

# GLOSSARY OF TERMS

**ABC-123-D Steps:** (A) prevent the problem, (B) acknowledge feelings, (C1) set limits or express concerns, (C2) redirect misbehavior, (C3) reveal discipline, (D) maintain progress.

**Aggressive anger:** Explodes at targets, hurting people physically or emotionally.

**Aggressive communication:** Being firm, but not kind. Speakers uphold their rights in ways that violate the listeners' rights.

**All-at-once learners:** Children who practice several different new skills at once.

**All-or-nothing learners:** Children who practice skills in only one area at a time, adding new skills to the ones they've already mastered.

**Assertive anger:** Being honest about feelings without hurting others.

**Assertive communication:** Being kind *and* firm. It upholds the speaker's rights in ways that respect those of others.

**Autocratic parenting:** Another name for an Overcontrolling parenting style.

**Avoider:** The most extreme type of undercontrolling parenting style, characterized by an apathetic lack of interest and follow through. Its most extreme form is neglectful.

**Balanced independence:** As children increase their skills, parents expand the limits, staying one step ahead. Children can handle the freedom responsibly.

**Balanced parenting style:** A general parenting style that offers limited choices, uses respectful, reasonable parenting techniques, and has positive long-term results.

**B-E-D problem-solving method:** **B**rainstorm ideas, **E**valuate options, **D**ecide and plan a solution.

**Behavior modification:** Programs that reward subjects for desired behavior and withhold rewards or impose punishments for undesirable behavior. These methods are also called behavior charts, star/sticker charts, and incentive programs.

**Blame game:** Blaming others for power or revenge, rather than focusing on solutions. The blame game

is addictive and escalates into intense defensiveness and revengeful blame cycles.

**Bottom line:** The basic limits, the minimum that must occur, or the least to settle for. There are usually more choices within bottom-line limits.

**Bribe:** A tempting reward, designed to manipulate or influence someone to take a particular action. The focus is on external payoffs, instead of the value of the rule or request.

**Bribe junkies:** People who are addicted to bribes and *only* do something *if* they get a reward.

**C (Child problem):** The child has a problem that does not directly affect or concern the parent.

**Child-friendly:** Making tasks or items more appealing to children, by using creative names for items or making tasks easier for children.

**Child Problem Toolbox:** Contains the toolsets to use when others have problems.

**Clear Communication Toolset:** Contains the tools for sharing feelings and concerns in simple, clear, respectful, and assertive ways.

**Consensus decision-making:** Thinking together about a solution and discussing the matter until all agree on a plan.

**Conditional apologies:** Apologizing for the *way* one expresses a valid reason for being upset.

**Conquerors:** People who want to reach solutions quickly and logically.

**Consistency:** Staying with a plan or getting back on track when we stray.

**Constructive criticism:** Doesn't exist—constructive builds up; criticism tears down.

**Contradictory messages:** Begin to say one thing, but end up saying the opposite.

**Cooperation:** Working together as a team toward win/win solutions. Team leaders focus on the value of the request or rule and offer choices within reasonable limits. People are *self*-motivated to cooperate for the internal payoffs received.

**Cooperation Toolset:** Contains tools that emphasize teamwork and promote cooperation, rather than demanding blind obedience.

**C/P:** Part **C**hild problem and part **P**arent problem that does not involve problem behavior.

**C/PO:** Part **C**hild problem, part **P**arent problem involving **O**n purpose misbehavior.

**C/PU:** Part **C**hild problem, part **P**arent problem involving **U**nintentional misbehavior.

**Defiant compliance:** Obeying a command in a hurtful or aggressive way.

**Descriptive encouragement:** Describing children's feelings, effort, or improvement, the value of the act, or how it was helpful.

**Developmentally delayed:** Children who function below what is considered "normal" for their age.

**D.I.P. encouragement:** Describe instead of labeling, focus on child's thoughts, feelings or **I**nternal qualities and focus on the **P**ositive or what's right.

**Discipline Toolset:** Contains the tools for helping children *learn* from their mistakes (discipline), rather than making them *suffer* for their mistakes (punishment).

**Don't Say "Don't":** Avoiding the word "don't," by describing the behavior we *want* to see.

**Double messages:** Sending two inconsistent messages.

**Double standards:** Rules that apply to children, but not to parents. Children usually follow the parents' example.

**Duping delight:** The excitement of fooling someone.

**Ego-esteem:** Believing we are *better than* others. People compete with others, trying to be the best or always win.

**Encouragement:** Descriptive, non-judgmental comments that cause others to say positive things to themselves.

**External-rechargers:** People who draw their energy from the world around them. They need to interact with other people or activities to get energy, calm down, or work through problems.

**External Problem Solvers:** People who work out their problems with others.

**Family Council Toolset:** Contains tools for holding regularly scheduled family get-togethers to build self-esteem, discuss issues, make decisions, and solve problems that affect the family.

**Family goals:** The qualities we want our family to have.

**F-A-X Listening process:** Focus on feelings, Ask helpful questions, and **X**-amine possible solutions.

**F-A-X Listening Toolset:** Contains tools that open the door to communication and acknowledge others' feelings.

**Flash fires:** Anger caused by events that push an emotional trigger button that sets off a sudden eruption.

**Foundation-Building Toolset:** The beliefs and attitudes that affect our parenting style.

**Healthy competition:** Doing one's best, having fun, and learning skills in the process.

**Healthy guilt:** A self-imposed feeling of regret that does not reduce one's self-respect or self-worth.

**Healthy paranoia:** Becoming aware of one's words, thoughts, actions, and habits.

**Healthy pride:** An *inner* sense of accomplishment and satisfaction that is not boastful or conceited.

**Inconvenience consequence:** Follow through on discipline as soon as possible, even if it is inconvenient for the child, without adding suffering.

**Indecisive children:** Children who are afraid that if they choose one thing, they'll miss out on the other option.

**Independence Toolset:** Contains tools that teach children life skills so they can handle more freedom responsibly.

**Individuation:** The natural, necessary process of becoming an individual, with ideas, identity, beliefs, and values all one's own.

**Individual goals for children:** The skills and qualities we want children to develop.

**Individual needs:** The different personalities and needs of each individual member of each individual family.

**Internal problem solvers:** People who prefer to do their problem solving alone.

**Internal rechargers:** People who need time to be alone on a regular basis. They go within to regain control or recharge their energy supply.

**Keep Your Cool Toolset:** Contains anger and stress management skills both parents and children can use.

**Learning styles:** How people learn, remember and recall new information and skills.

**Maintenance Toolbox:** Contains toolsets that maintain family and personal progress.

**Mediation:** Taking turns, between two people, at each step of problem solving.

**NO (No problem):** There is no problem or a problem is expected, but has not yet occurred.

**No “No’s”:** Setting limits with positive words.

**“No thank you” helpings:** Taking a small serving of each food, just to try it.

**Nudging** is a firm and gentle encouragement to take the next step.

**Obedience:** When an inferior person unquestioningly follows orders or commands from a superior. Superior wins/inferior loses. Motivation is usually from fear, not respect, and there is little or no choice for the inferior. It is a temporary solution that creates resentment and rebellion.

**Openly modeling behavior:** Making internal (logical or emotional) processes something children can observe, usually by talking our way through the steps we normally take in our mind.

**Over-compensation cycle:** One parenting partner thinks the other is too strict, so he or she becomes more lenient to counteract the other (or vice versa).

**Over-controlling independence:** Children have the skills, but little freedom to use them. Children resent limits and push for more freedom.

**Over-controlling parenting style:** A general parenting style that uses power tactics to control children's behavior and has mostly negative long-term consequences.

**Over-Indulger:** The less extreme under-controlling parenting style, characterized by doting, rescuing, offering unnecessary service to children, few rules, and even less enforcement.

**P (Parent problem):** The parent is experiencing a problem that does not bother the child. No problem behavior is involved.

**Parallel conversation:** A low-pressure, nonchalant conversation that occurs during a side-by-side activity with no eye contact.

**Parenting myths:** Inaccurate, but commonly accepted parenting information.

**Parenting style:** A general set of beliefs, attitudes, and techniques parents use with their children.

**Parent Problem Toolbox:** Contains the toolsets parents use to respond to problems or concerns that affect them, including misbehavior.

**PASRR formula:** **P**revent the problem, **A**cknowledge feelings, **S**et limits or express concerns, **R**edirect misbehavior, **R**eveal discipline.

**Passive anger:** Stuffing angry feelings or hinting at them.

**Passive-Aggressive anger:** Hurting others (aggressive) in passive ways.

**Passive communication:** Being kind, but not firm. Speakers believe their rights are *less* important than the listeners' rights.

**Perfectionistic Supervisor:** The less extreme type of over-controlling parenting style, characterized by unrealistic expectations, rigid organizational structure, and correcting techniques.

**Permissive parenting:** Another name for Under-controlling parenting style.

**Personal responsibility:** Being responsible *for* and *to* oneself.

**Play fighting:** When both children agree to play rough and no one is getting hurt.

**PO (Parent problem, “On purpose” misbehavior):** The parent has a problem with misbehavior that seems intentional, to serve a purpose.

**PO misbehavior:** Misbehavior that results when children *mistakenly believe* the behavior will help

them accomplish a specific purpose. Children are unaware of their subconscious beliefs and behavior choices.

**PO Toolset** (Parent problem, “On purpose” misbehavior): Contains tools for identifying and redirecting misbehavior in children who have the skills to behave properly but choose not to.

**Power-and-control children:** Children who debate and argue, so they can have some power or control in a situation.

**Power Patrol:** The most extreme type of over-controlling parenting style, characterized by harsh, critical, power tactics. Its most extreme form is abusive.

**Power time-outs:** *Make* children go to a chair, room, or isolated spot every time they misbehave. The parent sets a timer and the parent makes sure the child doesn’t have any fun while there. Everything about the timeout is decided and controlled by the parent. This is a form of unhelpful punishment.

**Praise:** Comments that use judgmental labels that can accidentally cause discouragement or put negative pressure on others.

**Praise junkies:** People who must get praise and approval from others to feel good about themselves or who won’t do something unless they get recognition or rewards.

**Prevention Toolbox:** Contains toolsets that can prevent problems from developing or worsening.

**Problem-Solving Toolset:** Contains tools that teach independent, responsible problem-solving and decision-making skills without taking over and solving problems for others.

**Progressive restrictions:** Start with the least restriction and increase as the behavior continues.

**PU** (Parent problem, Unintentional misbehavior): The parent has a problem with misbehavior that is the result of the child’s lack of maturity, skills, or knowledge.

**PU/PO mutations:** When PU behavior gets a strong reaction, it can change (or mutate) into PO behavior. Because of the reaction, children believe the misbehavior can help them achieve a specific goal.

**Pushing** is an unrealistic pressured expectation to reach the final goal all at once.

**PU Toolset** (Parent problem, Unintentional misbehavior): Contains tools that redirect misbehavior resulting from children’s lack skills.

**Rebellion:** A reaction to control. Every child individuates, but *not* all rebel. Individuation turns into rebellion when parents try to control children’s independence and individuality.

**Regression:** When children revert to old, outgrown habits.

**Regressive restrictions:** Start with the most restrictive but still reasonable limits. If all goes well, the next period is less restrictive, and so on, until all privileges are restored.

**Response-ability:** The ability to accept the consequences of the choices we make.

**Ripple effect:** When pebbles drop in a pond, the ripples start at the middle and expand outward. When one person in a family changes, it has some effect, usually small at first, but more obvious over time.

**Role model:** One who sets an example.

**Routines:** A regular, consistent way of doing a task or handling a situation.

**Sarcasm:** A form of passive-aggressive anger. It disguises anger, blame, and criticism with humor.

**Secondary emotions:** An emotion that comes *after* another feeling. The first feeling, which is closer to the real issue, causes the second feeling.

**Self-esteem:** How we *feel* about our *inside qualities*. This includes our worth as a human being, sense of purpose in life, and how lovable we think we are.

**Self-Esteem Toolset:** Contains tools that build self-esteem, encourage positive behavior, and stimulate internal motivation.

**Self-image:** What we *think* about our *outside appearance*, what we think others see. This includes our looks, talents, popularity, or accomplishments.

**SHARP RV:** The six problem areas that concern parents: **S**afety, **H**ealth, **A**ppropriateness, **R**ights, **P**roperty, **R**ules, **V**alues.

**Smoldering embers:** Slow buildups of stressful situations that eventually spill over or erupt.

**Tattling:** Telling an adult about another child’s behavior simply to get that child in trouble.

**Taunting:** Severe teasing that borders on cruelty.

**Teasing:** Mean-spirited and hurtful treatment that often involves put-downs or name-calling.

**Telling:** Letting an adult know that another child is doing something dangerous or someone is hurt.

**Transitional period:** The time between birth (total dependency) and approximately 4 years, when children become physically independent.

**Three C's:** Contains tools for maintaining Consistency, handling Criticism, and boosting Confidence.

**Toolbox:** Group of toolsets that deal with a particular type of problem. Each of the four major steps in the Universal Blueprint contains a toolbox, and each toolbox deals with a different type of problem.

**Tools:** Individual parenting techniques, located within the toolset of the purpose they serve.

**Toolsets:** Groups of skills that serve a common purpose, located at the appropriate step in which parents use them.

**Trial-and-error learners:** Children who are willing to repeatedly try a new skill without getting discouraged.

**Trigger buttons:** Conditioned reactions to events, usually due to unresolved childhood issues.

**Tweens:** Elementary school-aged children through preteens.

**Under-controlling independence:** Children have few skills and too much freedom. They can't handle the freedom responsibly.

**Under-controlling parenting style:** A general parenting style that offers great freedom to children with few limits and has mostly negative long-term consequences.

**Unhealthy competition:** Focuses on winning at others' expense, being the best, or being better than others.

**Unhealthy guilt:** Guilt that causes people to feel they are worthless. It may be imposed by others, to manipulate or control, or be self-imposed.

**Unhealthy pride:** Thinking we are *better than* others.

**Universal Blueprint:** A guide for identifying types of problems and planning an effective response to each.

**Unique personal style:** The way individual parents express themselves while using the Universal Blueprint and its tools in individual ways.

**Venters:** Emotional people who need more time to work through their feelings before thinking logically about solutions.

**Wait-and-do learners:** Children who observe others and practice skills in their minds, until they think they know the skill well enough to perform it well.