



Responsive

without
Reminders
without
timeout

for
Strong-willed &
Tender-hearted kids
mini-course for ages 3-10



Hi, let me introduce myself.
I'm Sharon Silver, founder of *Proactive Parenting*.

Welcome.

Proactive Parenting's tagline is "Shifting from Reactive Corrections to Responsive Directions to Transform Behavior into Learning Moments™. That's what *Responsive Reminders* provides. Exploring this topic helps parents see the big picture, which will enhance your family's growth. If you, your child, or your spouse do not resonate with these ideas, please seek out other forms of support.

The concepts in this mini-course will move your parenting from words and actions that produce fearful obedience and reactive corrections to responsive directions which allow kids to focus and learn how to create self-control and cooperation while dealing with the world around them.

A bit about me. I present information at a "basic kindergarten" level so parents can remember the methods when triggered, and children can respond, even when big feelings arise.

My career began with an education in parenting, early childhood development, and interpersonal dynamics, resulting in four certifications in parent education. I've received training from The Cline/Fay Institute, INCAF, The Gesell Institute of Child Development and was blessed to have a professor who studied with Magda Gerber, which changed everything about parenting for me.

This mini-course and all the products at *Proactive Parenting* provide words and actions to stay connected, calm, and developmentally clear as you teach your child, instead of always defaulting to yelling and punishment.

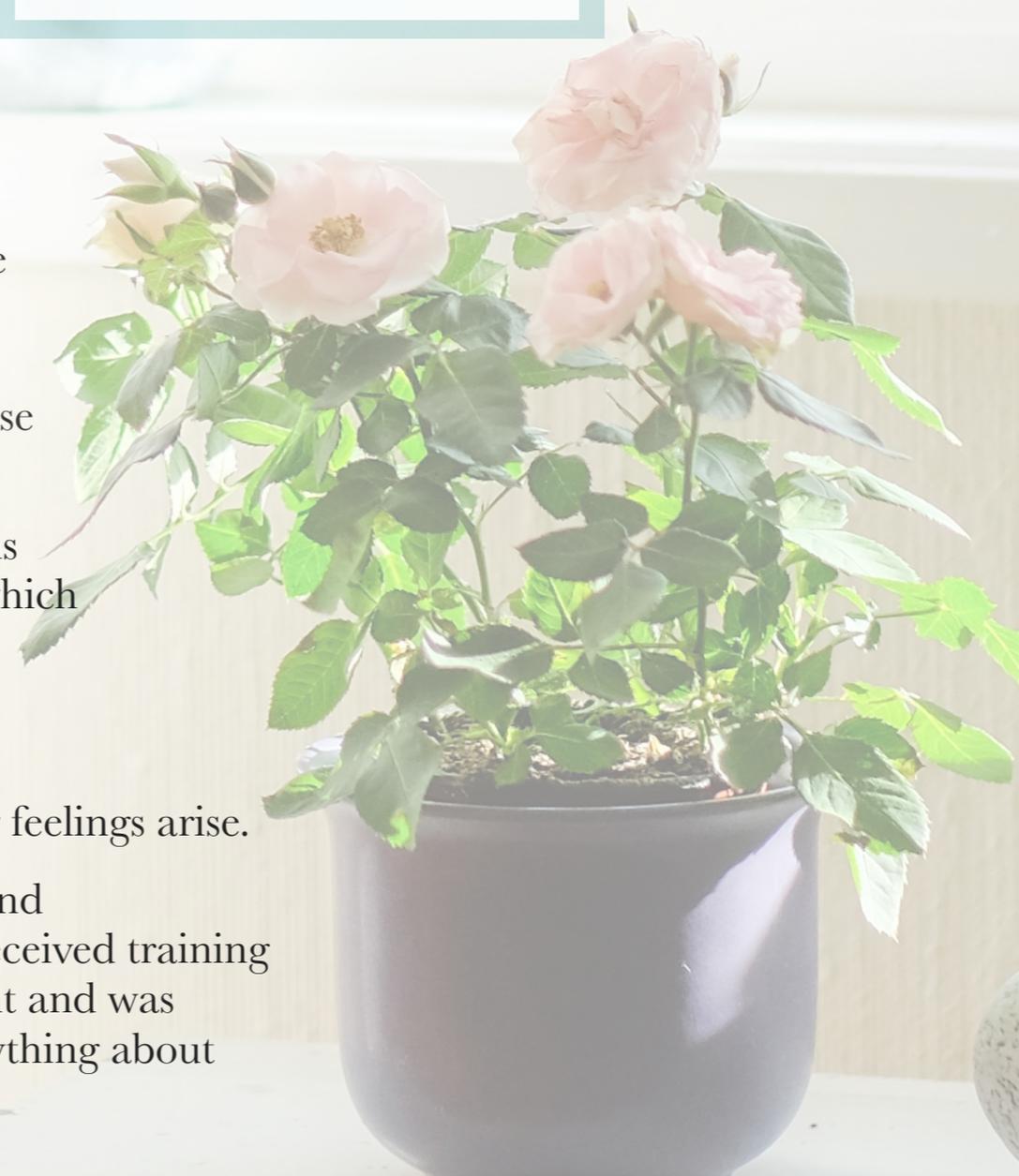
I've broken the rules of design by using *color* and *italics* in this ebook. 🙄

I decided that since this course is about kids, I could dust off my love of coloring and design and have some fun.

P.S. Please consider any punctuation or grammatical mistakes my gift to you, a reminder that no one is perfect.

No parent likes it when when their child acts impulsively and requires a warning that seems to fall on deaf ears.

Let's get started!





Is this really possible? Yes!

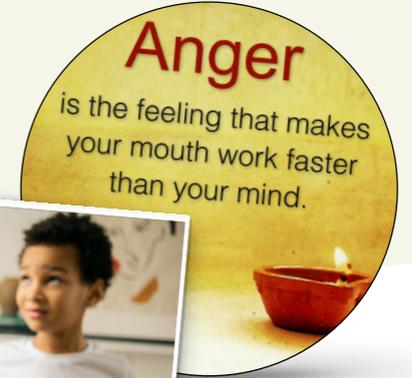
We've all yelled out a warning or two, hoping to postpone the need to correct our child's behavior. We've all said angry words and then had to look at our child's face revealing the pain our words have caused.

There are many conflicting articles, blog posts, and podcasts out there. Some say you should warn a child, and some say you shouldn't. It's very confusing.

I used to shout warnings at my kids; it's what you're supposed to do, right? I did that until the day I learned that just shouting 1, 2, 3 sends a different message to a child's immature mind, one you didn't intend. A child decides that "I don't have to change my behavior until mom gets to three. That's when she pays attention to me and sends me to timeout so I can think about what I did."

Here I was thinking that if I said 1, 2, 3, that maybe, just maybe, one day my son would hop up when I said 1, showing me that he knew I meant business. But, unfortunately, that never happened with my strong-willed or tender-hearted child.

The goal of this mini-course is to send information during the process by reframing warnings into reminders, so your child hears the request, the timeframe, and what happens if they choose not to comply. Kids listen to Responsive Reminders because they're productive, effective, respectful, empathetic, and age-appropriate.



Traditionally, warnings are delivered by saying 1, 2, 3, with a strained, agitated, loud voice, which creates a problem for kids. When a child hears a warning given with an agitated voice, they perceive it as a threat. As a result, they become fearful and emotionally retreat inward to prepare themselves for what they perceive is the back end of the threat — more yelling or punishment.

That perception is your child's fight-or-flight response in action. Due to the fight-or-flight feelings, there is no point during your exchange when your child can genuinely listen to you.

When most parents realize their child isn't listening, they become triggered. That trigger rapidly turns to anger and causes them to feel pressured, almost forced to yell and punish to get their child to pay attention to whatever they're warning them about.

What if there was a way to warn kids that kept you calm, reduced hysterics, and it worked with strong-willed and tender-hearted kids? Would you use it? Of course, you would!

I'm not saying you *should* use reminders; that's a personal parenting choice. What I am saying is, if you chose to warn your child, change the words you use, so it shifts from reactive triggering to responsive reminding. How do you do that? Let's get to it.



WHO

WHEN

WHERE

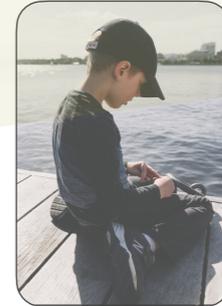
How

WHY

WHAT



Kids need to unconsciously refuse to cooperate, from time to time, so they can learn.



what makes this different?

Warning kids has been around since the dawn of time. So it turns out, what I'm about to suggest isn't much different than the "traditional" way of warning, except for one crucial aspect.

Responsive Reminders pass information to your child instead of repeatedly threatening that something bad is about to happen if they don't stop it right now.

If you consistently correct behavior by warning and threatening, punishment, or timeout, kids decide, "I'm bad, I'm always wrong, I'm supposed to feel shame as I learn." Kids also learn mom and dad don't expect me to pay attention until after they say three. No parent wants that.

Responsive Reminders do three things.

- They announce the problem. They pass information to a child, informing her that what she's doing isn't ok.
- They announce the timeframe. This gives her time to find the self-control needed to stop and do what was asked.
- They inform her of what will happen *if* you get to 3. This allows you to apply the action that's been stated.

Since she knows what's going to happen, she can begin thinking and making choices instead of being frozen by fight-or-flight and the fear of being yelled at.

every day, is a new day for a child.

What does that mean?

Some of the experiences your child has each day are called "first-time" experiences. They're the situations, conversations, or interactions your child encounters for the first time, even at age 18.

For a child, facing a "first-time" experience creates a gap in their knowledge. They have no understanding of what will happen if they cooperate and no idea what will happen if they don't. This presents an opportunity for growth, not more punishment.

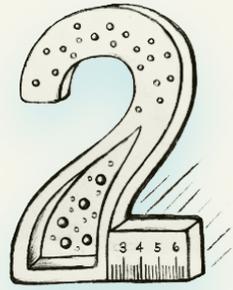
When a child is warned not to do something, they tend to unconsciously ignore you hoping to learn more about these types of situations and emotions. So how do they learn more? They unconsciously repeat the behavior again, at a different time, and in a different way to feel all the feels and learn how everyone in the family responds to these things.

However, when a child receives a responsive reminder, embedded with the needed information, they are far more able to activate some self-control and follow instructions.



Reframe





Reframe



what does that mean?

how kids learn?

Most children have figured out that warnings are veiled threats. They know when you say “1, 2, 3” or “Don’t make me get to three!” that the implied threat is, “If you don’t stop what you’re doing, right now, I’m going to do something you won’t like!”

The feelings produced by the implied threat tend to cause a child to either freeze emotionally or engage in a power struggle; neither reaction inspires cooperation.

When you use an ambiguous threat as part of a warning, your child literally shifts her focus from whatever it is that you’re warning her about to unconsciously fearing what’s going to happen when you get to three. Again, no thinking and no natural consequences are involved in helping your child learn, just warning, yelling, and punishment.

In some cases, a child may even become numb to your warnings and begin ignoring you — then, what are you supposed to do?



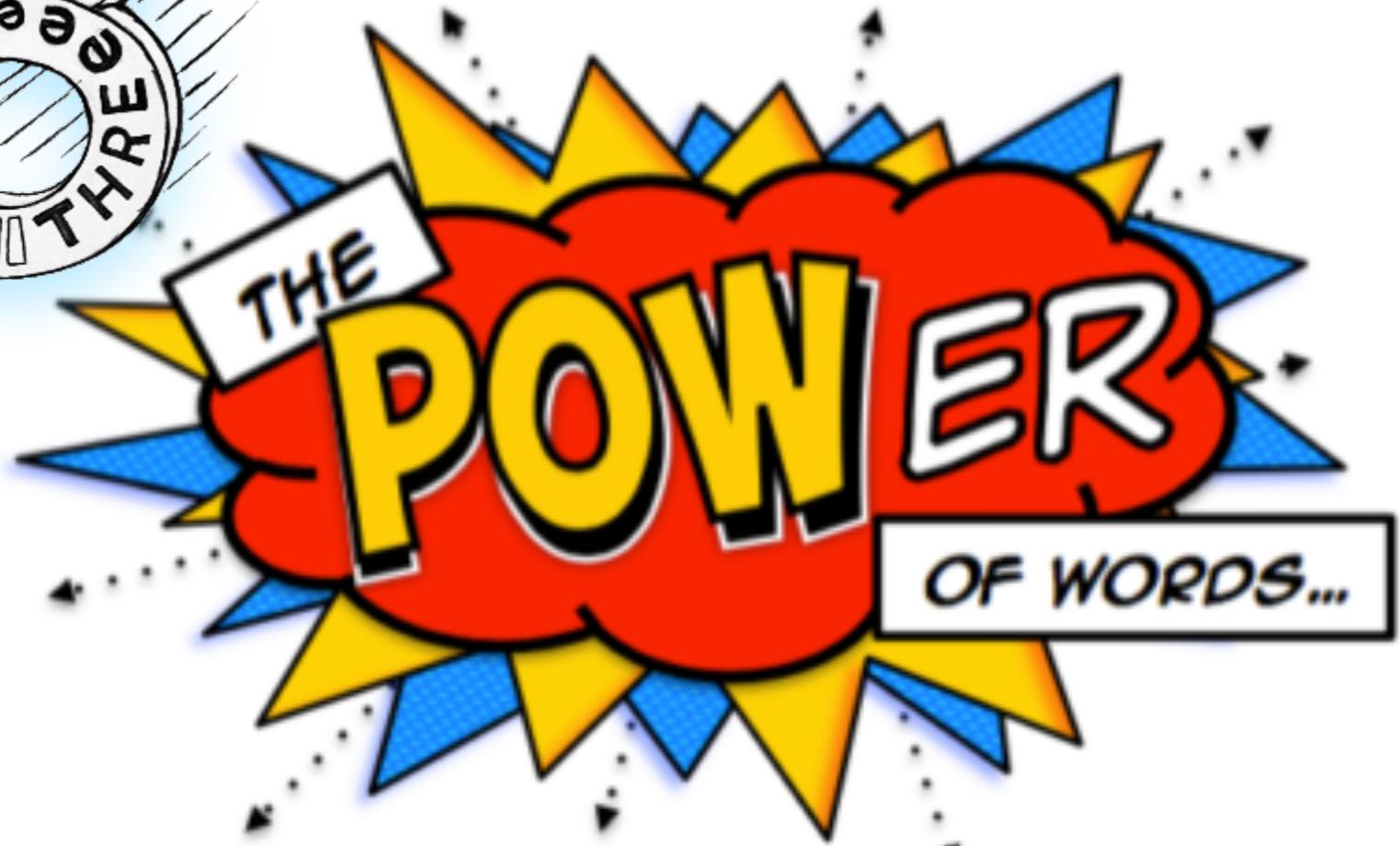
Kids are concrete learners. If you blindly threaten or don’t spell out precisely what’s going to happen, they’ll stay focused on the fear of what **they think** is coming and miss any crucial lessons.

What will they miss?

- They’ll miss the opportunity to learn how to control themselves when they don’t want to, and that’s a crucial life skill.
- They’ll miss thinking about how what they do impacts others. That’s a key relational skill.
- They’ll miss the opportunity to learn how to remember rules. Knowing and adhering to rules is something we all have to do to live in society.

When you reframe a warning into a reminder, you immediately see the bigger picture. Now, the challenge becomes reframing your words, so they turn into learning moments instead of punishing ones.

Step #6 is called swipe conversations. It gives two examples per age group to reframe warnings into responsive reminders.



3 THE POWER OF WORDS



change your words

Another part of using Responsive Reminders requires you to change your tone of voice and possibly reduce the number of words you use, too.

We've established that children are concrete learners who are still learning the complexity and subtle nature of the assumptions woven into our vocabulary.

By now, I'm sure you've noticed that when kids are emotional, they have difficulty listening? Who am I kidding? Of course, you know you know that!

Psychologically, emotional children need,

- your tone of voice to be calmer than theirs, so they learn that calmness is a **possibility** in these types of circumstances.
- to know that their beloved parent who knows everything, can remain calm, even when they can't.
- to hear a calm voice, so they gain a sense of safety during a stressful corrective moment.

Children also need the language you use, regardless of age, to be short and straightforward, especially when passing on directions or correcting behavior.

That's why the conversations in this mini-course are framed at a kindergarten level and follow the same three steps. Using kindergarten-level words plus the three-step formula cuts through big, frustrated emotions, allows parents to remember what to say, and enables kids to hear instructions and information even though they are emotional, even though you're still saying, **1,2,3**.

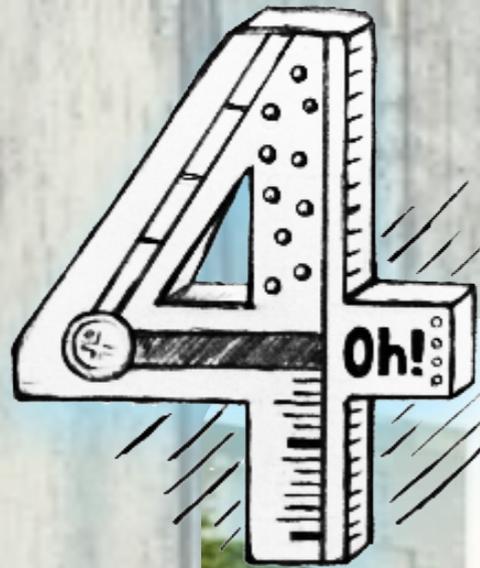
I hear this concern from parents all the time:

“I want my child to have a large vocabulary; using simple words and phrases won't accomplish that.”

Increasing your child's vocabulary requires them to be calm enough to retain the meaning and usage. That can only happen when they're not emotional or in the midst of being corrected for their behavior. So, the best way to increase a child's vocabulary is to do it when things are calm and happy.

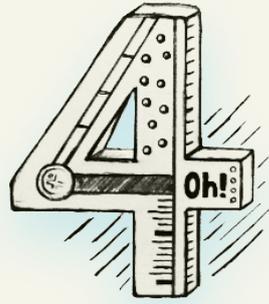
No parent wants to use adult phrasing as part of a reminder if it causes a child to teeter on the verge of becoming emotional or having a meltdown.

So, the best way to avoid that, and most parents do it naturally, is to modulate your tone of voice while keeping your words clear, basic, and to the point as you use a responsive reminder.



PERSONALITY TYPE





PERSONALITY
TYPE



temperament

The best part about using responsive reminders is that they become intuitive, and that makes parenting easier.

However, what you say and do will still depend on your child, the type of temperament they have, and which life skills they need to learn. That's why I refer to parents as the *experts* on their children. Only you know what *will* and won't work, and what your child needs to learn.

Once you reframe the words you're using and insert them into the three-step formula, you'll notice that figuring out what to say and do has become much easier. In addition, using responsive reminders causes you to feel less frustrated by your child's mistakes because you know a learning moment is occurring.

There is a **decision** you have to make first.

You need to decide which type of temperament best describes your child? For example, is s(he) reactive and strong-willed, or sensitive and tender-hearted?

every child is different

A **Strong-Willed** child might interpret a warning as a personal challenge to "bring it on." That type of child needs reminders to be framed directly, clearly, and firmly so they know you mean business.

A **tender-hearted** child might react as if the warning was an assault on their tender emotions. That type of child handles reminders far better if you use a soft, gentle voice while remaining focused on passing information with added empathy.

And some children need a blend of both styles. But, again, you're the expert on your child; only you know what style is the best fit for your child.





1

2

3

one

two

three

one

two

three



don't make me get to 3!

Believe it or not, most parents have no idea what they'll do when they get to three. They secretly hope it won't come to that. And when it does, they resort to their fallback position—timeout.

Some parents change the outcome of their warnings every time because they can't remember what they did or said last time, which older kids tend to rely on to get what they want. Having a different outcome each time isn't consistent and usually causes reminders of any kind *not* to work.

Using the responsive reminder steps, consistently, instead of relying on timeout or punishment when situations aren't dangerous, or a huge deal is the best way to create cooperation, and resist arguing and power struggles.



why do responsive reminders work?

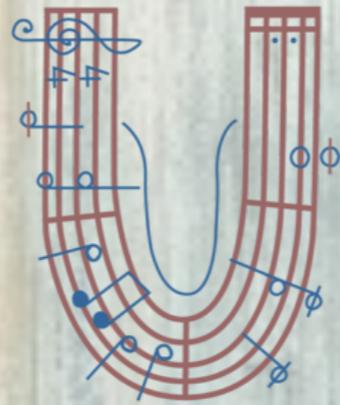
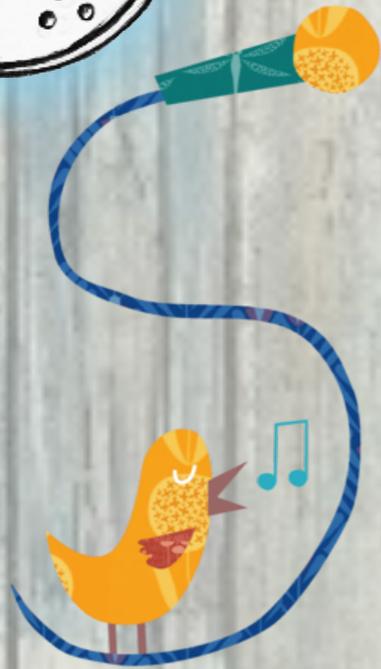
Reminders:

- show a child you understand that they're still learning.
- allow feelings to be heard.
Feelings connect us and keep us empathetic, which helps kids remember what they should be doing instead.
- include the use of learning consequences.
Depending on the mistake, there will be times when you'll want to create a true teaching moment. Details for creating a learning consequence are in 10 No-Yelling Methods at proactiveparenting.net.
- allow both parent and child to remain present.
Responsive reminders can include any details that are unique to the situation.
- announce what's expected *as* you're counting.
- frame your words to address your child's temperament

The 3-step Formula

1. announce the problem.
2. announce what will, or needs to happen.
3. act on what has already been stated.

Move on to examples to see what this sounds like.



LIKE THIS



LIKE THIS





swipe conversations?

What are swipe conversations? A swipe conversation is precisely what you think it is; a conversation you can swipe. I put them in this course so you can refer to them while learning the concepts and formula and making the style intuitive. It doesn't take long for these words to feel like they simply roll off your tongue.

Each section going forward has examples that are separated into categories. You will recognize where you are by the color of the example and the heading at the top of the pages.

One set of conversations is for ***strong-willed*** kids, and one for *tender-hearted* kids. It is further separated into preschool situations and older situations.

Topic #1's story focuses on Lack of Cooperation.

#1 is about a preschooler who is writing in a children's book.

#2 is about and an older child who refuses to begin homework.

Topic #2's story is about Attitude and Backtalk.

#1 is about a preschooler who uses potty-language.

#2 is about an older child who uses backtalk and mean words.



Topic #1: Lack of Cooperation

our story: preschooler is writing in a book

strong-willed 🦷 **preschool** child

As soon as mom notices her child writing in a book, she clearly and firmly, yet lovingly, says:

parent: “Stop now, please. Do not write in a reading book, or I will have to take it. *That’s 1.*”

Slowly count for 10 seconds to see what she does. Then move on to step two, if need be.

parent: “*This is 2.* I will need to take the book and the crayon if I get to three before you stop writing in the book.”

Slowly count for 10 seconds to see what she does. Then move on to step three if need be.

parent: “I see you’ve chosen not to listen; *this is 3.* Please hand me the book and the crayon, right now.”

Immediately take the book and crayon and say:

parent: “I know you’re upset, but I can’t let you write in a reading book. Would you like to play a game, or do you want to go to the park?”

tender-hearted 🥹 **preschool** child

As soon as mom notices her child writing in a book, she uses a soft, gentle voice, maybe even touches his shoulder gently as she empathetically says,

parent: “Sweetie, please put the crayon down. We read books, we don’t write in reading books. *That’s 1.*”

Slowly count for 20-30 seconds to see what he does. Move on if need be.

parent: “Honey, I see you want to write like I am, but you need to put the crayon down. That book is for reading, not writing in. *That’s 2.*”

Slowly count for 20-30 seconds to see what he does. Move on if need be.

parent: “Sweetie, *that’s 3.* You didn’t put the crayon down. Now I need to take the book and crayon.”

Silently walk up and take the crayon.

parent: “I know you’re upset, but I can’t let you write in a reading book. Would you like to play a game, or do you want to go to the park?”

Key: Those words don’t sound very different to an adult’s brain, however, to a child, there’s a huge difference. The words, tone of voice, and the empathetic phrases used send the message that “I mean business.” Both are framed in the unique way that each child needs to hear it.



Topic #1: Lack of Cooperation preschooler wrap-up

did you notice? cont.

did you notice?

1. Did you notice that the responsive reminder was used as a teaching tool instead of punishment.

Mom did not offer to give her child a book that she could write in. Instead she chose to teach a library rule, “no writing in books.” She also wanted to make it clear that the reason she’s taking the book away is that her child made a choice not to listen, not because she was bad.

2. Did you notice that there was no further punishing, timeout or consequence?

If additional punishment is applied, the silent message added is you’re bad/wrong and must suffer before you’re able to learn. The idea that “I’m a person who needs to suffer before I learn” becomes embedded into their psyche and manifests in a myriad of ways as a child gets older.

If you still feel the need to add a consequence, consider a learning consequence instead. Have her spend time organizing the crayons by color, or straightening the shelves or containers that hold coloring books. When all done, ask her to tell you what she has learned about how you expect her to use crayons and books?

3. Did you notice the time differences between the **strong-willed** and *tender-hearted* child?

Strong-willed children need parents to act more quickly and get right to the point before they up the ante on their behavior.

Tender-hearted children need a bit longer to process your request.

4. Did you notice the tone of voice the parent used?

Strong-willed children need parents to use a direct, firm tone of voice, with no yelling.

Tender-hearted kids need parents to use a softer tone of voice plus expressions like “sweetie” to reiterate that, “I hear you and understand what you’re feeling.”

Strong-willed children also need to know that you hear and understand them. However, they *first* need to know that you mean business.

Tip: Since you’re the expert on your child, you’ll know when to use a slightly less firm, or more firm tone of voice depending on whether (s)he is listening / cooperating.



Topic #1: Lack of Cooperation

our story: An older child refuses to do homework.

strong-willed older child

Mom looks at the clock and clearly, firmly, yet lovingly, says:

parent: “My clock says it’s time to do homework. Please put the iPad down. *That’s 1.*”

Wait 1-minute to see if he complies and stops the game. Then, move on to step two if need be.

parent: “I’m gonna have to remove the iPad if you don’t put it down and start homework, now. *This is 2.*”

Wait 1-minute to see if he complies and stops the game. Then move on to step three if need be.

parent: “*This is 3.* I see you’ve chosen not to put the iPad down and start your homework, so now the homework rule goes into effect. Sweetie, I know it feels unfair, but we all agreed to these rules.”

Homework Rule: The iPad sits with a parent for 30 minutes *after* you’ve completed your homework. If you beg to get the iPad back, I will add an extra 15 minutes to the timer. We love you and know it’s a drag, but we all signed and agreed to this rule.

tender-hearted older child

Mom looks at the clock, and using a soft, gentle voice, maybe gently touching his shoulder, she empathetically says:

parent: “*Sweetie,* I know you’re busy, but it’s past time to begin your homework. Would you please put the iPad away. *That’s 1.*”

Wait 1-minute to see if he complies and winds up the game. Then move on to step two if need be.

parent: “I asked you to put the iPad down. I know you don’t want to, but the rule is homework begins at 4 pm, and it’s 4:10 pm. *That’s 2, bud.*”

Wait 1-minute to see if he complies and winds up the game. Then, move on to step three if need be.

parent: “*Buddy, this is 3.* You didn’t put the iPad down. You know the rule.”



Topic #1: Lack of Cooperation Older child wrap-up

did you notice?

1. Did you notice there was one minute between reminders instead of five seconds like there was for the preschooler?

The added time helps reduce arguing and power struggles.

2. Did you notice that mom mentioned that the child knew the rules?

Reminding a child that they helped create the rules makes arguing and power struggle less effective and produces more cooperation.

3. Did you notice that the clock was the bad guy in the *strong-willed* child conversation, not mom or dad?

Clearly posting the rules in a public space in your home allows you to point to the agreed-upon rules, making them the bad guy, not you. You can include count down time-reminders here, too, if you think this will help your child remember. That works because no one can challenge, argue, or fight time.

did you notice? cont.

4. Did you notice that empathy plus more information was inserted when the parent reminded the *tender-hearted* child for the second time?

Hearing that a parent realizes how hard stopping can be empowers a child to cooperate far more than a timeout.

“I know you don’t want to, but the rule is homework begins at 4 pm.”

5. Did you notice that empathy was used throughout the *tender-hearted* conversation, but was only used once during the *strong-willed* conversation?

Use empathy as often as you can because it opens the door to cooperation. However, with some kids, including a lot of empathy as you remind them can cause a reaction instead of cooperation.

Tip: You’re the expert on your child, you’ll know when, and how often, to insert empathy.



Topic #2: Attitude and Back-Talk

our story: A preschooler who uses potty-language.

strong-willed  preschool child

tender-hearted  preschool child

Your child walks into the kitchen and shouts,

child: “You’re a poopie meanie!”

Mom clearly and firmly, yet lovingly says:

parent: “We don’t talk like that in our house; *that’s 1.*”

child: “Poopie, mean, mommy!”

parent: “Ouch, those words hurt my ears/feelings. Please use different words to tell me how you feel or you will need to sit beside me and try again. *That’s 2.*”

child: “I hate you, stupid face!”

parent: “*That’s 3.* Time to sit beside me for some calm-down time. I know you don’t want to, but you need to say that again in a way my ears can hear because I only talk when people are calm and stop calling me names.”

Your child walks into the kitchen and shouts,

child: “You’re a poopie meanie!”

Using a soft, gentle voice, maybe gently touching his shoulder, mom empathetically says,

parent: “Wow, those are new words. Where did you hear words we don’t use in our house? *That’s 1.*”

child: “Poopie, mean mommy.”

parent: “Sweetheart, *this is 2.* Those words are not okay in this house, so please try again using different words to tell me how you feel.”

child: “I don’t like you, stupid face!”

parent: “*That’s 3.* Please come have a seat beside me so we can think of better ways for you to tell me how you feel.”



Topic #2: **Attitude and Back-Talk**
preschooler wrap-up

did you notice?

1. Did you notice that the word “ouch” was used with the *strong-willed* child, but not with the *tender-hearted* child?

Strong-willed children are so focused on resisting that they tend to forget that their words and actions impact others.

Tender-hearted children can become overwhelmed when they realize their words have hurt your ears/feelings. So, for *tender-hearted* children, share how their words impacted you when the responsive reminder is complete.

2. Did you notice that the attempt to try and offend the parent or hurt their feelings?

Kids unconsciously use attitude and backtalk to get their parent’s attention, so you’ll help them deal with and understand the feelings they’re having a hard time expressing. Knowing this keeps you calmer and inspires you to teach instead of punishing as you try to unearth what’s causing the outburst.

did you notice?

3. Did you notice that a wee bit more empathy was inserted into the *strong-willed* child’s conversation, but not in the *tender-hearted* child’s conversation?

The *strong-willed* child needs you to acknowledge that he doesn’t want to cooperate. Empathy helps him unwind his resistance to begin the process of releasing the feelings underneath the attitude or backtalk.

Some *tender-hearted* young children hear empathetic words and switch their focus from managing the reminder to becoming even more emotional.

Tip: Refrain from expressing the hurt you feel *during* the exchange when dealing with a *tender-hearted* child, it can overwhelm them and cause them to become upset, again.



Topic #2: **Attitude** and **Back-Talk**
our story: An **older** child who backtalks

strong-willed 🦹 *older* child

You told your child no, and he followed you into the kitchen shouting,

child: “You’re not the boss of me; I hate you!”

parent: “We are not disrespectful in this family. *That’s 1.*”

child: “I hate you!”

parent: “*That’s 2.* I understand you’re mad that I said no, but you need to find a more respectful way to tell me that.”

child: “I’m going anyway! I don’t care what you say!”

parent: “*That’s 3.* I think it’s best if we both take a moment to cool-off. When you’re ready to talk about this, come find me. Also, please spend your cooling-off time thinking of better, more respectful words to express how you feel.”

tender-hearted 😊 *older* child

You told your child no, and he followed you into the kitchen shouting,

child: “You’re not the boss of me; I hate you!”

parent: “Ouch. We do not say disrespectful things that hurt a person’s heart in this family. *That’s 1.*”

child: “I hate you!”

parent: “*That’s 2.* Sounds like you’re mad because I said no? If so, I understand; however, you need to find a more respectful way to tell me that.”

child: “I’m doing it! I don’t care what you say!”

parent: “*That’s 3.* I will not argue with you. Let’s both take a moment to cool off. Do you want to cool-off together, or do you want some private time? Please spend your cooling-off time thinking of a better way to talk to me before we talk again.”



Topic #2: **Attitude and Back-Talk**
older *child wrap-up*

did you notice?

1. Did you notice that the conversations were only *slightly different*?

The *strong-willed* child's conversation provided direct information about the values in the family. "We are not disrespectful in this family." A *strong-willed* child needs you to be clear and firm at the same time, without yelling. This shows her that her attitude doesn't have the power to upset you or make you change your mind.

A *tender-hearted* child can become overwhelmed when using back-talk because she isn't quite sure how to stop once she begins. When her parent says, "Sounds like you're mad because I said no? If so, I understand, but please find a more respectful way to tell me that." Mom is activating the logical thinking center of her brain, which helps her understand and reduces the possibility of reigniting the big emotions.

Repeatedly reframing your words in this way provides concrete experiences your child can refer back to each time she needs to remember how to stop herself from being rude, mean, or disrespectful.

did you notice? cont.

2. Did you notice the parent only used the "Ouch" in the older *tender-hearted* conversation?

It was not used with the *strong-willed* conversation. The older a *tender-hearted* child gets, the less overwhelmed she becomes when you point out the effect her words had on you. This is because she has had enough worldly experience to understand what it feels like when people are hurtful.

Hopefully, responsive reminders teach her how to recognize what she's done and how to begin controlling herself, even though she's still learning.

A *strong-willed* child might simply hear the word "ouch" as further proof she has accomplished what she set out to do, get your attention by being disrespectful.

continued ...



did you notice?

3. Did you notice that the parent told the *tender-hearted* child, “I will not argue with you.”

That statement is usually firm enough to cause a true *tender-hearted* child to stop the attitude and begin changing how she speaks to you.

4. Did you notice that there was no added yelling or punishment for using disrespectful disagreeing?

The **key** to making Responsive Reminders work is the fact that, for a child, facing what you’ve said or done, having to repair the relationship or repeat the stated request, again, is far more powerful and teaches far more than a timeout where a child is forced to figure out all the details by themselves while still emotional.

As parents, one of our jobs is to teach our children how to disagree respectfully. However, suppose a parent doesn’t include what to say instead of what was said? In that case, the child will repeatedly say those words because they see just how impactful they are for getting a reaction from their parent.

did you notice?

When you perceive behavior the way I’ve described in this course, versus assuming your child is simply being bad or disrespectful, you instantly have empathy for how hard it is for them to express the things and feelings they know so little about. And that awareness inspires teaching, not punishment.

When a parent yells, argues, or punishes for being disrespectful, a child learns that their disrespect is a powerful tool that can be used repeatedly to get their parents’ attention. And no parent wants that.

For more information about this psychological phenomenon, read method #1, The Danger Zone, in **10 No-Yelling Methods** at proactiveparenting.net

Finally, when you ask questions reminding your child that they do indeed know better, you’re empowering them to remember that you see all of them, not just the child who is misbehaving at that moment.

For questions to help you **Unlock Feelings and Beliefs**, go to proactiveparenting.net under “free resources” on the nav. bar to download your copy.



What the conversations have in common

Wrapping up

I specifically worded responsive reminders so they're similar to the warnings you have been using all along.

The only difference is you'll repeatedly be using the three-step formula which states the problem, reminds your child what will happen if they don't do as asked, and then has you follow through with what's already been stated. You'll also be inserting empathy with clarity and firmness when you feel it's accurate.

When those things are combined, they provide concrete evidence for a child that my beloved parent is the authority figure I can trust, rely on, and lovingly teach me at the same time.

The *strong-willed* and *tender-hearted* conversations send the same message, I will correct behavior, I am happy to hear how upset you are, which connects us, and I will do as I said I would, and I need you to do the same.

Doing this repeatedly inspires cooperation, not resistance, shows your child that we all make mistakes we have to learn from, and shows your child that love is always present, no matter what.

The conversations allow you to remind instead of warn, and that enables you to be calmer.

Your authority is evident because you're acting on the stated action instead of changing what happens each time because you forgot.

The conversations do not require you to add further punishment.

The more often your child experiences a responsive reminder, the faster she sees there's no negotiating, you mean what you say, so (s)he does as you ask.

The passing of information, plus using three-steps, shows your child (s)he is responsible for the choices they make to either listen or not listen.

The conversation doesn't require you to remember a complicated method, or what you said or did last time. All you have to do is respond to the situation, announce what needs to happen and enforce what has already been stated, if need be.

All Done!
The End!
Thank You!



All Done!
The End!
Thank You!

“When you parent, it’s crucial you realize you aren’t raising a ‘mini me.’
but a spirit throbbing with its own signature.” *Dr. Shefali Tsabury*

Imagine a world where children understand that mistakes allow us to grow and learn.

Imagine a world where children understand they’re responsible for fixing the problems they create.

Imagine a world of empowered people who realize the actual cost of offending others.

This mini-course has shared ways to reframe your warnings into Responsive Reminders to increase the odds that your child will listen, learn, and cooperate as you remain calm.

When you acknowledge feelings as you correct behavior, both you and your child feel heard. Feeling heard creates connection, and we all know that the need to feel connected is at the root of all behavior.

Parents from over 93 countries around the world are using these techniques with great success.

Did you like what was presented in this mini-course?
If so, tell us what made the most significant impact on your family?

Who knows, we might post your comments!!