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) 614-5641 Office - (510) 889-6553 fax - E-mail: Ronald@RonaldMah.com - Web: www.RonaldMah.com

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

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

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

Childhood Depression

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

Difficult Behavior
Positive Discipline for Classrooms and Beyond

Fix this Kid!
Foster Child in the Family System- "When All Hell Breaks Loose"

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

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

One-Minute Temper Tantrum Solution
dvd of this workshop available at www.FixedEarthFilms.com

"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?
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 Differently Challenged Children (for example, particular Developmental issues affecting Abused Children, particular Situational issues affecting Children w/ Learning Disabilities, particular Systemic/Environmental issues affecting Children in Blended Families, and so forth)
   Developmental - Situational - Physical - Emotional Disruption Temperamental - Systemic/Environmental - Pathological - Moral
5. Family Systems Theories Applicable to Understanding Children’s Behavior in the Classroom

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

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

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

Denial; Intensification; Avoidance behavior; Hypervigilance; Passive-Aggressive Action; Co-Dependent Behavior
Proactive Action; Cathartic Release; Physical Release; Breathing; Rest; Self-Nurturing; Seeking Help; Understanding/Insight

Self-Esteem

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

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

Alcohol (depressant) & Drug Use:

Experimentation
Social Use
Problematic Use: Occupational/Academic Problems
Physical Problems, Emotional/Psychological Problems
Addiction
Self-Medication**

A MESS
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
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
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?
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.
Child with auditory or visual deceptive disability (missing social cues).
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.
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.
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.
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!)
**ASSESSMENT**


**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**


**RESULTS**

6 S’s: Safety, Security, Stability, Structure, Serenity, Sanity
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
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/JUDGEMENTS: 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)
*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.
TEMPERAMENTAL EVALUATION & GOODNESS OF FIT EVALUATION

TEMPERAMENTAL EVALUATION & GOODNESS OF FIT EVALUATION TRAITS

<table>
<thead>
<tr>
<th>TRAITS</th>
<th>SELF</th>
<th>SPOUSE</th>
<th>CHILD1</th>
<th>CHILD2</th>
<th>CHILD3</th>
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<tbody>
<tr>
<td>1. Activity Level</td>
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<tr>
<td>2. Distractibility</td>
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<td>3. Intensity</td>
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<td>4. Regularity</td>
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<td>5. Persistence</td>
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<td>6. Sensory threshold</td>
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<tr>
<td>7. Approach/Withdrawal</td>
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<td>8. Adaptability</td>
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<tr>
<td>9. Mood</td>
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TEMPERAMENTAL TRAITS EASY <-----------------------------> DIFFICULT

<table>
<thead>
<tr>
<th>TRAITS</th>
<th>LOW &lt;----------------&gt; HIGH</th>
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<tbody>
<tr>
<td>Activity Level</td>
<td></td>
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<tr>
<td>Distractibility</td>
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<tr>
<td>Intensity</td>
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<tr>
<td>Regularity</td>
<td>REGULAR &lt;-----------------&gt; IRREGULAR</td>
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<tr>
<td>Persistence</td>
<td>LOW &lt;-----------------------&gt; HIGH</td>
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<tr>
<td>Sensory threshold</td>
<td>HIGH &lt;----------------------&gt; LOW</td>
</tr>
<tr>
<td>Approach/withdrawal</td>
<td>APPROACH &lt;-----------------&gt; WITHDRAWAL</td>
</tr>
<tr>
<td>Adaptability</td>
<td>GOOD &lt;----------------------&gt; POOR</td>
</tr>
<tr>
<td>Mood</td>
<td>POSITIVE &lt;----------------&gt; NEGATIVE</td>
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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

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 - NUUTURE – SHAME - PUNISH - IGNORE – DISTRACT?

- Telling the Difference
DAILY BEHAVIOR REPORT (Fix this Kid!)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Child Scoring</td>
<td>Teacher Scoring</td>
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<tr>
<td>Line up/Into Class</td>
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<tr>
<td>Class Time</td>
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<td>AM Recess</td>
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<tr>
<td>Class Time</td>
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<td>LUNCH</td>
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<td>Class Time</td>
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<td>PM Recess</td>
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<tr>
<td>Class Time</td>
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<tr>
<td>Dismissal Transition</td>
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______/45  ____/45  TARGET______

** POINT GUIDE **

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>5</td>
<td>Perfect/No Problems or Issues out of hand; Issues resolved well by child's actions &amp; initiative</td>
</tr>
<tr>
<td>4</td>
<td>Good Behavior; Minor Teacher Interventions to gain resolution</td>
</tr>
<tr>
<td>3</td>
<td>Fairly Good Behavior; Greater Teacher Intervention needed; Issues not fully or easily resolved</td>
</tr>
<tr>
<td>2</td>
<td>Problematic Despite Teacher Intervention; Issues still recurring</td>
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<tr>
<td>1</td>
<td>Oppositional / Defiant Behavior; Lack of Resolution</td>
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<tr>
<td>0</td>
<td>Tantrums / Fights / Behavior Code Violations</td>
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</table>

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

DESCRIPTION: The “villages” of children are the smaller and larger communities in which they explore and experiment, as they develop both their sense of selves and a sense of belonging. This training/talk describes the evolving nature of the “villages” or communities and the critical nature of collaboration among invested adults: parents, caregivers, and educators. Fundamental expectations, environments, guidance, and discipline will derive from the collaboration… or not. How well or poorly the adult “village” or community communicates will determine the healthy or unhealthy development of children to enter the larger community today and in the future. Professional responsibilities and guidance how to create the adult coalition will be discussed.

What we communicate…
The Four Cornerstones of Self-Esteem:
Acceptance/Significance, Moral Virtue, Power & Control, and Competence

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

“Special” risks Narcissism- Four Characteristics of Narcissism- Two Pairs
1) Omnipotence & Grandiosity
2) Self-righteous & Entitlement
Distinctions between Healthy Self/Community Member vs. Narcissism

Self-Care- "Me FIRST!"

“If it takes a village…”
The Development of a Child's World
First, second, and third communities: 2-1; 1-4; 1-12; 1-20/25; 1-30; 1- 50/100; 0-100
Parents + Educators: First and Second Guardians of the Community

Time In and Time Out in the “Village”
Three Basic Rules to Not Harm:
1) Self, 2) Others, 3) Process of the Community

Between Family/Parents & Caregiver/Teacher (Eight Principles/Goals)
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
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 Ignitors
   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.
"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.
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”
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 is 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
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 in 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
"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
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.
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
Child vs. Teen vs. Adult Society & Culture

SUCCESSFUL PARENTING involves being aware of the demands of the societies ones child faces:
The CURRENT CHILDHOOD SOCIETY
The CURRENT TEEN SOCIETY
The CURRENT AMERICAN SOCIETY
The IMMINENT ADULT SOCIETY the CHILD will face

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

Successful parenting leads to SELF-ESTEEM for the child and for the parent
Successful Parenting & being a successfully parented child in terms of self-esteem involve:
Significance, moral virtue, power & control, and competence.

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

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

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

Parenting Styles/Results in Children
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