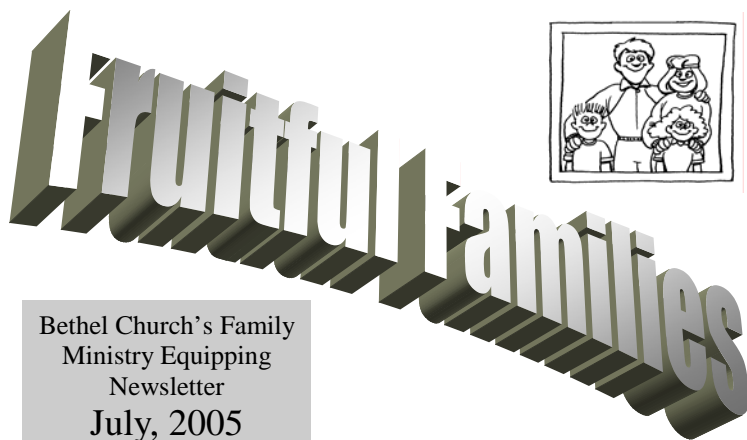


Strategies for Helping Children Be Less Impulsive and More Self-Controlled

By Vicky Mlyniec

- Be realistic. Kids need plenty of practice and small successes—so don't have unrealistic expectations. Self-control is a complex skill.
- Define self-control. Explain and demonstrate the concept.
- Share the effort. Verbalize your thoughts so your child sees how you overcome an impulse. Pick an area where you need to improve your self-control.
- Brainstorm options. Ask what else she could do or say to herself the next time a meltdown happens. Help practice generating strategies.
- Coach in the moment. This helps him see how acting on an urge that seems irresistible now can later cause consequences he won't like.



Bethel Church's Family
Ministry Equipping
Newsletter
July, 2005

Mission: *Applying God's Word, Seeking God's Wisdom, Growing Healthy Families*

Vision: *Families Functioning in the Fruit of the Spirit*

"Life is made up of little things. It is very rarely that an occasion is offered for doing a great deal at once. True greatness consists of being great in the little things."

—Charles Simmons

Identify Your 3 Relationship Strengths and 3 Areas Needing Improvement in Marriage

From the Center for the Family

- Relations with friends: time with friends; individual vs. couple friends
- Companionship: time together; mutually enjoyable activities
- Communication: frequency; listening and speaking skills
- Commitment: to the relationship and to each other
- Affection: how/where expressed; frequency
- Sexuality: how expressed; frequency
- Education/career plans/involvement: goals; time spent; current status
- Plans for children: timing, number, spacing
- Child rearing/parenting practices: discipline; nurturing; encouragement; involvement
- Religion and spirituality: religious involvement; similar beliefs/convictions; charitable contributions
- Relations with family/in-laws: amount of time and involvement
- Conflict resolution: skills for resolving differences
- Leisure activities: amount of time; individual vs. joint activities; cost
- Habits: time/punctuality; neatness; food/eating; sleep
- Housing arrangement: present situation; future plans
- Household tasks/management: division of tasks; chores
- Finances: priorities; budget; commitments management of accounts; decision-making

Preventing Materialism in Your Kids

By Margery Rosen

- Say No. Set limits. Be aware of your tendency to overindulge your child—and avoid it. Save special gifts for special occasions.
- Skip the mall. Discourage recreational shopping. Seek activities that don't involve spending money. Get involved in community-service projects.
- Sharpen her money skills. It's never too early to teach kids to live on a budget. Decide what you will cover and what she needs to pay for with her allowance/savings.
- Set an example. Pay attention to the messages that you may be sending.

Announcing...

- *Family Camping.* Last call for August 19-21's trip to Central Ferry Park; brochure in foyer for RV or tent camping
 - *1-2-3-4 Parents.* a Family U. parenting class for parents of 1-4 yr olds starts Sunday, July 10 for 4 weeks.
 - *What a Woman Wants in a Man/ Man Wants in a Woman.* a Family U. marriage class starting July 10 for 6 wks.
 - *Family Service Project.* Random Act of Kindness of passing out water bottles at Tri-City parks on Sat, July 16 at 9:30
- July is National Purposeful Parenting Mo.!*

“Without involvement, there is no commitment. Mark it down, asterisk it, circle it, underline it: No involvement, no commitment.” —Stephen Covey



Fight Fair When You Argue

By JacLynn Morris and Paul Fair

- **Don't accuse.**
- **Do describe the problem to your spouse in a straightforward way.**

- **Don't complain.**
- **Do explain why you want a change.**

- **Don't nag.**
- **Do discuss an action plan that works for both of you.**

- **Don't get defensive.**
- **Do defuse the tension with some humor.**

When Possible, Say YES to Your Kids

By Bryce Klabunde

- Yes, with limits. You can limit the amount of money they spend, the distance from home they travel, or the time they participate in an activity.
- Yes, with responsibilities. Your YES to your children's request may imply a YES in return—an agreement to take care of...
- Yes, but later. You may agree to their request, but decide that the timing would be better at a later date.
- Yes, but it needs to be fair. If you say YES to one child, find a way to say YES to the others as well. Some children make a lot of requests.

7 Steps to Better Parenting

By Chuck Gartman

1. **Teach Christian Values.** As parents we need to identify, live, and communicate our values. We need to believe and teach that the only truth in the world that matters is in the Scriptures.
2. **Express love and acceptance of your children.** Even when their behavior disappoints us, we must continue to let them know that we love them. Genuine love for our children will grow out of our awareness that we are genuinely loved by God.
3. **Be consistent with discipline.** Our goal is that our children will ultimately become self-disciplined and self-controlled.
4. **Pray continually for and about your children.** With every prayer and request, pray at all times in the Spirit, and stay alert in this, with all perseverance and intercession for all the saints.
5. **Worship together as a family.** Participating in regular worship, both corporately and personally, will move us all toward spiritual health. Let worship become a lifestyle for you; they'll catch it.
6. **Be active participants in the work of the church.** If you want your kids to participate in church activities, you must do the same. Balance it with family time.
7. **Participate in ministries that are designed for you as a parent.** Be sure to go to seminars/classes when they are offered.

Guiding Children to Solve Their Own Problems

By Jim Fay

1. **Show empathy.** “How sad!” “I bet that hurts.”
2. **Send the “power message.”** “What do you think you are going to do?”
3. **Offer choices.** “Would you like to hear what other kids have tried?” Offer a variety of choices that range from bad to good, starting with poor choices. Each time a choice is offered, go on to step 4, forcing the youngster to state the consequence in his own words.
4. **Have the child state the consequences.** “And how will that work?”
5. **Give permission for the child to either solve the problem or not solve the problem.** “Good luck. I hope it works out.” Have no fear: if the child is fortunate enough to make a poor choice, he may have a double learning lesson!