

**Questionnaires from
THE WELLFAMILY HANDBOOK**

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Page 10: A lot happens even in the first few months

For your own thoughts and notes (page 11)

Discuss with your partner how you can divide the time between looking after the baby and your profession in such a way that neither you nor the baby has to suffer.

Page 12: Especially for young fathers

For your own thoughts and notes (page 13)

As a father you are equally important to the mother. Which resolutions do you want to become a reality?

Page 14: What on earth does one do with such a small creature?

For your own thoughts and notes (page 15)

Some of the above tips will be familiar to you. Which ones are new to you? Which ones do you want to put into practice?

Page 16: Beware of spoiling the child

For your own thoughts and notes (page 17)

Are you capable of interpreting the cry of your baby correctly and dealing with probable attempts to manipulate you?

Page 18: Rock-a-bye-baby on the tree top...

For your own thoughts and notes (page 19)

'Prevention is better than cure.' – What advice given by sleep researchers should you heed so that your baby develops a healthy sleep pattern?

Page 26: Should we talk to small children about God?

For your own thoughts and notes (page 27)

What are your norms and values? Which image of the world and God do you want to declare relevant and pass onto your children?

Page 36: From Supermum to ‘weeping misery’

 Do you sometimes find the time to do something on your own?

--

 Who are your girlfriends? How often do you meet each other?

--

 In what way are you supported by your husband?

--

 When was the last time you went out with him?

--

 Describe what you normally do when going out with him

 How has the sexual relationship developed between you since the birth of your first child?

To think about and put into practice (page 45)

List the positive experiences which you can remember from childhood

Was anything lacking which would you not like your own children to miss out on?

--

Page 38: Your bolt-hole: an “island” of autonomy

To note and to think about (page 39)

This is what I want and can put into practice:

Page 50: Take them into your arms

What was the eye and body contact like with your child yesterday? (page 51)

Page 40: Times of refreshing an “island” of relationships

To note and to think about (page 41)

This is what I want and can do:

How can you motivate yourself and stir yourself up to give your child sufficient attention?

Page 52: Fun and humour

Which of the funny, amusing episodes in your childhood can you remember?

To think about and put into practice (page 43)

How can you as a single parent in your special situation look after your autonomy and relationship islands?

The slot here might not be big enough, but which comments or funny ideas your children have had should be committed to paper so as not to be forgotten?

Page 44: Lay foundations based on a positive family atmosphere

Think over what agreements could be made in your family. (page 53)

What day(s) and time(s) could you all eat together in a relaxed way as a family?

How can you make mealtimes more relaxed?

Page 54: Love makes people inventive

In

I can see the following musical gifts: (page 55)

I want to promote them in this way:

How can you promote the creativity of your children by your example?

--

In

I see the following artistic gifts and will build them up as follows

Page 58: Birth order and consequences

To think about and put into practice (page 59)

How do you judge your expectations of your eldest child, where its duties are concerned?

Make a list of priviledges which you will grant your eldest child so that it can carry the burden of a first born more positively and more relaxed

Page 60: The middle child –the 5th wheel on the cart?

To think about and note down (page 61)

Which abilities and personality traits distinguish your middle child from the others?

What will you do so that the middle child does not feel like the “fifth wheel” on the cart?

To note and think about (page 63)

How would you describe the position and the mood of you youngest child?

Which duties or proven family rules are your non-negotiables?

Page 64: Raising a family with two children

Page 46,47 and 49: Tables to fill in

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	
											Nursery
											Play groups
											School
											Sports clubs
											Peers at school
											Friends
											Magazines
											Music
											TV

Hours spent with my children?

What did we do?

Sun	
Mon	
Tue	
Wed	
Thur	
Fri	
Sat	

These are my intentions

My time killers

Reasons for keeping an anima

Reasons against

To note and think about (page 65)

Please note down immediately how you can put the just mentioned tips into practice:

Page 66: The single child

To think about and put into practice (page 67)

Please note down right away how you can put the above tips into practice.

To note and think about (page 69)

Can the above mentioned “family rules” be put into practice in your clan?

Yes No Not Sure

Additional agreements

Page 68: Why do they have to argue?

To note and think about (page 69)

Can the above mentioned "family rules" be put into practice in your clan?

Yes No Not Sure

Additional agreements

Friends:

Obedience:

Co-operation:

How is your child's self-esteem? Tick the sentences which apply to the behaviour of your child:

My child is the classroom clown. He is always up to something to gain attention.

My child avoids the company of children of the same age.

My child always follows the crowd, even when she knows that it is wrong.

My child seems to be angry with his surroundings and picks a fight at every opportunity.

My child has problems in making decisions.

My child reacts in a hurt way even when there is no reason for it.

My child seems to be always preoccupied with herself and has no regard for others.

My child has no ambition to do something with his abilities.

My child is torn when having to deal with moral decisions.

Page 70: Living comes more easily with a healthy self-esteem

How high, in your opinion, is your own self-esteem?

1 2 3 4 5 6 7 8 9 10

low high

What can you do to strengthen it?

Note down the good points of your child and express them to your child at the next opportunity. (page 71)

Make some notes on how you can better put into practice the four keywords. (page 72)

Are your expectations for your child realistic in these areas? (page 73)

School:

Clubs:

Page 74: Feelings –not against them but living with them

Child: "I don't like the new baby!"
a) Parents

Child: "The birthday party was stupid." (after you have done your best to make it a successful party)
a) **Parents:** (denial of feelings)

--

"Just because it rained a little the teacher thought we could not go on this outing. This is ridiculous."
a) A verbal characterisation of the feeling:

--

Child: "I am so cross. Just because I arrived two minutes late, the gym teacher didn't allow me to participate in the game."
a) **Parents:** (denial of feelings)

--

b) A statement which shows that you understand this feeling:

--

--

Child: "I don't like the new baby!"
b) **Parents:** (accepting the feelings) (page 75)

--

"Annette invited me to her party, but I don't know..."
a) A verbal characterisation of the feeling:

--

b) A statement which shows that you understand this feeling:

--

--

Child: "The birthday party was stupid."
b) **Parents:** (accepting the feelings)

--

"I don't know why teachers have to load people with so much homework over the weekend."
a) A verbal characterisation of the feeling:

--

Child: "I am so cross. Just because I arrived two minutes late in the gym the teacher didn't allow me to participate in the game."
b) **Parents:** (accepting the feelings)

--

b) A statement which shows that you understand this feeling:

--

--

Exercises: (page 76)
"I would love to smash in Michael's nose!"
a) A verbal characterisation of the feeling:

--

"We had a basket ball training session. I didn't manage to throw the ball into the net a single time."
a) A statement which describes the feeling.

--

b) A statement which shows that you understand this feeling:

--

b) A statement which shows that you understand this feeling:

--

--

“Andrea is moving away. She is my best friend.”
 a) A statement which describes the feeling.

b) A statement which shows that you understand this feeling:

Which feelings were trivialised? What still rings in your ears? For example: “It is not that bad.” “Don’t make such a fuss.”

Were emotions presented as inappropriate or wrong? For example: “This really is not painful.” “Surely, you can’t be sad.”

Page 80: I cannot change my spots

What status did emotions have in your own family?
 1 2 3 4 5 6 7 8 9 10
 low high

Which emotions did your father / mother show the most?

Father

Mother

Which emotions were hardly ever or rarely shown?

Father

Mother

Which emotions were expressed often and in an uncontrolled way?

Father

Mother

In which areas are your reactions similar to your mother’s or father’s?

Like my father

Like my mother

How much would you say that your parents understood your feelings?

mostly sometimes
 rarely not at all

How can you continue to build up and strengthen your child’s feeling of SELF-ESTEEM? (page 83)

What status do FEELINGS have in your family? How about acceptance, empathy, expression and putting emotions into words - especially those of pleasure, boredom or anger?

How can you intensify the feeling of BELONGING to the family unit?

Empty response box

How about PRAISE and ENCOURAGEMENT?

Empty response box

Does your child have enough EXERCISE and is it developing a POSITIVE ATTITUDE TO ITS BODY?

Empty response box

How can you improve your child's ABILITY TO COMMUNICATE ?

Empty response box

What action do you take to enable your child to develop GOOD RELATIONS WITH OTHER CHILDREN?

Empty response box

How do you teach moral values like mutual GIVE and TAKE, FAIRNESS or HONESTY?

Empty response box

What sort of example are you in dealing with FRUSTRATIONS? How do you help your child here?

Empty response box

For your own thoughts and notes (page 87)

Which rules about the television suit your family situation?

Empty response box

Page 88: Communication: what is it?

**Key: 0 = not applicable
3 = happens sometimes
6 = this is my type**

First there is the guardian...

1 2 3 4 5 6

In contrast, the moralist tends to remark frequently...

1 2 3 4 5 6

The know-it-all thinks that wisdom comes automatically with age...

1 2 3 4 5 6

The judge has his verdict all ready, even while listening...

1 2 3 4 5 6

The critic expresses himself negatively and pessimistically...

1 2 3 4 5 6

The psychologist observes and analyses his child constantly...

1 2 3 4 5 6

Finally, at the end of this negative list the appeaser...

1 2 3 4 5 6

Instead of "Are you OK then?" say "You look sad; tell me what's the matter."(page 90)

Instead of "Phew! Everything done at last?"

Empty response box

Instead of "Was it nice at your friend's house?"

● Does he learn not to spread rumours and to mock others?

● Does he learn to accept himself?

Note your best opportunities to open up communication and create a pleasant atmosphere. (page 93)

Concept III
"Teach me to do your will, for you are my God"(Psalm 143:10).

● Does your child learn to obey you as parents, as a preparation for his future obedience towards God?

● Does he learn to behave respectfully in church - God's house?

Page 94: A twofold threat

Concept I:
"Love the Lord your God with all your heart"(Mark 12:30)

● Does he learn the two aspects of God's character: love and justice?

● Does your child get to know the love of God by the love and care of this parents?

● Does he learn that there are many forms of authority, which he has to submit to?

● Does he learn to talk about God and to include Him in his plans and thoughts?

● Does he learn the meaning of sin and its unavoidable consequences?

● Does he learn to turn to the help of Jesus whenever he is frightened, anxious or lonely?

Concept IV
"Fear God and keep His commandments, for this is the whole duty of man"(Ecclesiastes 12:13)

● Is he learning to read the Bible?

● Does he learn to love the truth and to be honest?

● Does he learn how to pray?

● Does he learn to keep Sundays holy?

● Is he learning the meaning of believing and trusting?

● Does he learn about the relative unimportance of materialism?

● Does he grasp the significance and value of a Christian attitude to life?

● Does he learn the meaning of the Christian family and the trust in it which God desires?

● Does he have knowledge of the miracle of Jesus' birth and death?

● Does he learn to listen to his own conscience and to follow it?

Concept II
"Love your neighbour as yourself"(Mark 12:31)

Concept V
"But the fruit of the Spirit is self-control" (Galatians 5:22-23)

● Does your child learn to understand others' feelings and to sympathise?

● Does your child learn to give a certain portion of his pocket money (and other money) to God?

● Does he learn not to be egoistic and demanding?

● Does he learn to control his impulses?

● Does he learn to share?

● Does he learn to work and to be responsible?

● Does he learn the big difference between self-esteem and selfish pride?

● Does he learn honour and reverence to the God of the Universe?

For your own thoughts (page 95)

Which of the above are you communicating well, and which need more emphasis?

Page 96; Fathers, get involved with your children!

For your own thoughts (page 97)

These are my new resolutions

Page 102: The father and his son

For your own thoughts and notes (page 103)

What practical steps can you take to to build up your son's character?

Page 104: Father and daughter

For your own thoughts and notes (page 105)

How do you develop the concepts FEMININITY and COMPETENCE when you are dealing with your daughter?

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For your own thoughts and notes (page 105)

How do you develop the concepts FEMININITY and COMPETENCE when you are dealing with your daughter?

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Page 106: A mother who inspires fond memories

For your own thoughts (page 107)

Do any new resolutions come to mind so that your children may more fondly think back on you as a mother, one day?

Page 108: An awakening of chivalry and respect

For your own thoughts and notes (page 109)

Does your handling of your son take account of the dangers we have listed?

For your own thoughts and notes (page 111)

How do you see your role as a woman and what example are you to your daughter?

Which of the listed relationship traps could become dangerous for you?

For your own thoughts and notes (page 113)
How far do the above mentioned areas threaten your marriage? What will you do to defuse the danger?

Page 114: Golden rules for a healthy marriage

For your own thoughts and notes (page 115)
Which of these rules are you observing already? Which could you usefully reactivate in your lives?

Page 116: Help, my child is approaching puberty!

What is your relationship like with your child? Try and answer the following: (page 117)

Does your child seek to be close to you?


Can you ...

be tender with each other?


talk to each other about almost everything?


forgive one another?


help one another and do good?


For your own thoughts

In a business job, or even in the church, people are accustomed to setting objectives and making plans to reach them. We mean to include long term, mid and short term objectives in our thinking. Keeping objectives in mind makes it easier to tackle the occasional crisis which inevitably crosses our path through life.

So, what are your objectives covering the teenage years of your child?

How would you like your child to be over the next few years?

Page 118: Two strong influences

For your own notes and thoughts (page 119)

Does your child already show the first signs of puberty? Which symptoms can you confirm?

Page 124: Help, my teenager is in love!

For your own thoughts (page 125)

Talking about love and sex with a teenager is not so easy. How do you want to react and how do you want to argue?

Go through such a conversation once in your head.

For your own thoughts and notes (page 127)

Can you understand your teenager better now? Do you know how to help him to find his own identity? Jot down notes on conversations regarding these proposals:

Discuss questions of meaning

--

Talk about personal strengths and weaknesses

Make suggestions how she/he can (i) have a good hobby or (ii) serve God

--

Make suggestions how she/he can (i) have a good hobby or (ii) serve God

Areas to show confidence in her/him!

For your own thoughts and notes (page 129)

Here are the main points which will help your child to go his own way unwaveringly.

Make notes on how you can put them into practice.

Learn to understand your child well in its individual challenges from the peer group. The make up of her personality will play an important part in this. Is she, for example, more of a loner, a sociable human being, or a natural leader?

You will not get anywhere unless you keep the conversation going. Listen very carefully and look for opportunities to get alongside him and give advice as a friend.

Teach him to be independent and help him to develop his own values and to stand up for them. Also help him to find his own identity.

Strengthen and sustain his feeling of self-esteem. A positive image of the self is one of the best weapons to combat negative peer pressure (see Feelings of Self-Esteem).

Make your teenager's friends a priority. You can help your child to choose good friends without being manipulative (see Good Friends).

Page 130: Preconceived ideas and facts

For your own thoughts and notes (page 131)

How do you assess the influence of friends on your teenager? How can you help him to find good friends?

Page 132: Growing self-responsibility

For your own thoughts and notes (page 133)

How can you teach your teenager to exercise his freedom of choice and at the same time signal that you have confidence in him acting responsibly?

Page 134: The pressures teenagers have to face

For your own thoughts and notes (page 135)

In what areas is your teenager particularly under pressure? How can you broach the subject, using the above tips?

Page 136: Keeping up the communication

For your own thoughts and notes (page 137)

In which situations do you lose your temper? Note down the triggers and how you can break through the emotional pattern in future.

Page 138: In search of the meaning of life

To think about and discuss (page 139)

With which existential questions, norms and values is your teenager grappling with at the moment? You should talk to him about it. How can you be an example to him?

Checklist of Marital satisfaction (page 140)

The amount of free time as a couple

1 2 3 4 5 6 7 8 9 10

The quality of times spent together

1 2 3 4 5 6 7 8 9 10

How we get on together with friends

1 2 3 4 5 6 7 8 9 10

Our tender, romantic times together

1 2 3 4 5 6 7 8 9 10

Our sex life

1 2 3 4 5 6 7 8 9 10

How often we have sex

1 2 3 4 5 6 7 8 9 10

How we communicate

1 2 3 4 5 6 7 8 9 10

The way we deal with conflicts

1 2 3 4 5 6 7 8 9 10

The way we share the workload

1 2 3 4 5 6 7 8 9 10

The way we manage finances

1 2 3 4 5 6 7 8 9 10

Our spiritual life and growth

1 2 3 4 5 6 7 8 9 10

Involvement with local community

1 2 3 4 5 6 7 8 9 10

For your own thoughts and notes (page 143)

Which of the above mentioned statements can you confirm spontaneously and which ones should you think over?

Page 148: The object of all upbringing

For your own thoughts and notes (page 149)

Which conclusions do you draw from these comments with regard to your future life style?

Name:	Age:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	<p>I have washed myself and cleaned my teeth</p>							
	<p>I tidied the playroom</p>							
	<p>I put my dirty clothes in the laundry basket</p>							
	<p>I ate up my dinner without being reprimanded</p>							
	<p>I have hardly sucked my thumb today</p>							

Page 152: Play is no laughing matter

For your thoughts and notes (page 153)
Role play with you, other children or alone are important because they help to experience the world. Which aids and inspirations will you give your child?

Page 160: The pre-school years

For your own thoughts and notes (page 163)
How do you estimate the maturity of your child? At what age do you want to entrust him to a play school?

Page 154: The same palaver, every night

For your own thoughts and notes (page 155)
Children vary in the length of time they take to learn good sleeping habits. They need individual upbringing methods.
Which of the above tips appear to be appropriate for your child?

Page 164: Is my child ready for school?

For your own thoughts and notes (page 165)
How does your child shape up in terms of readiness for school?

Page 156: What can I expect?

For your thoughts and notes (page 157)
Are your expectations for table manners appropriate for the age of your child? Which corrections should you make?

Page 172: How to maximise your child's keenness to learn

For your own thoughts (page 173)
Spontaneously jot down where you are already a good example to your children:

Page 158: No false ambitions

For your own thoughts and notes (page 159)
Which strategy do you want to use for potty training?

In which areas do you still have to learn to be a good example?

For your own thoughts and notes

Observe the spontaneous tendencies of your children – what they like doing out of their own initiative or what they reject – and allocate them to “green”, “yellow” or “red” areas.

Name	Name	Name
green 	green 	green 
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
yellow 	yellow 	yellow 
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
Red 	Red 	Red 
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

How can you avoid negative comparisons between your children and how can you better accept and promote each one individually?

<input type="text"/>
<input type="text"/>

Page 174: Encouragement accelerates learning

For your own thoughts (page 175)

Think about your comments within the last few days. How encouraging were they? Where on the scale do you fit

1 2 3 4 5 6 7 8 9 10

very critical very positive

Write down for each child positive traits of character and behaviour and control how often you single them out for praise every day.

For your own notes (page 179)

When you are compiling the friction points of your family life you will probably also come across terms like:

- keeping things in order
- helping in the family
- rules of behaviour
- bedtimes
- school and homework
- meaningful use of spare time
- management of pocket money
- Can you think of more?

For your own notes (page 179)

When you are compiling the friction points of your family life you will probably also come across terms like:

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- management of pocket money
- Can you think of more?

--

Page 180: The family forum

For your own thoughts (page 181)

What do you think about a family council? Note down the burning points of contention and emergency agreements, which are better discussed and solved in a regular family forum than on the hop.

I DID IT!

Name : _____ (50 points)

_____ = 1 point
 _____ = 1 point
 _____ = 1 point

My prize



				49	50						
				45	46	47	48				
				41	42	43	44				
				37	38	39	40				
1	2	3	4	33	34	35	36	13	14	15	16
5	6	7	8	29	30	31	32	17	18	19	20
9	10	11	12	25	26	27	28	21	22	23	24



Page 182: Trench warfare - Tidiness

Which tasks do you have to introduce and then check constantly?

For your own thoughts and notes (page 185)
This is how you can prepare yourself for your next family forum:
I will expect the family duties of my children to be:

I will post and pay for the following exceptional jobs

Page 186: A quick fix will not work!

For your own thoughts and notes (page 187)
Each family situation is different. Not everything can be delegated. Which advice can you put into practice in order to achieve more peace at the dinner table?

Page 188: Binging, on sugar, salt, fat...

For your own thoughts and notes (page 189)
Which new resolutions do you make for your diet roadmap?

Page 190: Our children actually like going to bed...

For your own thoughts and notes (page 191)
Are the bedtimes you have designated for your children relevant for the individual child's need for sleep, or does he go to bed too early or too late?

Any fresh ideas regarding the going to bed ritual of your children?

Page 192: What importance should be given to school?

For your own thoughts and notes (page 193)
What importance should the subject of schooling have in your family? Formulate your resolution in your own words.

How do you plan to deal with your primary school homework?

Page 199: Money table

	first child's name	second child's name
School equipment		
Gifts		
Extras		
Pocket Money		

Page 194: Playing or hanging about

For your own thoughts (page 195)

Which of your youngsters could you count as being an outdoor child? How can you build on this?

Which one is an indoor child? How can you build on this?

Page 202: With teenagers many things change

For your own thoughts and discussion (page 203)

What do you think will change when your children are teenagers compared to when they were younger children?

Page 200: Weekly tasks - a good incentive

For your own thoughts and notes (page 201)

Which points should definitely be put on the list for your children? Does any one fall into the 'bohemian' category?

Page 204: Training them to become self-reliant

For your own thoughts and discussion (page 205)

What conclusions would you like to draw for your teenager in relation to hygiene, diet and sport?

Page 206: I am never tired...

For your own thoughts and discussion (page 207)

What changes will you make in the way you, talk about bedtimes with your teenager, and how will you put this into practice?

Page 208: Hanging around out of boredom

For your own thoughts and discussion (page 209)

What will you do to keep your teenager 'on his toes'?

Page 210: Passing successfully through the school years

For your own thoughts and discussion (page 211)

How can you relieve your child of potential psychological pressure and encourage his independence during studying?

Page 212: Everyone tidies away their own mess

For your own thoughts and discussion (page 213)

What light-hearted methods can you think of that will obtain results to keep your teenager up to scratch as regards tidiness and willingness to help?

Page 214: Managing their own money

For your own thoughts and discussion (page 215)

How do you want to come to an agreement with your teenager concerning an allowance, a clothing allowance and a contribution to the family household?

Make notes of the conversation:

Page 216: Dealing with stress

For your own thoughts and discussion (page 217)

How will you tackle the subject of stress in your family and be able to discuss it with your teenager?

Page 220: You cannot spoil a small baby

For your own thoughts and notes (page 221)

Have you already lost all the fun and joy in having your toddler because of everyday conflicts? How can you regain them again?

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Page 228: The 'slow to warm up' child

For your own thoughts and notes (page 229)

You have to act particularly sensitively with a child who warms up slowly in your family. How will you put the suggested tips into practice?

Page 222: A successful strategy with toddlers

For your own thoughts and notes (page 223)

In your mind go through the last confrontations with your toddler and apply this three step strategy: Feedback - Patient firmness - Diversionary tactics.

Page 230: Things I must not let them get away with

For your own thoughts and notes (page 231)

How well can you distinguish between the assertion of independence and a battle of wills? Try to classify recent conflicts into these two categories.

Page 224: Every child is different

For your own thoughts and notes (page 225)

Can you allocate each of your toddlers into the easy, difficult or slow-to-warm-up categories? (it's not always straightforward and you may want to consult the Bibliography for help.)

Page 232: Basic rules of behaviour

To summarise, then: (page 233)

1. Eye contact
2. Reprimand offering a constructive way out
3. Reprimand and spell out a warning
4. Put the warning into action

To think about

You should definitely try to commit this four-step strategy into your memory, so that it becomes like second nature. It might be best for you to go through some of the conflict situations in your mind.

--

Page 226: The difficult child

For your own thoughts and notes (page 227)

If you have a candidate for the label 'difficult' in your family you will observe these and similar behavioural patterns. How can you better handle such a bundle of genes?

To summarise, then: (page 233)

1. Eye contact
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3. Reprimand and spell out a warning
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Page 234: The age of defiance or: the child discovers his self

For your own thoughts and notes (page 235)

Which tips for this phase of 'Discovering who I am' can you immediately put into practice?

Page 236: Fantasy or reality?

For your own thoughts and notes (page 237)

Mentally equip yourself already against lies and 'property offences'. How do you intend schooling your child's conscience?

Page 238: A realistic view of humanity

For your own thoughts and notes (page 241)

Which points on this checklist do you have to take more into consideration, in order to avoid a 'heartless 'Do it - or else' attitude.

Page 242: Each child is different

For your own thoughts and notes (page 243)

Note down the situations of conflict in your every day family life, and in which you would like to hold back in the future, in order to let the 'trial and error' learning method take its course.

Page 244: Logical (i.e. fair) consequences

For your own thoughts (page 245)

1) Make a list with all the frustrating problems which you are having with your children at present. 2) Go over it again and see if any consequences occur to you. 3) Go through a third time to decide whether each consequence is 'natural' or 'logical'.

Page 246: Imposed consequences

For your own thoughts (page 249)
It hits parents hard when children lie. Which of the above mentioned points apply to your child?

What role if any do your attitudes play in all this?

Page 250: When children steal

For your own thoughts and notes (page 251)
If your child steals which reasons mentioned apply and how can you react appropriately?

Page 252: Steering their will

For your own thoughts and notes (page 253)
How well do you have your temper and anger under control? Which of the above mentioned tips seem helpful to you and which do you want to put into practice?

Page 254: Is there an ideal type of parent

For your own thoughts and notes (page 255)
Thinking back to your own family in which you grew up, in which section of the chart would you assign the parental style employed by your parents?

And where would place your own parental style in our chart?

For your own thoughts and notes (page 257)
Consider your everyday family life: is it more marked by authority based on dominance and power or by authority grounded in respectful relationships? How will you specifically strengthen the latter?

Page 258: Don't sweat over the grey areas!

For your own thoughts and notes (page 259)
Where have you made 'side shows' into the main plot? How can you rapidly disarm the situation again?

For your own thoughts and notes (page 261)
Note down three 'arguing rules' which you immediately want to put into adopt and explain to your children.

Page 262: The "cooling down" conversation

For your own thoughts and notes (page 263)

If you have a sullen child ask yourself why he withdraws and think about which tips you can use to 'thaw him out'.

For your own thoughts and notes (page 271)

If you have a difficult teenager in your family, try to analyse the situation by answering the three following questions:

What is the teenager rebelling against?

Page 266: Rules within the family

For your own thoughts (page 267)

Take the above mentioned list of typically contentious subjects and try to find solutions during a family forum. Which standpoints do you want to represent?

To what extent have I contributed to this?

Page 268: What happens if agreements are not kept?

For your own thoughts and notes (page 269)

You have now surely recognised that you have not much in your power where consequences are concerned when dealing with teenagers; and that you have to act with as much self- control and as fairly as possible. Prepare yourself right now for a possible conflict. How do you want to confront your teenager?

What other influences are there?

Page 270: The 'difficult' teenager
