APPENDIX 1

SAMPLE INFORMED CONSENT
STATEMENT OF INFORMED CONSENT BY PARENT/GUARDIAN FOR PARTICIPATION IN C.A.P.S.L.E.

I am willing for my child to take part in a program described to me as the Creating a Peaceful School Learning Environment (C.A.P.S.L.E.).

I have read the attached description of the project, which explained to me the purpose of the program and the procedures that will be used.

Any risks and/or benefit my child is expected to experience have also been explained to me. Any questions I may have during or after my child’s participation in this program will be answered by ______________________________. Also, it has been explained to me that I can stop my child’s participation whenever I wish and without any disadvantage to them.

I understand that all of the information my child will give when they take part in this program will be confidential. The information will not be shown to anyone except the people directly connected with evaluating the program, unless it is ordered by a court of law.

I understand that every child in the school has been asked to become involved with this program, which will continue until the end of the school year and possibly longer.

In signing my name to this form, I am certifying that I understand and have been fully informed about my child’s part in this program and that I consent to my child’s participation in it. My signature on this form does not obligate my child to complete the program. I understand I will receive a copy of the signed consent form for my reference.

_________________________________
Parent or Guardian

_________________________________
Relationship to Student

Telephone ___________________ School Principal ____________________________

Date signed: ____________________

_________________________________   ____________________________
Your Child’s Name (please print)    Your Child’s Date of Birth
Program description of: Creating a Peaceful School Learning Environment (C.A.P.S.L.E.)

The C.A.P.S.L.E. Program addresses children’s’ relationships with each other during classroom and playground interactions; how children treat each other when disagreements occur; and how it may be possible to improve the way in which children resolve conflicts between themselves and their friends.

Your child will be asked to participate in a special form of training that involves a session each week, during which he/she will participate in a group trained by an instructor familiar with the procedure. This training is called GENTLE WARRIOR Training, and involves a combination of training in personal skills, relaxation, body conditioning, role-playing of conflict management skills, learning methods of handling physical violence without getting injured or injuring others, and developing communication skills with peers.

You and your child may be asked to fill out questionnaires with the goal of evaluating the impact of the training. If you do not wish your child to participate in this program or your child does not want to, it will not be held against you in any way. You do not have to give any reason to anyone regarding your refusal of consent for your child to participate in the program, or for that matter, a decision to discontinue your child at anytime. You should know that the training schedule should not be stressful or dangerous to your child. Certified instructors will be under close supervision. The instructors have been trained to minimize the risk to any children and any such risk would be purely of accidental injury no greater than would occur during physical education classes, for example. Although the training involves techniques derived from martial arts, no kicking, punching, or striking techniques of any sort will be taught to your child. The only techniques derived from martial arts that will be taught involve assisting a child in falling without injury, assisting a child in releasing themselves from the grip of others, and avoiding punching, kicking, and other striking from attackers.

Information on your child’s academic performance, classroom behavior, and other statistical data the school usually collects will also be used to evaluate the program.

Although no personal benefit is guaranteed for your child, it may well be that your child’s way of handling aggression and communicating with his/her peers will be improved. In part, the purpose of the project is to see if this form of training can do just that. _____________________ is available to answer any questions you have regarding the program.
APPENDIX 2

POWER STRUGGLES
REFERRAL ALERT, PAT ON
THE BACK, AND
PERSONAL NOTES FOR
DISCIPLINARY
REINFORCEMENT
Bully Behavior

Adult Disrespect
- Talking back to a teacher
- Refusing to follow a teacher’s directive
- Swearing in the presence of a teacher
- Calling a teacher a name
- Threatening a teacher verbally
- Using a loud or rude tone with a teacher
- Failing to complete assignments
- Instigates power struggles
- Refusing to follow a teacher’s directive
- Minor pushing and shoving
- Excessive noise
- Throwing others’ property around
- Making fun of or ridiculing another student
- Not sitting with someone
- Urging others not to sit with a child

Classroom Disrespect
- Clowning and distracting the class
- Interrupting the teacher
- Inappropriate touching, pulling hair, or poking
- Cheating
- Disrupting other children while they try to do their work
- Defiance of a teacher
- Refusal to work
- Making fun of classmates’ mistakes or wrong answers
- Noise making
- Talking without permission

Peer Disrespect
- Teasing a student
- Name calling
- Spreading rumors
- Overly aggressive in a game
- Mean tricks on other students
- Social ostracism and clique formation
- Extorting lunch, money, or other valuables
- Taunting or group teasing

Victim Behavior
- Complains or tattles a lot
- Provokes trouble and then tattles and complains
- Gives in easily when pressured
- Frequently by him/herself
- Easily led and manipulated

School Bus Disrespect
- Instigates power struggles
- Loud horseplay
- Threats and put-downs
- Minor pushing and shoving
- Excessive noise
- Throwing others’ property around
- Making fun of or ridiculing another student
- Not sitting with someone
- Urging others not to sit with a child

Corridor and Schoolyard Disrespect
- Pushing
- Loud Noise
- Mean games
- Social games which exclude others
- Intimidation
- Threats
- Group ridicule
- Changing the rules of a game in the middle
- Pushing to be first in line
- Unwanted touch
- Name calling
- Destroying school property
- Dominating a game at the expense of others

Bystander Behavior
- Instigates power struggles
- Seems to enjoy classroom/playground disruption
- Doesn’t help with classroom/playground fights
- Assists bullies in bullying behavior

Bystander Behavior
- Instigates power struggles
- Seems to enjoy classroom/playground disruption
- Doesn’t help with classroom/playground fights
- Assists bullies in bullying behavior

Comments of teacher: (Including behaviors not listed above)

2.1
**COUNSELOR/CHILD SAFETY SPECIALIST RESPONSE**

**ASSIGNMENT to the Student**

**Recommendations:**

- [ ] Home Report
- [ ] Referral to Principal
- [ ] Parent Visit
- [ ] Special Counseling

__________________________________________  
Signature

Comments of the Counselor:
Think about this and when you feel you have changed, give it back to the teacher.

__________________________
Teacher

__________________________
Date

Think about this and when you feel you have changed, give it back to the teacher.

__________________________
Teacher

__________________________
Date
Think about this and when you feel you have changed, give it back to the teacher.

__________________________
Teacher

__________________________
Date

Think about this and when you feel you have changed, give it back to the teacher.

__________________________
Teacher

__________________________
Date

Think about this and when you feel you have changed, give it back to the teacher.

__________________________
Teacher

__________________________
Date

Think about this and when you feel you have changed, give it back to the teacher.

__________________________
Teacher

__________________________
Date
is a Gentle Warrior

RESPECTFUL

STICKS BY FRIENDS

FRIENDLY

POLITE
Give yourself a big pat on the back. You earned it.

Teacher

Date

Give yourself a big pat on the back. You earned it.

Teacher

Date
is a Gentle Warrior

Kind

Helps Others

Strong

Tries Hard
Give yourself a big pat on the back. You earned it.

________________________
Teacher

________________________
Date

Give yourself a big pat on the back. You earned it.

________________________
Teacher

________________________
Date

Give yourself a big pat on the back. You earned it.

________________________
Teacher

________________________
Date

Give yourself a big pat on the back. You earned it.

________________________
Teacher

________________________
Date
Think about this and when you feel you have changed, give it back to the teacher.

Teacher

Date

Think about this and when you feel you have changed, give it back to the teacher.

Teacher

Date

Think about this and when you feel you have changed, give it back to the teacher.

Teacher

Date

Think about this and when you feel you have changed, give it back to the teacher.

Teacher

Date
Think about this and when you feel you have changed, give it back to the teacher.

Teacher

Date

Think about this and when you feel you have changed, give it back to the teacher.

Teacher

Date
FIVE RELAXATION POINTS
THE SELF-PROTECTIVE
RESPONSE

• TAKE A BREATH AND UNCLENCH YOUR
  JAW - RELAX YOUR JAW

• LET YOUR TONGUE RELAX AND FALL TO THE
  FLOOR OF YOUR MOUTH - RELAX YOUR TONGUE

• TAKE A DEEP BREATH HUNCH UP YOUR SHOULDERS
  AND BREATHE OUT - LET YOUR SHOULDERS DROP
  DOWN QUICKLY - RELAX YOUR SHOULDERS

• MAKE A TIGHT FIST WITH YOUR HANDS THEN
  LET GO - RELAX YOUR FINGERS

• TIGHTEN UP THE MUSCLES IN YOUR FEET THEN
  LET GO - RELAX YOUR TOES

YOU HAVE JUST DONE THE
SELF-PROTECTIVE RESPONSE
SELF PROTECTIVE RESPONSE

Breath Deep

Relax Jaw

Drop Tongue

Relax

Relax Shoulders

Relax Fingers

Relax Toes
ARE YOU A VICTIM?

SNEAKY BULLY

- Disturbs others
- Ricks on kids
- Disobeys adults
- Uses bad words
- Mean tricks

A GENTLE WARRIOR

- Kind
- Helps others
- Tries hard
- Strong

BULLIES TRICKING YOU

FOXY IS A BULLY

- Tricks kids
- Gets picked on
- Cries
- Always left out
- Few friends
- Mean things

HE GETS YOU IN TROUBLE

CRYING VICTIM

DONT LISTEN TO FOXY
3.5
Running Away From a Bully

Friends... Make Room for New Hurts

Being Left Out
Bystander
VICTIM
BULLY
APPENDIX 4

BULLY- VICTIM-BYSTANDER POSTER COMPETITION SUGGESTIONS AND RULES
BULLY- VICTIM- BYSTANDER POSTER COMPETITION

PURPOSE

This competition is designed to reinforce the messages that are being taught in the GENTLE WARRIOR Program in Physical Education and the larger school program dedicated to creating a safe and creative school learning climate. This poster competition is a way to rally the students, teachers, and parents around the key message of the program: ZERO TOLERANCE FOR BULLYING, BEING A VICTIM, OR BEING A BYSTANDER.

The poster will be judged by grade-level and displayed throughout the school. Special words will be given to the posters that best express the message of the program. Parents and teachers are asked to help the students understand the various ideas expressed in the attached descriptions of the roles in a power struggle.

RULES

• All posters must be submitted on 11" x 17" white poster paper.
• Artwork can be in black and white or color.
• All posters must follow the guidelines that describe the roles of the bully, the victim, or the bystander and their negative impact on the students and the school.
• Posters must combine the art and the written messages.
• Poster must be signed by a parent on the back of the poster to be an official entry.
• Posters should have the students name ON THE BACK and not on the front of the poster.
• Posters are due on: (date)

PRIZES

This contest will have the following prizes:
Grades K-1
Grades 2-3
Grades 4-5
Grades 6-8

(insert prizes)
Sample definitions for children.

**BULLY**

A bully is anyone who picks on others, likes to push weaker people around, makes people feel bad, humiliates them, teases them, beats them up. The bully has no feeling for anyone else’s pain. The bully can be a male or female, a student, a teacher, or a parent. A bully likes to control people, likes to make weaker people feel unwanted and excluded, and likes to play mean games of “keep-away” or “you-are-not-wanted.” Bullies are sometimes bigger and more popular than others around them, but anybody of any size can be a bully.
VICTIM

Victims are people who are always getting picked on. They are usually not popular and very shy. Victims do not stand up for themselves, they try to please other people, and often have mean tricks played on them. A victim is often the target of a bully’s mean actions. Victims get beaten up, teased, and excluded from groups. Victims do not stand up for themselves and seem to just “take it.”
A bystander is somebody who watches bullies make fun of, hit, or abuse victims. Bystanders are the people who sit back and watch and silently encourage a bully to act mean. Bystanders laugh at the victims or they sit quietly, afraid to do anything to stop the bully or help the victim. Bystanders can easily become either victims or bullies depending on who they are with.
Posters can show a bully, a victim, or a bystander and send the message of ZERO TOLERANCE.
Posters can also show a bullying scene like:

**Adult Disrespect**

- Talking back to a teacher
- Refusing to follow a teacher’s directive
- Swearing in the presence of a teacher
- Calling a teacher a name
- Threatening a teacher verbally
- Using a loud or rude tone with a teacher
- Failing to complete assignments
- Other

**Peer Disrespect**

- Teasing a student
- Name-calling
- Spreading rumors
- Overly aggressive in a game
- Mean tricks on other students
- Social ostracism and clique formation
- Extorting lunch, money, or other valuables
- Taunting or group teasing
- Other

**Classroom**

- Clowning and distracting the class
- Interrupting the teacher
- Inappropriate touching, hair pulling, or poking
- Cheating
- Disrupting other children while they try to do their work
- Defiance of a teacher
- Refusal to work
- Making fun of classmate’s mistakes or wrong answers
- Noise making
- Talking without permission
- Other
School Bus

- Loud horseplay
- Threats and put-downs
- Minor pushing and shoving
- Excessive noise
- Name-calling
- Throwing others’ property around
- Making fun of or ridiculing another student
- Not sitting with someone
- Urging others not to sit with a child
- Other

Hallway and Schoolyard

- Pushing
- Loud noise
- Mean games
- Keep out social games
- Intimidation
- Threats
- Group ridicule
- Changing the rules of a game in the middle
- Pushing to be first in line
- Unwanted touch
- Name-calling
- Destroying school property
- Dominating a game at the expense of others
- Other
EDUCATIONAL ASSIGNMENT ART AND WORKBOOKS, BE A FRIEND AWARD SAMPLE CERTIFICATE
POWER STRUGGLES STUDENT WORKBOOKS (Featuring the Gentle Warrior Characters)

Student Workbooks

These workbooks are designed to offer classroom and homework assignments that reinforce the program’s messages. Each series offers a range of coloring, drawing, and word game exercises involving the program’s messages about bullying and being a victim or bystander.

Sheets are perforated for easy ripping for take home assignments and each page has a front and back exercise that targets one program message.
A series of children’s reading books with colorful illustrations that reinforce the messages of the **GENTLE WARRIOR** Program. The books are meant to be read by students in Grades 2 and 3 and to be read to K-1. The stories deal with forms of bullying and how children can be involved in a variety of roles. The stories deal with issues such as mean tricks, teasing, exclusions, and physical intimidation.
Nine Ways to Deal With a Bully

Ignore the Bully and Walk Away
Get Someone to Help
Talk to the Bully
Agree with the Bully
Make Friends with the Bully
Trick the Bully
Refuse to Fight
Use Your Voice: Yell “BACK OFF!”
Make the Bully Laugh

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APPENDIX 6

PATCH ART, BUTTONS, BOOK MARKS, MAGNETS AND PEACE FLAG DESIGN FOR GENTLE WARRIOR PROGRAM
Sample buttons & stickers

Make the Bully Laugh

BACK OFF

Are You Getting Angry?

BULLY

VICTIM

Bystander
Trick the Bully

Make friends with the Bully

Ignore the Bully

Get Help With the Bully

Agree With the Bully

Refuse to Fight the Bully
Hands blue with white frame and lettering white on basic royal blue flag- makes an attractive design.
Magnets

A GENTLE WARRIOR:

😊

Listens
Respects
Is Polite
Gives To Others
Is Dependable

Self-Protective Response

😊

Relax Jaw
Relax Tongue
Relax Shoulders
Relax Fingers
Relax Toes

BULLY
STOP
VICTIM    BYSTANDER
AGREE WITH THE BULLY

REFUSE TO FIGHT THE BULLY
Patch Art
APPENDIX 7

SAMPLE NEWS ITEMS FOR THE SCHOOL NEWSLETTER
SAMPLE NEWS ITEMS FOR THE SCHOOL NEWSLETTER

C.A.P.S.L.E. PROGRAM: OVERVIEW

Again this year we are going to continue this program to facilitate a Creative And Peaceful School Learning Environment. I want to tell you a little bit about this program so that you will know what your children are being introduced to, and I also want to present to you the people involved. There are three elements to the program. One is called GENTLE WARRIOR Training, which will be available for kindergarten through 5th grade students, and which will assist the students in learning to deal with bullying and victimization and to identify the bystander who makes bullying and victimization easier to happen. The children will learn non-violent ways to deal with bullies. In this class, the children will participate in a number of physical activities, including learning how to fall safely and how to block an attack. No dangerous striking will be taught. Children will learn to relax, sit quietly, and work together. Social skills such as respect, gentleness, and self-control will be modeled. Your child should take at least one of these classes each week.

The second element is the Bruno Program. This year we hope to enlist, through business partners in education, at least one local business that will provide us with some of their employees to help out on the playgrounds during recess and before and after school; to assist children in conflict solving and show them how to play games without becoming miserable and fighting; and, to some extent, to assist teachers in maintaining a peaceful climate in the classroom. Over the last year there has been a dramatic reduction in out of school suspensions and student visits to the principal. At the same time there has been a significant increase in academic achievement in the school, a great credit to the students and teachers. Classroom atmosphere is still seen as fairly disruptive by many students, so this year we are focusing on this problem with a program consisting of more posters, an increased emphasis on how to deal with bullies, victims, and bystanders, a system of peace flags, and utilization of the Olympic torch, on permanent loan to the school is, awarded to the class with the best record each month.

The final element is the Peer Mentor Program. In this program the High School and perhaps, later on, middle school students, will assist in helping some of our students to resolve conflicts and personal difficulties in order to facilitate the learning process.

We are assisted in these programs by the extra special effort of all the teachers and especially the principal, and the special education teacher who has spent most of the summer helping us collect and systematize all of the research data that has been
collected. Debbie is the individual who has organized us and kept our programs efficient, besides providing teaching expertise and inspiration. Stephen Twemlow, from the School of Martial and Meditative Arts, is teaching the **GENTLE WARRIOR** Program and is assisted by a number of the brown and black belt students at the school. The Bruno Program has had the assistance of a number of parents, retired people in the area, and martial arts students who have donated their time. The Peer Leadership Program is ably organized by Judy Osbourn, a social worker at St. Francis Hospital, and Sam Smith of the Highland Park High School who have volunteered their time to coordinate the often complex arrangements necessary to insure a good experience for both Highland Park High School students and other students who are assisting in this program.

The underlying issue of all of these efforts of the C.A.P.S.L.E. program is to enable students to deal with undue competitiveness and bullying in their personal relationships and relationships with teachers and friends. The hope is that children learn communication is improved if you don’t push somebody around but approach them on a completely equal basis. Once that is learned a great number of situations that often result in fighting and other conflicts will be resolved. If this occurs children will be able to relax and play on the playground with much more pleasure and less misery and work in the classroom without interruption. We know that for children to learn they must have both a classroom atmosphere conducive to learning that is a classroom with enthusiastic and committed teachers and students, and equally importantly, a playground where they can have fun and consolidate their learning. The play part of children’s’ development is often considered a peripheral matter of less importance than academic learning, but psychological research has shown that playing is a very important time for children to consolidate many of their psychological and academic gains.

It is a privilege for us to be involved again with your outstanding school, and we look forward to another productive school year.
THE “GENTLE WARRIOR” PROGRAM

Two children locked into a stare down. Their jaws clenched shut. Hands slowly curling into fists. The fight is about to begin. All of the sudden one of the participants steps back into a T-stance, puts his hands up in a non-aggressive, non-threatening manner and yells, “Back off!” loudly and assertively. Immediately this same person turns around and walks away, not in fear but with the attitude that she/he doesn’t want to be in this situation.

The “GENTLE WARRIORS” program combines the physical and mental aspects of the martial arts: to build self-confidence and self-esteem, to offer methods of releasing anger and aggression in a positive way, to teach values such as respect, self-control and honor, and to educate students about bullies, victims, and bystanders.

These skills are learned by the application of martial art techniques and philosophy. They are taught by role-playing, physical activities such as balance, coordination and strengthening exercises, relaxation techniques, reading and discussions. Finally, the students will learn non-physical ways of avoiding conflicts and fights.

The entire program is designed to integrate the mind and body. The martial arts are useful for effectively engaging the minds of young people through their bodies.

C.A.P.S.L.E.: PEER MENTORS

Highland Park High School has provided five students to be Peer Mentors for the C.A.P.S.L.E. program. These students will be working with five students from Ross Elementary on Wednesdays and Fridays from 12:05 - 1:05. The peer leaders will be assisting the classroom teacher as well as assisting their assigned students in the areas of acceptable social behavior and academics.

Jessica says she likes coming to Ross Elementary to help children out who need the help. She also enjoys working with the autistic students at Ross. She likes working with children because it makes her feel important and needed.

Chevas was a former student at Ross, so he has enjoyed working with his student. He feels he can help his student become a better student and at the same time he hopes to develop a better understanding of children.

Sam Smith

CAPSLE PROGRAM: BRUNOS

The Bruno program is a very important part of the CAPSLE program since it provides your children with adult role models to help them learn and solve conflicts with their peers. Each Bruno usually has an Honor Patrol student, who helps the Bruno with tasks such as refereeing games, breaking up fights, resolving verbal conflicts, playing fun games, using play equipment fairly, developing social skills like
courtesy and respect to reinforce what you do at home as well as helping with school work like reading and math.

We have trained several Bruno volunteers from a retirement home near the school and we hope to have several senior citizens work with the children.

We could also use you and perhaps your parents if they are retired and have time.

Call at the school office. I think you might enjoy it.

Very best wishes,

for CAPSLE Program
APPENDIX 8

BASIC TRAINING FOR THE GENTLE WARRIOR PROGRAM CHILD SAFETY SPECIALIST
Basic Instructor Level Training
for the Child Safety Specialist

DAY ONE

8:00-8:30 AM
Coffee and Registration

8:30-9:30 AM
Lecture on the Basic Program Components including: theory, application, goals, and methods of implementation in K-3 physical education programs.

9:30-10:15 AM
Intensive Stretching and Relaxation Training. A wide variety of stretching and mind awareness techniques will be demonstrated and practiced. These same techniques will be used with the students in class. Core activities include: yoga and martial arts stretching exercises demonstrated to be effective with children K-3.

Break

10:45-12:15 PM
Physical Techniques:
- Ground Defense
- Body Positioning
- Open-hand Blocks

Lunch

1:15-2:30 PM
Role-playing and Voice Skills. How to use Voice and “Back Off Routine.” Nine Ways to Deal with Bully using Role-playing. Role Play scenarios and class involvement techniques.

Break

2:45-3:30 PM
Basic Classroom Application. Techniques for controlling the gym space, how to set up exercises, ways to keep the class interesting and informative, how to deal with discipline problems, and open discussion of possible obstacles and resources available in school.

Practice and Review as needed. Available for individual additional review or practice.

End of DAY ONE
DAY TWO

8:30-10:00 AM
Stretching and review of the physical and verbal skills.

Break

10:15-11:30 AM
Physical techniques:
    - The Frame
    - Wrist Escape
    - Front Choke Defense
    - Wild Run

11:30-12:15 PM
Relaxation. Stillpoint meditation.

Lunch

1:15-2:15 PM
Breaking Up a Fight and Storytelling.

Break

2:30-3:00 PM
Practice and Review as needed.

3:00-3:30 PM

End of DAY TWO
Training Methodology

All Physical Techniques will use the following format:

1. Slow Physical Demonstration
2. Application: Show How It Works
3. Basic Drills Designed to Reinforce the Move
4. Move is Dissected Into Sequences (Step-by-Step)
5. Repetition and Two Person Drills
6. Teach Back Move on Partner and Instructor
7. Question and Answer

All Role-playing Done in Interactive Teams with Critique. Learn how to model the roles of bully-victim-bystander and use nine ways to deal with a bully.

CERTIFICATION

The 2-Day Seminar is the first phase of a 2-part certification. The Second Phase includes practical application in a school that indicates that the basic instructor has successfully implemented the class for one cycle. Basic certificate presented after the 2-day seminar. FULL CERTIFICATION requires supervised application.

Levels of Certification for Child Safety Specialist

LEVEL ONE: BASIC K-3 CHILD SAFETY SPECIALIST

CAN TEACH K-3 CLASS
KNOWS THE NINE WAYS TO DEAL WITH A BULLY
PROFICIENT IN THE FOLLOWING TECHNIQUES:
• GROUND DEFENSE AND ESCAPE
• THE FRAME
• USE OF VOICE
• WILD RUN
• OPEN-HAND BLOCKS
• BODY POSITIONING
• WRIST ESCAPES
• STRETCHES
• RELAXATION TECHNIQUES
• THE WALL
• FRONT CHOKE ESCAPE
• FLAT-ON-YOUR STOMACH ESCAPE
• HOW TO BREAK UP A FIGHT
• BULLY-VICTIM-BYSTANDER SOCIAL ROLES
• STORYTELLING

2-DAY TRAINING IN CORE TECHNIQUES AND PHILOSOPHY
INSTRUCTOR TEST (VERBAL AND PHYSICAL)
SUPERVISED INDEPENDENT CLASS PRESENTATIONS
(VIDEOTAPE) DEMONSTRATING THE ABILITY TO IMPLEMENT
THE PROGRAM IN A REGULAR PHYSICAL EDUCATION CLASS
CERTIFICATE AWARDED AFTER COMPLETION OF 12 WEEK
FIELD TRAINING

LEVEL TWO: ADVANCED ELEMENTARY CHILD
SAFETY SPECIALIST

CAN TEACH 4-5 GRADE AND MUST HAVE BASIC CHILD
SAFETY SPECIALIST CERTIFICATE
2-DAY TRAINING IN CORE TECHNIQUES AND PHILOSOPHY
FIELD SUPERVISION
INSTRUCTOR TEST (VERBAL AND PHYSICAL)
BREAK-FALL TECHNIQUES

LEVEL THREE: SENIOR CHILD SAFETY SPECIALIST
AND CAPSLE PROGRAM COORDINATOR

MUST BE AN ADVANCED ELEMENTARY CHILD SAFETY
SPECIALIST TO BE ELIGIBLE
TRAIN BASIC CHILD SAFETY SPECIALISTS
OVERALL SCHOOL PROJECT MAINTENANCE
APPENDIX 9

CODE OF CONDUCT, PERSONAL COMMITMENT, AND SAMPLE AWARD CERTIFICATE FOR GENTLE WARRIOR PROGRAM
The code of conduct outlined below is signed by each member of the (school name) as part of a deep and serious personal commitment to its principles.

The Gentle Warrior Way requires:

- Respect for others and the environment.
- Humility.
- Care of one’s own body and mind.
- Respect for others and the environment.
- Honesty and sincerity in all dealings with oneself and others.
- Keeping one’s word.
- Reconciliation and self-renewal.
- That the student behave with honor, dignity, and courtesy in all dealings with others.
- That the student never use his/her skill to degrade or intimidate others, and instead show forgiveness.
- That the student pursue justice and courage born of skill and self-control.
- That the student pursue justice and courage born of skill and self-control.

Students are united in friendship and concern for each other. I will uphold these principles to the very best of my ability.

I ____________________________________________ agree to the above principles and I recognize that all ____________________________________________  Date: ________________

Address:__________________________________________________________________

City                                    State                     Zip

Parent or Guardian:________________________________________________________

Witness:__________________________________________________________________
SAMPLE CERTIFICATE FOR GENTLE WARRIOR PROGRAM

_______________________________
has completed GENTLE WARRIOR Classes

I have learned how to treat people with respect, practice self-control, be honest with myself and others, and to handle conflicts in a non-physical way.

_______________________________
Student Signature

_______________________________
Child Safety Specialist

_______________________________
School Principal

_______________________________
Class Room Teacher

Date

has completed GENTLE WARRIOR Classes

GENE WARRIOR PROGRAM
SAMPLE CERTIFICATE FOR
APPENDIX 10

MESSAGES FOR PARENTS TO REINFORCE THE GENTLE WARRIOR PROGRAM
Stress time to calm down and think before you act. Remember what to do when you get angry: take a deep breath - count to 10 then take another deep breath. Relax so you don’t react without thinking.

Parents: your children can practice this with you. This is a copy of one of the signs of Getting Angry that are posted around the school.
Practice defense against a wrist grab. Here’s the drill:

- Fist
- Twist
- Elbow up
- Yell “back off”
- Run.

Your children can show you what to do. Hold their wrists and have them practice on you.

GENTLE WARRIOR
Practice the five relaxation points:
1. Relax your jaw (up and down, side to side).
2. Relax your tongue (slide it down the back of your teeth).
3. Relax your shoulders (up to the ears, then let them drop).
4. Relax your fingers.
5. Relax your toes.

Practice these skills with your child to help reinforce the GENTLE WARRIOR program.
Remember to say “Please.”

Notice when your child uses please and reward and praise them for sharing and being polite. Go out of your way to use please with your child.
Practice the “Back Off” response:

1. Step Back.
2. Bend your knees.
3. Hands up, palms out-no fists.
4. Look like you mean it.
5. Yell “Back Off!”

Parents, play the bully and help your child practice using voice skills.
Ask your child(ren): What is the best weapon you have?

Answer - Your voice. Ask them to show you the stance they learned: palms out, knees bent, back straight.
What is the second best weapon you have?

Answer - Your legs, so you can run. Ask your child(ren) to show you the “Wild Run.”
PARENT REMINDER

Practice these skills with your child to help reinforce the GENTLE WARRIOR program.

Have your child(ren) practice stretches and balance techniques from the “GENTLE WARRIOR” program during the commercials of their favorite TV show. Have them show you their favorite stretches and balancing exercises and practice with your child.
Practice these skills with your child to help reinforce the **GENTLE WARRIOR** program.

Encourage your child(ren) to practice sitting still as a statue (back straight, chin up, breathe in through your nose and out through your mouth) 2 times a day for 2 minutes each time.
Watch for bullying behavior in your children. If you see it, have them stop and ask your child if they are acting like a bully and what would be a better response. Point out when you child is bullying and encourage everyone in the family to comment each time they are being a bully.

**Bullying**

- Doesn't think about others’ feelings
- Dominant - always in control
- Lacks friends
- Low opinion of him or herself
- Doesn't respect authority
- Selfish
- Tardy Often
- Sick Sense of Humor
- Threatens and harasses friends and enjoys their pain.
- Picks on children younger and smaller or on children who have problems.
- Starts Conflicts
- Spreads rumors
Practice these skills with your child to help reinforce the GENTLE WARRIOR program.

Work then play. Homework comes first.

Help your child schedule “down time” for doing homework. Do it with them. Always notice good homework habits.
Practice these skills with your child to help reinforce the *Gentle Warrior* program.

Stand up the Ju-Jitsu way (the sitting to standing move) every time you get up off the ground.

Your children can show you. Practice with them if possible. Have them assume the on-ground Ju-Jitsu position. Ask them to show you while you slowly approach like a bully.

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*Power Struggles*

*Student Workbook*

---

*Gentle Warrior*
PARENT REMINDER

Practice these skills with your child to help reinforce the **GENTLE WARRIOR** program.

Ask your child(ren) how do we respect the environment, e.g., picking up trash, recycling, planting trees? After they answer ask them to show you an example, e.g., picking up around the yard, neighborhood, etc.
PARENT REMINDER

Practice these skills with your child to help reinforce the GENTLE WARRIOR program.

Keep stressing respect.
Keep asking your child(ren): What is respect?

1. Treat people how you would want to be treated.
2. Treat the substitute teacher with the same respect as you treat your regular teacher.
3. Show your child respect- be a model.
4. Reward your child’s respectful behavior.
PARENT REMINDER

Practice these skills with your child to help reinforce the GENTLE WARRIOR program.

Keep reinforcing what to do if a strange car pulls up by your child and/or a stranger starts talking to them. Turn around and run in the opposite direction. Do the zigzag run and scream. Try to remember things about the car, e.g., color, make, description of the people in the car, license tag number, etc. Report this incident immediately to your parents and/or the police.

Never send a stranger to pick up your child. Tell them that!
Continually emphasize to your child(ren) non-violent alternatives for releasing anger: hitting a punching bag, relaxation techniques, learning to ignore conflict and to walk away, running, physical activity (any exercise that will raise the heart rate and/or cause a light sweat).
Try to arrange after school and weekend sports, recreation, and artistic activities.
Keep stressing - **never give up, don’t quit, always try your hardest.** Encourage your child(ren) to finish what they start. Notice when they do.
Set aside two times a week (20 minutes each time) to work with your child(ren) on self-defense techniques learned in the “Gentle Warriors” program. This will give you some quality time with your child(ren) while helping them reinforce valuable self-defense moves.

Check with the GENTLE WARRIOR Institute for access to a video to help you learn.

The “Frame” Technique.
Ask your child to show you.
Encourage your child(ren), if they have brothers and/or sisters, to teach them what they learn, or if they do not have siblings, to teach you. This will help reinforce the techniques. Teaching someone helps you learn the technique better.

PARENT REMINDER

Practice these skills with your child to help reinforce the GENTLE WARRIOR program.

G E N T L E   W A R R I O R

10.19
GUIDELINES FOR BRUNOS IN ELEMENTARY SCHOOLS

Being a Bruno within a school is assuming responsibility for projecting a certain state of mind, enacting a role that views violence as intolerable, and understanding that cooperation and collaboration solve problems more effectively than conflict. The Bruno is a metaphor, a way to communicate, within the culture of the school, that control and order can alter the atmosphere so that everyone can have more fun and learn more peacefully at school. Play, especially among children, is especially important for psychological health.

Much like Superman’s chest insignia, the Bruno T-shirt signifies authority and control. Unlike the boot straps and leather of surveillance-oriented police, the Bruno T-shirt is a positive social control signal.

The following are some tips to help the process:

1. Regardless of your role, remember that being a Bruno is an active role-modeling position and not a reactive disciplinary position. If discipline is required, try distraction or mediation in order to quickly dissolve a situation rather than to react and punish.

2. While a Bruno, it is important to stay enrolled and not to jump from being either a parent, a teacher, or a principal into a Bruno and back. When you are volunteering as a Bruno, you commit yourself to staying on your toes and being alert to early signs of difficulties and to making quick, simple, and uplifting interventions that will facilitate a positive school climate.

3. Brunos should never use physical contact. There is no situation that would require a Bruno to restrain a person, break up a fight, or in any way use physical intervention. When you can’t stop a fight verbally, communicate quickly with teachers who do have authority to intervene.

4. Try to develop relationships with as many children, teachers, and parents as you can. The more familiar you become with each of the students, the easier it is to direct activity, spot trouble, and respond in ways that do not require discipline. Take your time to learn as many names as possible, and to model positive helpful interactions, e.g., one Bruno taught the children flag ootball.

5. When you become a Bruno, children will mimic your behavior, including how you address authority and them. Using Mr. and Mrs. when addressing a teacher helps them learn to respect authority. You do not have to run around giving in to everybody,
but maintain a positive and highly visible response to authority that teaches children that respect is the key to acceptance.

6. Seek out the wallflowers and try to use some of your time to talk to children who appear to be drifting away from the group. These children are often targets for bullies.

7. Brunos need to know who the bullies are. Constantly offer bullies alternatives. This does not mean that preferential treatment should be given to negatively behaving children; however, it does suggest that Brunos should work on ways to retrain a bully’s tendency to dominant others into more of a leadership role. It is critical to try to work with bullies in new ways and give them an opportunity to be publicly successful.

8. Brunos are not therapists. The primary tool they use is to model positive, happy, alert, and gentle adult activity. The role of a citizen is modeled for young children who are, all too frequently, exposed to dysfunctional adult role modeling in their homes. It is not the job of a Bruno to become a counselor or therapist; it is the job of a Bruno to be a positive alternative to the role modeling at home or in the community.

9. Brunos should become resource directories for alternatives to disruptive and bullying behaviors. There needs to be a bag of tricks that each Bruno takes to a day of school duty. Brunos need to plan ahead to have things to do that will distract children. This could be as simple as magic tricks, card games, simple crafts, or specialized reading materials. It also could involve quick, high interest discussions about sports, dance, martial arts, or other high interest activities. This does not require a Bruno to become a recreational alternative, but only an interesting and fun adult individual who can fit naturally into the school environment.

10. A Bruno should pick out a bully and their victim or bystander and team up with them. Children like to feel a part of something positive and something viewed as special. Children love to take on special jobs, and they feel a sense of status and achievement when an adult recognizes and chooses them for inclusion in such an activity. The honor team can be very helpful here. Brunos should stay in contact with key teachers and with the office and principal. The more teachers a Bruno knows, the more elaborate the network of communication can be. This network of communi
cation is the basis for Brunos being able to anticipate problems within the school. This becomes increasingly important as the students become older and are exposed to more temptations including drugs, gangs, and other more dangerous aspects of today’s social climate. The Bruno can become the eyes and ears of adults without being burdened by assuming the role of an authority figure. Brunos can pick up tips and help teachers be on their toes, as well as take information from the teachers and watch for problems that may erupt during non-class time within the school. Spend some time learning what’s ‘going down’ in the school.

11. Brunos should never be in a position of being critical or publicly displaying negative emotion. A Bruno is a volunteer who dedicates his/her time in a highly concentrated fashion to generate the necessary energy that it would be difficult to ask professionals to maintain for the day. Teachers are entrusted with communicating knowledge to children through various academic channels. Teachers are trying to teach. They are, however, often distracted from that task. This creates a high stress environment, and therefore, teachers do not have the luxury of a highly focused and totally positive role structure within the school. As a Bruno, you should maintain a high energy level and positive profile.

12. Brunos do not develop exclusive individual relationships with children. Instead, they have as their primary target the culture of the school. Unlike guidance counselors and therapists, Brunos do not pick out troubled youth and focus professional energy on them unless asked to do so by teachers in the classroom setting. The Bruno works to enrich the entire school and to educate and motivate social behaviors of children. Thus, Brunos should not sit in an office and encourage private conversations. There will always be an opportunity for Brunos to identify children who may need outside medical intervention for serious behavior disorders and communicate this knowledge to a teacher.

13. If the Bruno is the first adult arriving at a high conflict situation, he/she should quickly try to distract the potential combatants. At the same time, send a member of the honor team to get help, if necessary. It is also important that the Bruno try and remove the bystanders so that the violent interaction will have less of an audience to play to. When Brunos approach these violent situations...
dialogues or interactions, it is critical to try to quickly remove the bully or victim from the situation. Distractions and verbal negotiations are strongly urged, including high energy humor, hand slapping, etc., which can create a significant distraction to redirect the mounting aggression away from the children and provide enough time to break-up the situation.

14. Brunos should guard against talking to teachers as if the teachers need to improve their behavior to help children. A Bruno is not a judge and should not sit in judgment of any school policy, personnel, or activity.

15. At the request of teachers, Brunos can provide academic help. Brunos can help students who are struggling with homework, have poor social or learning skills, or in other ways have difficulty in doing required academic work. Again, this is not a replacement for special educational services; however, it might simply be the occasional human support that a child needs to help get his or her work done, and thus feel academically successful. “How is your school work going?” with an offer to help and encourage is often helpful.
1. **Checklist of areas to patrol:**

- The entire school perimeter
- Bathrooms
- Area parks after school
- Around the jungle gym area and play equipment
- Tetherball courts
- Activity on the basketball court
- Football and/or soccer areas
- Lunch area
- Crosswalks

  Front of school after school is out - watch for pick-ups by older students and people acting strangely, and notify school security if there is any indication of suspicious behavior.

2. **To do before patrolling:**

- Report in at the office.
- Sign in on volunteer sheet outside office door.
- Receive and wear identification.

3. **Summary of things to do while patrolling:**

- Communicate with the students - make yourself known.
- Become someone the students can come to for whatever reason - listen.
- Look for aggressive or potentially aggressive behavior.
- Suggest more acceptable behavior through verbal or physical example.
- Create a win-win situation. (See attached suggestions)
- Help solve/mediate disputes and conflicts on the playground, before and after school.
- Stress having the conflicting parties work out the problem. Peer mediation where possible: use the honor group.
- Help organize or run games for the students during recess, lunch, etc. Carry a small notebook and a pen, and keep a checklist of things observed, e.g., lots of trash on the ground, people not related to school activities hanging around.
- Keep a record of the general mood and flow of the student body.
Important - keep track of student comments.

☐ Call office to report any unauthorized visitor on school grounds. After the “Block Parents” are set up coordinate efforts with them. Establish a relationship - make yourself known to them. During a crisis - example: fire, tornado, bomb threat, armed visitor, etc., - report to the building administrator to be assigned a task during the crisis.

4. **Goals:**

Actively recruit other parents, grandparents, and interested neighbors to volunteer their help with this or future projects. Assist the teachers in ways to help them teach more effectively. Provide a role-model/parent figure around the children. Provide a safer learning environment for the children. Work the program to make it an on-going process for many years to come.
CHILDREN ARE TAUGHT THESE TECHNIQUES:

NINE WAYS TO DEAL WITH BULLIES

IGNORE THE BULLY AND WALK AWAY.

GET SOMEONE TO HELP: TEACHER, PARENT, POLICE, ETC.

TRY TO TALK TO THE BULLY.

AGREE WITH THE BULLY, EVEN IF THE BULLY IS WRONG.

MAKE FRIENDS WITH THE BULLY.

TRICK THE BULLY.

REFUSE TO FIGHT - NO MATTER WHAT HAPPENS.

USE YOUR VOICE: YELL “BACK OFF!”

MAKE THE BULLY LAUGH

BRUNOS:
REINFORCE THEM WHENEVER POSSIBLE
TIPS FOR BRUNOS WHEN DEALING WITH A BULLY

• DON’T COMPETE OR ARGUE

• PRESUME AND ASSUME CONTROL GENTLY DON’T DEBATE

• RE-DIRECT ROLE IN A GROUP (TAKE OFF PRESSURE)

• INVOLVE PARENT

• DEFLECT PROVOCATION - DON’T RESPOND

• ACT UNEXPECTEDLY (E.G., JOKE)

• PUBLIC REWARD OF PRO-SOCIAL BEHAVIOR

• STAY IN TOUCH WITH RESOURCE NETWORK

• AVOID BEING OVERLY SERIOUS

• TEAM BULLY WITH POSITIVE PEER ROLE-MODEL (HONOR PATROL)

• STICK UP FOR BULLY IN PUBLIC

• PRAISE BULLY IN FRONT OF FRIENDS

• PREVENT, PREVENT, PREVENT!
FIVE RELAXATION POINTS
THE SELF-PROTECTIVE RESPONSE

• TAKE A BREATH AND UNCLENCH YOUR JAW - RELAX YOUR JAW

• LET YOUR TONGUE RELAX AND FALL TO THE FLOOR OF YOUR MOUTH - RELAX YOUR TONGUE

• TAKE A DEEP BREATH HUNCH UP YOUR SHOULDERS AND BREATHE OUT - LET YOUR SHOULDERS DROP DOWN QUICKLY - RELAX YOUR SHOULDERS

• MAKE A TIGHT FIST WITH YOUR HANDS THEN LET GO - RELAX YOUR FINGERS

• TIGHTEN UP THE MUSCLES IN YOUR FEET THEN LET GO - RELAX YOUR TOES

YOU HAVE JUST DONE THE SELF-PROTECTIVE RESPONSE
BRUNO EVALUATION FORM

Today’s Date ____________ Your Name _______________________________
Arrival Time ____________ Leaving Time ________________
Where did you mainly work today?
_____________________________________________________

Types of Problems: (check all that apply)

☐ No problems today  ☐ Strangers in school
☐ Children physically fighting  ☐ Arguments over playground equipment
individually or in groups  ☐ Other: Describe
☐ Children verbally fighting individually or in groups
☐ Conflict over games

Give description of main conflict and indicate where problem occurred:
_____ in classroom _____ in halls _____ in bathroom _____ in park area around school
_____ playground equipment _____ blacktop area _____ lunch area _____ cross walk
_____ other

Write a brief description of how you intervened and any other comments.

Evaluation of Honor Patrol Students (Please check)

☐ Honor Patrol not used ☐ Honor Patrol used

Names of Honor Patrol students: How did you use the Honor Patrol students?
________________________________________________________
________________________________________________________
________________________________________________________

General Classroom Assistance. Describe your observations on the classroom that you worked in today:

________________________________________________________
________________________________________________________

Work with Individual Children. What topics did you cover this session?

________________________________________________________
Check all that apply to the child:

Did he/she:

(1) Cry
(2) Get angry
(3) Run off
(4) Fight
(5) Would not pay attention

Did he/she ask personal questions about:

(6) Would not talk
(7) Bully others
(8) Academic problems
(9) Family problems
(10) Peer relationships
(11) Sex/dating
(12) Drugs/cigarettes
(13) Gangs
(14) How to manage problems/feelings

Other comments you would like to make, including positive responses you noticed:

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

I found today’s session: Very rewarding  Rewarding  Neutral

Unrewarding  Very Unrewarding

Please comment:
HONOR PATROL SUPERVISION

To be completed by supervisor of Honor Patrol Students each month.

Name of Supervisor _________________________________ Date _______________

Session Length ________________________________

Number of Attendees ___________________________

MAIN THEMES RAISED: (list briefly)
1. ______________________________   6. __________________________________
2. ______________________________  7. _________________________________
3. ______________________________  8. _________________________________
4. ______________________________  9. _________________________________
5. ______________________________ 10. ________________________________

Comments on the common group tensions (issues):

Additional issues:
You-Messages and I-Messages

What are “You-messages”?

“You-messages” are messages we use to put people down (e.g., parents, spouses, children, co-workers, clients, residents, patients, students, etc.). They can place blame, they can criticize, and they can accuse a person. When people don’t cooperate or listen to us, we may be sending you-messages instead of I-messages.

“You don’t think about anybody but yourself.” “You don’t use your head.” “You’re never on time.”

What are “I-messages”?

Very simply, an “I-message” is an alternative to a you-message. I-messages help us share our feelings and concerns. By using I-messages, we assert that we’re responsible for our own emotions - that we’re in charge of our feelings. Instead of, “You make me feel bad,” we say, “I feel discouraged.”

I-Messages have a specific form

To formulate an I-message, follow these three steps:

1. Describe the behavior you find bothersome. Simply describe; don’t blame: “When I see the gas tank’s empty . . .”
2. State your feelings about possible consequences of the behavior: “I feel anxious . . .”
3. State the consequences: “. . . because I have to get gas and I might be late for my appointment.”

Simply stated, the format looks like this:

“When ________, I feel ________ because ________.”

“I feel ________ when ________,”

Examples:

Instead of, “You don’t think about anybody but yourself,” try, “I feel frustrated when the TV is so loud because I can’t hear what the caller is saying.”
Instead of, “You don’t use your head,” try, “When I find the door unlocked I get worried because we might be robbed.”

Instead of, “You’re never on time,” try, “When you’re not home on time and don’t call, I get worried because I don’t know where you are.”

Give examples: your spouse, child, co-worker, or others.

1. Describe the behavior you find bothersome. Simply describe; don’t blame.
   When: ____________________________________________________________

2. State your feelings about the possible consequences of the behavior:
   I feel: ____________________________________________________________

3. State the consequences:
   Because: __________________________________________________________

Suggested Reading
Systematic Training for Effective Teaching (STET): Teacher’s Handbook, by Don Dinkmeyer, St., Gary D. McKay, and Don Dinkmeyer, Jr., (c) 1980 American Guidance Service, Inc., Circle Press, Minnesota 55014-1796. All rights reserved.
The code of conduct outlined below is signed by each member of the Peer Mentor/Leader Program as part of a deep and serious personal commitment to its principles. I understand that my influence as a Peer Mentor/Leader is of great importance and I must make a continuing effort to become a better person in order to help others become the best that they can be. The following standards are those that a true Peer Mentor/Leader must uphold:

1). Follow school rules and do the best I can in my school work.
2). Attend all Peer Mentor/Leader meetings and appointments.
3). Keep the rule of confidentiality.
4). Respect others and their environment.
5). Carry out my duties as Peer Mentor/Leader to the highest extent of my abilities; keeping one’s word is paramount.
6). Will not maintain a superior attitude because of my status as Peer Mentor/Leader; will show forgiveness, compassion, and self-control.
7). Make a conscious and consistent effort to improve my own relationships with others; practice honesty and sincerity in all dealings with myself and others.
8). Conduct myself in a manner that will influence my peers for a good purpose in any social situation; display honor, dignity, and courtesy in all dealings with others.
9). I will Not give personal advice to any student, but instead will refer any problem I can’t handle to a teacher

I _____________________________________ agree to the above standards and will uphold these to the best of my ability. I understand that if I don’t follow these standards or fail to show sincere effort to be a good influence on my peers, I may be suspended and/or dismissed from the Peer Mentor/Leadership Program.

Signed ________________________________ Date ____________

Parent __________________________________________

As a teacher of a Peer Mentor/Leader, I support the above principles and will continually strive to uphold these to the very best of my ability. I will provide ongoing training and supervision for the members. I will also provide one to one support to the mentors and will be available as intervention contact for peer leaders dealing with crises and issues beyond their skills.

Teacher ________________________________ Date ____________
PEER MENTOR/LEADER PROGRAM

SUPERVISION RECORD

To be completed by supervisor of Mentor/Leaders.

Name of Supervisor __________________________  Today’s Date ________________

Session Length ______________________ Number of Attendees_________________

Note: - Initially, create an agenda from each person so that all their issues are covered. Review the previous session for before this one so that obvious issues therein can be reviewed.

QUESTIONS RAISED: (list briefly how they were handled by you and group.)

1.__________________________________________________________________________

2._________________________________________________________________________

3.__________________________________________________________________________

4.__________________________________________________________________________

5.__________________________________________________________________________

6.__________________________________________________________________________

7.__________________________________________________________________________

8.__________________________________________________________________________

9.__________________________________________________________________________

10._______________________________________________________________________

Comments on group tensions/issues: (Continue on back of this paper if necessary.)
A PEER LEADER IS SOMEONE WHO:

• Encourages trust, openness, honesty, comfort, and empathy.

• Will be looked to by others as a positive role-model.

• Is a friend who listens sincerely and with full attention to what peers have to say.

• Accepts people as they are.

• Can be trusted and confided in.

• Provides physical, mental, and emotional support.

• Is dependable, keeps commitments and appointments.

• Does not pretend to be an expert.

• Respects confidentiality.

• Helps by giving only correct, validated information.

• Is willing to speak even with butterflies in the stomach - they help!

• Is willing to give time.

• Realizes that not all problems can be solved and not all people want to be helped.

• Refers troubled students to a professional person: school counselor, psychologist, community agency, or school health service.
A PEER LEADER IS SOMEONE WHO DOES NOT:

- Dominate, preach, or tell people what to do.
- Judge people or try to change them.
- Give advice or easy solutions.
- Rescue or do for a person what that person should do independently.
- Put people down.
- Gossip about what was said in sessions.
- Expect all problems to be resolved quickly and easily.

FOR SAFETY OF THE PEER MENTOR/LEADER:

WAYS TO DECREASE YOUR CHANCES OF BEING A VICTIM

- Accept responsibility for and take steps to maintain your personal safety.
- Avoid looking helpless, lost, confused, or afraid.
- Walk in a confident and determined manner.
- Keep your hands free.
- Constantly observe your surroundings and report suspicious behavior.
- Avoid wearing flashy jewelry, clothes, or anything that attracts attention.
- Travel with other students or teachers when possible.
- Avoid showing money to people.
- Stay away from areas that are dark or isolated.
- Act immediately when something “feels” wrong.
- If confronted, don’t panic. Look the offender in the eye and use your best weapon - your voice.
CHILDREN ARE TAUGHT THESE TECHNIQUES:

NINE WAYS TO DEAL WITH BULLIES

• IGNORE THE BULLY AND WALK AWAY.

• GET SOMEONE TO HELP: TEACHER, PARENT, POLICE, ETC.

• TRY TO TALK TO THE BULLY.

• AGREE WITH THE BULLY, EVEN IF THE BULLY IS WRONG.

• MAKE FRIENDS WITH THE BULLY.

• TRICK THE BULLY.

• REFUSE TO FIGHT - NO MATTER WHAT HAPPENS.

• USE YOUR VOICE: YELL “BACK OFF!”

• MAKE THE BULLY LAUGH
FIVE RELAXATION POINTS
THE SELF-PROTECTIVE RESPONSE

TAKE A BREATHE AND UNCLENCH YOUR JAW - RELAX YOUR JAW

LET YOUR TONGUE RELAX AND FALL TO THE FLOOR OF YOUR MOUTH - RELAX YOUR TONGUE

TAKE A DEEP BREATH HUNCH UP YOUR SHOULDERS AND BREATHE OUT - LET YOUR SHOULDERS DROP DOWN QUICKLY - RELAX YOUR SHOULDERS

MAKE A TIGHT FIST WITH YOUR HANDS THEN LET GO - RELAX YOUR FINGERS

TIGHTEN UP THE MUSCLES IN YOUR FEET THEN LET GO - RELAX YOUR TOES

YOU HAVE JUST DONE THE SELF-PROTECTIVE RESPONSE
I WANT TO RECOGNIZE Friend’s Name

for

who is a true friend not a Bully, Victim, or Bystander because he/she did
APPENDIX 13

HANDOUTS FOR THE FAMILY POWER STRUGGLES WORKSHOP
DEFINITIONS

A Power Struggle

Occurs in a family when a member tries to get his/her own way by using force and other family members resist. The force can be verbal (usually), non-verbal (e.g., nasty looks), or physical. Sometimes the person starting the power struggle is unaware they are doing it (unconscious) if it is an old habit.

A Bully is

A family member who uses his/her superior power to force others to comply with his/her wishes and to humiliate them. He/she might be unaware of the desire to humiliate.

A Victim is

A family member who gives in to the bully’s force, feels or is helpless to resist, and is harmed by the interaction.

A Bystander is

Family member(s), who stands by and does nothing about the power struggle because he/she is too frightened (victim-bystander); enjoys the conflict and promotes it if the heat is not on them (bully-bystander); denies that there really is a family problem (avoidant bystander); or knows there is a problem, but is not sure what to do about it (ambivalent bystander).

When to get help

In any family, each member occupies these roles at different times. If he/she becomes fixed, then the family will probably need professional help.
Family Power
Struggles

Commonly Reported Power Struggles

CHILDREN

• Competing for Parents’/sibling attention
• Who knows the most about something
• Provoking
• In a classroom when everyone has to decide on something there is
• Where or what are we eating
• Making unpleasant noises or gestures
• Attention getting, self-centeredness
• Fighting over the best seat in the car, on the couch, at the table
• Getting parents’ attention, middle child might get lost in the shuffle in larger families
• Trying to get parents’ attention if child feels a parent is giving someone else more attention
• Favoritism
• Jealousy about who gets what from whom
• Taking sides to split parents or other family members to take the heat off his/herself
• Picking which fights to fight
• One sibling feels mommy or daddy is giving someone else more attention.
• Put Downs
• Cruel jokes and pranks
• Teasing someone younger about odd quirks or appearance, e.g., acne, glasses, clothes
• Family put-downs
• On the playground older kids push the younger kids around
• Greediness
• Hoarding and not sharing when others share
• Hogging a family resource
“Six People, One Bathroom”

Family Power Struggles

Commonly Reported Power Struggles

• There’s one snack left and everyone wants it so they blurt out reasons as to why they deserve it
• Begging and whining
• Begging and hounding for things and time
• Demanding food that is not in the house
• Chores/Homework/Pets/TV - who does what and when?
• Bedtimes, dinner, homework, rules
• Who’s feeding the family pets?
• Cleaning up
• What TV program to watch
• Children’s rights; trust issues - curfew, freedoms
• Consideration for others
• Parents plan an activity without consulting children
• Unauthorized entrance into private space (e.g., coming into bedroom without knocking)
• Taking stuff from others without permission
• Messing up another’s space
• Not keeping secrets
• Broken promises
• Tattling or squealing
• Bathroom monopoly
• Leaving the toilet seat up or down
• Leaving clothes clean/dry around the house
• Impoliteness - crossing the line
• In any of the “ball” sports there is always someone who hogs the ball
• Who is in charge here?
• Talking back to someone older
• Who’s in charge when the parents aren’t home
• Success in academics and sports
• Parental expectations-athletics, academics, etc., beyond the child’s
Commonly Reported Power Struggles

abilities

PARENT

- Who is in charge here?
- Female/male dominance - who runs the house when grandparents live at home.
- Who works hardest/is the smartest?
- Favoritism
- Taking sides (dividing parents or family members)
- Who is the smartest academically?
- Who works the hardest, makes the most money, and what privileges does that give, if any?
- Discipline and reward encouragement styles
- Discipline techniques, physical and emotional
- Parenting decision making
- Setting limits-boundaries
- Appropriate use of consequence and rewards
- Seeing the goals of misbehavior-use of encouragement
- Use of money
- Family finances and budgeting
- Religion/Race
- Family of origin differences
- Environmental stressors (job, ethnic background, racism)
- In-laws and extended family influences
- Good parent/bad parent struggles
- Stepparenting/single parents
- Importance of quality time-success oriented activities
- Who disciplines?
- Is the one who disciplines or sees the child more frequently seen as the bad parent? (This can be a very undermining power struggle.)
APPROACHES TO POWER STRUGGLES

Diagnosis:

• What is going on here in terms of the:
  Bully  Victim
  Bystander

• Identify the bully-victim-bystander roles and who occupies them.

• Which role is the main engine driving the conflict?

Treatment

How could the power relationships be evened up?

• Confrontation of the engine role (e.g., do you see what you are doing?)

• Negotiation after settling yourself down. Self-protective response. Relax tongue, jaw, shoulders, legs.

  Signs of not being settled: talking too much, getting involved in children’s fights.

• Family meetings to democratize and redistribute responsibility for consequences so it’s not all your fault (distribute power so there are not bully-victim-bystander roles).

• Paradoxing: Acting unexpectedly.

  Humor: Love is the flip side of hate.

  Distraction: e.g., collapsing in a faint, channels anger.

• During the good times, shift your style of parenting to a more democratic (even power distribution) rather than autocratic (you act as if you have the power), e.g.:
  • Don’t punish, use consequences.
  • Don’t praise; congratulate instead.

Do twice as much of two as one. For example, I’m proud of your grades (autocratic). You must be proud of yourself (democratic).

• If you have a child or mate who is consistently stuck in a role, he/she might need outside help (school counselor, psychotherapy, etc.).

• Take a course in Child Development and understand your child’s growth and how you react to the various stages of growth.

Remember: We all occupy these roles, often switching from one to the
Wanting Attention

- Power Struggles
  (e.g., sibling rivalry)
- Revenge
  (Hateful/Angry Child-Bully)
- Feeling Inadequate
  (Depressed child-victim)

- Stay cool, and remember who’s in charge. When parents play into a power struggle and overreact, they lose authority over their children. Parents convey genuine authority by keeping their cool. When they overreact, they lose it.
- Establish a few ironclad rules and stick to them. Decide on four or five nonnegotiable demands that reflect your personal values and practical goals, such as: No hitting. No TV until homework is finished. Put your dirty dishes in the dishwasher. Don’t wrangle over details or negotiate. Simply say, “Sorry, that is against house rules.” And drop it. Often children will try to outwit you and start another argument. Don’t over-explain and don’t negotiate again. Just point to the list.
- Focus on what really matters. Many power struggles are not worth the hassle. Does it matter if their bedroom is not ready for company? Would it be the end of civilization if they played one more video game? Would it stunt their growth if they wore sloppy clothes and oversized tennis shoes without shoe strings? Of course not. Knowing when to forgo an argument is one of the keys to successful parenting. Keeping battles to a minimum and concentrating on issues that genuinely affect the child’s well-being is critical.
- Have realistic expectations. Part of establishing simple, nonnegotiable rules is making sure you have realistic expectations. You can’t expect children to be have like adults (adults don’t always behave that well either). Understand age-appropriate behavior.
- Establish an environment that encourages your kids to go along with your agenda. Classic power struggles revolve around body issues—sleeping, eating, bathing, dressing. Offer limited choices in each of these areas that guide your child toward your goal and that gives him/her a sense of power, even if the
choices are limited. Also, look for opportunities to support and agree with your child. Watch your knee-jerk inclination to say no.

- Spend positive time. The parent should spend at least 10 minutes a day alone reading or playing with the child. Also, the parent could spend an additional 30 minutes a week playing with the child—games, sports, fishing—doing some thing the child wants to do. If power struggles are often rooted in a lack of attention to the child, these positive attention activities can strengthen their interaction and lessen the impact of potential parent-child conflicts.

- Get into your child’s rhythm. Being rushed is not compatible with a child’s natural rhythm. The dawdling, which is seen by the parent as a challenge to their authority, is normal for children. Time runs much slower for children than he hectic pace of working adults.

- Avoid disagreements when pressed for time. Stress and fatigue, on the part of either the parent or child, can turn a benign disagreement into a full-blown power struggle. When fresh and mellow, seemingly inane comments or requests can be handled. When either is tired or stressed out, the same comment or question can trigger heated debates.

- Be creative. Power struggles may evaporate if you figure out how to creatively obtain your child’s cooperation. If cleaning their room is a problem, set a timer and have a 10-minute cleanup blitz, with an agreement that you will stop precisely when the buzzer sounds. Or, let your children help out while you are in the kitchen.
An excellent resource is a book entitled Parenting Hassles: Parents and Children as Partners, by Fred O. Bradley and Lloyd A. Stone, 1983, Sheffield Publishing Company, P.O. Box 359, Salem, Wisconsin, 53168, phone (414) 843-2281. This book illustrates the autocratic and democratic ways of handling young children’s discipline.

Instead of complicated and hard to enforce contracts open to misunderstanding and misinterpretation, the simplest behavioral agreement is much preferable. Another way to handle a situation and avoid contracts is the earned privilege system. This system requires an established baseline of automatic responsibilities, such as keeping food out of the bedroom.

Helpful Hints for the Desperate Parent:

- Focus on the big issues. It is far more important that your children not get involved in drugs, promiscuity, and crime than what color they dye their hair. Don’t make an equal fuss about hair color, it’s a small issue.
- Disciplining older children is not the same as disciplining younger children. As children get older and stronger and more intelligent, they tend to relate to parents as equals rather than superiors and this will very much annoy parents as their parental authority comes into question. Direct discipline including physical punishment, time outs, and other penalties become more difficult to enforce as your child gets older. The following are some principles behind adolescent discipline:
  - Don’t do anything that you can’t enforce with less trouble to your self than the child. One of the groups came up with a situation where the mother had lost her job due to exhaustion because she was up all night trying to make sure her daughter didn’t run away.
  - Don’t create punishments that you can’t enforce. For example,
what is the point of a curfew if your very large and strong teenage son asks you what you are going to do if he arrives back 15 minutes late. What are you going to do?

• With older children, physical punishment is usually inappropriate. It can lead to allegations of child abuse (many children are quite comfortable with using the anonymous child hot lines to have their parents investigated). For older children it is often useful to discipline by withholding rather than actively punishing. This way you avoid direct entry into bullying roles. The child will often try and get you into such a role, especially if a family is sophisticated in the use of the concepts. Loud and rude commentaries on your bullying behavior may further aggravate the situation. Teenagers often respond to two main interests: The need for transportation and the need for money. If a bully-victim situation has become fixed in the family, it’s quite common to see parents giving large amounts of money to children to get them off their back. The first step to change this situation is to make a record of each time you give money to a child and then to control the access to transportation and money. As they become more disturbed, dysfunctional children will find ways around most disciplinary method. This is worth recognizing, and then when it is necessary, to get outside help. Discipline is something that needs a Zen like focus; adopting a long-term view with an openness, flexibility, and sharing of new techniques rather than living for the moment and day to day.

The group can be quite useful in providing ideas in this regard.

• The earned privilege system. Outside of minimal baseline requirements, no specific obligations are mentioned by the parent. The child, when they want something, asks and is assigned tasks to earn the privilege. This way the parent keeps out of the direct bullying role, and thus teaches self-regulation.
Emphasizing self responsibility (democratic) rather than duty to the parent (autocratic) is a useful philosophy of discipline.

For example:

Autocratic: I’m very proud of your grades.

Democratic: You must be very pleased with your grades.

The earned privilege system is a democratic form of discipline.
WHAT IS DIFFERENT AND THE SAME ABOUT STEPFAMILY CHILD DISCIPLINE?

**THE SAME**

- Control your anger/despair/hurt first
- Understand child development
- Identify the power struggles: who is (are)
- The Bully(ies), Victim(s), and Bystander(s)
- Ask if the battle is worth fighting? (Go for the important things)
  
  Then
  
  Even up the power struggle by:
  
  - Negotiation
  - Confrontation (Gentle)
  - Family meetings
  - Paradoxing

Remember: Children feel they have the same rights as you do (democratic) and won’t just be told what to do (autocratic).

**DIFFERENT**

1. A fundamental difference is that discipline with stepchildren involves “your child” or “my child” (or grandchild), rather than “OUR child.” This inevitably breeds stressful loyalty conflicts.

2. Normally, biological parents discipline their children without fear of being lastingly rejected by them. Their (bioparents) relation ship is not at stake. Most stepparents are sensitive to and anxious about rejection by their stepchildren, which is a realistic possibility.

3. Remarrying adults choose each other, primarily - especially if the remarrying bioparent is non-custodial. Normally, the children’s opinions about bringing a new adult into their family aren’t given equal weight (“unfairly,” from their point of view). The reality is that a stepparent may not like his/her stepchild - or vice versa. This makes child discipline (CD) difficult.

4. Remarriage often requires an “instant” merger of CD rules from adults’ prior families (including single-parent families), vs. the
The gradual evolution of rules in biofamilies. This can be particularly stressful if one of the adults has never parented before.

5. The act of remarriage often causes significant changes in adults’ and children’s’ expectations about CD. For example: “Yesterday, I was your Mom’s boyfriend, but today, I’m your stepfather. Now I have both the responsibility and right to discipline you - but I didn’t yesterday.” Thus CD may not have been a problem during courtship, and may turn into one literally overnight-especially if a stepparent tries to make many major changes all at once.

6. If child visitations are involved, kids and adults may experience 3 conflicting sets of disciplinary rules: prior family, custodial family, and non-custodial family or household. This gets even more complex, considering the added CD rules in grandparents’, stepgrandparents’, and steprelatives’ homes.

7. If relations between divorced parents remain hostile, CD arguments or behaviors may become a vehicle for them to continue their pre-divorce fighting. If the stepparent tries to intervene on either their mate’s or their stepchildren’s’ behalf, they may be regarded as “interfering” by any or all, and tensions can escalate rather than abate. This situation is particularly hard on the children and can make child visitations (and following times) complex and difficult.

8. Bioparents may “under” discipline (by the stepparent’s or others’ standards) because of guilt over the pain of family divorce. Bioparents may also seem to “under” discipline because they’re often more tolerant of their own children’s’ behavior than the new adult (or new stepchildren).

9. Where the bioparent’s CD is “lax” because of guilt, indecisiveness, overload, or prior custom, the stepparent can feel like “rescuing” by becoming the major rule-maker or enforcer. This can conflict with the usual desire of stepparents to be liked and accepted by their stepchildren, and lead to resentment at “always being the bad guy.” Stepparents can also come to resent that they’re having to do their partner’s job - even though their partner hasn’t asked them to.

10. Stepparents can feel left out, unimportant, and hurt if not invited to participate in CD - or if not supported by the bioparent(s) in their CD efforts. Conversely, kids can feel resentful if their
11. Bioparents, trying to please both their own children and their new mate, can send confusing and stressful double messages like: “I want you to share in disciplining my kids” and “I don’t like what you’re doing, or how you’re doing it.”

12. Stepchildren over, say, four or five are likely to resent discipline by new adults at first, regardless of how “fair” or justified. This can be especially tough in homes where stepmothers are caring full time for their husband’s child(ren). It’s normal for children in any family to test new rules: “Will they be enforced. By whom? How? How much power do I have here?”

13. Because adults’ initial stepparent child discipline rules usually differ, value conflicts are almost inevitable (e.g. “you’re unrealistic and too strict about Sara’s homework!” “No way! You’re too soft - look at her grades”). Children are quick to sense this, and to manipulate such conflicts to their own advantage.

14. Even if adults feel OK about the balance of SCD responsibility, children will often bitterly claim that one or the other adult “isn’t fair.” This is true in ANY family - but it feels different (i.e., more stressful) in a stepfamily, per (1) - (3) above.

15. In some remarriages, the age of older stepchildren can be close to the age of their stepparent, causing awkwardness and role confusion about parental guidance and rule making.

16. Even if remarrying adults and their stepchildren reach acceptable compromises on CD, grandparents can misunderstand/ resent/ disagree with/be fearful of the way the new adult “is raising our grandchild.” This is likely to be communicated, no matter how sincerely the grandparents wish to let their child run her/his own life - and so can put the remarried adult in a loyalty conflict. This can be particularly difficult if the grandparents still maintain a warm and close relationship with their former in-law, who will always remain the other parent of their grandchildren. This same loyalty conflict can arise with aunts, uncles, and cousins, too.

17. If SCD harmony is achieved over time and then the other bioparent (or a grandparent) remarries, CD rules may have to be negotiated again [see (6) and (7) above].

18. When one bioparent is dead, children can frustrate a new
step-parent by making comparisons like “my REAL Mom/Dad was never so mean about... (homework, curfew, eating habits, language, church, etc.).” The stepparent can feel hope less, being compared to a “saint” with whom they can never truly “compete.”

19. Counselors, therapists, or friends who aren’t familiar with stepfamily characteristics may advise remarrying adults to discipline children as in a biofamily. Such well-meaning advice can unintentionally backfire, adding to marital and family stress.

20. Because of the common but mistaken assumption that “stepfamilies are pretty much like biofamilies,” the differences summarized above can initially take all members of a new stepfamily by surprise - causing confusion, doubt, and tensions.

Notice how you’re feeling after reading this list. Most people feel somewhat overwhelmed - and that’s OK! The point is: SCD is different in a number of ways - though the fundamentals of “good” CD remain the same.

GENERALIZATIONS

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another’s needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special. “As each member strives for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponents succeeds or fail. Where one succeeds, the other gives up; where one shows weakness or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests, and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may be the leader, the active and powerful protector, while the other may lean and get support by weakness and frailty. There are cases where strong competition did not prevent a mutual agreement, but rather permitted each to feel secure in his personal method of compensatory striving.”

If there are a significant number of years between the birth of children, each child will have some of the characteristics of an only child. Perhaps there will be two families—one set of children, then a space of years, then another set. Whatever combination may first exist, with the space of years the situation changes and shifts, but the above characteristics remain much the same.

The development of an only girl among boys or of an only boy among girls presents a ticklish problem. Both usually tend to go to extremes—either in a feminine direction or masculine role. In most cases, both would be somewhat isolated and have mixed feelings and emotions. Whichever role seems to be the most advantageous will be the one adopted.

Every difficulty of development is caused by rivalry and lack of cooperation in the family. If we look around at our social life and ask why rivalry and competition is its most obvious aspect—indeed, not only at our social life but at our whole world—then we must recognize that people everywhere are pursuing the goal of being conqueror, of overcoming and surpassing others. This goal is the result of training in early childhood, of the rivalries and competitive striving of children who have not felt themselves an equal part of their whole family.

From the moment of birth children act, think, and feel in response to their world in accordance with how they experience or perceive it; and the way in which
they experience or perceive their world is to them reality. What actually happens to the individual is not as important as how he/she interprets a situation. With this in mind, we must remember that it is not the position in the family sequence that is the decisive factor, but rather the situation as the child interprets it.

The child’s position in the family sequence shows how a child uses his/her situation and the resulting impressions to create his/her style of life, pattern of movement, and characteristic traits.
CHARACTERISTICS OF SIBLING ORDER

THE ONLY CHILD

The only child has a decidedly difficult start in life as he/she spends his/her entire childhood among persons who are more proficient. He/she may try to develop skills in areas that will gain approval of the adult world, or he/she may solicit adults’ sympathy by acting shy, timid, or helpless.

1. Usually is a pampered child—and if a boy, has a mother complex.
2. If a boy, sometimes feels that his father is his rival.
3. Enjoys his/her position as the center of interest.
4. Usually is interested only in himself/herself.
5. Sometimes has a feeling of insecurity due to the anxiety of his/her parents.
6. Usually are not taught to gain by own effort; merely to want something is to have it.
7. If his/her requests are not granted, he/she may feel unfairly treated and refuse to cooperate.

THE FIRST CHILD

The first child has a threatened position in life; his/her being the oldest should entitle him/her to the favored spot, and frequently does. However, he/she may become discouraged upon the birth of the second child and refuse to accept responsibility.

1. Is an only child for a period of time and has therefore been the center of interest.
2. Has to be first—in the sense of gaining and holding superiority over the next children.
3. Becomes a “dethroned” child with the birth of the second child. (Sometimes feels unloved and neglected. He/she usually strives to keep or to regain his/her mother’s attention by positive deeds; when this fails, he/she often switches to the useless side and may become obnoxious. If his/her mother fights back, the child may become a problem child).
4. Could develop a good, competent behavior pattern or become extremely discouraged.
5. Sometimes strives to protect and help others in his/her struggle to keep
the upper hand.

6. Sometimes death wishes or expressions of hate are directed toward the second child.

7. If the first child is a boy and is followed by a sister—within a short time:
   a. Personal conflict may become a pattern of sexual discord.
   b. Girls develop faster than boys during the age of one to seventeen and press closely on the heels of the first child.
   c. The boy usually tries to assert himself because of social preference for boys and may take advantage of his masculine role.
   d. The girl may develop a feeling of inferiority and push on.

**THE SECOND CHILD**

The second child has somewhat of an uncomfortable position in life and usually adopts a steam-engine attitude, trying to catch up with the child in front and might feel as though under constant pressure.

1. Never has his/her parents’ undivided attention.
2. Always has in front of him/her another child who is more advanced.
3. Feels that the first cannot be beaten, which disputes his/her claim of equality.
4. Often acts as though he/she were in a race. Hyperactive and pushy.
5. If the first child is successful, the second is more likely to feel uncertain of self and his/her abilities.
6. Usually is the opposite of the first child. (If the first child is dependable and “good”—the second may become undependable and “bad”.)
7. Becomes a “squeezed” child whenever a third child is born.
CHARACTERISTICS OF SIBLING ORDER

THE YOUNGEST CHILD

The youngest child has a peculiar place in the family constellation. He/she may become a “speeder” because he/she is outdistanced and may emerge the most successful; or he/she may become discouraged and have inferior feelings.

1. Is often like an only child.
2. Usually has things done for him/her—decisions made and responsibility taken.
3. Usually is spoiled by the family.
4. Finds him/herself in an embarrassing position—is usually the smallest, the weakest and, above all—not taken seriously.
5. May become the “boss” in the family.
6. Either attempts to excel above his/her siblings or evades the direct struggle for superiority.
7. May retain the baby role and place others in his/her service.
8. Often allies with the first child as being different from the rest.

THE MIDDLE CHILD OF THREE

The middle child of three has an uncertain place in the family group—and may feel neglected: He/she discovers that he/she doesn’t have the privileges of the youngest nor the rights of an older child.

1. May feel unloved and abused.
2. Becomes a “squeezed child” whenever a third child is born.
3. May hold the conviction that people are unfair to him/her.
4. May be unable to find his/her place in the group.
5. May become extremely discouraged—and more prone to become a “problem child.”

MIDDLE CHILDREN—LARGE FAMILY

Children who come in the middle of a family usually develop a more stable character and the conflict between the children tends to be less fierce. In other words, the larger the family usually the less conflict and strife among the children.
SELF CARE FOR HARASSED PARENTS

1. The Self-Protection response
   Unclench your teeth. Relax your jaw. Relaxed your jaw. Drop your tongue to the floor of your mouth. Relax your tongue. Take a deep breath, hunch your shoulders up. As you breath out, drop your shoulders down quickly. Relax your shoulders. Tighten your fists. Relax your fists. Tense both legs up, hold, let go quickly. Focus on the feeling of warmth and the letting go. Relax the legs.

These five points are high stress areas in the body where much tension is stored. Paying frequent attention to these during the day will enable you to relax your body. When the body is relaxed your mind follows suit.

2. Still Point
   Still point is a place either in your mind or maybe even a memory of a place as a child you may have gone when you wanted to be private and safe. Looking out from this point in your mind is like looking out through two windows. It gives you a feeling of detachment from yourself and a feeling of being safe and not able to be intruded upon by others. It is a good place to go when you feel assaulted or bullied by children or others. Combine this with progressive muscular relaxation.

3. Tension Breathing
   Check the body for tension points. Take a deep breath, pull in the tension and convert into breath, hold and then blow it all away so the body is free of tension.

4. Progressive Muscular Relaxation
   Relax each part of your body in the following order:
   a. Beginning with your toes, tighten the muscles in your toes as tight as you can, hold, then let go and say in your mind to your feet: relax, let go, sleep.
   b. Now do the same with the calves of your legs, your thighs, your stomach and pelvic area, which can be tightened by sucking it in,
your back, which can be tightened by pushing your shoulder blades backwards, your chest, which can be tightened by pushing your shoulder tips towards the mid-line in the front, your hands, by making a fist, your arms, by keeping your hands open and tightening the muscles, your neck and shoulders, by pushing your lower jaw outwards and forwards, and your head, by squeezing up your eyes, pursing your lips.

c. Each of these should be held for a few seconds, let go, followed by a focus on the warmth of the blood returning to the muscles, and then say to yourself to each muscle group: relax, let go, sleep.

The complete exercise should take 10 - 15 minutes.

5. **Meditation**

When you feel tension and it is not convenient for you to go through the other exercises, meditating can be very helpful. Meditating is simply a matter of letting go of any thought that comes into your head. A thought might be a feeling, an idea, a sound, a taste, a smell, something you see with your eyes, a sensation within your body like an itch or pain. When these thoughts come into the mind, take note and let go in much the same way as you might greet an unwelcome visitor to your door whom you didn’t want to be rude to. You might let them in but you wouldn’t offer them a cup of coffee, you’d show them out as quickly as possible. Treat each thought that way. As a way to make it easier, put your hand on your stomach and be aware of the rising and falling of your hand as you breathe. When you breathe in, your hand rises up, as you breathe out, your hand goes down. Each time you notice yourself thinking a thought, as soon as you notice, bring your attention away from the thought and back to the movement of your hand on your stomach.

6. **Cat Napping**

Cat napping is possible for some people who can awake refreshed from taking a short sleep during the day. Note that if your brain is wired in a certain way, cat napping is not possible and you will awake from a short sleep feeling very groggy and sluggish. If you can cat nap, it is a great asset.

7. **Switching from negative mind set to positive mind set**

In the middle of arguments or continuous stress, it is important to take a break, otherwise your mind will note think creatively. Instead, it will become slow and sluggish and you won’t be able to think of good ideas to solve problems. So it’s a good idea to take even a 5 minute break to switch your mood from negative to positive. One way to do this would be to take an inventory of the things you’ve done well or that you like about yourself. Plan for a small treat for yourself, a video rental or a phone call to
a friend, or distract your attention by going outside and taking a deep breathe, or by exercising, or doing some type of workout to work up a sweat. Exercise is a good way of switching because muscles release chemicals (endorphins) which shift the body from a negative to a positive mind set.

8. **Self-defense**

   For your own self-confidence and because we live in a dangerous world that includes potential dangers from an ex-spouse and/or relatives it is important that you be able to defeat yourself. Get some good self-defense training. This may also improve your self-esteem and make you more skilled at anticipating danger. A good martial arts school can usually help. A good martial arts school is one that has been around for more than a year or two, has a number of advanced students (black, brown or red belts), and where the instructors display their advanced rank certificates. In general, in most systems there should be at least one instructor with a second degree black belt ranking or higher. The Yellow Pages list karate schools and other self-defense training opportunities.

9. **Watch what you put into your body to settle moods**

   In our country, we consume more uppers and downers than in any other in the world. Regulating moods chemically is not a good idea unless prescribed by your doctor.

   Did you know that:
   1. Too much caffeine can cause hot flashes?
   2. A lot of refined sugar (like a candy bar reward) can cause a sudden drop in blood sugar, which can make you tired, shaky, irritable, and sleepless.
   3. Alcohol (any amount) causes you to sleep only lightly and wake easily and over time makes you depressed even though you might feel good briefly.
   4. Most people can benefit from taking more vitamins and minerals than they will get from a normal diet.

10. **Mind Games**

    There are many ways of tricking your mind into letting go of problems. Learning to recognize anger or sadness in yourself, or any emotion that overwhelms you is the first step in using techniques to trick your mind into letting go of stress. Early on, you should become aware of your unique and personal ways
in which anger appears. Perhaps through a knot in the stomach, a pounding of your hear, sweating, feeling of fullness in your head, or, when sad, a sinking feeling in the stomach, a feeling of heaviness in the body, etc. Once you know these things are beginning, you can institute techniques to stop this flood of emotion that can overwhelm and impair your judgment. Here are some useful cognitive tricks to assist.

1. Thought stopping. If you have a worrying thought that goes round and round in your head that makes you feel miserable and depressed, it could go something like this: almost talking to yourself or a dialogue with yourself.

“Here we go again...I can’t do anything right...whatever I do this is not going to turn out well...I’m useless and good for nothing at all..why don’t I ever have any good luck like everybody else does...” When you become aware of such a dialogue going on say out loud in a very firm authoritative voice, STOP! As you get better at this, after you have rehearsed it a few times, you may be able to say it in your mind. This method needs practice and is frequently effective in preventing worrying, intrusive thoughts and floods of emotion.

2. Calm yourself down. If you are angry, you can distract your mind from the anger if you have access to a freezer. Take out an ice cube, place it in one hand, and keep it in your hand as long as you can until the cold becomes unbearable. Besides cooling you down, this method distracts you from anger.

3. Self talk. Sometimes you can talk back to yourself. If you are about to do something impulsive, for example say something mean, take a drink, use drugs, etc., before doing this say to yourself “is it worth it.” There are many other methods of doing this and it is very useful to encourage the group to discuss these methods and come up with new and unique mind games.

Self-care can save your life or at least your sanity. Remember, as soon as you express negative emotions, children will be attracted to the emotion and away from the idea. That is, they will immediately stop listening to you and mainly respond only to your emotional state. So whenever you are trying to regulate power struggles, the first order of day is to settle yourself down.
SELF EVALUATION OF YOUR MARRIAGE
A GROUP DISCUSSION TOOL

Definitions: Date ____________

In our experiences, a marriage consists of three parts: the two people involved and the marriage itself. The marriage itself, although a concept, has an independence of its own that needs care and attention for the relationship to flourish. Making a marriage last, so that it is not only effective in children rearing but also enjoyable to those involved and where romance and mystique is maintained, requires ongoing work. If there is any one factor which seems to cause a marriage to deteriorate, it is taking each other for granted. Thus, evaluating one’s marriage on a regular basis is of considerable value. This test should be taken by yourself without discussion with your spouse. Compare your scores later, if you so desire. It is not a test where there is a right or wrong answer or any standard or norm. It’s merely a way of identifying problem areas that you may be able to solve yourself or for which you may need professional help.

Although marriage is very complex, one way of looking at the components of a good marriage is:

1. The Sexual Component
   Assess the quality of your sexual relationship in terms of enjoyment, how it meets your needs, and how you think you mind the needs of your partner on a 1-10 scale, with 1 being extreme problems and 10 being a perfect relationship.

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<th>Your Estimate</th>
<th>Spouses Estimate</th>
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2. Friendship
   This is the component of marriage where you feel that you have a friend in your spouse, somebody who will back you up, somebody who will love you even if your actions are not always loving or when you are not at your best.

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3. **Companionship**

This quality describes how you get along with your partner concerning mutual interests such as going to movies, planning vacations, planning family activities. How well do you get along, agree and, compromise in that regard. How similar are you and how easily do you handle any differences?

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4. **Partnership**

This is the business part of a marriage. It concerns issues like family chores, budgeting issues, how and where money is spent, who is responsible for what part of family income needs.

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We suggest that you complete this rating scale by putting down the first number that comes to mind without thinking it through in any detail. If you then enter your spouses response, you will find out how different and similar you are. If there are significant differences between you, you may be able to talk through the problems, or you may need help to solve them. It is a good idea to make this assessment every year and to keep the results for future comparison.