



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 Website: www.RonaldMah.com

Workshops Descriptions for Staff Development, Relationship Training, and Teacher & Parent Education by Ronald Mah, M.A., Ph.D

Licensed Marriage Family Therapist, Author, Consultant

(510) 582-5788 office, 889-6553 fax/messages

E-mail: Ronald@RonaldMah.com - Web site: www.RonaldMah.com

THESE TRAININGS ARE ABOUT RELATIONSHIPS IN THEIR MANY FORMS. They are about people, whether they are about clients, associates, parents, children, or family. The trainings will help individuals understand that who and what they are, is the result of understandable and logical forces and experiences. The recognition and understanding of these forces and experiences that comes through the trainings will empower professionals, individuals, adults, or the family to move toward more productive relationships, and to empower them toward more healthy emotional and psychosocial development.

PSYCHOLOGICAL, EDUCATIONAL, SOCIAL, AND CULTURAL CONCEPTS will be discussed to help participants make sense of all of their lives and relationships:

- to learn how you, your child, your family, the other person (be he/she a relative, client, customer, peer, colleague, supervisor, or supervisee) came to be;
- to help you become more aware of yourself and your child, and/or the other person; to become more aware of your and your child's and/or the other person's feelings, thoughts, and behavior; and
- to integrate this into healthier development and more productive and/or profitable relationships.

PSYCHODYNAMIC ISSUES DETERMINE EFFECTIVE OR INEFFECTIVE BEHAVIOR is a principle of relationships that the trainings teach. The techniques of relationships are made learnable and applicable through better understanding of how and why ones intrapersonal issues often sabotage otherwise excellent interpersonal skills training done in most workshops or seminars.

WORKSHOP SECTIONS

dvd's of selected workshops available at www.FixedEarthFilms.com

[Children's Behavior, Discipline, Temperament, and Tantrums](#)

[Self-Esteem, Stress, Peace, and the Dynamics of Bullies and Victims](#)

[Child Development, Play, and the Therapeutic Role of Play](#)

[Siblings, Adolescents, Couples, and Family](#)

[Adults: Staff, Teachers, & Parents or Clients & Conflict, Work Dynamics, Burnout](#)

[Anti-Bias Curriculum, Multi-Culturalism, Diversity, Social Justice, & Institutional Change](#)

[Other Workshops for Human Services Professionals](#)



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

**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**

"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**

**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



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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 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**

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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	*Effective*	Problem: Child intensifies distress & potentially leading to despair.	Problem: Child feels helplessness confirmed & deepening despair.	Problem: Child distracted from & interfered with stress release behaviors.
	2) Nurture/Validate	Problem: Child uses adult nurturing to further manipulate.	*Effective*	Problem: Child experiences despair validated and despair deepens.	Problem: Child experiences minor distraction or annoyance
	3) Empower	Problem: Child intensifies anger & continues attempts to manipulate.	Problem: Child has greater distress & frustration.	*Effective*	Problem: Child distracted from stress release behaviors & potentially insulted.
	4) Permission & Guidance	Problem: Child increases anger and attempts to gain manipulate.	Problem: Child's distress increases- potential to turn into despair.	Problem: Child feels abandoned & despair increases.	*Effective*

- **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 - Web: www.RonaldMah.com

DAILY BEHAVIOR REPORT (Fix this Kid!)

Name:		Date:	
Child Scoring	Teacher Scoring	Activity*	Comments
		Line up / Into Class	
		Class Time	
		AM Recess	
		Class Time	
		LUNCH	
		Class Time	
		PM Recess	
		Class Time	
		Dismissal Transition	
_____ / 45		_____ / 45	TARGET _____
POINT GUIDE**			
POINTS	DESCRIPTION		
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 & metamessages; 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



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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



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

- 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

Home vs. School vs. Work Society & Culture



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

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

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



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

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	set limits	no limits
sensitive	authoritative (healthiest)	permissive (neurotic)
insensitive	authoritarian (defiant)	absent (abandoned)



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Workshops on Self-Esteem, Stress, Peace, and the Dynamics of Bullies and Victims

dvd's of selected workshops available at www.FixedEarthFilms.com

Building Peace w/Children, Family, & Colleagues at Home, School, & Work

Childhood Stress- "Intrusions into the Magic Kingdom"

dvd this workshop available at www.FixedEarthFilms.com

Dealing with Holiday Stress: "This is for Fun?"

**"Me and You, Kid" Building Self-Esteem in the Adult-Child System w/ the "90 Second
Child Self-Esteem Prescription Plan"**

dvd this workshop available at www.FixedEarthFilms.com

Resilience in Times of Change, Guiding Principles, Kindness, Service, Joy, & Passion

"Survival & Growth During Change for Children & Families"

With Seven Steps to Fostering Healthy Transitions

**Victims, Abusers/Bullies, & Survivors: the Dynamics of Self-Esteem in Aggression and/or
Violence**

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Building Peace w/Children, Family, & Colleagues at Home, School, & Work

OVERVIEW: This workshop makes the connections between individual self-esteem in children and their involvement in the peace process. Peace is examined from the perspective of consistency among all relationships from ones relationship with children (or with parents), with peers, friends, colleagues, the community and the world. The role of social and communication skills and conflict resolution skills in peace processes. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Lessons from successful adolescent interactions are incorporated into the peace building model. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims and to promote the development of peacemakers.

1) CONSISTENCY AND THE PEACE PROCESS

Peace despite frustration and anger in the discipline process with children.

Peace as a couple; Peace as a family; Peace at work; Peace in the community; Peace in the world community.

2) PEACE AS MORE THAN THE ABSENCE OF VIOLENCE

Boundaries in the Process of Peace

Harmony versus Peace

Unity, Connection, Trust, and Intimacy in Peace

3) CONFLICT RESOLUTION AND THE PEACE PROCESS

4) ABUSERS & BULLIES & PERPETRATORS; VICTIMS; AND SURVIVORS

Violence between Individuals and Patterns of Behavior

5) FOUNDATIONS OF PEACE BETWEEN INDIVIDUALS

- A model derived from Adolescent Work; **R.I.P.S.**, a communication model

6) THE IDEAL SELF VERSUS THE REAL SELF

Invoking and Evoking – Challenging and Raising Internalized Standards of Behavior

7) PRINCIPLES OF PEACE FROM SELF-ESTEEM THEORY AND PRACTICE

Significance, Moral Virtue, Power & Control, and Competence

8) ADULT FOUNDATIONS TO SELF-ESTEEM AND PEACE- 7 KEYS

9) GUIDELINES TO BUILDING SELF-LOVING PEACEMAKERS

10) PEACE AND THE ACTIVIST- LESSONS FROM THE ANTI-BIAS CURRICULUM

11) CARING, CONSISTENCY, COURAGE, AND CRISIS



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Childhood Stress "Intrusions into the Magic Kingdom"

FORMAT:

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

DESCRIPTION:

Focus is on helping adults understand how stress is appropriate and essential to healthy development. What makes stress potentially harmful. How becoming stress "free" aborts opportunities for growth. The relationship between stress and self-esteem is explored. Developmental theory is used to illustrate the different stress issues at different ages. These concepts are made real, understandable, and applicable to the dynamics between adults and children through the use of examples. Implications for effective adult interactions with children are discussed.

SUMMARY OF CONTENT:

I. Stress- Concerns, Fears, & Effects

SELF-ESTEEM and Stress

The FLIGHT OR FIGHT PRINCIPLE

Maturity & Immaturity- Successful Stress & Stress Avoidance

II. The Development of a Child's World

III. Diagnostic Areas for Stress Evaluation and Treatment- The Diagnostic Hierarchy

Dangers from Misdiagnosis

A. Developmental Issues:

1) Piaget Cognitive Development

2) Erickson's Ages of Man

B. Situational Issues

C. Physical Issues

D. Emotional Disruptive Issues

E. Temperamental Issues

F. Systemic Issues: Family, School, Societal/Cultural

G. Pathological Issues

H. Moral Issues

IV. The Stress Process: Stress Builders and Stress Releasers

V. MODELING HEALTHY STRESS



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Dealing with Holiday Stress: "This is for Fun?"

FORMAT:

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

DESCRIPTION:

The holidays which are supposed to be a time of celebration and of communing with family and friends can often become extremely stressful. This training looks at how emotional and psychological symbolism can waylay the intent and purpose of the communal joy of a holiday.

Participants will be guided to separate the healthy symbolism vs. unhealthy symbolism in holidays so they may be able to enjoy a special day with their special people.

Celebration, Reunions, Gatherings, Shopping, Outings, Food,.....More and More

A Magical Time...A Stressful Time

That Hot Toy...and the Pressure is On!

Reality & A Loss of Innocence

Stress: Good Parenting & Disappointment

Old Stress Creating New Stress

The Challenge & the Opportunity of Holiday Stress

Holiday Stress Builders

Holiday Stress Releasers

A Holiday Gift List...For Yourself



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"Me and You, Kid"
Building Self-Esteem in the Adult-Child System
w/ "The 90 Second Child Self-Esteem Prescription Plan"

FORMAT:

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

DESCRIPTION:

The presentation uses the building of a house as a metaphor for teaching how the adults' forming of their own self-esteem and psychological health are the foundation to building the self-esteem of children. Seven fundamentals to creating the foundation in the adult-child system to build self-esteem. Seven guidelines to building self-esteem in the child. This theoretical knowledge is presented with practical techniques.

SUMMARY OF CONTENT:

- 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.
Building the foundation as the hardest part of the process, but also as the most fundamental and vital part.
The sequence of building. The logic of the process as it relates to personal growth and psycho-developmental dynamics.
- 5) THE BUILDING: Seven guidelines to Building Self-Esteem in Children.
How Adults usually start the process without the foundation. The consequences of starting the process without the foundation.
The importance of handing over the task of building to the child.
- 6) The Trap & the Message of being the Perfect Parent or Perfect Teacher.
- 7) The 90 Second Child Self-Esteem Prescription Plan



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Resilience in Times of Change, Guiding Principles Kindness, Service, Joy, & Passion

FORMAT:

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

DESCRIPTION:

Some people show incredible resiliency, while others seem to be overwhelmed, defeated, and self-destructive from having horrific childhood and other life experiences. This training looks at characteristics of resiliency and how basic caregiving and interactions empower children and individuals to be more successful in school, vocationally, relationships, and life.

3 Characteristics of Resilient Children and People

Why do you pick up a baby who is crying?

Does he/she “get” you?

The Emotional Request

Different Stories for Resilient and Non-Resilient People

Principles for becoming strong, or to build a strong successful child

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.



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Strength From the experiences with sensitive support, one will develop strength, and
Skills From the experiences with sensitive support, one will develop skills.

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.**

Not Magnificent... Just Consistent



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"Survival & Growth During Change for Children & Families" With Seven Steps to Fostering Healthy Transitions

OVERVIEW: This workshop makes the connections between individual self-esteem in children and their involvement in the peace process. Peace is examined from the perspective of consistency among all relationships from ones relationship with children (or with parents), with peers, friends, colleagues, the community and the world. The role of social and communication skills and conflict resolution skills in peace processes. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Lessons from successful adolescent interactions are incorporated into the peace building model. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims and to promote the development of peacemakers.

1) CONSISTENCY AND THE PEACE PROCESS

- Peace despite frustration and anger in the discipline process with children.
- Peace as a couple; Peace as a family; Peace at work; Peace in the community; Peace in the world community.

2) PEACE AS MORE THAN THE ABSENCE OF VIOLENCE Boundaries in the Process of Peace, Harmony versus Peace, Unity, Connection, Trust, and Intimacy in Peace

3) CONFLICT RESOLUTION AND THE PEACE PROCESS

4) ABUSERS & BULLIES & PERPETRATORS; VICTIMS; AND SURVIVORS

- Violence between Individuals and Patterns of Behavior

5) FOUNDATIONS OF PEACE BETWEEN INDIVIDUALS- A model derived from Adolescent Work; R.I.P.S., a communication model

6) THE IDEAL SELF VERSUS THE REAL SELF

- Invoking and Evoking – Challenging and Raising Internalized Standards of Behavior
- ### **7) PRINCIPLES OF PEACE FROM SELF-ESTEEM THEORY AND PRACTICE**
- Significance, Moral Virtue, Power & Control, and Competence

8) ADULT FOUNDATIONS TO SELF-ESTEEM AND PEACE- 7 KEYS

9) GUIDELINES TO BUILDING SELF-LOVING PEACEMAKERS

10) PEACE AND THE ACTIVIST- LESSONS FROM THE ANTI-BIAS CURRICULUM

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

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Victims, Abusers/Bullies, & Survivors: the Dynamics of Self-Esteem in Aggression and/or Violence

OVERVIEW: This workshop makes the connections between 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. The 90 Second-A-Day Child Self-Esteem Prescription Plan brings together these principles in simple but powerful interactions between adults and children.

1) WHAT'S IMPORTANT ABOUT SELF-ESTEEM?

Abusers, Victims, Watchers (peer bullies), Survivors, and Activists

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) WHERE & HOW IS SELF-ESTEEM (victims and bullies) CREATED?

8) HOW TO BUILD SELF-ESTEEM

AS AN ALTERNATIVE TO VIOLENCE (BULLY/ABUSER)

AS PREVENTION OF VICTIMIZATION

TO CREATE SURVIVORS



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Workshops on Child Development, Play, and the Therapeutic Role of Play

dvd's of selected workshops available at www.FixedEarthFilms.com

Creating a Positive Environment for Teachers & Children

"Just Playing is Just Great!!" Developmentally Appropriate Principles for PreSchoolers

dvd this workshop available at www.FixedEarthFilms.com

**Play to Learn, Play to Grow, Play as Essential Play to Grow, Play as Essential
From Developmental Play Theory to Play Therapy**



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Creating a Positive Environment for Teachers & Children

FORMAT:

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

DESCRIPTION:

The environment for learning comes best from an environment that is secure, warm, sensitive, and stable. The best academic environment for children's learning starts with emotional, social, and psychological health... and caring relationships. This training looks at how academic and social-emotional environments facilitate the successful development of children across all aspects of their lives.

I. What is a positive environment?

Taking roll..., More than quiet, more than harmony, more than w/o conflict, Teacher definitions

II. Individual and the Community

Time Out Theories... The Good, the Bad & the Worse!

Community

Safety

Growth (& Change)

III. The Keys to Building Powerful Children

SFFS... SS... SS... SF

IV. Power and Self-Esteem- Coopersmith & RIPS

V. Respect & Developmental Theory

Sequential, Progressive, Skip or Rush, Trauma, Abuse, Excessive Stress, Satiation

VI. The Twilight Zone

"Neat"

Paper on the Floor

The Spelling Test

Doing Your Own Therapy

Ghosts: Anger, Control, Shame, Blame, etc.

VII. CRISIS



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**""JUST' PLAYING IS JUST GREAT!""
DEVELOPMENTALLY APPROPRIATE PRINCIPLES FOR PRESCHOOLERS**

FORMAT:

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

DESCRIPTION:

When "I can't" turns into "I'm bad!"

Play to Learn-Play to Grow-Play as Essential-From Developmental Play Theory to Play Therapy

Focus is on helping adults understand how ignorance of developmentally appropriate practice, especially play needs with children leads to destruction of their self-esteem; and conversely, how this understanding can help adults create a nurturing esteem-building environment for children.

Developmental and psychological theory is made real, understandable, and applicable for pragmatic techniques that will foster your children's self-esteem.

Learning Objectives include:

- o Participants will learn about the relationship of self-esteem and developmentally appropriate practices.
- o Participants will learn about the role of play in healthy development.
- o Participants will learn about the four foundations of self-esteem.
- o Participants will learn the basic rules of developmental theories and how they affect ECE practice.

1. WHAT'S IMPORTANT ABOUT SELF-ESTEEM- abusers, victims, and survivors.

2. WHERE SELF-ESTEEM BEGINS and how is it gained and lost?

3. WHAT IS SELF-ESTEEM MADE UP OF?:

4. CONCEPT OF DEVELOPMENTAL APPROPRIATENESS

5. BASIC RULES OF DEVELOPMENTAL THEORIES

6. WHY CHILDREN PLAY

7. CONCEPT OF DEVELOPMENTAL APPROPRIATENESS

8. DEVELOPMENT OF SYMBOLIC PLAY

9. PLAY ISSUES FOR SPECIFIC STAGES OF DEVELOPMENT



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10. SETTING ENVIRONMENT

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

THE BUILDING: Seven guidelines to Building Self-Esteem in Children.

12. PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

13. IMPLICATIONS FOR PRACTICE AND INTERACTION

14. AINSWORTH'S PATTERNS OF ATTACHMENT THEORY

15. SELMAN'S FIVE STAGES OF ROLE TAKING

16. ERIK ERICKSON EIGHT AGES OF MAN

17. KOHLBERG'S SIX STAGES OF MORAL REASONING (THREE LEVELS)*

18. EGOCENTRISM IN ADOLESCENTS' THOUGHTS



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Play to Learn, Play to Grow, Play as Essential From Developmental Play Theory to Play Therapy

FORMAT:

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

DESCRIPTION:

Focus is on helping adults understand how play is essential to child development and psychological health. Play as the child's therapeutic method to process anxiety and frightening experiences. Healthy play as distinguished from compulsive acting out play. Developmental theory including the development of symbolic play is made real, understandable, and applicable to your interactions with your children. Implications for activities and appropriate learning materials, and for setting the learning environment developmentally and therapeutically, including seven interest areas foci.

SUMMARY OF CONTENT:

1. WHY CHILDREN PLAY

Play to Learn & Grow: Exploration & Experimentation

Play to Process Oneself & the World: Assimilation, Mastery, Relatedness, Expression, Self-Esteem, Conflict, & Well Being

Play as Therapy & Play Therapy

2. CONCEPT OF DEVELOPMENTAL APPROPRIATENESS

Stages of Development- Example: Cognitive Development- Piaget

Sensorimotor (0-18/24 months); Preoperational (18/24 months-age 7); Concrete Operations (age 7-12); Formal Operations (12 to adult)

3. DEVELOPMENT OF SYMBOLIC PLAY

Stages of Symbolic Play: Pre-Pretense, Self-Pretend, Other Pretend, Other Substitution, Imaginary Objects & Beings, Active Agent, Sequence No-Story & Sequence Story, Planning

Adult Responses for Facilitating Development of Symbolic Play

4. SETTING ENVIRONMENT

Environmentally Based Learning

Indoor Space & Outdoor Space

Roles & Schedules

5. PLAY ISSUES FOR SPECIFIC STAGES OF DEVELOPMENT

Infant & Toddler Play; Early Childhood Play; Middle Childhood Play

Adolescent Play (Oh my!) & Adult Play(?)



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Workshops on Siblings, Adolescents, Couples, and Family

"1 + 1 = 2 Much!?" A Guide to Healthy Couples Relationships

Don't Make A MESS

Out of Talking to Kids About Alcohol and Drugs

"Blood is Thicker Than Water... So Stop Trying to Spill Your Brother's & Sister's!"

Understanding & Dealing with Sibling Rivalry

Communication in Relationships

A Training to Build Constructive Relationships (& Preclude or Defuse Conflict)

"Desperate in the Sanctuary-Prison of Adolescence" Keys to Successful Interactions With Adolescents

Experiential Activities: Psychosocial and Cultural Issues for Preadolescents and Adolescents

Family Dynamics and Emotional & Mental Health

Affecting Children, Parents, and Families

Fatherhood for the New Millennium "Father" or "Dad"- What's the Difference?

"I Don't Know What to Say... I Don't Know What They Want!" Parenting and Communication with Adolescents

"One Family - Many Cultures" Families in Cross-Generational Conflict

Your Turn Now- Taking Care of Mom & Dad, Developmental Principles of Elder Care



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"1 + 1 = 2 MUCH!?" A GUIDE TO HEALTHY COUPLES RELATIONSHIPS

FORMAT:

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

DESCRIPTION:

The presentation brings together family life cycle theory, family systems theory, couples therapy principles, and communication skills as they apply to an healthy couples relationships. The presentation focuses on how a couple may develop (devolve) into negative patterns of relationship due to ignorance about temperamental differences, parenting demands, values confusion or differences, and poor communication skills. This theoretical knowledge is presented with practical techniques for keeping and/or restoring healthy relationships for couples, including the "Working It Out Plan"- a practical guide to healthy conflict resolution.

SUMMARY OF CONTENT:

1) GOALS FOR IMPROVING COUPLES RELATIONSHIPS

2) STAGES OF COUPLES RELATIONSHIP DEVOLUTION

COMMENTING, COMPLAINING, CRITICIZING- Crossing the Danger Line

CONTEMPT, DEFENSIVENESS- Deep in Danger

EMOTIONAL DISCONNECTION, DIVORCE- Endings

3) A DIAGNOSTIC ORDER FOR UNDERSTANDING BEHAVIOR-

Including Family Life Cycle Issues (Parents- Yes, Couple- We Forgot!)

4) PRINCIPLES OF FAMILY SYSTEMS THEORY APPLIED TO COUPLES

Family of Origin Dynamics Affecting the Current Relationship

5) HOW TEMPERAMENTAL DIFFERENCES AFFECT RELATIONSHIPS

Nine Key Traits- Match & Mismatch

6) ATTACK AND DEFENSIVENESS

Defensiveness & Loss vs. Validating Communication

7) "DON'T TAKE YOUR TURN!"

How To Break Negative Communication Cycles

8) THE FOUR HONORINGS OF COMMUNICATION

Dealing with Fear or Discomfort that Compromises Honest Expression

9) THE WORKING IT OUT PLAN- A Step by Step Practical Guide to Conflict Resolution Between Upset (but Caring) People



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 - Web: www.RonaldMah.com

**"Blood is Thicker Than Water...
So Stop Trying to Spill Your Brother's & Sister's!"
Understanding & Dealing with Sibling Rivalry**

FORMAT:

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

DESCRIPTION:

The presentation brings together self-esteem theory, tantrum principles, developmental theory, family systems therapy principles, and communication skills as they apply to sibling relationships and rivalry. The presentation uses a family to illustrate how and why sibling rivalries develop due to birth order, temperament, parenting styles, and the family life cycle. Self-esteem among siblings is presented as a primary cause and cure for sibling rivalries. This theoretical knowledge is presented with practical techniques for prevention, mitigation, and resolution of sibling rivalries, including the "Working It Out Plan"- a practical guide to resolving conflict between siblings.

SUMMARY OF CONTENT:

- 1) Underlying Issues in the Development of Sibling Rivalry
- 2) Four Criteria for Self-Esteem and How It Affects Sibling Relationships
- 3) Tantrum Theory as It Relates to Siblings
- 4) Developmental Issues with Different Age Children
 Piaget and Erickson
 Adolescent Egocentrism & Sibling Rivalry
- 5) Family Systems: Roles & Structural Principles Affecting Relationships
- 6) Temperamental Differences & Issues Affecting Families & Siblings
- 7) Victim/Bully Theory
- 8) Principles of Discipline with Siblings
- 9) Step Family and Blended Family Considerations
 Cinderella- Fact or Fantasy?
 From Fantasy (The Brady Bunch) to Reality
 Recommended Approaches to Step-parenting
- 10) The Working It Out Plan-
 A Practical Guide to Better Communication and Conflict Resolution



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Don't Make A MESS Out of Talking to Kids About Alcohol and Drugs

FORMAT:

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

DESCRIPTION:

Parents and other adults often make a mess out of talking to kids about alcohol and drugs. This training uses a mnemonic – A MESS to examine problematic approaches that lose adults credibility to a solid approach that resonates with children, pre-teens, and teens. In addition, the training includes the key three goals of parenting (or raising children), the big four concerns that amplify or reduce adult anxiety (and potentially free children from restrictive discipline), and more about alcohol use.

- | | |
|-----------|------------------------|
| A- | Addiction |
| M- | Moral |
| E- | Education |
| S- | Social |
| S- | Self-Medication |

The Key Three:

- 1) Sense of Excellence
- 2) Good Work Ethic
- 3) Sense of Responsibility to Others/Community

The BIG FOUR:

- 1) Sex
- 2) Alcohol & Drugs
- 3) Academic & Vocational Options
- 4) Hanging Out w/ Negative people

Six Ways to Kill Yourself w/ Alcohol:

- 1) Inhibition Depressed
- 2) Motor Coordination Depressed
- 3) Gag Reflex Depressed
- 4) Autonomic Nervous System Depressed
- 5) Cirrhosis
- 6) Association

Continuum of Alcohol/Drug Use

0-----X-----S-----P-----A-----D

Three Areas of Harm:

- 1) Health
- 2) Academic/Vocational
- 3) Emotional/Psychological/Relationships



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"Desperate in the Sanctuary-Prison of Adolescence Keys to Successful Interactions With Adolescents

FORMAT:

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

DESCRIPTION:

The focus of this training is on applying underlying developmental & cross-cultural issues to impact psychological, interpersonal, & family dynamics in teaching, conducting therapy, working with, and/or communicating with adolescents, especially abuse victims. Social and cultural issues that apply to the teen lifestyle and expectations are examined and compared to adult and mainstream lifestyles and expectations. Aspects of four family systems therapies as applied to teens will be discussed. Participants will learn how to effectively apply the intervention and communication principles discussed.

SUMMARY OF CONTENT:

- 1) "Family Values" Failing Teens
Traditional Culture - Adult Culture - Teen Culture
The SANCTUARY - PRISON of Adolescence
- 2) Teenager- The Developmental Stage of Adolescence
Adolescent Egocentrism
- 3) Why Adolescents Don't (Can't) Invest
- 4) Child, Teen, Adult- Coming of Age Rituals & Improvisation
Adolescent Transition Rituals
- 5) Authoritative vs. Authoritarian vs. Permissive Parenting
The Principle of Scaffolding
From Regulation to Co-regulation to Self-regulation
- 6) When Attitude Begats Attitude...
Taking Your Turn "Wrong!"
- 7) The Four Honorings of Communication Applied to Adult-Teen Talk
- 8) Adult Gifts to Adolescents: Anger!?, Distrust!?, Abandonment!?
- 9) Who's the Sanest? Differentiation or Not?
- 10) The Four Keys to Adolescent Work- RIPS



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Experiential Activities: Psychosocial and Cultural Issues for Preadolescents and Adolescents

FORMAT:

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

DESCRIPTION:

Teachers who work with young people (primarily preadolescents and adolescents) who wish to help students examine introspectively and in a group process, the "deeper" or "hotter" issues of the students' emotional, social, cultural, economic, historical, and political worlds are often frustrated because of the resistance encountered. The presentation will begin with the presentation of "The Four Underlying Principles to Group Process." How each of these principles contribute to a positive and stimulating group process will be discussed. Then, each of these principles will be examined as to the developmental and/or cultural appropriateness or inappropriateness for the preadolescent and adolescent students (these principles are often difficult for young people to possess, and for individuals from certain cultures). The presentation will continue with how to address the developmental and cultural challenges to group process with young people. Developmentally and culturally appropriate alternate approaches and principles will be presented and applied to the group process.

The presentation will follow with examples of successful alternative approaches to facilitating the group process with young people: a successful program utilizing movie video excerpts with high school students and experiential series of activities conducted with middle school children. To conclude, successful activities presented by participants will be assessed for the underlying principles that led to positive results

SUMMARY OF CONTENT:

- 1) The Four Underlying Principles to Group Process
- 2) Developmental and Cultural Mismatch for PreAdolescents and Adolescents and the Introspective and Group Process
- 3) Developmentally and Culturally Approaches to Introspection and Group Process for PreAdolescents and Adolescents
- 4) Video Excerpts for Experiential Activities- High School Examples: - friendship/loyalty/games, family obligations, violence, and sexuality.
- 5) Middle School Experiential Activity Examples: Topics presented include cliques, entering into a new cultural situation, verbal and nonverbal communication, gender roles, friendship morality, and sexual harassment
- 6) Participants successful activities assessed for underlying success principles- Confirmation, extension, and challenge to presented principles



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Family Dynamics and Emotional & Mental Health Affecting Children, Parents, and Families

FORMAT:

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

DESCRIPTION:

Children may present very difficult and challenging behavior that comes not from their own volition, learning issues (and disabilities), temperament, peer pressure, developmental challenges, and so forth, but from coming from and living in difficult family situations. This training borrows from family therapy theory for an overview of how family dynamics affect children, their parents, and the overall family.

- **FAMILY OF ORIGIN THEORY-** Individuals bring prior experiences (usually from their families of origin) into their own nuclear families. These expectations if unacknowledged can act as "scripts" that can cause parents to enforce and repeat negative patterns of behavior.
- **STRUCTURAL THEORY-** If a family has a logical consistent structure with appropriate roles for each member, appropriately permeable boundaries, healthy alignments within the family, and clear open communication channels, then the family will tend to be healthy.
- **STRATEGIC THEORY-** Negative behavior within a family happens in a sequence of behaviors that cycle over and over. Positive behavior results when members of a family can choose to or be lead to interrupt the toxic hierarchy of behaviors.
- **COMMUNICATION THEORY-** Healthy families communicate to each other in ways that validate and build each others self-esteem. Poor communication leads to self-esteem loss and subsequent negative behaviors in attempts to compensate.

INDICATORS for FAMILY of ORIGIN ISSUES

- THE "X" FACTORS-
 - Making Sense out of Nonsense (Logic out of Illogic)
 - When it doesn't seem to make sense; illogical
 - "How could s/he think/do that?"
 - $1 + 1 + 1 = 8$!? $1 + 1 + 1 + "X" = 8$
- PSEUDO-MATURITY- Children taking on pseudo-adult roles
- RIGIDITY OF ROLES- despite pain needed to maintain roles
- ILLOGICAL VALUES
- PREPONDERANCE OF IMPLICIT RULES



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- INCORRECT AND/OR ILLOGICAL PERCEPTION
- When "Or else what?" is answered with "Because!"

INDICATORS for STRATEGIC FAMILY ISSUES

- CYCLICAL BEHAVIOR PATTERNS
- "STUCK" PATTERNS OF BEHAVIOR
- STEREOTYPED PERCEPTION / LACK OF PERCEPTUAL FLEXIBILITY
- PRESENCE OF UNACKNOWLEDGED IMPLICIT VALUES
- AUTHORITARIAN/AUTHORITATIVE CULTURAL/SOCIAL TRADITIONS OR PATTERNS

Indicators For Paradoxical Interventions

- EXTREMELY "STUCK" PATTERNS OF BEHAVIOR
- LACK OF COGNITIVE INSIGHT
- EXTREME CONTROLLING BEHAVIOR
- AGE APPROPRIATENESS

INDICATORS for STRUCTURAL FAMILY ISSUES

- INEFFECTIVE HIERARCHY OF AUTHORITY
- INAPPROPRIATE/INEFFECTIVE POWER
- POORLY DEFINED ROLES
- POOR CHANNELS OF COMMUNICATION
- RIGID OR ENMESHED BOUNDARIES
- INAPPROPRIATE COALITIONS
- Triangulation, Detouring
- AUTHORITARIAN/AUTHORITATIVE CULTURAL/SOCIAL TRADITIONS OR PATTERNS

Family Situations Indicating Structural Therapy

- Physical, Emotional, & Sexual Abuse; Drug Abuse
- Blended Families, Step-families, Non-biological Adults or children in the household; Foster Homes
- Extended Family Homes-3 generation families; Aunts, Uncles, & Cousins in the household

INDICATORS for COMMUNICATION ISSUES

- BLOCKED OR INAPPROPRIATE EXPRESSION OF FEELINGS
- COVERT COMMUNICATION
- CLOSED COMMUNICATION
- DYSFUNCTIONAL RULES & RITUALS
- SECRETS
- LOW SELF-ESTEEM
- GAMES:Rescue, Coalition, Lethal
- STANCES: Victim, Blamer, Computer, Distractor, Scapegoat, Superior



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Fatherhood for the New Millennium "Father" or "Dad"- What's the Difference?

FORMAT:

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

DESCRIPTION:

Society is changing. It takes a village to raise a child. But the village has changed as well. The families that used to make up the village have also changed. In some ways, fathers are more important than ever in the family. Due to economic and social changes, the roles of the mother and of the father (of the female and male authority figures) are changing from year to year. The roles for grandparents, uncles and aunts, and other members of the extended family have also changed. What does it mean to be a man? What does it mean to be a father? to be a dad?

SUMMARY OF CONTENT:

Changes in the Family -- Traditional Models:

The Multigenerational Extended Family

The Nuclear Family

The Patriarchal Family and the Matriarchial Family

Roles of Mothers, of Fathers, of Daughters, a Sons, of Seniors

Modern Families:

Immigrant Families

Split Families

Single Parent Families

Fatherless Families

The Role of Human and Social Services for Modern Families

Traditional Culture for Traditional Society --

Modern Culture for Modern Society --

New Culture for the New Society --

What Does Your Family Need?

What Does Your Partner Need?

What is the Difference between a "Father" and a "Dad?"

What Do Your Boys Need?

What Do Your Girls Need?



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"I Don't Know What to Say... I Don't Know What They Want" Parenting & Communication With Adolescents

FORMAT:

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

DESCRIPTION:

Focus is on understanding dynamic issues in the parent-teen relationship: the intrapersonal, the interpersonal, developmental, and the system issues that can lead to conflict or cohesiveness between parent and teen. Addressed are the teen's emotional, psychological, social, and cultural needs as part of both the family community and of their adolescent community. Cultural failure and Family Values are examined as they fit and misfit the needs of teens. Effective and ineffective Parenting Styles and Communication are discussed.

SUMMARY OF CONTENT:

1) "FULFILLING OR FAILING?"

Identifying the Needs and Issues of Adolescence
How "Family Values" Fail Our Teens
Society - Adult Society - Teen Society
Traditional Culture - Adult Culture - Teen Culture

2) "YOU MEAN S/HE IS SUPPOSED TO ACT LIKE THIS!?"

Teenager- The Developmental Stage of Adolescence
Adolescent Egocentrism

3) "IT WAS SO DIFFERENT WHEN THEY WERE LITTLE!"

Family Dynamics With Teens in the House

4) "SO WHAT DO I DO?"

Authoritative vs. Authoritarian vs. Permissive Parenting
The Principle of Scaffolding
From Regulation to Co-regulation to Self-regulation

5) TAKING TURNS, SKIPPING TURNS, NOT TAKING YOUR TURN

When Attitude Begats Attitude...
that Instigates Attitude that Incites Attitude.....
Principles of Strategic Family Therapy

6) The Bottom Line

As Aretha Franklin sings it, "R-E-S-P-E-C-T"
Communications Theory Applied to Parent-Teen Talk



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"One Family – Many Cultures" **Families in Cross-Generational Conflict**

FORMAT:

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

DESCRIPTION:

Focus is on helping participants learn the role of culture in their families. Seeing families as inherently multi-cultural helps break the pattern of empathetic and communication failure between parents and children. Examination of the development of different cultural values, patterns, and behavior in response to different social demands for adults versus children in middle childhood, pre-adolescence, and adolescence. Participants will learn how cultural diversity is appropriate and logical in response to needs, i.e. that family members are never "just" different or defiant. Individual, family of origin, and cohort experiences are considered to help participants become aware of their own attitudes with regard to values, including "family values".

SUMMARY OF CONTENT:

1) THE SURVIVAL PERSPECTIVE OF CULTURE AND VALUES

Culture in Society- Economic & Political Considerations

Workplace Culture- Values of the Work Community

2) CULTURE IN FAMILIES & ADULT CULTURE-

The Family Society & the Adult Society

"FAMILY VALUES"- Origins: Mainstream and Immigrant Social Principles

"When the Heat is ON!", Family Culture Response to Stress

3) CULTURE IN SCHOOL- The School Society & Values, An Historical Perspective

4) CULTURE IN THE OUTER WORLD- Children's Societies

Culture on the Playground, the Mall, in the Hood- Survival & Success Issues

Middle Childhood Society & Cultural Demands

Developmental Needs of Different Stages of Childhood

Preadolescent Society & Cultural Demands

Adolescent Society & Cultural Demands

Identifying the Needs and Issues of Adolescence

How "Family Values" Fail Our Teens

Adolescent Egocentrism

5) ADULTS & CHILDREN CONFLICT AS CROSS-CULTURAL CONFLICT

Principles of Multi-Cultural Sensitivity and Appreciation of

Diversity as Applied to Generational Conflict

Problem Area Identification & Solutions & Parental Prejudice/Family Values?



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Your Turn Now- Taking Care of Mom & Dad Developmental Principles of Elder Care

OVERVIEW: The focus of this workshop is on understanding the emotional and psychological challenges of elder care on all members of the family: the elder, the biological adult child, the daughter or son-in-law, and the kids; and on the family dynamics. Developmental and life cycle theory is made real, understandable, and applicable to life as a three-generation family.

1. DEVELOPMENT REVERSED AND TURNED UPSIDE DOWN

General Developmental Theory Applied to Families Facing Elder Care

Life Cycle Theory and the Families of Origin and the Nuclear Family

Adult Child Family Life Cycle stages; Work/Career Cycle stages

Tasks and Challenges Developmentally for the Family with Elder Care

2. LOSS AFTER LOSS- PHYSICAL AND COGNITIVE ISSUES FOR ELDERS

Loss of Physical Mobility; Loss and Decreases in Sensory Acuity; Sex?...Sexy? Old Ain't Sexy; Getting Sick, Staying Sick, Living Sick

Changes in Memory- Alzheimers, Dementia, and Senility

Difficulty in Dx of Depression, Illness, Substance Abuse

3. EMOTIONAL AND PSYCHOLOGICAL ISSUES FOR ELDERS

"Real Tired" or Retired? The Impact of Retirement on Elders Self-Image

"Now What?" Preventing Depression with the Loss of Purpose

Losing Spouses, Losing Friends, Losing the Familiar Community

Facing Imminent Mortality- Coming to Terms with Death

4. EMOTIONAL AND PSYCHOLOGICAL ISSUES FOR ADULT CHILDREN PARENTING THEIR PARENTS

Historical and Cultural Traditions for Elder Care in Modern Reality

Unfinished Business Intrudes- Ghosts From Childhood

Obligation, Shame, Guilt, Anger, Helplessness, and Responsibility

"I Knew How to be the Kid, I Saw How to be the Parent...But How does the Grown Up Kid (me!) Parent the Grown Old Parent!?" And Still be a Couple?

5. EMOTIONAL AND PSYCHOLOGICAL ISSUES FOR CHILDREN WHEN GRANDMA OR GRANDPA LIVE IN THE HOME

"I Wanna Play! Why do I have to watch Poppi?"

When Parents and Grandparents Both Parent the Kids

Consistency and Inconsistency- Rules for Kids/Rules for Granny

Anger, Guilt, and Shame for Kids about Nana - Teen Egocentrism & Elder conflict

6. STRESS ON THE FAMILY SYSTEM- "Is this working for ANYONE!?"

Balance, Respite, & Lessons From the Serenity Prayer



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[<top>](#)

Workshops for Adults: Staff, Teachers, & Parents Clients & Conflict, Work Dynamics, Burnout

**Balancing Professionalism, Sensitivity, & Friendship as Boss, (& Buddy?), Colleague,
Confidant, & Employee**

"Boogers, Tantrums, Head Lice, and Pin Worms... Just Why Do We Do This?"

**Building Constructive Alliances with Angry, Insecure, Unhappy, Over'y-Invested, or
Suspicious Clients**

Burnout Danger! On Staying Physically and Emotionally Healthy in the Workplace

**Communicating with Parents When They Don't Want to Hear It
Working with Parents in Denial**

**Communication in Professional Relationships
A Training to Build Constructive Relationships (& Preclude or Defuse Conflict)**

Connecting Through Communication Basics

**"Getting It Together"
Family Dynamics at Home (& at Work!!)
A Dual Training for Creating Healthy Relationships & Teams**

**Modern Parenting and Tradition
Balancing the Old & New**

**Parent Education in Child Abuse Prevention
Validation, Education, & Re-Parenting Principles
for Working With & Teaching Parents Who Have Been Abusive to Children**

**Personal Through Moral & Cultural Issues to Ethical & Legal Requirements, The Story of
the "AL's"**

Postive Resolutions with Hostile, Angry, and Unhappy Clientele

**"Uniting Together for Change"
Connecting Through Communication**



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

Balancing Professionalism, Sensitivity, & Friendship As Boss, (& Buddy?), Colleague, Confidant, & Employee

FORMAT:

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

DESCRIPTION:

Focus is on understanding dynamic issues in the supervisor-supervisee relationship: the intrapersonal, the interpersonal, and the system issues that can lead to tension, stress, frustration, and eventually, morale problems, low productivity, and dysfunction in the agency, program, or workplace. Addressed are the staff's emotional and psychological needs as part of the workplace "family". Theories of personal & professional boundaries, role definitions, system theory, communication, temperamental differences, and psycho-emotional needs lead to practical strategies for a healthy work relationship.

SUMMARY OF CONTENT:

A. FAMILY SYSTEMS & WORK SYSTEMS

B. CHARACTERISTICS OF HEALTHY & UNHEALTHY AGENCIES, PROGRAMS, OR WORKPLACES.

UNIQUE CHARACTERISTICS & CHALLENGES of Specific Organizations, Programs, or Businesses

DEFINING THE ROLES: Boss, Mentor, Parent, Teacher, Colleague, Confidant, Ogre, or What? Employee, Disciple, Child, Partner, Irritant, or What?

THE WORKPLACE SYSTEM: Hierarchies, Role Definitions, Sub-systems, Lines of Responsibility, Alignments, Coalitions, Triangles, Communication

TEMPERAMENTAL ANALYSIS OF THE WORKPLACE STEW - Personality Match & Mismatch

C. SELF-ESTEEM IN THE WORKPLACE

THE FOUR CORNERSTONES OF SELF-ESTEEM for Yourself & Others: Acceptance/Significance, Power & Control, Virtue, Competence

COMMUNICATION SKILLS that Facilitate Self-Esteem

D. MANAGEMENT & DISCIPLINE ISSUES- Adult to Adult



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"Boogers, Tantrums,, Head Lice, and Pin Worms... Just Why Do We Do This?"

DESCRIPTION:

A humorous lecture that encourages participants to value both the challenges of working with young children and themselves as vital contributors to children and the community. From runny noses, to germs, to tantrums-- the frustrations of early childhood development work are balanced against the impact of good and great caregiving on children's development and community and social health.

SUMMARY OF CONTENT:

Stuff my child development teacher forgot to tell me.

A little girl and a snail story.

The first two years... like the river in Brazil.

Tantrums: what are you supposed to do about a kid throwing a tantrum.

The tantrum in the sandbox..

From Preschool or Daycare to Princeton, UC Berkeley, UCLA, and Harvard.

The difference between a professional and a

Integrity and the ECD educator.

The Two Dirty Tricks of child development.

The Two Reasons I chose to become an ECE person.

What's worse than finding head lice in your kid's hair?

What's worse than head lice?

A Chinese folktale -- a fairy tale in the United States!

The Challenge (the Dilemma) of Teaching in America

Traits of resilient children.

Why you? Why him? Why her? When so many didn't?

The Epitaph on your tombstone?

The Legacy of quality ECD work.



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Building Constructive Alliances with Angry, Insecure, Unhappy, Overly- Invested, or Suspicious Parents or Clients

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 of parents or clients with issues with your program; and how staff can best meet their needs through this awareness combined with appropriate technique, without compromising their integrity and needs.

SUMMARY OF CONTENT:

Part A - Lecture and Discussion

1) Professional Personal Relationship- Investing in a positive alliance with the parent.

2) Dealing with Parent or Client Complaints

Underlying Emotional and Psychological issues- Parents or Clients

Underlying Emotional and Psychological issues- Staff

Making the Psycho/emotional Diagnosis

Connection and Validation based on the Diagnosis

HOW TO MAKE EMPATHIC CONNECTION

THE VALIDATING MESSAGE, Message Part One

THE REALITY MESSAGE, Message Part Two

3) Preventing Self-Sabotage

Five Defensive Styles that Sabotage positive interaction/resolution

Renewing the Communication Contract w/ the Parent or Client

PART B - Advanced Experiential Training (optional)

1) Secrets and Motivation

2) Role Play Work

The trainer, with input from the program head, will provide role play scripts with psychodynamic descriptions of clients and typical staff-client interactions. Workshop participants role play both staff and client roles in confrontational situations. Participants playing staff roles try to discover their own defensive styles and try to implement theoretical training from Part A in dealing with hostile clients. Participants playing clients experience either the satisfaction or frustration of well handled or poorly handled response from staff. The empathic experience will serve them in subsequent actual interactions with clients. The trainer and the other workshop participants under the trainer's guidance observe and feedback analysis and suggestions for positive resolution.



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Burnout Danger!! On Staying Physically and Emotionally Healthy in the Workplace

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 both the intrapersonal (you) and the interpersonal (others) issues that can lead to tension, stress, frustration and eventual burnout in work. Addressed are the professional's and clients' and/or staff's and clients'/customers' emotional and psychological needs when a people interaction occurs. Theories of diagnosis, stress management, temperamental differences, and psycho-emotional needs are combined to create understanding and to lead to practical strategies for resolving personal/professional frustrations and stress in work situations.

SUMMARY OF CONTENT:

A. PHYSICAL ISSUES

B. PSYCHO-EMOTIONAL ISSUES

1. The Emotional-Psychological-Physical Relationship

2. Intra-personal Issues- On Knowing Yourself (You w/You)

Self-Esteem: Acceptance/Significance, Power & Control, Virtue, Competence.

3. Interpersonal Issues (You w/Others- especially Colleagues & Clients)

Boundary Problems; Communication Skills; Validation/Invalidation; Defensive Styles that preclude validation.

4. Management/Discipline Issues (You w/Others)

A DIAGNOSTIC HIERARCHY for approaching problem behavior.

C. TEMPERAMENTAL ANALYSIS of self & others - match and mismatch issues.

D. STRESS RESPONSE STYLES

Stress Building Responses

- 1) Denial; 2) Intensification; 3) Avoidance behavior; 4) Hypervigilance;
- 5) Passive-Aggressive Action; 6) Co-Dependent Behavior

Stress Releasing Responses

- 1) Proactive Action; 2) Cathartic Release; 3) Physical Release; 4) Breathing;
- 5) Rest; 6) Self-Nurturing; 7) Seeking Help; 8) Understanding/Insight



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 - Web: www.RonaldMah.com

Communicating with Parents When They Don't Want to Hear It Working with Parents in Denial

FORMAT:

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

DESCRIPTION:

There are times when a professional needs to communicate some concern or issue about a child or children that the parents do not want to hear. It may be too threatening, too scary, or they may feel implicitly criticized as a bad parent which they cannot tolerate. The professional however must follow through with such difficult communication or betray both his/her professional ethical standards AND the child or children who are at risk for further and increasing problems due to the sensational issue. This training guides the profession on how to have that difficult communication.

1) Cleopatra and Cleopatrik: The Queen and King of the Nile... that is, the Queen and King of Denial

3 Parental Fears

2) Something "Off"

3) Customers or Clients?

4) The Four E's

1> Education

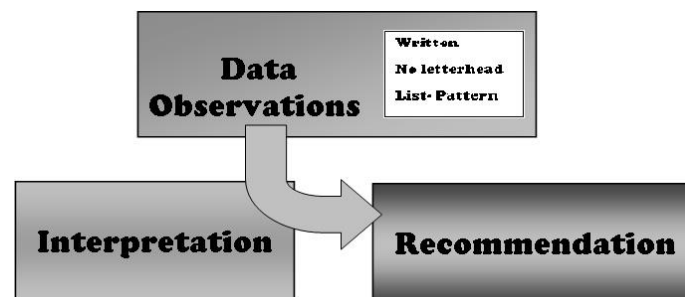
2> Experience

3> Expertise

4> Ethics

5) Meeting Greeting & Physical Set-Up

6) Process



7) How to Say What You Aren't Allowed to Say!



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Communication in Professional Relationships A Training to Build Constructive Relationships (& Preclude or Defuse Conflict)

FORMAT:

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

DESCRIPTION:

Healthy intimate relationships- particularly in the intimacy of marriage or committed relationships is impacted strongly by good to poor communication. This extensive training looks at experiences with young children as applicable to adult relationships, boundaries, the components needed in personal relationships, the ability to follow through (often affected by family-of-origin issues), the key factors in validating one another, figuring out what is going on, dealing with the challenge of reality, how one may sabotage oneself, appropriate and inappropriate goals in the relationship, devolution of relationship warnings, and more about healthy communication.

Child & adult correlation

The principles about adult interaction are as true for working with babies and children.

The goal is to take intuitions about people and bring them out into tangible and concrete principles and concepts that can be applied across a variety of life situations.

BOUNDARIES ARE VITALLY IMPORTANT IN ALL RELATIONSHIPS

Healthy relationships and unhealthy relationships (including abuse) can be defined in terms of boundaries.

WHAT A PERSONAL RELATIONSHIP ENTAILS

1) INVESTMENT

First, always remember that relationship means investment.

Gains from investment versus loss from not investing.

2) REVEALING (SELLING?) YOURSELF

Revealing Yourself leads to Trust- without with it's always all uphill work.

(Bringing Your Real Self to the First Date)

The Intimate Personal Relationship- Investing in a positive alliance with your partner.

Gains: Support, the benefit of a doubt, a background of trust and respect.

Losses w/o: No support, suspicion, no trust and respect, adversaries.

Connection, Rapport: Your partner needs to know that you are for and with him/her.



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Integrity, Honesty: Your partner needs to trust in your word and actions. That you will not try to make things sound good when they aren't. That you have the best interests of the him/her and of the family at heart.

Competence, Knowledge: Your partner needs to know that you know what you are doing; and doing what you know well.

Availability: Your partner needs to know that you are available to them when they have concerns.

A Real Relationship: Your partner needs to know that you are a real person and not just a role-wife, husband, spouse.

CREATING THE ABILITY TO FOLLOW THROUGH (Family of Origin Issues)

The ability to create "real" constructive relationships is not a matter of finding another program or another book. It is dependent on being able to **follow through**.

The ability to follow through, i.e. to sell a real self that the partner can trust depends less on technique (the lessons of most how-to instruction) than the individual's ability

- to integrate learning about effective techniques despite unconscious or semi-conscious previously acquired maladaptive responses;
- to become aware of how and when one sabotages more adaptive responses;
- to apply more adaptive responses despite the drive to satisfy or appease urges that will sabotage constructive interaction;
- to be aware of his/her own self-esteem, security/insecurity, fears, strengths & weaknesses (the origins of why he/she has had to previously sabotage more adaptive responses).

The individual needs to be aware of and understand his/her own real self to the point where he/she no longer needs to sabotage him/herself.

DIAGNOSIS AND POSITIVE INTERACTION (Communication in Professional Relationships)

1ST STEP

PSYCHO/EMOTIONAL DIAGNOSIS/EVALUATION

*** The ADULT PARTNER who comes to you with a problem, demand, or crisis, is VERY MUCH LIKE THE CHILD WHO COMES TO YOU.

*** Like the BABY and the CHILD, the ADULT IS IN A STATE OF, OR FORM OF DISTRESS!

*** When IN DISTRESS, EVERY PERSON whatever the age wants and needs SUPPORT AND VALIDATION.



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*** When any person is in distress, in the immediate moment, **THE FACTS DON'T COUNT!!**

2ND STEP

PSYCHO/EMOTIONAL SUPPORT, CONNECTION, & VALIDATION

*** Before and Later don't matter- **NOW IS WHAT COUNTS!**

*** Make the emotional connection to the person. Validate his or her feelings.

*** The person **WILL CONTINUE TO BE DEPRESSED, NEGATIVE, COMPLAIN, ATTACK, OR DEMAND** (usually intensifying) according to his/her personal style **UNTIL HE OR SHE GETS THE VALIDATION** or until he or she is depleted.

FOUR INGREDIENTS FOR VALIDATION AND CONNECTION

1) GESTURE/VISUAL EXPRESSION

*** A part of this message is that **HIS/HER FEELINGS ARE NOT FUNDAMENTALLY DIFFERENT FROM YOUR OWN FEELINGS.**

*** The feelings/issue at hand are going to be **RESOLVED NOT BY VIRTUE OF RELATIVE STATUS, POWER, OR AUTHORITY, BUT INSTEAD BY BEING EMOTIONALLY CONNECTED.**

2) VOICE TONE

*** If frustration, anger, or fear is your dominate state at the time, the **OTHER PERSON WILL SENSE YOUR ANGER AND WILL NOT FEEL VALIDATED.**

*** A **RECEPTIVE, GENTLE TONE COMMUNICATES ACKNOWLEDGEMENT AND ACCEPTANCE** of the person's upset state, and offers him/her a bridge out of his/her upset; your calmness is like a lifesaver thrown into his/her turbulent sea.

3) TOUCH

*** **TOUCH IS THE PRIMARY FORM OF VALIDATION.**

TO TOUCH, EYE CONTACT/BODY ENGLISH, & TONE, ONE CAN ADD THE COGNITIVE COMPONENT.

4) THE VALIDATING MESSAGE

*** This is a further solidification of the contact, and **INADEQUATE ON ITS OWN.**

*** **TOUCH, EYE CONTACT/BODY ENGLISH, & TONE ARE OFTEN ENOUGH IN THEMSELVES.**



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*** THE VALIDATING MESSAGE IS NOT JUDGMENTAL. It is AN OBSERVATION OR LABELING of what is.

*** THE LABELING of what is- what is happening, is in itself REASSURING.

*** A person will NEGATE VERBAL VALIDATION WITH CONTRARY TOUCH, PHYSICAL EXPRESSION, AND TONE. The other person will almost always feel this.

Examples:

"I can see that you feel terrible about this...."

"If I thought that had happened to me, I certainly would be upset too...."

"I imagine this is quite frustrating for you...."

"I'd be worried too...."

"It would be hard for me to not be scared too...."

"That doesn't feel fair, does it?...."

"I understand, I'd get mad too if I thought someone wasn't being fair...."

"It must be difficult to have to have to bring this up...."

"I would be surprised and disappointed too...."

"I can understand how you may feel betrayed by us...."

"I get mad too, when I can't get what I want...."

THE REALITY MESSAGE

*** THE REALITY MESSAGE CANNOT BE HEARD UNLESS VALIDATION HAS OCCURRED FIRST.

*** THE REALITY MESSAGE IS EXPERIENCED AS INVALIDATION when presented WITHOUT PRIOR VALIDATION.

Regret Phrases

*** THE REGRET PHRASE of your Reality Message CONVEYS EMPATHY AND CONNECTION TO THE EMOTIONAL NEEDS OF THE OTHER PERSON.

Examples:

"Unfortunately, I didn't have enough time for that..." (Message is that you want it too)

"My problem was that it would have been hard for me to do that because of ..." (Message is that although you want it too & have tried for it, there are obstacles; it wasn't just arbitrarily decided)

"Despite everything, sometimes things just got out of my hands...." (Message is that you are trying and are doing your best, but that some things are beyond intervention)

On the other hand, if the PARTNER IS CORRECT, I.E. HAS A LEGITIMATE COMPLAINT, you must acknowledge that, and commit to it yourself.



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"I should have been on top of that. I'm know I messed this."

"I agree. That's something I need to improve on."

"I made a mistake. I should have acted differently."

"I messed up. That's my responsibility. I have to do that better."

"I need to be clearer."

"I'll make sure next time."

Whether or not you agree or disagree then you must, offer what you can do or are willing to do and are going to do (including alternatives) ***and explain it***

"I'll change how I do that."

"I'll make sure."

"If you want me to, I'll just...."

INITIATING THE PROCESS and HOW YOU CAN SABOTAGE THIS PROCESS

*** YOUR PERSONAL PSYCHO-DYNAMIC PROCESS WHEN YOU FEEL THREATENED, ATTACKED, OVERWHELMED, FRUSTRATED, STUCK, OR UNDER PRESSURE DETERMINES YOUR ABILITY TO USE THIS PROCESS.

THE SEVEN TYPICAL DEFENSIVE RESPONSES TO BEING IN THIS STATE ARE:

- 1) To attack back;
- 2) To get defensive;
- 3) To placate;
- 4) To disassociate;
- 5) To distract;
- 6) To run;
- 7a) To take the high ground morally.
- 7b) To take the high ground intellectually.

USING YOUR OWN PROCESS TO RESPOND EFFECTIVELY

- 1) By KNOWING WHAT YOUR PERSONAL DEFENSIVE STYLE is when attacked or otherwise negatively affected, and being aware that it has been evoked, THEN YOU CAN MORE EASILY RECOGNIZE HOW YOU HAVE BEEN AFFECTED;
- 2) If you recognize that you have been negatively affected (perhaps, attacked), then you can try to INTERFERE WITH YOUR NORMAL DEFENSIVE RESPONSE;
- 3) If you can stop your normal defensive response, then it becomes possible for you to REALIZE THAT HE/SHE HAS ATTACKED OR REACTED NEGATIVELY BECAUSE HE/SHE IS IN DISTRESS!;
- 4) Once you recognize that he/she is in distress, then you can INITIATE THE VALIDATION PROCESS AND TECHNIQUES.



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RENEW THE COMMUNICATION CONTRACT

The Risk in Confrontation
Energizing for Confrontation

Thank the person for bringing the problem up. Upfront people are much safer to deal with than people who hold in concerns and get all worked up.

"I'm really glad you brought this up."

"I really need your help to do better."

"I know it wasn't easy to complain, so I want you to know that I appreciate your trust in me to bring this up."

"I'm glad you gave me a chance, instead of being upset and keeping it all to yourself."

GOALS OF COUPLES COMMUNICATION (Communication in Professional Relationships)

NOT SO GREAT GOALS- DANGEROUS GOALS

- 1) "I'm really happy that we're talking, so that you can fix yourself!"
- 2)so you can admit how wrong you are!"
- 4)so I can prove myself right!."
- 5)so I can hurt you back!"

BETTER BUT NOT QUITE IT GOALS- INCOMPLETE OR PROBLEMATIC GOALS

- 1) "So I/we find out how doomed we are."
- 2) To save the relationship
- 3) For the kids

APPROPRIATE GOALS (HOPEFULLY)

To learn better Communication Skills

To learn how to express feelings appropriately (how to be mad w/o becoming abusive, be sad w/o becoming helpless, be caring w/o becoming condescending, etc.)

To learn how to receive expressions of feelings appropriately

To learn how we fight

To recognize damaging fight techniques (dirty fighting)

To learn how to fight

To learn how to fair fight

To identify what each of us needs

To learn how to be vulnerable, resilient, and available



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To learn why we fight

What are our scripts- what we bring from our families of origin (including cultural differences)

What are our expectations that we bring into the relationship: conscious, semi-conscious, & unconscious

What are our secrets and rules

To build appropriate boundaries and define healthy roles

To break negative cycles of interaction

To understand our temperamental fit and misfit

To achieve clarity

Clarity that the relationship is over, or should end

Clarity that the relationship should go on

Clarity that there is hope, that the process is not finished

To make the one last attempt (so I can leave you w/o feeling guilty about not trying enough).

To be happy as individuals first and as a couple second (or is it the other way around?)

STAGES OF COUPLES RELATIONSHIP DEVOLUTION (Communication in Professional Relationships)

based on the work of John Gottman, Ph.D., "Why Marriages Succeed or Fail"

It is often useful to identify at which stage of a negative relationship progression a couple is in.

This theory sees six stages of decay. Depending on which stage the couple is in, the challenges to couples therapy and to rebuilding the relationship are different. Needless to say, the more advanced- the more devolved the relationship, the more difficult is the rebuilding process.

1) COMMENTING

A partner will comment about a behavior that s/he finds uncomfortable or negative in the hopes that the other partner will figure out the implicit message- that is, the expectation of the commenting partner is that the receiving partner will process thus- "Since s/he mentioned that, it

must be something that bothers her/him. And, since I care for her/him, I will automatically change my behavior." Commenting may be one- sided or mutual.

2) COMPLAINING

After commenting about the behavior, but getting no response (change), the partner will complain specifically about the undesirable or absent behavior. The expectation of the complaining partner is that the receiving partner will process thus- "Since my partner has complained specifically about this behavior, and since I care for her/him, I will automatically change my behavior." Complaining may be one-sided or mutual.



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3) CRITICIZING

After complaining about the behavior, but getting no change, the partner will move from complaining about behavior and begin complaining specifically about the other person; in other words, the partner begins criticizing the other person's personality or character. The logic of the

criticizing partner is "Since my partner who I complained to has not changed his/her behavior, there must be something wrong or corrupt about his/her personality or character." Criticizing usually becomes reciprocal.

4) CONTEMPT

After criticizing the other partner's personality or character, and still being frustrated in getting the behavior the partner desires, the criticizing partner adds intentional insult to the criticism, thus conveying a sense of disgust, that is, contempt for the other person. At this point, any positive qualities or previous good experiences are forgotten, and the partner begins to abusively treat the other person. The logic of the partner holding contempt is that, "My partner has failed to behave properly because s/he is disgusting, stupid, incompetent." Contempt tends to be very reciprocal!

5) DEFENSIVENESS

After contempt enters the relationship and both partners are abusing each other, both feel victimized by the other, and respond by being defensive about his/her behavior. The logic of each is, "It (including my behaviors) are all her/his fault. Her/his behavior and/or flaws forces me to behave so negatively in response. I know what her/his evil motivations are (mind reading)." Instead of answering complaints or criticisms, each responds with her/his own set of complaints or criticisms.

6) DISCONNECTING EMOTIONALLY

After engaging in the fruitless negative and painful cycles of arguing, eventually one or both partners disconnect from her/his partner in order to avoid the pain of caring for someone who appears to not care for you reciprocally, to avoid the rejection and abandonment, and to attempt to stop the mutually abusive battles.



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DIAGNOSTIC ORDER FOR UNDERSTANDING & APPROACHING BEHAVIOR (Communication in Professional Relationships)

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

CAUSE: development, age, maturation

TREATMENT: satiation of developmental needs

IMPLICATIONS/JUDGEMENTS: person is reacting normally to normal development

TOLERANCE: high (if developmental stage is recognized)

2) Situational factors (other people, availability of 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 ?

THE WORKING IT OUT PLAN (Communication in Professional Relationships)

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, CLOSE, and COMMIT

TOGETHER decide

What WE can do differently or better.

PLAN for the next time.

CLOSE by shaking hands or hugging.



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THE FOUR HONORINGS OF COMMUNICATION (Communication in Professional Relationships)

When you need to communicate something difficult, scary, uncomfortable, dangerous, potentially embarrassing, or anything else that may be experienced as threatening or humiliating to someone you have a vested relationship with (spouse, colleague, friend,....boss!), you are often caught between your integrity and honesty, and your fear of the potential damages. Too often, you just don't know how you can do without the harm, so you say...nothing. And, the other person stays uninformed to his/her detriment, to your detriment, to the relationship's, family's, business', or organization's; and/or you stay silent filled with growing resentment, anger, and a sense of impotence. To protect the relationship, you stay quiet; yet by staying silent you allow the relationship to accept a kind of time-release poison that compromises it.

The choice becomes to stay silent and accept the certainty of the pain of unresolved issues, or to speak and risk explosion. The choice to speak...to communicate becomes more viable with improved communication skills. The Four Honorings of Communication offer guidance.

When you need to communicate something risky or uncomfortable, first communicate the Four Honorings, in order:

- 1) Honor the feelings of the person to whom you are speaking;
- 2) Honor the value relationship between you and the person;
- 3) Honor your own integrity- your need to be honest;
- 4) Honor the higher purpose the relationship between the two of you serves; and the both of you own;

then speak the truth the best you can.

For example:

"I need to tell you something that is very difficult for me to say. I realize that it may feel hurtful or critical or make you feel uncomfortable, and I really don't want that to happen but I need to say it. I also know that it may harm our relationship...a relationship that I enjoy and value but again I need to say it, because I don't know how to not say it and be honest with myself; or not say it and be true to the reason we're here together in the first place. I need to speak out for us both to do right by ourselves and our mission. Is it ok if I tell you?"

At this point, except for the most insecure and defended individuals (and unfortunately, there will be such individuals), while nervous and apprehensive, most people will take your communication fairly receptively. Good Luck! Good Communication! Good Relationships!



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Connecting Through Communication Basics

FORMAT:

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

DESCRIPTION:

Communication is at the root of all positive work and relationships. Healthy and unhealthy communication comes from personal experiences, culture, training, and education. This workshop will focus on effective and ineffective communication practices and styles and help participants become more effect professionals (and communicators).

A. DEVELOPING TRUST AND HEALTHY RELATIONSHIPS

- TRUST
- VULNERABLE
- COMMUNICATE/SELF-EXPRESS--Introspective; Insight; Connected to Self; & Articulate
- RECEPTIVE COMMUNICATION--Identify; Understand; and Empathize
- INVEST

B. STAGES OF RELATIONSHIP DEVOLUTION

COMMENTING

COMMENTING

COMPLAINING

CRITICIZING

CONTEMPT

DEFENSIVENESS

DISCONNECTING EMOTIONALLY

DIVORCE (or comparable separation)

C. COMMUNICATION KEYS TO HEALTHY TEAMS

- VERBAL & NON-VERBAL COMMUNICATION

Touch; Tone; Facial Expression & Body Language; and Message

- THE SEVEN TYPICAL DEFENSIVE RESPONSES TO NEGATIVITY OR ATTACK

- 1) To attack back
- 2) To get defensive
- 3) To placate
- 4) To disassociate
- 5) To distract
- 6) To run
- 7a) To take the high ground morally
- 7b) To take the high ground intellectually

- CONFRONTATION



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D. SELF-ESTEEM IN THE WORKPLACE

- THE FOUR CORNERSTONES OF SELF-ESTEEM for Yourself & Others:
Acceptance/Significance; Power & Control; Virtue; & Competence
- COMMUNICATION SKILLS that Facilitate Self-Esteem

E. CROSS-CULTURAL COMMUNICATION ISSUES

- Direct vs. Indirect Communication
- Symbolism
- Communication- Overt & covert, Surface messages & metamessages. Misunderstood metamessages.

THE FOUR HONORINGS OF COMMUNICATION

When you need to communicate something difficult, scary, uncomfortable, dangerous, potentially embarrassing, or anything else that may be experienced as threatening or humiliating to someone you have a vested relationship with (spouse, colleague, friend,....boss!), you are often caught between your integrity and honesty, and your fear of the potential damages. Too often, you just don't know how you can do it without the harm, so you say...nothing. And, the other person stays uninformed to his/her detriment, to your detriment, to the relationship's, family's, business', or organization's detriment; and/or you stay silent filled with growing resentment, anger, and a sense of impotence. To protect the relationship, you stay quiet; yet by staying silent you allow the relationship to accept a kind of time-release poison that compromises it.



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 - Web: www.RonaldMah.com

The choice becomes to stay silent and accept the certain pain of unresolved issues, or to speak and risk explosion. The choice to speak...to communicate becomes more viable with improved communication skills. The Four Honorings of Communication offer guidance.

When you need to communicate something risky or uncomfortable, first communicate the Four Honorings. In order, honor:

- 1) the FEELINGS of the person to whom you are speaking;
- 2) the RELATIONSHIP between you and the person;
- 3) your own INTEGRITY- your need to care for yourself;
- 4) the HIGHER PURPOSE the two of you both honor and serve.

then speak the truth the best you can. For example:

"I need to tell you something that is very difficult for me to say. I realize that it may feel hurtful or critical or make you feel uncomfortable, and I really don't want that to happen but I need to say it. I also know that it may harm our relationship...a relationship that I enjoy and value but again I need to say it, because I don't know how to not say it and be honest with myself; or not say it and be true to the reason we're here together in the first place. I need to speak out for us both to do right by ourselves and our mission. Is it ok if I tell you?"

At this point, except for the most insecure and defended individuals (and unfortunately, there will be such individuals), while nervous and apprehensive, most people will take your communication fairly receptively. Good Luck! Good Communication! Good Relationships!



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

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"Getting It Together"
Family Dynamics at Home (& at Work!!)
A Dual Training for Creating Healthy Relationships & Teams

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 both the intrapersonal (you), the interpersonal (others), and the system issues that can lead to tension, stress, frustration, and eventually, moral problems, low productivity, and dysfunction in the family, agency, program, or workplace. Dynamics of the family and of the workplace are compared and contrasted to foster greater understanding and health in both areas. Addressed are the family (or staff's) emotional and psychological needs as part of the family (or "workplace family"). Theories of role definitions, system theory, communication, temperamental differences, and psycho-emotional needs are combined to create understanding and to lead to practical strategies for resolving dysfunction in the family and workplace.

SUMMARY OF CONTENT:

A. FAMILY SYSTEMS & WORK SYSTEMS

B. CHARACTERISTICS OF HEALTHY & UNHEALTHY AGENCIES, PROGRAMS, OR WORKPLACES.

The Workplace System: Hierarchies, Role Definitions, Sub-systems, Lines of Responsibility, Alignments, Coalitions, Triangles, Communication.

C. PSYCHO-EMOTIONAL ISSUES

1. The Emotional-Psychological-Physical Relationship

2. Intra-personal Issues- On Knowing Yourself (You w/You)

On Developing Self-Esteem: Acceptance/Significance, Power & Control, Virtue, Competence.

3. Interpersonal Issues (You w/Others- especially Colleagues & Clients)

Boundary Problems; Communication Skills; Validation/Invalidation; Defensive Styles that preclude validation.

4. Management/Discipline Issues (You w/Others).

D. TEMPERAMENTAL ANALYSIS of self & others - match and mismatch issues.

E. STRESS RESPONSE STYLES- Negative & Positive

1) Denial; 2) Intensification; 3) Avoidance behavior; 4) Hypervigilance;

5) Passive-Aggressive Action; 6) Co-Dependent Behavior

7) Proactive Action; 8) Cathartic Release & Other Types of Release;

9) Rest; 10) Self-Nurturing; 11) Seeking Help; 12) Understanding/Insight



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

Licensed Marriage & Family Therapist, MFC32136

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

Modern Parenting and Tradition Balancing the Old & New

FORMAT:

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

DESCRIPTION:

The professional is first a human being and can have aversions and negative feelings about working with parents that s/he believes in inappropriate, too strict, or worse yet, abusive with their children. However, dismissing such parents or refusing to work with them ignores the reality that most children will stay with their parents however problematic their behavior. This training addresses principles and strategies to professionally and effectively engage with problematic parents to serve the discipline process and well-being of their children.

Outline

1) The Professional's Twilight Zone!

Working w/abusers? Empathy & Ghosts

The Spelling Test

Breaking out of the Twilight Zone - Breaking the Abuse Cycle

2) Hardass or Bleeding Heart Idealist?

3) Themes of Parent Education with Abusive Parents:

THE PERSONAL-PROFESSIONAL SELF, SELF-ESTEEM, ROLES,
BOUNDARIES, ACCEPTANCE, LOSS, EMPOWERMENT

4) Self-Esteem Principles in Parent Education:

SIGNIFICANCE, MORAL VIRTUE, POWER & CONTROL, COMPETENCE

5) Therapeutic Goals in Parent Education in Child Abuse Prevention

Education, Boundary Building, Breaking Patterns of Behavior, Building Self-Esteem through Communication Training

6) Intervention Roles for the Professional:

The Power Position, The Nurturing Position, The Helper Position, The Educator/Teacher

The Authoritative Parenting Position

7) Creating the Relationship

Defensive Reactions of Parents to Professionals

Defensive Reactions of Professionals to Parents



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 - Web: www.RonaldMah.com

8) Psycho/emotional Dx of Parents

9) Validation Principles / Reality, Socialization, & Boundaries
DABDA & Loss Process Theory Relating to Abusive Parents

10) Sales- Creating the Professional Personal Relationship

11) A DIAGNOSTIC HIERARCHY FOR UNDERSTANDING CHILD BEHAVIOR

12) ***CRISIS***



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 - Web: www.RonaldMah.com

Parent Education in Child Abuse Prevention Validation, Education, & Re-Parenting Principles for Working With & Teaching Parents Who Have Been Abusive to Children

FORMAT:

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

DESCRIPTION:

The professional is first a human being and can have aversions and negative feelings about working with parents that s/he believes in inappropriate, too strict, or worse yet, abusive with their children. However, dismissing such parents or refusing to work with them ignores the reality that most children will stay with their parents however problematic their behavior. This training addresses principles and strategies to professionally and effectively engage with problematic parents to serve the discipline process and well-being of their children.

Outline

1) The Professional's Twilight Zone!

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5) Therapeutic Goals in Parent Education in Child Abuse Prevention

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6) Intervention Roles for the Professional:

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The Authoritative Parenting Position

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Positive Resolutions with Hostile, Angry, and Unhappy Clientele

FORMAT:

Lecture, Discussion, and Experiential Work- 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 of clientele with issues with your establishment or program; and how staff can best meet their needs through this awareness combined with appropriate technique, without compromising their integrity and needs, or management policies.

SUMMARY OF CONTENT:

Part A - Lecture and Discussion

1) The Professional Personal Relationship- Investing in a positive alliance with clientele.

2) Selling the Primary Product- Yourself
Underlying Emotional and Psychological issues
Clientele & Staff

3) The Complaint Versus the Psycho/emotional Issues
"Ignoring the Facts" to make the connection!
Making the Diagnosis

4) Connection and Validation based on the Diagnosis
HOW TO MAKE EMPATHIC CONNECTION
THE VALIDATING MESSAGE, Message Part One
THE REALITY MESSAGE, Message Part Two

5) Renewing the Contract w/ the Client

6) Staff Defensive Styles that Block Effective Resolution

PART B - Advanced Experiential Training

1) Secrets and Motivation

2) Role Play Work

The trainer, with input from the program head, will provide role play scripts with psychodynamic descriptions of clients and typical staff-client interactions. Workshop participants role play both staff and client roles in confrontational situations. Participants playing staff roles try to discover their own defensive styles and try to implement theoretical training from Part A in dealing with hostile clients. Participants playing clients experience either



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Licensed Marriage & Family Therapist, MFC32136

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the satisfaction or frustration of well handled or poorly handled response from staff. The empathic experience will serve them in subsequent actual interactions with clients. The trainer and the other workshop participants under the trainer's guidance observe and feedback analysis and suggestions for positive resolution.



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“Uniting Together for Change” Connecting Through Communication

FORMAT:

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

DESCRIPTION:

Healthy vs. ineffective communication is often the foundation to a positive functional organization or team. Working together involves understanding yourself, your colleagues, your organization, and most of all, your shared mission; AND communicating to make the connection. This training looks at key principles and processes of communication for building such relationships.

Developing the VISION –
Developing the TRUST –
Developing the SKILLS –
Developing the TEAM
are the goals of the training –
are the means to self-fulfillment –
are the foundation to achieving your mission.

A. DEVELOPING TRUST AND HEALTHY RELATIONSHIPS

- TRUST

- VULNERABLE

- COMMUNICATE/SELF-EXPRESS
 - o Introspective
 - o Insight
 - o Connected to Self
 - o Articulate

- RECEPTIVE COMMUNICATION
 - o Identify
 - o Understand
 - o Empathize

- INVEST



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B. STAGES OF RELATIONSHIP DEVOLUTION

COMMENTING

COMPLAINING

CRITICIZING

CONTEMPT

DEFENSIVENESS

DISCONNECTING EMOTIONALLY

DIVORCE

C. COMMUNICATION KEYS TO HEALTHY TEAMS

VERBAL & NON-VERBAL COMMUNICATION

Touch

Tone

Facial Expression & Body Language

Message

CONFRONTATION





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CROSS-CULTURAL COMMUNICATION ISSUES

Direct vs. Indirect Communication

Symbolism

D. SELF-ESTEEM IN THE WORKPLACE

THE FOUR CORNERSTONES OF SELF-ESTEEM for Yourself & Others:

Acceptance/Significance

Power & Control

Virtue

Competence

COMMUNICATION SKILLS that Facilitate Self-Esteem

THE FOUR HONORINGS OF COMMUNICATION





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

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Workshops on Anti-Bias Curriculum, Multi-Culturalism, Diversity, Social Justice, & Institutional Change

"Cultural Jeopardy" Expressions Areas of Cultural Differences and Similarities, A Multi-Cultural/Diversity Awareness/Sophistication Training

Facilitating Change in Institutions in the Face of Resistance, Reactionaries, the Ignorant, the Confused, and "Careful" Allies!

Multi-cultural Practicalities and Dangers

Multicultural Survival Training, Differing Cultural Values Affecting the School Community

"Same and Different" Discovery and Appreciation of the Diverse Expressions of Our Shared Humanity, A Multi-Cultural/Diversity Sensitivity Training

Social Justice into Schools, Correlations between Social Justice and Other Developmental and Social Theories

Step Up



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 - Web: www.RonaldMah.com

"Cultural Jeopardy"- Expression Areas of Cultural Differences and Similarities A Multi-Cultural/Diversity Awareness/Sophistication Training

FORMAT:

Lecture and Discussion, and "Game"- Participants are encouraged to make the workshop more relevant to their concerns by asking questions and giving input.

DESCRIPTION:

This is a training on the expression areas where cultural differences occur. The lecture is presented around a playful multiple choice game checking participants' awareness of cultural distinctions. The introduction of cultural distinctions by themselves create the potential of cultural competency, and also, if the participants are not careful, of becoming vulnerable to advanced stereotyping.

Each answer is then used as an introduction to a discussion on an area of potential expression of common intra-personal, interpersonal, and societal issues: definitions of family, acceptable vs. unacceptable aggression, touch, communication styles, time, role of adolescents, and so forth. Through playing "Cultural Jeopardy" the participants safely experience the "jeopardy" of being multi-culturally unaware (failing to appropriately interpret and respond to culturally unfamiliar people), or experience the success of being multi-culturally sophisticated (respectfully interact and respond to unfamiliar others).

SUMMARY OF CONTENT:

- 1) THE SOCIO-ECONOMIC DEFINITION OF CULTURE
- 2) UNDERLYING ISSUES: societal, economic, political
- 3) UNFAMILIAR CULTURAL EXPRESSION: the how-to's when you **don't** know what to do!
- 4) SUPERFICIAL ISSUES: Food, Music, Clothes, and other "Tourist" Issues
- 5) IDENTIFICATION of the areas where cultural differences may lead to problematic interaction. Information about similarities and differences between identified cultures will be introduced and used to identify these key areas.
 - INTRA-PERSONAL ISSUES: Cultural Distinctions
 - INTERPERSONAL ISSUES: Cultural Distinctions
 - SOCIAL/CULTURAL ISSUES: Cultural Distinctions
- 6) Definition & Distinctions: PRE-PREJUDICE, PREJUDICE, BIGOTRY, RACISM



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Licensed Marriage & Family Therapist, MFC32136

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

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

Facilitating Change in Institutions in the Face of Resistance- Reactionaries, the Ignorant, the Confused, and “Careful” Allies!

FORMAT:

Lecture and Experiential- Participants are encouraged to make the workshop more relevant to their concerns by actively participating in experiential training.

DESCRIPTION:

Any person of color or other progressively multiculturally oriented individual working in a traditional institution who is interested in facilitating progressive growth and change, who is experiencing institutional and individual (administration, colleagues, Board of Directors, and/or clients -- white and of color, male or female, straight or gay) resistance. The presentation will begin with an examination of **ineffective ways** to present and promote progressive change and growth (such as multicultural and diversity growth) to traditional institutions such as schools, businesses, etc.) "The Five Lousy Ways to Present Growth and Change (or in a specific example, Multi-culturalism and Diversity)!" Understanding the baseline motivations for established institutions become the key to finding a powerful and pragmatic approach to facilitating growth and change. The presentation will continue with an interactive experiential process with the participants will be led in a problem solving process.

SUMMARY OF CONTENT:

- 1) Making sound **DIAGNOSIS** and **ASSESSMENTS** of the barriers and resistance to progressive growth in the organizations;
- 2) Exploring and examining the appropriateness of various **THEORIES** of resistance and theories to activate change;
- 3) Discussion and sharing **STRATEGIES** and **INTERVENTIONS** suggested by these theories to activate growth and change;
- 4) Aid participants to discover and work through the **PERSONAL** emotional, cultural, social, and political **RESISTANCE** against pursuing the strategies and interventions both among self professed "change agents" and well-meaning but aggravatingly "careful allies" (and, of course, rigid reactionaries to growth and change);
- 5) Examining the sequence of the **GROWTH** and **CHANGE** process and the role of **SAFETY** and **BOUNDARIES** for students of color, families of color, and staff of color, and the relationships to theories of resistance.



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Licensed Marriage & Family Therapist, MFC32136

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

Multi-cultural Practicalities and Dangers

FORMAT:

Lecture and Experiential- Participants are encouraged to make the workshop more relevant to their concerns by actively participating in experiential training.

DESCRIPTION:

When one is aware of the cultural similarities and differences between oneself and another person, family, or community and makes an appropriate assessment of the situation, then cultural sensitive and appropriate behavior and communication follows (depending on the personal skills of the individual). Therefore, whenever possible, culturally sensitive and committed professionals need to research and integrate knowledge about such other persons and their communities. Although, such professionals may be committed to this end, time and energy and adequate resources may not always be available for efficient investment to happen. In addition, there may arise a need for relationships and interactions with individuals or families from heretofore unexperienced cultural communities or with individuals or family "non-normative" within a familiar cultural community.

STEP ONE- SAFETY: Identifying and defusing DANGER ISSUES in Diversity and Multi-cultural Trainings

There are five common problematic approaches to diversity and multi-cultural trainings that are highly problematic.

1. moralistic
2. knowledge, tourist, enrichment approach
3. guilt/atonement approach
4. entitlement approach
5. ambush approach
6. practical approach

STEP TWO- BASELINE: Before Diversity and Multi-culturalism- Establishing COMMON GROUND

Distinguish diversity, multi-culturalism, and cross-culturalism

What is culture? What are the manifestations of culture?

What is culture for? What does culture serve?

What defines culture? What used to define culture? What defines culture now?

What is the relationship between culture and society?



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

Do Values Define Society? or Does Society Define Values?

STEP THREE- REALITY: From prior MONO-CULTURAL SOCIETY to ever increasing
MULTI-CULTURAL GLOBAL VILLAGE
MULTI-CULTURALLY PROFICIENT

STEP FOUR- CRISIS: DANGER and OPPORTUNITY in confrontation and conflict in
approaching Diversity and Multi-culturalism

STEP FIVE- FOUNDATIONS: The Loss and Rebuilding of TRUST

STEP SIX- DIALOGUE: COMMUNICATION SKILLS in the Diversity and Multi-culturalism
Process

STEP SEVEN- STARTING: The CHANGE / PROBLEM SOLVING PROCESS

STEP EIGHT- INVESTMENT: Diversity and Multi-culturalism in the INSTITUTIONAL
CULTURE



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

Licensed Marriage & Family Therapist, MFC32136

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MultiCultural Survival Training Differing Cultural Values Affecting the School Community

OVERVIEW: When one is aware of the cultural similarities and differences between oneself and another person, family, or community and makes an appropriate assessment of the situation, then cultural sensitive and appropriate behavior and communication follows (depending on the personal skills of the individual). Therefore, whenever possible, culturally sensitive and committed individuals and professionals need to research and integrate knowledge about such other persons and their communities. Although, such people may be committed to this end, time and energy and adequate resources may not always be available for efficient investment to happen. In addition, there may arise a need for relationships and interactions with individuals or families from heretofore unexperienced cultural communities or with individuals or family "non-normative" within a familiar cultural community.

OUTLINE:

1) PROBLEMS WITH STRICTLY EDUCATIONAL APPROACHES

2) TOURIST ORIENTATIONS TO CULTURAL AWARENESS

Cultural Deprivation Perspectives

3) UNIVERSALITIES & DIVERSE EXPRESSION

4) COMFORTABLE (ENOUGH) DISCOMFORT

Integrity or Education-Awareness or Commitment? Interferences to making Education-Awareness work. Safety Issues- "Not an encounter group...not a Mau Mau!"

5) DEFINING CULTURE - DEFINING SOCIETY

Do Our Values Define Our Society? or Does Our Society Define Our Values?

Primary, Secondary, & Peripheral Purposes of Culture

Community & School Culture/Society

6) TEMPERAMENTAL DIFFERENCES

Distinguishing Personal & Cultural Differences - Communication Theory

7) PSYCHODYNAMIC ISSUES IN PREJUDICE AND RACISM

8) HOW WE PROCESS DIFFERENCES

The Semantic Progression, Distinctions between Tolerance, Sensitivity, Acceptance, and Activism, The Color-Blind(?)

9) EXPRESSION AREAS OF CULTURAL DIFFERENCES



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"Same and Different" Discovery and Appreciation of the Diverse Expressions of Our Shared Humanity A Multi-Cultural/Diversity Sensitivity Training

FORMAT:

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

DESCRIPTION:

Focus is on helping participants learn the role of culture in society and the reasons for the development of different cultural values, patterns, and behavior in response to societies demands.

Participants will learn how cultural diversity is appropriate and logical in response to needs, i.e. that individuals never "just" are different. Participants will learn how diversity relates to the perceived mainstream culture. The roles that pre-prejudice, prejudice, bigotry, and racism play psychodynamically as well as developmentally will help participants become aware of their own attitudes with regard to diversity. Issues for people of color and for white individuals will be discussed. Using the participants' greater insight and awareness, pragmatic applications for healthy and respectful cross-cultural interaction will be introduced.

SUMMARY OF CONTENT:

- 1) IDENTIFICATION of the areas where cultural differences may lead to problematic interaction. Information about similarities and differences between identified cultures will be introduced and used to identify these key areas.
- 2) UNDERLYING ISSUES: societal, economic, political
- 3) UNFAMILIAR CULTURAL EXPRESSION: the how-to's when you don't know what to do!
- 4) PREJUDICE: Acknowledging and identifying ones own tendencies
- 5) A BRIEF HISTORY of civil rights to diversity training;
distinguishing personality and temperament from cultural issues in relationships;
verbal and non-verbal communication;
ineffective and dysfunctional communication stances; including examples of
inadvertent culturally dysfunctional communication;
- 6) DISTINCT ISSUES FOR WHITE PARTICIPANTS
- 7) DISTINCT ISSUES FOR PARTICIPANTS WHO ARE PEOPLE OF COLOR



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8) EXPERIENTIAL TRAINING & SELF-AWARENESS TRAINING

CULTURE QUIZ

1. What is the difference between the terms, cross-cultural, multicultural, and diverse (or, cross-cultural-ism, multiculturalism, and diversity)?
2. What is culture?
3. What is culture made up of?
4. What is culture for? What does culture serve?
5. What has historically defined culture?
6. What defines culture now?
7. What makes a culture "successful?"
8. What is the functional definition of culture?
9. What is the challenge of cross-cultural or multicultural situations for an individual (whether a member of the couple, a neophyte, or a therapist with new clients)?
10. What is the relationship between culture and society? Does cultural change cause change in society? Does society change cause cultural changes?
11. What is the relationship between culture and couples or families? Does the culture that each member of the couple brings into the relationship define the couple and family? Do the needs of each member of the couple, the couple itself, and the family combine to create a new culture?
12. How has societal and cultural change affected the family and couples dynamics?
13. What is the normal speed historically of cultural change? What is the normal speed historically of societal change?
14. What is the normal reaction historically of society to the need for change? What is the normal reaction of families to the need for change?
15. Under stress, what is the normal reaction of individuals, couples, families, communities, and society?



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16. What is the relationship between the survival culture in a totalitarian society and the survival attitudes, beliefs, values, and behavior of an individual who has grown up in a dysfunctional and abusive family?

17. What is the relationship between the survival and flourishing culture in a democratic society and the survival and flourishing attitudes, beliefs, values, and behaviors of an individual who has grown up in a functional and supportive family?

18. What are the foundations to a successful cross-cultural relationship?



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

Licensed Marriage & Family Therapist, MFC32136

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Social Justice in Schools- Correlations between Social Justice and Other Developmental and Social Theories

FORMAT:

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

DESCRIPTION:

This is a training to aid participants in integrating the principles of a Social Justice Program (including principles drawn from the “Anti-Bias Curriculum”, Derman-Sparks, NAEYC) with other developmental and social theories. Understanding how such theories cross validate with each other and a Social Justice program allows for a more assertive and effective application of such theories to all areas of educational programs. Participants can better articulate the need for such approaches to skeptical colleagues, administrators, and parents in theoretical terms that are more familiar to them. Participants will gain greater sophistication in theories conducive to Social Justice: self-esteem theory, developmental theory, individual/community dynamics, bully/victim research & theory, attributes of children who thrive, communication theory, and the American Promise. Concrete plans for action will be discussed.

SUMMARY OF CONTENT:

A) Self-Esteem theory (Coopersmith) as it relates to Social Justice

- Significance
- Moral Virtue
- Power and Control
- Competence

B) Developmental theory – 5 basic rules of development

C) Individual vs. Community Dynamic of the Education Process

D) Bully/Victim Research & Theory

Definitions, Consequences for Bullies

Consequences for Victims

E) Ten core attributes of children who thrive, Ron Taffel, Ph.D.

- Mood Mastery,
- Respect,
- Expressiveness,
- Passion,
- Peer Smarts,
- Focus,



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- Body Comfort,
- Caution,
- Team Intelligence,
- Gratitude

F) Communication Theory -- Verbal and Nonverbal Communication

Matching Communication, Mis-matched Communication

- Tone,
- Body Language,
- Facial Expressions,
- Action/Behavior,
- Lack of Action/Behavior

G) Feudalism and the American Promise

- Basic human rights of life, security, educational, social, economic, and personal opportunity life,
- Liberty, and the pursuit of happiness;
- due process,
- protection from injustice,
- and a multitude of other individual rights.

H) Basic Premises of the Anti-Bias Curriculum and a Social Justice Program

- Premises,
- Goals for Children,
- The Practice of Freedom,”
- Approaches, Boundaries, Action



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Step Up

A talk about stepping up and speaking up when the need arises.

But stepping up means more than speaking up.

Some people only complain, but aren't involved in the problem solving.

Stepping up also means ACTING UP! Because...

Silence gives _____

1. My daughters scare the heck out of me!
2. The Big Four Fears of Parents
3. The Middle-School In-Group... and the Out
4. 1 + 1 + 28 versus One Substitute Teacher = ?
5. Ideal Self vs. the Real Self

6. Culture: Attitudes, Values, Beliefs, and Behavior
7. Something Off w/ this Child
8. Why adults must nurture babies- Soothing and Self-soothing
9. Definitions of abuse
 The cry of the Abused
10. Good Chinese Boy vs. Good American Boy

11. Pre-Prejudice to Racism
12. Mrs. Gordon
13. The Emperor's New Clothes
14. History, legacy, and responsibility: owing it to my parents, MLK, Susan B. Anthony, Hugh Thompson, Iqbal Masih
15. Why are you still trying?

16. And Linda said, "Hi Ronald."
17. Being a Professional: The Four E's



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Other Workshops for Human Services Professionals

**"I Want To Do That!" Developing Workshop Presentations, from Idea to
Conceptualization to Detail to Comprehensive Workshop**

**Personal through Moral and Cultural Issues to
Ethical and Legal Requirements--The Story of the "AI's"**

**Reasonable Suspicion + Mandated Reporting = ? Experiential Training to Understanding
Child Abuse and Mandated Reporting**

**"What First... Intervention Last" Assessments in Intervention & Treatment Planning in
Therapy & Other Human Services Work**



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"I Want to Do That!" Developing Workshop Presentations From Idea to Conceptualization to Detail to Comprehensive Workshop

FORMAT:

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

DESCRIPTION:

Focus is on helping participants develop their ideas and messages through the different stages to create a fully comprehensive workshop for presentation (and profit!). How to expand upon an initial idea to create a complete structurally sound thesis. What processes to fill out the workshop concepts and issues. How to make the workshop interesting and entertaining as well as informative. Initial and subsequent presentation issues including goals for the first five minutes of the presentation. A presentation idea will be chosen from the participants to be taken through much of the process to illustrate how it works. Marketing issues also for those interested in using workshops for financial profit as well as professional fulfillment.

SUMMARY OF CONTENT:

- 1) GESTATION TO BIRTH-STEP ONE: Your Idea, Thesis, or Hypothesis
- 2) BRAINSTORMING: Expanding the Thesis
- 3) CATEGORIZATION: Identifying the Bones
- 4) SEQUENCING: Building the Skeleton- Basic Structure Issues
- 5) OVERVIEW & INSERTION: What's missing? Sending for Egor!
- 6) ELABORATION, ELABORATION, ELABORATION: The search for nuances and subtleties
- 7) CRITIQUE: Making sense? Logical? On track?
- 8) FLUFF & STUFF: Making it interesting and entertaining
- 9) SALE & SALESMAN: Presentation Principles and Issues
- 10) MARKETING ISSUES



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Personal Through Moral & Cultural Issues to Ethical & Legal Requirements The Story of the "AL's"

FORMAT:

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

DESCRIPTION:

How personal (individual, family, and societal) influences form the foundation for moral beliefs, and how they bring individuals to the field of early childhood education. Facing challenges in working with children (the talk will discuss dealing with temper tantrums as a concrete example) brings the individual's personal issues face to face with ethical and professional dilemmas (and sometimes legal requirements). Under ethical and legal requirements, how and why the work stays intensely personal.

1. Why individuals become involved in child development/early childhood education.
Unexpected "benefits!"
2. Three Strands leading to Moral and Cultural Standards:
 - a) Individual b) Familial c) Social: historical, political, religious, economic
How Individual, familial and social experiences come together to create moral codes—
individual's sense of what is right and wrong
Cross cultural issues that arise in the mix of culture and of peoples
3. How historical, political, religious, and economic experiences come together for a society to create the cultural framework for the society, i.e. the morality of the society
4. What being professional means
What differentiates a professional from another service provider or salesperson?
How Education, Training, Experience, Child Development Theory, and Ethics and Legalities define professionalism
5. An example—Dealing with Temper Tantrums professionally and effectively
Four types of tantrums, four underlying issues, and four approaches. Personal and emotional prejudices affecting approaching difficult behavior
6. Between Ethical and Legal -- the Chicken or the Egg?
The First Child Abuse Intervention, What professions claim to be and do
7. Why mandated child abuse reporting had to be mandated
Always Personal



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Reasonable Suspicion + Mandated Reporting = ? An Experiential Training to Understanding Child Abuse and Mandated Reporting

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions and actively participating in experiential training.

DESCRIPTION:

The presentation starts with the basic Child Abuse Reporting Laws and then activates a conceptual process for mandated reporters such as teachers, therapists, social workers, and other human services providers to understand the criteria for distinguishing among Legal, Ethical, and Moral requirements; and among Legal, Ethical, and Practical/Program requirements. A series of simple experiential activities will help participants distinguish among ineffective discipline, poor discipline, harm, and child abuse- child abuse that mandates reporting. Definitions and guidance in recognizing the different categories of child abuse: physical, sexual, neglect, emotional, and so forth. Guidance in how to handle problematic discipline techniques of parents for child abuse prevention. Cross-cultural and multi-cultural issues in child abuse reporting and discipline issues will also be addressed. Historical and multi-cultural aspects of corporal punishment and sexual boundaries and relationship to legal child abuse definitions.

SUMMARY OF CONTENT:

- 1) Child Abuse Reporting Law
- 2) Mandated Reporters
- 3) Legal, Ethical, and Moral requirements and distinctions- Requirements from the Law, Professional Requirements, and Personal Values;
Differentiating among the following questions:
What are your legal mandates? What are your program guidelines? What is your agenda?
- 4) Legal, Ethical, and Practical/Program requirements- Another Set of Critical Distinctions
- 5) OK and Not OK- A decision making process for Mandated Reporters
- 6) Definitions and Considerations of Child Abuse Categories (Experiential Activities)
Physical Abuse resulting from **Unreasonable Severe Corporal Punishment;**
Physical Abuse resulting from **Unjustifiable Punishment;**
Shaken Infant Syndrome; Physical Neglect;
Sexual Abuse- Assault; Sexual Abuse- Exploitation;
Emotional Abuse; Emotional Deprivation
- 7) Multi-cultural, Cross-cultural, and Historical Issues in Discipline, Boundaries, and Child Abuse



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"What First...Intervention Last" Assessment in Intervention & Treatment Planning in Therapy & Other Human Services Work

FORMAT:

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

DESCRIPTION:

The presentation brings together family life cycle theory, family systems theory, couples therapy principles, communication theory, developmental theories, and other psychological and sociological theories to aid in the assessment process that precludes intervention. Useful for both therapists and other human services professionals and paraprofessionals in determining how to best approach individuals and families in need.

SUMMARY OF CONTENT:

- 1) THE SIX STEP PROCESS FROM ASSESSMENT TO CHANGE
ASSESSMENT--> THEORY--> MODEL-->
STRATEGIES--> INTERVENTIONS--> CHANGE
- 2) THE BASIC DIAGNOSTIC HIERARCHY FOR ASSESSMENT
KISS
- 3) DEVELOPMENTAL ASSESSMENTS: Child, Adolescent, and Adult
Piaget, Erickson, Selman, Family Life Cycle, Regression, & Fixation
- 4) TEMPERAMENTAL ASSESSMENT
- 5) FAMILY ASSESSMENT
- 6) SELF-ESTEEM ASSESSMENT
- 7) RELATIONSHIP ASSESSMENT
- 8) STRESS RESPONSE ASSESSMENT
- 9) ATTACHMENT ASSESSMENT
- 10) MORALITY ASSESSMENT
- 11) HOPE ASSESSMENT