of Manipulative tantrums

Conditional tantrums

Physical Environmental tantrums

Social Environmental tantrums

#### 5A) Prevention of Temperamental Tantrums

#### 5B) Response to Temperamental Tantrums- Dealing w/ a raging tantrum.

Psycho/emotional diagnosis/evaluation

Psycho/emotional connection/validation

Making the touch, show, tone, verbal connections.

The Socialization Message- why it works and when it works.

#### 6) Prevention of & Response to Helpless Tantrums

#### 7) Preventing Self-Sabotage

Learning how to foster the emotional and psychological awareness that enables the adult to follow through with the technique.



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## **"Out of the Twilight Zone"- Discipline from the Inside Out**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

### **DESCRIPTION:**

Focus is on understanding and addressing the underlying emotional and psychological issues that arise in children & adults in discipline situations; and how adults use their understanding of their own feelings and needs (& insecurities) to more effectively and appropriately discipline children. Participants will learn how to make accurate diagnoses of the discipline situation so they may be able to effectively apply the discipline techniques discussed.

### **SUMMARY OF CONTENT:**

1) The WHY's of Discipline: Socialization, Sanity, & Security

The underlying emotional and psychological needs of the child; societal, community, and family needs; and parental needs.

2) Communication- Overt & covert, Surface messages & metamessages

How children are damaged by frustrated and unaware adults.

3) Diagnosing the Discipline Situation- A Hierarchy of Discipline

A step by step approach to dealing with discipline- from the simple to the complicated.

4) The Responsibility and the Vulnerability of the Discipliner

How the adult gets frustrated, diverted, and overwhelmed in the situation; how the adult can reduce his/her vulnerability and discipline more responsibly.

5) Temperamental Differences & Learning Style Differences

Normal differences in children and how they affect interaction and discipline.

6) Family systems theory

How the family affects the child and his/her responses to the family dynamics.

7) Is your child after you?

How to recognize control and power issues in adult-child interactions; how to avoid getting into power struggles with children.





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## **Setting Boundaries- When It's Necessary, How It Works, Creating the Container**

**OVERVIEW:** This workshop examines when boundaries are necessary in children's lives and how they are effective...and when they are ineffective. The limitations to boundary setting for growth and change. Boundary setting as the foundation for the growth and change process. Implicit and explicit messages given in boundary setting that affirm or compromise effectiveness. In addition, the internal boundary distinctions adults need to understand in order to discipline appropriately. Developmental principles and adjustments to boundary setting from preschool to adolescence will also be examined.

1. INTERVENTIONS— The Relationship of “The Hammer” to Assessment and Theory
2. TIMEOUT THEORY—FOUR THEORIES OF TIMEOUT  
Three Problematic Theories and One Socially Sound Theory
3. PERMISSION FOR IRRESPONSIBILITY  
Socialization—Individual and Community Concerns
4. POSITIVE & NEGATIVE CHOICES and POSITIVE & NEGATIVE CONSEQUENCES
5. TRUE CHOICE & LEARNING CONSEQUENCES
6. MESSAGES FROM BOUNDARIES  
Distinctions Between Blame, Shame, Fault, Guilt, and Responsibility
7. COMMUNICATION BOUNDARIES AND ISSUES—“Fighting about the Garbage”  
Verbal & Non-Verbal Communication - Overt & Covert Communication  
Direct & Indirect Communication
8. LIMITS DERIVED FROM YOUR LEVEL OF FRUSTRATION
9. BOUNDARIES FROM SYMBOLISM FROM CULTURAL HERITAGE (including Family of Origin Issues)
10. BOUNDARIES AS EXCLUSION & DANGER vs. THE CONTAINER OF SAFETY
11. CONTEXT FOR BOUNDARIES- Time, “Now” & “Not Now,” Transitions  
Developmental Differences & Distinctions
12. CLARIFYING THE ADULT ROLE
13. BOUNDARIES AND OPPORTUNITIES—“I Hate You!!”
14. “THE LAST COOKIE”



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## **Special Needs & Special Challenges Student Diversity (Non-Ethnic) in the Classroom**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

### **DESCRIPTION:**

Meeting the needs of at-risk, special needs (w/ physical disabilities, learning disabilities, and other challenges), foster, and adoptive children as well as the effects of family constellation, divorce, blended families, and same sex parents is another challenge of diversity and multiculturalism in the classroom. The training uses two theoretical orientations to help staff address the myriad issues that arise among children with diverse (and multiple challenges) that do not fit easily into mainstream classroom perspectives and expectations. Over and above a “how-to” training, this training seeks to help build a sound diagnostic understanding of the challenges faced by children with varying issues. With a sound theoretical orientation, staff can more successfully make appropriate interventions with children.

### **SUMMARY OF CONTENT:**

1. Distinctions between Diversity and Multi-culturalism
2. Survival as the basis of Culture
3. The Culture of Survival of Special Needs Children, of Children from Dysfunctional Families, of Abused Children, and so forth.
4. Diagnostic Order for Evaluating Problematic Behavior and Issues with Specific Applications to the Different or Diversely Challenged Children (for example, particular Developmental issues affecting Abused Children, particular Situational issues affecting Children w/ Learning Disabilities, particular Systemic/Environmental issues affecting Children in Blended Families, and so forth)  
Developmental - Situational  
Physical - Emotional Disruption  
Temperamental - Systemic/Environmental  
Pathological - Moral
5. Family Systems Theories Applicable to Understanding Children’s Behavior in the Classroom



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## **Temperament- "Understanding What is With This Kid!?" For More Effective Management and Discipline**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

### **DESCRIPTION:**

As participants understand temperament, many of the negative judgements and fears about their children's behavior can be set aside. Participants will learn nine temperamental traits and how to make a temperamental evaluations of children and of themselves. How to use the temperamental evaluation to create constructive experiences with the child; to minimize difficulties; and to empower the adult with logical and effective strategies for interactions. How to diagnose learning styles of children; and how to diagnose adult's teaching/parenting styles.

### **SUMMARY OF CONTENT:**

1) "I got this wild kid! What the heck is going on? (What the heck is wrong?)"

Recognizing what active, disruptive, and wild behavior is int the range of normal children's behavior; and what is not.

2) Assumptions and implications with various diagnoses.

Each diagnosis (from physical fatigue to temperament to pathology to moral weakness) of the reasons for a child's behavior carries assumptions and implications that have impact on how adults see the child.

3) PATHOLOGY- What is "Hyperactivity?"

A DIAGNOSTIC ORDER FOR APPROACHING "Hyper" ACTIVITY

4) Nine Temperamental Traits and how to use them to make Temperamental Evaluations.

5) "Goodness of Fit" between adult and child (theory and exercise)

How to use the theory to regain adult authority and better help the child make appropriate adaptations and compensations.

6) Learning Styles & Teaching-Living Styles

Visual

Auditory

Motor-Kinesthetic

Match and Mismatch

Tell, Show, Do



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## "What Do You When.....?"

### A Consultation/Training Workshop Based on Participant Needs

**OVERVIEW:** This workshop is entirely built from the participants curiosity, questions, urgencies, dilemmas, concerns, crises, and challenges. Material from any of the trainings that, Ronald Mah, M.A., Licensed Marriage Family Therapist, credentialed elementary and high school teacher, ECE instructor, and consultant may be presented in the framework of responding to direct questions from participants. Topics may include (but are not limited to) questions that draw from the many subjects of the workshops the presenter has conducted from 1991 to parents, foster parents, adoptive parents, Early Childhood Education, Kindergarten, elementary, middle and high school teachers and administrators from private, public, religious schools, therapists, social workers, vocational and other human services professionals. Potential foci include material from workshops such as:

DISCIPLINE FROM THE INSIDE OUT

SETTING BOUNDARIES

CONFLICT RESOLUTION W/ YOUNG CHILDREN

PRINCIPLES OF CLASSROOM MANAGEMENT

UNDERSTANDING TEMPERAMENT for More Effective Management and Discipline

TEMPER TANTRUM SOLUTIONS

INTRODUCING FOSTER CHILDREN INTO THE FAMILY SYSTEM

✧ BUILDING SELF-ESTEEM IN THE ADULT/CHILD SYSTEM

✧ BUILDING PEACE

✧ VICTIMS, ABUSERS/BULLIES, & SURVIVORS: The Dynamics of Self-Esteem in Aggression and/or Violence

✧ CHILDHOOD STRESS—Including Dealing w/ Transitions and Change

BUILDING CONSTRUCTIVE ALLIANCES with Parents or Clients

STAYING PHYSICALLY AND EMOTIONALLY

FAMILY DYNAMICS AT HOME (& AT WORK!!) for Creating Healthy Relationships & Teams

BALANCING PROFESSIONALISM, SENSITIVITY, & FRIENDSHIP IN THE WORKPLACE

✧ SELF-ESTEEM AND DEVELOPMENTALLY APPROPRIATE PRACTICE

✧ DEVELOPMENTALLY APPROPRIATE PRINCIPLES FOR PRESCHOOLERS

✧ DEVELOPMENTAL PLAY THEORY TO PLAY THERAPY

MULTI-CULTURAL/DIVERSITY SENSITIVITY

INTEGRATING SOCIAL JUSTICE INTO SCHOOLS

✧ KEYS TO SUCCESSFUL INTERACTIONS WITH ADOLESCENTS

✧ UNDERSTANDING & DEALING WITH SIBLING RIVALRY

✧ HEALTHY COUPLES RELATIONSHIPS

✧ FATHERHOOD FOR THE NEW MILLENIUM

✧ FAMILIES IN CROSS-GENERATIONAL CONFLICT

✧ DEVELOPMENTAL PRINCIPLES OF ELDER CARE

ASSESSMENTS IN INTERVENTION & TREATMENT PLANNING

UNDERSTANDING CHILD ABUSE AND MANDATED REPORTING

FACILITATING CHANGE IN INSTITUTIONS



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## **What Makes Our Children Academically, Personally and Socially Successful?**

### **FORMAT:**

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

**DESCRIPTION:** This training offers basic goals for parenting children, guidance to empower a strong child, parenting principles, and styles of parenting that best help develop a healthy citizen from the child one starts with.

### **THREE GOALS FOR CHILDREN:**

1. Positive sense of self, along with a sense of excellence
2. Strong work ethic
3. Sense of personal integrity and responsibility to others

### **PRINCIPLES FOR BECOMING STRONG, to build a strong successful child, good person... a loving partner and parent to be, and good citizen**

**Stress** One must experience stress, since stress is what builds strength. Avoiding stress, avoids opportunities to grow.

**Frustrate** One must experience frustration to learn how to survive it and deal with it successfully, since it accompanies life experiences, stresses, and challenges. Avoiding frustration results in avoiding the stress that builds.

**Fail** One must experience and become comfortable of failure, since failure is a natural consequence of trying anything or learning anything. Fear of failure results in one of two consequences: one will become socio-pathic and willing to win at all costs, no matter how harmful it is to oneself, others or the community; or, to guarantee no failure, one will not try.

**Suffer** While experiencing stress, frustration, and failure, one must also suffer in order to experience that one can suffer without being destroyed or overwhelmed; to discover ones resiliency. If one feels that one cannot tolerate any suffering, then one will do extreme compulsive behaviors in order to avoid suffering.

\*\*\*\*\*

**Sensitivity** A person can endure stress, frustration, failure, and suffering, if his/her caring authoritative individuals has the sensitivity to understand his/her abilities, limitations, and capacities.

**Support** With that sensitivity, then such caring authoritative individuals can offer the appropriate support that one needs to benefit from stress, frustration, failure, and suffering.

\*\*\*\*\*

**Strength** From the experiences with sensitive support, one will develop strength, and

**Skills** From the experiences with sensitive support, one will develop skills.

\*\*\*\*\*



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**Survive** From the experiences, strength, and skills, one will develop a confidence that despite the difficulties and challenges of the world, they will survive.

**Flourish** Once one is confident that he/she can survive, then he/she can risk and have the opportunity to flourish in the world.

\*\*All individuals must go through Stress, Frustration, Failure, & Suffering to grow powerful. To build powerful successful children, parents must stress, frustrate, let their children fail, and make sure they suffer! W/ sensitivity, they can support their children through this to develop strength & skills that will ensure survival and offer the possibility of flourishing.

**SUCCESSFUL PARENTING has THREE + ONE COMPONENTS:**

1. successful management of daily life and interrelationships at home, in school, and in the community;
2. helping children have a successful childhood- a sense of safety & security, family security, appropriate power and control, school success, self-esteem, positive peer relationships;
3. preparing their children for successful adult life- financial security and affluence, personal and family security, power and control in their lives;
4. accomplishing the first two components (daily management & a happy childhood) without harming the third (preparation for adult life).

**SUCCESSFUL PARENTING means simultaneously, the PARENTS being able to AND preparing CHILDREN to:**

Gain power & control in their adult lives; have successful careers; be successful in school (including college); acquire financial success- money; acquire skills useful in the society; develop values for successful choices in their lives; develop self-esteem; have a functional family; develop verbal-social-cultural fluency; avoid victimization; and be survivors.

**Culture is the collection of ATTITUDES, VALUES, BELIEFS, & BEHAVIORS** that promote SURVIVAL in the community one lives in.

The culture of one society/community is often not successful in a different society/community!!

**CULTURE tends to be CONSERVATIVE**

Culture is usually very slow to respond to changes in the environment- historically the environment is extremely slow to change.

Currently, because of rapid technological changes and because of changing societies the environment has changed quickly and fundamentally, while culture remains slow and even resistant to change!!

**In America, parents face at least three types of different societies/communities**, where there are at least three different sets of cultural standards to consider:

Traditional (Country of Origin, family-of-origin, etc.) vs. American Society & Culture



**Ronald Mah, M.A., Ph.D.**

Licensed Marriage & Family Therapist, MFC32136

Psychotherapy, Parent Education, Consulting & Staff Development

433 Estudillo Ave., #305, San Leandro, CA 94577-4915

(510) 582-5788 Office - (510) 889-6553 fax - E-mail: [Ronald@RonaldMah.com](mailto:Ronald@RonaldMah.com) - Web: [www.RonaldMah.com](http://www.RonaldMah.com)

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Home vs. School vs. Work Society & Culture

Child vs. Teen vs. Adult Society & Culture

**SUCCESSFUL PARENTING involves being aware of the demands of the societies ones child faces:**

The CURRENT CHILDHOOD SOCIETY

The CURRENT TEEN SOCIETY

The CURRENT AMERICAN SOCIETY

The IMMINENT ADULT SOCIETY the CHILD will face

- ⊖ The Adult's culture without adjustment cannot be successful for their children.
- ⊖ Parents need to recognize and respect the culture of their children- and their survival instincts.
- ⊖ Children face tremendous pressure to acquire the cultural standards of their communities.
- ⊖ Cross-cultural conflict decreases with an appreciation of cultural differences and common needs.

**Successful parenting leads to SELF-ESTEEM for the child and for the parent**

Successful Parenting & being a successfully parented child in terms of self-esteem involve: Significance, moral virtue, power & control, and competence.

**PARENTS OF SUCCESSFUL CHILDREN:**

- are considered significant by their peers and the community;
- live up to the moral virtue as good parents;
- feel they have more power & control in their lives;
- see themselves as competent raising children.

**SUCCESSFULLY PARENTED CHILDREN**

- benefit from being significant to the important people in their lives, including their parents;
- live up to the moral virtue as good children;
- have more power & control in their lives;
- feel competent doing the things that are important for selves and in pleasing their parents.

- ⊖ An unexpected stress of parenting comes from the parents' expectation that their children would maintain the parents' cultural identity in America, or in the evolving society.
- ⊖ Parents can be overwhelmed by the complexity of parenting Americanized (or modern) children, as well as dealing with other life issues.
- ⊖ Parents need to attend to their own needs- especially their stress issues to be effective parents.

**Parenting Styles/Results in Children**



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	<b>set limits</b>	<b>no limits</b>
<b>sensitive</b>	<b>authoritative (healthiest)</b>	<b>permissive (neurotic)</b>
<b>insensiti</b>	<b>authoritarian (defiant)</b>	<b>absent (abandoned)</b>