**Things to do when your child is not cooperating.**

Cooperation and obedience don't mean the same.

Obedience is doing what has been told and cooperation is **creating together**.

Therefore, for a child to cooperate, they need interactions that invite cooperation.

A new parenting style will lead to new results.

However, a positive parenting style is for the long term. It's a parenting style that aims to work WITH the child to show them cooperation, responsibility, self-discipline, problem-solving skills, and self-confidence.

You may lack these qualities in moments of pressure and stress too, and in that sense, this parenting training is helping you use these abilities with your child in uncomfortable moments.

Punishment and permissiveness are unhealthy for the child, even if they work for the moment. Usually, parents don't feel proud of themselves by reacting in punitive and permissive ways. So why not use alternatives that work better for the long term and make everybody feel better?

**1. STOP – pause!**

Don't act like you always would, such as being permissive, showing disappointment, raising the voice, shouting, being sarcastic, commanding, lecturing, or punishing.

Acknowledge your emotions, but don't act according to them.

Say STOP to yourself, breathe a few times deeply and remain calm. Try to continue doing what you were doing, even if only for a few seconds, to give yourself the space not to react as usual.

**2. RESPECT**

At the same time, give the child the space to act the way they act. Respect that their behavior is the only means they have at that exact moment to express themselves. A child has the right to feel what it feel.

Validate their emotions.

You don't have to interact with them immediately or do something about it (unless they are in a dangerous situation, of course).

**3. STAY REASSURED**

How your child acts now is not how they will turn out as an adult person.

You aren't failing as a parent.

**4. UNDERSTAND**

Be calm and understand what your child's goal is.

In Module 2 you learned about the goals they have in mind. Remember it's a "mistaken" goal, a misinterpretation, and they need your positive parenting guidance to act constructively to feel they belong and have significance.

**5. ACT**

These are several options that may work for the given situation.

(From Positive Discipline by J. Nelsen)

**6. OBSERVE AND WAIT**

Kids often solve their own problems if allowed time. If not, wait for a "no conflict" time. Then focus on solutions.

**7. FOCUS ON THE FUTURE INSTEAD OF THE PAST**

One clue that we are more interested in punishment (in the name of consequences) is when the focus is on the past rather than the future. The focus is on making kids "pay" for what they have done (poorly disguised punishment) instead of looking for solutions that would help them "learn" for the future.

**8. FOCUS ON SOLUTIONS INSTEAD OF CONSEQUENCES**

Instead of imposing logical consequences, involve children in thinking of solutions. It is a mistake to think there must be a logical consequence for every behavior or that a logical consequence will solve every problem.

**9. ASK CURIOSITY QUESTIONS AND SHOW YOUR INTEREST IN THEIR PROBLEM**

What happened? What do you think caused it to happen? How do you feel about it? How do you think others feel? What have you learned from this? How can you use what you have learned in the future? What ideas do you have to solve the problem now? These are just examples, not to be used as a script. Be in the now and be curious about "getting into the child's world."

**10. ALLOW CONSEQUENCES INSTEAD OF IMPSING CONSEQUENCES (punishment)**

 If a child doesn't study, failing may be the obvious consequence. Allow the child to experience his or her feelings. Avoid rescuing. Show empathy. When the child is ready, use curiosity questions to help him or her explore the consequences. What do they want for the future? What do they need to do to accomplish what they want?

**11. ALLOW SUFFERING**

Adults should never make children suffer but allow them to suffer. Through the suffering, they can build their "disappointment muscles" and gain a sense of capability in the process. For example, if children don't get the toys they want, they may "suffer." This will not hurt them and therefore, you don't need to rescue them, fix it for them, or pampering.

**12. DECIDE AND INFORM**

Decide what you will do or what they can do and inform them beforehand. Talk kindly and firmly.

"I will stop the car and continue driving when you two stop fighting".

"I will listen when you speak in a soft voice."

"You can go outside when you clean up".

**11. ASK FOR A HUG**

(See document The Magic of a Hug)

**12. POSITIVE TIME-OUT**

Ask if they want to go to their Positive Time-Out place (See document Positive Time-Out)

**13. BE KIND TO YOURSELF**

If your method didn't work, be kind to yourself. You're learning too.

Try to analyze why it possibly didn't work or bring it up during our next session.

From now until the end of your training, we will continue analyzing situations. Please document it in a journal to remember who said what and did what for our meetings.