

**FEEL GOOD PARENTING**

**HOW TO**

**COMMUNICATE**

**MORE**

**EFFECTIVELY**

**WITH YOUR**

**CHILDREN**

POSITIVE PARENTING SOLUTIONS

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TEACHING YOUR KIDS HOW TO BEHAVE

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HANDLING DISRESPECTFUL BEHAVIORS

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EFFECTIVE "KID" TALK

**SELINA JACKSON, MA**

## About the Author

Selina Jackson, MA is an Educational Consultant, a Certified Success and Mastery Coach, and published author with over 15 years of successful practice. She holds a Professional Clear Teaching Credential and have had 25 years of fruitful classroom teaching experience at all grade levels. Selina has a Masters in Counseling and hold a Pupil Personnel Credential. For over 15 years, she has successfully conducted seminars and workshops in the school system, for parent groups, and professional organizations with very critical audiences and has received very high marks. For her other books and achievements please visit her website at [www.selinajoyjackson.com](http://www.selinajoyjackson.com)

## Inspiration of why I wrote this book:

My mother died and I went into foster care bouncing from foster home to foster home. I don't recall ever feeling wanted as a child. That created all kinds of emotional issues for me. I am someone who knows how it feels to be invisible. To be almost at the brink of having no hope and returning from that. I don't want any kids to have to suffer the way I did. I want to use my education and experience to make a significant contribution into the lives of as many young people as possible. I LOVE seeing people laugh as they learn new strategies to get what they REALLY want. Enjoy learning this stuff.

## Selina Jackson

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## Introduction: Unlocking the Secrets to Better Communication and Cooperation

The insights in this book, **How to Communicate More Effectively with Your Children**, can transform your parenting experience and bring you a greater sense of connection and fulfillment. Reading it now will help you understand your children and their needs on a deeper level. But here's the exciting part: the strategies in this book don't just improve parenting—they can enhance all your relationships, both at home and beyond. After all, isn't it true that your family life affects other areas of your life, and vice versa?

This book gives you the tools to handle everyday parenting challenges with more ease and confidence. You've probably heard the saying, "Practice makes perfect." Let's improve that: **"Practice makes permanent."** The more you use these simple, science-backed techniques, the more effective and natural they'll feel. You'll even find yourself enjoying the process of applying these strategies and seeing the positive changes in your child's behavior and your family dynamic.

Unlike many parenting books, this one is not based on trends or untested theories. It draws on over 60 years of research into the psychology of influence, communication, and behavior. Robert Cialdini, PhD—the world's leading expert on influence—says, *"Persuasion is not only an art; it's a science."* And this science can work wonders in your home.

Most parents struggle with getting the responses they want. Whether it's getting your child to listen, follow instructions, or resolve conflicts peacefully, the fact is that everything you say or do prompts a response. The key is learning to observe that response and adjust your approach if it's not the one you intended. A wise saying puts it best: *"If you always do what you've always done, you'll always get what you've always gotten."*

The techniques in this book are designed to help you communicate in ways that build trust, cooperation, and mutual respect. At a time when parenting can feel overwhelming and relationships strained, these strategies will empower you to create a more harmonious home life. By learning to communicate effectively, you'll get the responses you want from your children—and enjoy a deeper connection with them.

This book is your guide to becoming a more confident and fulfilled parent. Let's get started!

## The Secret of Successful Communication for Parents

In a busy household, communication is key to getting things done and maintaining harmony. As parents, whether we realize it or not, we communicate because we want something—understanding, cooperation, or action. But how often does a misunderstanding lead to frustration, stress, or even an argument?

The good news is that effective communication isn't just for teachers or professionals; it's a skill that can transform your home life too. Take the Pre-Test now.

### Pre-Test #1: The Secret of Successful Communication for Parents

**Instructions:** Answer the following questions based on your current knowledge or assumptions about communication with your children. This test is designed to assess what you already know and prepare you for the information covered in the lesson.

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1. **What is the first step to effective communication in any interaction?**
  - a) Speaking louder to ensure you're heard
  - b) Clarifying what you want to accomplish
  - c) Telling the other person what you don't want

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2. **Which type of communication style is typically more effective with children?**
  - a) Indirect communication, allowing them to figure out what you mean
  - b) Direct communication that clearly states what you want
  - c) A mix of verbal and non-verbal hints

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3. **What's a common mistake parents make when trying to influence their child's behavior?**
  - a) Asking too many questions
  - b) Focusing on what they don't want rather than what they do want
  - c) Giving clear instructions

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4. **How can asking questions help improve your child's compliance?**
  - a) By making them feel guilty about their actions
  - b) By helping them explore their own reasoning and choices
  - c) By showing them who's in charge

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5. **Why is it important to match your verbal and non-verbal communication?**

- a) To avoid giving mixed messages
- b) To ensure you appear more confident
- c) To distract from the main point

Guess what? You are going to need to know this stuff (and HOW to easily apply it) to have happier results in your parenting. Are you ready to learn something new and useful? Let's go.

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**In this short, entertaining lesson you will:**

1. Clarify what you really want.
2. Is your communication style direct or indirect?
3. Discover the mistakes to avoid.
4. Feel More Respected by the People who Matter to You Most
5. Using Step Charts to Get Better Behavior
6. Use Influential Language to Disarm Resistance
7. Find out how using the Questioning Strategy will shut down hassles and get you more cooperation easier

**FOUNDATION - CLARIFY: What Do You Want?**

Before you can communicate effectively, you need to ask yourself, *What do I want to accomplish in this interaction?* Once you know, it's all about expressing it in a way that others—especially your children—understand clearly.

It's been said, "It's not what you said, it's what they heard." Miscommunications happen all the time. For example:

- You tell your child, "Please clean your room," and they continue playing.
- You ask, "Why aren't you doing your homework?" and they ignore you instead of responding.

What's happening here? Often, it's a mismatch between what we say, what we mean, and how it's understood. That is often included under what they call mixed messages. In order to solve this, you need to be clear about what you want, not just what you don't want.

Many people say they want something (more money) but they actually focus on the lack of it. They say things like, "I don't want to be broke." Or, "I can't seem to have enough money." Both

statements focus on what they DON'T want. Did you know that whatever you focus on your brain makes you do it? A better approach is to focus on what you want instead.

## **Is Your Communication Style Direct or Indirect?**

### **Pre-Test #2: Is Your Communication Style Direct or Indirect?**

**Instructions:** Answer the following questions based on your current knowledge or assumptions about communication styles. This test is designed to challenge your understanding of how direct and indirect communication affects interactions with children.

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1. **What is the primary issue with using indirect communication when talking to children?**
    - a) It makes them feel controlled
    - b) It allows them too much freedom of interpretation
    - c) It leaves them unsure about what is expected
    - d) It encourages them to ask more questions
- 

2. **Why might a child ignore a statement like, "I can't even hear myself think"?**
    - a) They don't recognize it as a request for quiet
    - b) They think the adult isn't serious
    - c) They are distracted and not paying attention
    - d) They assume the adult will clarify later
- 

3. **Which of the following is an example of direct communication?**
    - a) "Can we try to keep the volume down?"
    - b) "Please stop talking and listen."
    - c) "It would be great if you could focus right now."
    - d) "I'm trying to explain something here."
- 

4. **How does direct communication influence a child's subconscious mind?**
  - a) It reinforces the child's emotions over logic
  - b) It bypasses their conscious reasoning and delivers a clear message

- c) It makes them feel overwhelmed by the authority
  - d) It distracts them from the task at hand
- 

5. **What is the best approach for giving instructions to children?**
- a) Use short, direct commands and avoid emotional language
  - b) Explain the reasoning behind the request before asking them to act
  - c) Use indirect statements so they can interpret the message themselves
  - d) Combine verbal and non-verbal cues without speaking directly
- 

## **FOUNDATION**

A teacher was teaching her students how to write an introductory paragraph. Several students were talking in the back of the room. The teacher said, “Hey, I’m trying to teach here.” The kids ignored her and continued to talk.

What happened? Some people have a tendency to talk indirectly. Their meaning is conveyed by suggestion or implication. This might work with adults, but with kids it doesn’t. They don’t see the communication as a requirement or request. They see it as information. What does that mean? Well, you and I know that this teacher really wanted the students to be quiet and pay attention. Instead of saying that, she told them she was trying to teach—hoping they would get the message. Speaking indirectly leaves it to the student to decipher what you mean and what you want. They may not decipher what you want or may not want to. If students are noisy, and the teacher says, “I can’t even hear myself think,” they will ignore that and keep talking.

Have you ever said something to someone, hoping the person (standing by) for whom the message is really intended would get the message? That’s another example of indirect communication.

Children don’t understand indirect communication. Brief, short injunctions work best for children. Why is that?

Normally our emotions come from our subconscious. Since children’s emotions are up front, whatever you say goes directly into their subconscious mind and influences their feelings and behavior. What is an easy way to apply this in your homelife?

### **How to Easily Apply It**

- When talking with children, speak directly.
- Tell them EXACTLY what you want them to do. Make it short, sweet, and
- to the point.

- Never leave it up to the child to decipher what you mean. Make your
- meaning clear.

Now, you're prepared to make sure you avoid certain communication mistakes. Are you ready to discover something novel and powerful? Take the pretest now and you'll get to really understand.

### **Pre-Test #3: Mistakes to Avoid in Communication**

**Instructions:** Answer the following questions based on your current understanding of communication mistakes. Reflect on how these scenarios might apply to your interactions with your children.

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**1. Why is it important to know what you want before entering a conversation?**

- a) To avoid wasting time
  - b) To ensure your tone is appropriate
  - c) To clearly ask for the response you want
  - d) To prevent an argument from starting
- 

**2. Which of the following is a common result of assuming others know what you want?**

- a) Improved cooperation
  - b) Frustration and conflict
  - c) Clear communication
  - d) Faster task completion
- 

**3. What does Dr. K. S. Wiggins suggest is a major cause of conflict in communication?**

- a) Misunderstanding abstract nouns like "respect" or "appreciation"
  - b) Using too many direct commands
  - c) Failing to listen actively
  - d) Speaking too quickly
- 

**4. What's an example of an ineffective communication mistake related to word meanings?**

- a) Expecting someone to understand what "respect" means without explaining it

- b) Asking too many clarifying questions
  - c) Repeating the same request multiple times
  - d) Using simple language to explain your needs
- 

5. **How can you avoid misunderstandings when talking about abstract terms like “respect” or “understanding”?**
- a) Trust that the listener knows what you mean based on context
  - b) Clearly define what you mean by the term in specific actions or behaviors
  - c) Avoid using abstract words altogether
  - d) Use non-verbal cues to convey your meaning
- 

## **FOUNDATION - Mistakes to Avoid**

1. Going into a conversation without knowing what you want. If you don't know what you want, how will you get it? Before you go into any interaction, it's important to decide what you want. Ask yourself what response you want to get from that person? Once you decide, ask for it.
2. Assuming others know what you want. This is one of the main causes of conflict in all kinds of relationships. Women are notorious for thinking others can read their minds. Your children can't read your mind. Even when you tell them what you want, they still might not completely understand because meaning is in people and not in words. It's up to you to make your meaning clear.
3. Assuming you know what others' words mean. Dr. K. S. Wiggins, social psychologist, says, “Ninety percent of all conflict stems from a problem with definitions.” Another issue is people tend to use abstract nouns when they talk to each other. Assuming you know what their words mean will cause conflict.

Remember, relationships are everything. All of the important relationship words (such as respect, appreciation, and understanding) are nominalizations (anything you can't see on the back of a truck). If you assume you know what they mean, you're setting yourself up for a major misunderstanding.

A more effective approach is to ask them what they mean. For example, a student says, “He disrespected me.” ASK:

- Who disrespected you?
  - How specifically did he disrespect you?
4. Assuming people know what YOU mean. If you tell someone that you want more respect but don't explain what you mean when you say the word respect, you are

headed for disappointment and frustration. Why?

The meaning of certain words is instilled from birth to age four (even up to age seven). Whatever is experienced in the home during this formative period is how one will understand certain words.

A more effective approach is to realize how your child (or others) relate to certain word meanings. This could be different from your experience with the same words. Make sure they know exactly what you mean when you use these types of relationship words.

## **How Can YOU Feel More Respected and Appreciated by the People Who Matter to You Most?**

Let's say you want more respect from your child or boss. You need to ask yourself questions to discover what respect means to you. Pay attention to your answers. Remember to ask yourself at least three times.

- How will I know when this person is respecting me?
- What else will let me know when this person is respecting me?
- What are three things someone can do that will make me feel respected?

Whatever answers come up, that's what you ask for. Tell them EXACTLY what you mean. For example, you might say, "You know, Mrs. Smith, I feel respected when you notice my hard work," or, "Johnny, I feel respected when you pay attention when I speak."

After you use this technique a few times, it will become very natural to you. Never assume they know. This way you avoid the pain of feeling disrespected.

### **How to Easily Apply It**

1. Know what makes you feel respected.
2. Never assume others know or should know what you want.
3. Never assume you know what others' words mean. Get them to clarify.
4. Never assume people know what your words mean. Show, tell, and demonstrate what your words mean.
5. Ask (for it) and ye shall receive.

Now, for some uncommon tools to help you overcome parenting struggles and find the freedom to bring out the best in yourself and your kids. Is that okay? Go on to the next section.

## Using Step Charts to Get Better Behavior

In every parent's mind there is an image of what a child is supposed to behave like and in the child's mind is an image of what they are supposed to do. If the images match, you have peace and harmony. But if there is a mismatch, that creates disharmony, conflict, and sometimes even all our war. PAINFUL!

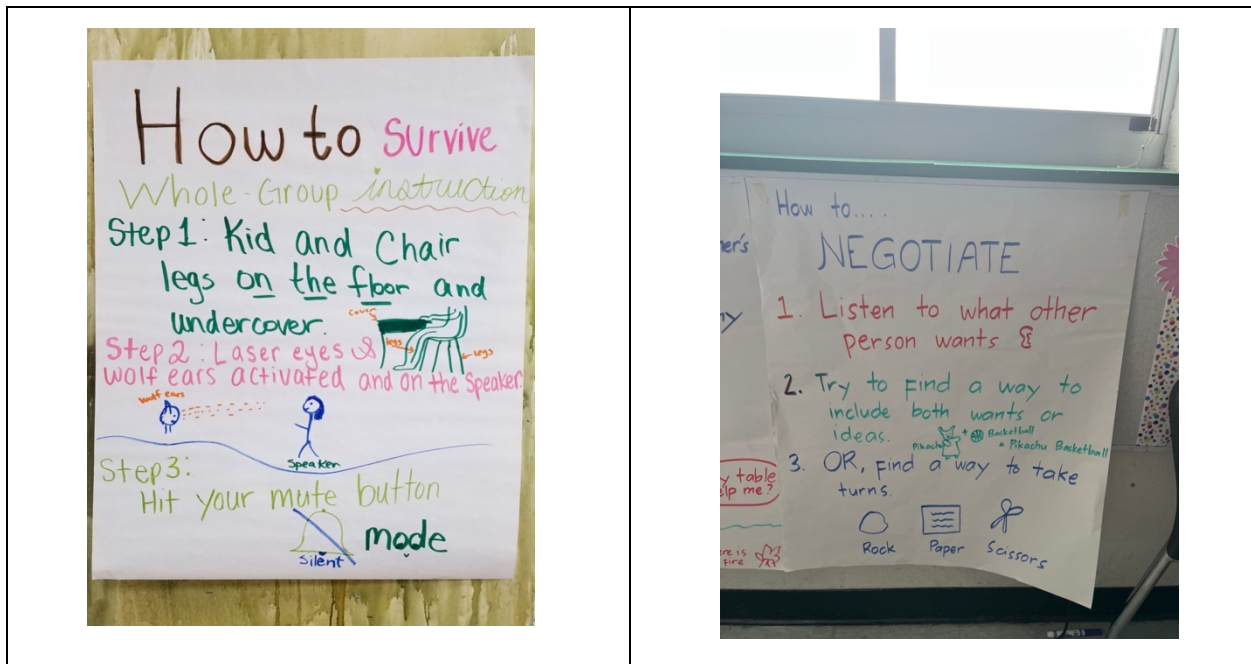
### What can you do?

A very powerful strategy is the Step Chart and Rubric. I taught this to thousands of stressed out, overwhelmed, yet caring teachers who thanked and praised me for the relief. Since you're reading this now, I suspect you want some relief and to experience more of the joyful parenting that's available to you too.

The BONUS: Using step charts and rubrics actually depersonalizes the issue.

And that means happier responses. Now, who doesn't want that?

Look at how some teachers have used this to make their jobs easier:



Lack of clarity = **uncertainty**  
which causes anxiety

## How You Can EASILY Apply this

**CLARIFY:** Ask yourself: “What do I NOT want them to do? What do I want them to do instead?” Then, communicate effectively: brief, specific, and POSITIVELY stated expectations. Go visual.

**EXAMPLE:** Marilyn’s daughter told her mom that her room was clean. When her mom walked in to inspect it, she saw the first picture on top.

Many kids think they have cleaned a room when clearly, they haven’t. Marilyn solved this issue by taking a picture of what a clean room does NOT look like and what it does look like. She posted it on the wall and pointed to it when necessary. Now her child cleans the room so much closer to the way Marilyn expects it to be. Hooray!



Other parents have used this powerful strategy to show, tell, and demonstrate HOW to:

1. Solve a conflict
2. Clean the bathroom
3. How to behave in the store
4. Calm yourself down
5. And more.

Just make a poster, put it up on the wall, and point to it when necessary to remind kids how to do whatever it is that you want them to do. Tah Dah!

But what happens when they argue, refuse to respond, and resist? The next section gives you some psychological ammunition. Hahaha.

## Pre-Test #4: Disarming Resistance with Influential Language

**Instructions:** Look for the answers to the following questions based on the information provided next. Reflect on how you would apply these strategies in real-life scenarios to encourage cooperation from your child.

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1. **Why is it important to focus on what you want instead of what you don't want when dealing with resistance?**

- a) It helps avoid conflict altogether
  - b) What you focus on grows, so focusing on cooperation increases the likelihood of getting it
  - c) It makes the child feel guilty for their behavior
  - d) It distracts the child from their resistance
- 

2. **What are the three most powerful phrases for disarming resistance?**

- a) "Because I said so," "Do it now," and "This isn't up for discussion"
  - b) "I understand," "I know what you mean," and "You're right"
  - c) "Let's talk later," "Go to your room," and "Stop arguing"
  - d) "I don't care," "This is important," and "You must obey"
- 

3. **In the "Cleaning the Room" scenario, how does the parent disarm resistance?**

- a) By ignoring the child's complaints and insisting they clean
  - b) By agreeing with the child that cleaning is pointless
  - c) By acknowledging the child's feelings and calmly explaining the importance of cleaning
  - d) By raising their voice and repeating the instruction
- 

4. **Why is it effective to use phrases like "I know what you mean" or "I understand" in response to resistance?**

- a) It tricks the child into thinking they've won the argument
  - b) It validates the child's feelings, making them more open to cooperation
  - c) It avoids addressing the child's behavior altogether
  - d) It changes the subject, distracting the child from their resistance
-

5. **What is the key benefit of reminding a child about maturity and its rewards (e.g., trust, privileges) when asking them to start homework?**
- a) It reinforces the idea that maturity is only about doing hard tasks
  - b) It helps the child associate responsibility with positive outcomes
  - c) It makes the child feel guilty for procrastinating
  - d) It creates fear of losing privileges
- 

6. **In the “Turning Off Screen Time” scenario, what is the purpose of suggesting an alternative activity after turning off the tablet?**
- a) To distract the child from their frustration
  - b) To punish the child for resisting
  - c) To give the child a sense of control over their next action
  - d) To prevent them from asking for more screen time
- 

7. **How does calm and firm delivery enhance the effectiveness of influential language?**
- a) It intimidates the child into listening
  - b) It minimizes emotional escalation and models self-control
  - c) It makes the child feel embarrassed for resisting
  - d) It forces the child to comply without understanding
- 

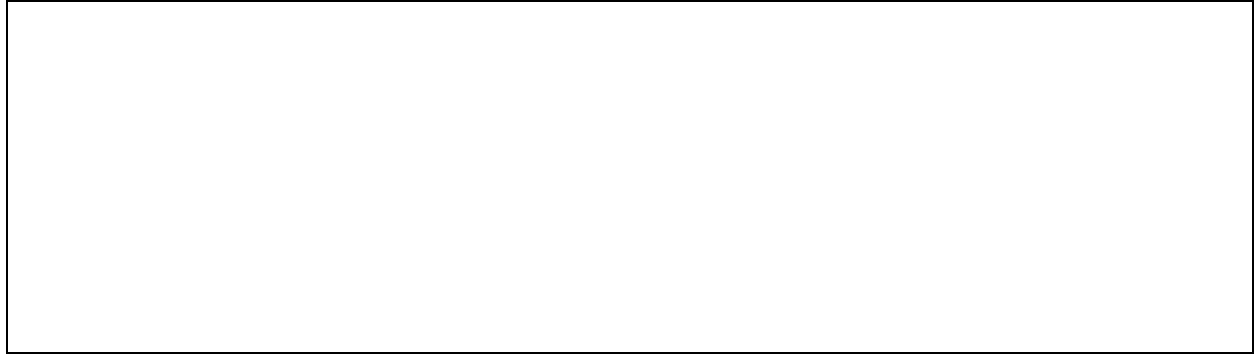
NOT knowing this stuff can create all kinds of problems in your home. What if you decide to master this and feel good about yourself?

## **FOUNDATION**

### **In Your Experience:**

Most people say they want to be happier but in reality, they are focusing on the absence of happiness. That makes them feel bad. This exercise trains your brain to pay attention to what you want instead. REMEMBER: what you give your attention to, you get more of—it grows.

If your child were NOT resisting and instead cooperating more, how would you know? What would be different? What would you be seeing, hearing, and feeling? This is important because the clearer you are about what you really want to see, hear, and be doing, the easier it is to get those things.



This section offers a very powerful approach to getting more of the happier responses you want from your child. We use language to communicate. Influential Language is very specific phrasing designed to disarm resistance.

When kids resist, it's no fun. They argue, complain, suck their teeth, scream, and more. It can be painful. Did you know that when this happens, it usually is coming from the subconscious? It's true and that means the solution needs to be at the subconscious level. And this can help.

All humans are in one of three moods at any given time:

You need to know what to say and do so you don't inadvertently push your child into resistance. Or, you can get them out of a resistant mood and into a cooperative one.

- Pleasurable mood
- Resistant mode
- Cooperative mood

Three of the most powerful words and phrases for gaining cooperation are:

1. I understand.
2. I know what you mean.
3. You're right.

Using any of these phrases dissolves resistance and opens the listener up to cooperating. Isn't that good news? Are you ready to master something new and powerful? Let's go.



Using **Influential Language** to turn resistance into COOPERATION

- ***I understand***
- ***I know what you mean***
- ***You're right***



## PRACTICE DISARMING RESISTANCE

ISSUE	Influential Language
<p>Scenario 1: Cleaning the Room</p> <p><b>Parent:</b> "It's time to clean up your room, please."  <b>Child:</b> (<i>Crossing arms</i>) "Why do I have to? It's just going to get messy again! Why can't you clean it?"</p>	<p><b>Parent:</b> <u>I understand</u> you think cleaning your room is pointless, but it's important to keep your room clean because it's good for your emotional wellbeing and it makes you feel good about yourself. You are to clean your room now.</p> <p>Remember: Say it calmly and firmly.</p>
<p>Scenario 2: Starting Homework</p> <p><b>Parent:</b> "You need to get started on your homework now."  <b>Child:</b> (<i>Groaning</i>) "Why do I always have to do homework? I'm tired! Can't I just do it later?"</p>	<p><b>Parent:</b> <u>I understand</u> you might not want to do it and you feel tired, but it's important for you to always do your homework whether you feel like it or not because that is what makes a mature person. You can start now or take a 10 minute rest and then start. Which would you prefer?</p> <p><b>Remember:</b> The mark of a mature person is they do what needs to be done whether they feel like it or not. Remind them of that and the benefits of being mature: they get more trust and privileges, etc.</p>
<p>Scenario 3: Turning Off Screen Time</p> <p><b>Parent:</b> "Screen time is over. Please turn off your tablet."  <b>Child:</b> (<i>Whining</i>) "No! I just started this game! You're always making me stop when I'm having fun. It's not fair!"</p>	<p><b>Parent:</b> <u>I know what you mean</u> when you say you think it isn't fair that it's time to stop but it's important for you to stop when it's time because it allows your brain to rest and that is good for your health. Turn off the tablet now and go read a book (or choose another <i>productive</i> activity).</p>

**REMEMBER:** People can only resist three or four times. So, if they resist, you persist. Repeat the instruction again.

By the way, if you child is in a pleasurable mood (playing a game, sleeping, etc) and you go right into trying to get them to do something else right away, you'll push them into resistance. A better approach is to give them time. Say, "In ten minutes, you are to take out the trash, make your bed, etc. REMEMBER, when someone is in their pleasure principle, they need time.

## USING THE QUESTIONING STRATEGY for MORE PLEASANT COOPERATION

Do you still have kids exhibiting unwanted behavior? Since the problem is at the subconscious level, the solution needs to be at that level. This strategy can help. But first, yep you guessed it: the Pre-Test for Winners! Lol

### Pre-Test: Using the Questioning Strategy for More Pleasant Cooperation

**Instructions:** Answer the following questions based on your current understanding of how questions influence behavior. Reflect on how these strategies might apply to your interactions with children.

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1. **Why is it important to carefully choose the questions you ask children when addressing unwanted behavior?**
  - a) To ensure they give a quick response
  - b) To avoid triggering negative thoughts and emotions
  - c) To distract them from the unwanted behavior
  - d) To show them you are in control

---
2. **What happens in the brain when someone is asked a question?**
  - a) The brain evaluates whether the question is valid
  - b) The brain immediately searches for an answer, processing 30 bits of information per second
  - c) The brain ignores the question if it's too difficult
  - d) The brain creates a negative emotional response

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3. **Which of the following is an example of a question that encourages a child to think about positive behavior?**
  - a) "Why are you always making bad decisions?"
  - b) "What if you were being your best self right now?"
  - c) "Why don't you ever listen to me?"
  - d) "What's wrong with you today?"

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4. **Why is it unnecessary to wait for an answer after asking a powerful question like, "What if you knew you were more powerful than your emotions?"**

- a) The child is unlikely to answer honestly
  - b) The question works subconsciously, even without a verbal response
  - c) The question is meant to confuse the child temporarily
  - d) It's better to focus on giving direct instructions
- 

**5. How can solution-focused questions help children get into a productive learning mood?**

- a) By reminding them of the negative consequences of not completing their work
  - b) By shifting their mindset to focus on positive and achievable outcomes
  - c) By forcing them to answer questions immediately and reflect on their behavior
  - d) By distracting them from their resistance to learning
- 

**6. Which of the following is an example of a question designed to strengthen a child's "emotional muscle"?**

- a) "Do you think it's okay to behave like this?"
  - b) "How can you exercise your emotional muscle right now?"
  - c) "Why can't you control your emotions better?"
  - d) "What's wrong with how you're feeling?"
- 

**7. What is the benefit of asking a child, "What's more important, what others think of you or what you think of yourself?"**

- a) It helps the child focus on their self-worth and internal strength
  - b) It teaches the child to prioritize external validation
  - c) It gives the parent an opportunity to correct their behavior
  - d) It forces the child to agree with the parent's viewpoint
-

## FOUNDATION

Did you know that the mind can NOT answer a question? It's true and whenever you ask someone a question, it sends their mind on a search through thirty bits of information per second to find the answer. Be careful of the questions you ask, such as: "What's wrong with you?" That means their mind will search for everything it thinks is wrong with them, and the answers will come up along with the bad feelings. And remember, bad feelings create bad behavior. So, what if you only ask questions that bring up the results you really want to have. Below are some POWERFUL examples:

1. What if you were being your BEST self, right now?
2. What if you knew that you are MORE POWERFUL than your emotions?
3. What if your emotional muscle really is getting stronger, what would you do next?

Remember, since the mind cannot NOT answer the question, you don't have to wait around for their answers. Just walk away and let the question do its work. BEAUTIFUL STUFF!

1. What would it take for you to know that you are strong enough to handle this?
2. What if you knew deep inside that you are strong enough to ignore the distraction?
3. What's more important, what other people think of you or what you think of yourself?

IN YOUR EXPERIENCE (For the parent/teacher): On the next page, list a few scenarios that you might use each other questions to address.

1. if you make other people's opinion about you more important than your own, isn't it true that if other people find that out, they can control you?
2. How can you exercise your emotional muscle right now?
3. Do you want your emotional muscle to be strong or weak? What does it mean to have a strong emotional muscle? What can you do that will make you feel strong and avoid needless trouble?

SOLUTION QUESTIONS to put your child/or students in a learning (or homework) mood because they will only learn well when they are in a mood that is conducive to learning.

1. Are you ready to learn something new and powerful?
2. If you were in a strong productive mood to get all your work done, how would you know? If you were in a strong productive mood to get all your work done what would that be like?
3. If you wanted to complete all your assignments from now on, why would that be important to you personally?

**IN YOUR EXPERIENCE:** Think of your child or a student and a situation. Generate a solution question to help solve the problem. Write it in the chart.

<b>Situation</b>	<b>Solution Question:</b>

If you wanted to use this powerful strategy from now on, what would that be important to you personally?

## OTHER FEEL GOOD BEHAVIOR MANAGEMENT STRATEGIES

Alrighty then. You know what time it is. Time for your PRETEST!

### Pre-Test: Feel-Good Behavior Management Strategies

**Instructions:** Answer the following questions based on your current understanding of behavior management. Reflect on how you currently handle situations with your child and how you might apply these strategies.

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1. **Why is it effective to use the “Dangle Strategy” when giving instructions?**
  - a) It distracts the child from their resistance
  - b) It ties what they want to do with what you need them to do
  - c) It avoids conflict by changing the subject
  - d) It gives the child more freedom to choose

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2. **How does the “PACE & LEAD” strategy help you gain cooperation?**
  - a) By making the child feel guilty for not listening
  - b) By acknowledging the current situation and guiding them to follow your instruction
  - c) By emphasizing authority and demanding obedience
  - d) By confusing the child with complex instructions

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3. **What is the purpose of using influential language like, “You’re feeling upset, AND no upset feeling lasts forever”?**
  - a) To dismiss the child’s feelings and shift focus
  - b) To validate the child’s emotions while leading them toward feeling better
  - c) To avoid dealing with the child’s behavior altogether
  - d) To give the child a consequence for their negative feelings

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4. **Which of the following is a better question to ask when getting your child ready to do homework?**
  - a) “Why aren’t you doing your homework?”
  - b) “How do you know when you’re in a productive mood to complete your work?”
  - c) “Why do you always wait until the last minute?”
  - d) “Can’t you see how important this is?”

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5. **Why does screaming at a child often lead to more unwanted behavior?**

- a) It creates fear but doesn't foster long-term compliance or understanding
  - b) It makes the child feel more in control
  - c) It immediately resolves the situation, but the child forgets the lesson
  - d) It demonstrates the parent's authority
- 

6. **What's the main goal of using influential language and feel-good strategies?**

- a) To prevent the child from expressing negative emotions
  - b) To create an environment where the child feels good and cooperates naturally
  - c) To avoid conflict by giving the child whatever they want
  - d) To ensure the child obeys instructions without resistance
- 

7. **What is the biggest advantage of focusing on what you want your child to do (e.g., "Go to a better feeling now") rather than what you don't want?**

- a) It avoids confrontation entirely
  - b) It trains the child's brain to focus on positive outcomes
  - c) It forces the child to comply out of guilt
  - d) It shifts responsibility away from the parent
- 

## FOUNDATION

Use the **Dangle Strategy**. Say: *Since you want to:* (Plug in what they want)

- *Go shopping*
- *Have fun after school*
- *Play a game*

You are to:

- *Pay attention whenever I speak.*
- *Clean your room now.*
- *Stop arguing and do your homework now.*

### HOW IT WORKS:

Gain cooperation by saying what they want **FIRST** and connecting it to what you want.

## How to Get Your Child to Say YES When They Want to Say NO

### Three POWERFUL TOOLS

1. PACE & LEAD – You are in this room now and I am in this room now, and that means from now on you are to respond to my instructions. Do you understand?
2. MAKE IT SAFE: It is safe for you to respond to me when I give you an instruction from now on.
3. STOP AND GO FORMULA - Stop arguing and clean your room now.

### How Emotions Affect Behavior

Since emotions determine behavior, if your child is feeling down or upset, it will create a struggle for you both. That leads to disharmony and conflict. What's the antidote? Get them to feel good because people behave well when they feel safe or good.

### Influential Language Designed to Get them to Feel Good so they Behave Well

- *You're feeling upset. AND no upset feeling lasts forever. And that means you are going to feel better very soon.* (PACE & LEAD)
- *Continue breathing and calm down now.* (Double command)
- *Go to a better feeling now.* (Direct Command)

NOTE: A rebellious mood will cause them to defy you. Get rid of it. Say:

*You're in a rebellious mood. Go to a better one.* (Direct Command)

After you say the Influential Language, walk away. THIS IS VERY IMPORTANT. Ask

me why if you want to know the psychology behind this.

### GET HOMEWORK DONE EASIER

Put them in a learning or productive mood to do homework (because that's the only way they can learn well). Ask them:

- *Are you ready to get your homework done and feel good about yourself? OR,*
- *How do you know when you're in a productive mood to get all your work done?*
- *What is it like when you're in a productive mood to complete all your work?*

\*Remember: Ask questions that lead to the results you want rather than what you don't want (i.e., What's it like when you're really ready to get your homework done? Instead of Why aren't you doing your homework? THIS IS VERY IMPORTANT.

### **NOTE: How to Get Cooperation without Screaming**

Why do some kids ignore an adult unless someone screams at them? What's the real problem with screaming? Here's your answer. When humans are doing something that is not working, they have a tendency to do more of whatever they are doing even though it is not working. They add intensity.

For example, many parents start out talking in a calm voice, and if it doesn't work, they start to scream. What's the problem with that? It teaches the child that parents are only serious when they scream. The child then generalizes this to teachers and other adults. So, they won't respond unless the adult screams.

What some adults don't realize is increasing pressure actually lessens the effect. In fact, it increases the unwanted behavior. So, if what you're doing isn't working, intensifying what you're doing won't work. Screaming is only temporary. It only scares them into doing what you want. It doesn't get them to like doing it enough to do it without being told. Neither does it encourage them to do it right.

### **A Better Approach**

What if you make a decision to use the strategies you're discovered in this book? Congratulations!

### **WRAP UP: Making Communication Work for Busy Parents**

Good communication isn't about being perfect. It's about being intentional. When you clearly express what you want, actively listen, and model emotional regulation, you create a home environment where cooperation and understanding thrive.

By practicing these strategies, you'll feel more connected to your children and less overwhelmed by daily interactions. Remember, great communication starts with clarity, respect, and patience—and every small improvement makes a big difference.

Let's get started!

**In Your Experience:**

What is the difference between knowing something and doing it?

If you wanted to consistently practice these effective communication strategies from now on and expect it to work, why would that be important to you? List at least three reasons:

## Answers to the Pre-Tests

### Pre-Test #1: The Secret of Successful Communication for Parents

#### Answer Key:

1. b) Clarifying what you want to accomplish
2. b) Direct communication that clearly states what you want
3. b) Focusing on what they don't want rather than what they do want
4. b) By helping them explore their own reasoning and choices
5. a) To avoid giving mixed messages

### Pre-Test #2: Is Your Communication Style Direct or Indirect?

1. c) It leaves them unsure about what is expected
2. a) They don't recognize it as a request for quiet
3. b) "Please stop talking and listen."
4. b) It bypasses their conscious reasoning and delivers a clear message
5. a) Use short, direct commands and avoid emotional language

### Pre-Test #3: Mistakes to Avoid in Communication

1. c) To clearly ask for the response you want
2. b) Frustration and conflict
3. a) Misunderstanding abstract nouns like "respect" or "appreciation"
4. a) Expecting someone to understand what "respect" means without explaining it
5. b) Clearly define what you mean by the term in specific actions or behaviors

### Pre-Test #4: Disarming Resistance with Influential Language

1. b) What you focus on grows, so focusing on cooperation increases the likelihood of getting it
2. b) "I understand," "I know what you mean," and "You're right"
3. c) By acknowledging the child's feelings and calmly explaining the importance of cleaning
4. b) It validates the child's feelings, making them more open to cooperation
5. b) It helps the child associate responsibility with positive outcomes
6. c) To give the child a sense of control over their next action
7. b) It minimizes emotional escalation and models self-control

### **Pre-Test #5: Using the Questioning Strategy for More Pleasant Cooperation**

1. b) To avoid triggering negative thoughts and emotions
2. b) The brain immediately searches for an answer, processing 30 bits of information per second
3. b) “What if you were being your best self right now?”
4. b) The question works subconsciously, even without a verbal response
5. b) By shifting their mindset to focus on positive and achievable outcomes
6. b) “How can you exercise your emotional muscle right now?”
7. a) It helps the child focus on their self-worth and internal strength

### **Pre-Test #6: Feel-Good Behavior Management Strategies**

1. b) It ties what they want to do with what you need them to do
2. b) By acknowledging the current situation and guiding them to follow your instruction
3. b) To validate the child’s emotions while leading them toward feeling better
4. b) “How do you know when you’re in a productive mood to complete your work?”
5. a) It creates fear but doesn’t foster long-term compliance or understanding
6. b) To create an environment where the child feels good and cooperates naturally
7. b) It trains the child’s brain to focus on positive outcomes

## Another Wonderful Book by Selina Jackson You Might be Interest in:

### How to Feel Good about Yourself No Matter What



You can safely Find it here:

*How to Feel Good About Yourself No Matter What* is your guide to breaking free from self-doubt, limiting beliefs, and negative thought patterns that hold you back. Backed by over 60 years of psychological research, this transformative book empowers you to take control of your self-esteem, emotional well-being, and inner narrative.

Through practical strategies like influential language, subconscious rewiring, and upgrading your mindset you'll learn how to:

- Build unstoppable confidence.
- Reframe negative self-talk into empowering affirmations.
- Create harmonious relationships through better communication.
- Unlock the power of perspective to overcome challenges.

With relatable examples, actionable tools, and powerful insights, this book is your ultimate resource for living a happier, more fulfilling life—starting with how you feel about *you*. Take the first step toward a brighter future today.