



123 magic

Parents' Workbook

Adapted from

123Magic – Effective discipline
For children 2-12 years

By Thomas W. Phelan Ph.D.

Acknowledgement

This workbook has been adapted from the original ideas and publications of Dr Thomas Phelan. It has been designed to support programmes facilitated by Hertfordshire Parenting Facilitators aiming to enable parents to understand and use his approach for rearing children.

Books by Thomas W Phelan:

123Magic – Effective Discipline for children 2-12 (ISBN 1-889140-16-3)

123Magic for teachers - Effective Classroom Disciplines – Pre K through Grade 8 (ISBN 1889140171) co author Sarah Jane Schonour

Surviving your adolescents - How to Manage – and let go of – your 13-18 year olds (ISBN 1889140082)

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To order: call 1-800-442-4453

Or visit: www.thomasphelelan.com

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Course venue: Times:

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Please phone us if you want additional support, individual consultation or to discuss any issues.

Useful telephone numbers:

If you would like to find out about other local parenting courses, then please telephone Jill Weddle, **Parenting and Information Officer** (Welwyn and Hatfield), Tel: 07769 950309, or email: jill.weddle@hertscc.gov.uk

Children's Centres

- | | |
|---------------------------|-------------------|
| - Applecroft (Welwyn) | Tel: 01707 323758 |
| - Birchwood (Hatfield) | Tel: 01707 262648 |
| - Creswick (Welwyn) | Tel: 01707 323038 |
| - De Havilland (Hatfield) | Tel: 01707 346624 |
| - Oak Tree (Welwyn) | Tel: 01707 375079 |
| - Howe Dell (Hatfield) | Tel: 01707 263291 |

Extended Schools Co-ordinators:

- | | |
|----------------------|-------------------|
| - Hatfield | Tel: 07939 111156 |
| - Welwyn Garden City | Tel: 07985 383711 |

Or visit their website: hertsextendedschools.org.uk/WGC or /Hatfield

- | | |
|-------------------------------|-------------------------|
| Childline | 0800 1111 (24 hour) |
| Children Schools and Families | 01438 737502 |
| Crysis | 0207 404 5011 (24 hour) |
| Family Violence Helpline | 08088 088088 (24 hour) |
| NHS Direct | 0845 4647 (24 hour) |
| NSPCC | 0808 800 5000 |
| Parent-line | 0808 800 2222 (24 hour) |
| Relate | 01442 262618 |
| Samaritans | 0845 790 9090 (24 hour) |

Useful websites

www.parentlineplus.org.uk , www.parenting-forum.org.uk/parents.asp
www.parentmagic.com

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Session 1:

Why we use 123Magic.

Things I wish my child would stop doing...

Things I wish my child would start doing...

Are your plans... SMART?

- Specific – *have you said exactly what your child should do?*
- Measurable – *can we know when they did?*
- Achievable - *is it possible to do?*
- Realistic – *is now a time when your child is ready to do this?*
- Timed right? – *or are there other pressing issues that need sorting now?*

When do we use 123Magic?

- To stop unacceptable behaviour
- To encourage good behaviour
- To manage testing or manipulative behaviour
- To establish a peaceful and enjoyable atmosphere.

Stop

- arguing
- fighting
- whinging
- tantrums
- teasing
- sibling fights

Start

- eating
- doing homework
- going to bed
- tidying up
- getting up and going in the mornings

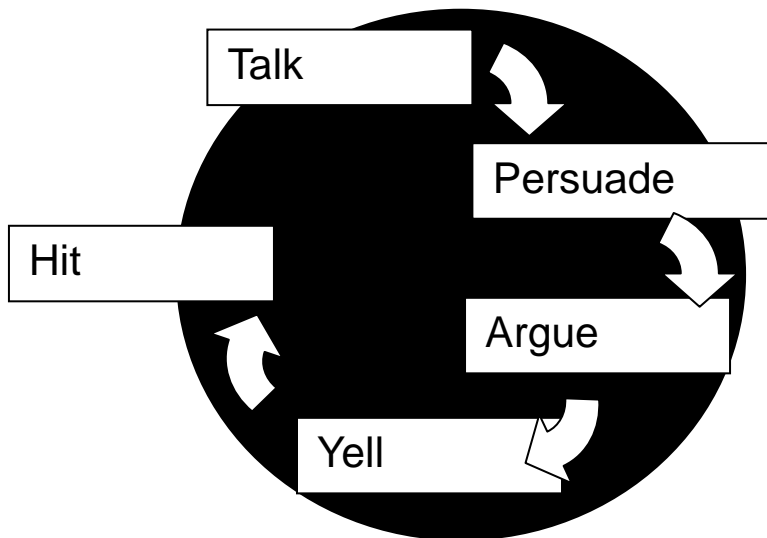
The two biggest mistakes we make:

1. Too much talking
2. Too much emotion



When we start shouting our children stop learning.

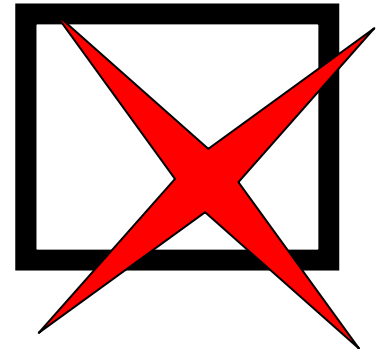
Vicious circle of parental defeat...



Little Adult Assumption



'kids have hearts of gold and are just smaller versions of ourselves'.



- Kids are born KIDS
- They are naturally self-centered
- They need our help to learn social skills

123Magic gives a clear strategy for teaching children socially acceptable behaviours.

To STOP undesirable behaviour

- ❖ give children 2 warnings (Counting)
- ❖ for a third offense
- ❖ use TIME-OUT.

• **Rules for counting**

- *Be clear what behaviours I don't like and **count***
- *Be consistent*
- *No discussion - **no talking***
- *Third count = time out*

Rules for Time Out

- *Safe place*
- *No talk*
- *Minute per year of age (maximum 10 min)*
- *Start timing once in place and tantrum stopped*
- *Inform child once time up – option to return theirs*
- *When child returns **continue as if nothing has happened***

One behaviour I wish to count:

Homework task:

What Time Out places are there in my house?

- What safety considerations are necessary?

- What do I need to do before they can be used?

- The best place will be:

One behaviour I really don't like is....

Record how many times this behaviour occurs

- In one day or
- In one week

Day>	7-10 am	10am-1pm	1pm-4pm	4-7 pm	7-10pm	10pm-7am
Behaviour v						

Week>	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Behaviour v							

Session 2: Getting started

Stopping children doing something we don't like is easy... they can choose to stop at any instant in time.

Mum doesn't like that so I'll stop...

But what does she want me to do?



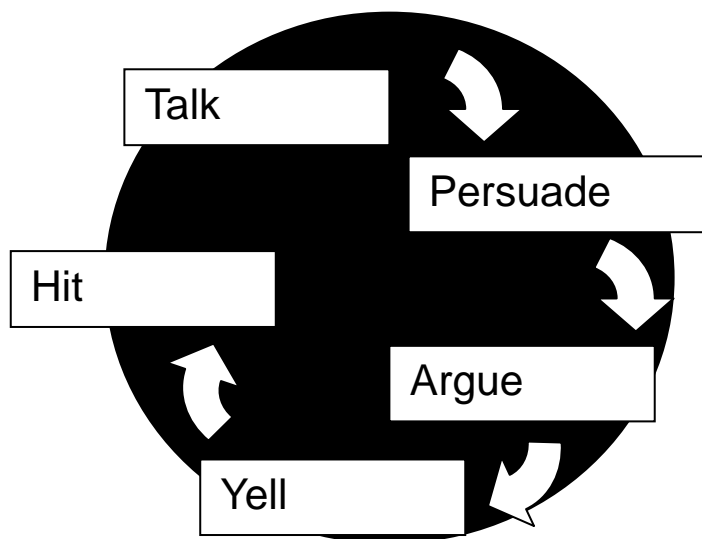
Starting new good habits takes a bit longer.... as children need to learn what is required of them.

We will start with **stopping undesirable behaviours** using:

- counting and
- time-out discipline.

It is likely that your child will not like this new discipline and will try to stop you from using it.

Your child will try to bring you back to the vicious circle of parental defeat...



How do you think your child will react to:

- **Counting?** *I think he/she will...*

- **Time Out?** *I think he/she will...*

Testing behaviours:

Behaviour:	Example:	Goal	Seen?
Badgering	'Mum,Mum,Mum' 'Please. Please. Please.' 'Just this once. Go on. Just this one. Pleeeeease!'	If they keep this up you'll give in to them.	
Intimidation	Tantrums Sulking and crying 'You're a lousy parent and this counting is rubbish....!'	To show how angry they are and that you should give in to them.	
Threats	'I'll run away...' 'I'm going to ring Child-line and tell them what you're doing... I won't do my homework until you'	To make you feel something bad will happen if you don't give in to them.	
Martyrdom	'Why are you counting me? It's always ME! Everyone else can do that but you pick on me! No body is on my side. You don't love me!'	To make you feel guilty for being so horrid and so you give in to them.	
Butter-up	'but look, I have tidied up so that '2' doesn't really count... I'll be good for the rest of the day so you can ignore that...'	To make you feel that they are really very good and you should give in to them.	
Physical attack	'Say 2(3) and I'll hit you' 'you can't make me go in time out, I'm stronger than you.'	To make you feel frightened of being hurt if you don't give in to them.	

Tick the behaviours you think your child may use?

Child's name			
Badgering			
Intimidation			
Threats			
Martyrdom			
Butter-up			
Physical attack			

All TESTING behaviours should be COUNTED

Children often try out all these behaviours to see which one you respond to the most. When they try a new tack it means YOU ARE BEING EFFECTIVE! (Keep going!)

Here are two examples of situations where a child is behaving in a way that causes the parent problems. There are examples on the video that you may choose to view too.

Scenario 1

- parent – on phone
- Child comes and demands for money for ice cream
- Child is very persistent

Scenario 2

- Parent watching t.v.
- Child comes in and demands different programme
- Defiant when parent refuses to change channel

ROLE-PLAY

Try acting these scenario's with a partner.

- Initially let the 'parent' respond without using the 123magic technique (that is try to persuade or argue with the child)
- Repeat using the 123magic technique (that is counting and keeping talking to a minimum)

1. How did it feel being the child?

2. How did it feel as the child facing the 123Magic response?

3. How did it feel being the parent?

4. How did it feel using the 123magic?

Stop Sibling Rivalry

When children are fighting, squabbling or teasing each other, count them all !

Big kids and Little Kids...

You may feel you can have slightly different rules for older children, who have developed a better understanding of time, know the rules and for whom you have higher expectations.

Consider:

a) when 'counting'

For a younger child (2 – 4 years), , if an hour has elapsed from the last count then you begin again from 'one'. This time period can then be increased as the child gets older so for the 5-7's the 'count' is maintained over a half day, and for the 7-12's for the full day.

b) when 'timing out'

a young child should have a minute for each year of life in 'time –out'. If they have calmed down in this time, they should be hugged and congratulated for calming down, but reminded they will go back into time out if they repeat the offense.

If an older child is shouting or bashing furniture and fixtures whilst in 'time-out' you may want to wait until they are calm before starting the time out timing (ten minutes maximum). The child should be told when the timing starts.

Planning to getting started:

Who do I need to talk to get started?

What support do I need from them to get this to work?

How shall I explain the 123Magic approach to my kids?

The behaviour I want to STOP is....

(Ideally it is the same one recorded on page 8)

Homework:

1. Explain 123Magic approach to:
 - a) those who share care of your children (partner, family, childminders etc.)
 - b) your children

2. Start using it to STOP undesirable behaviour.

Session 3

Encouraging good Behaviours

Progress review

Successes with stopping undesirable behaviour....

Challenges in using 123Magic....

Changes to my technique....

Behaviour review

Situations that I find challenging	What needs to stop?	What needs to start?

START Behaviour

With START behaviour, you can use more than one tactic at a time for a particular problem.

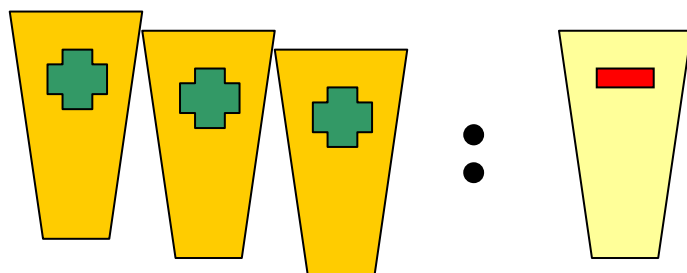
Positive reinforcement.

Angry people make noise; happy people remain silent.

Why?

Because when adults are happy and content themselves, they are not particularly motivated to do any more than they are already doing!

Praise and other positive interactions with your child should outnumber your negative comments by a ratio of about
3 :1



START Behaviour Techniques to consider:

Simple requests	'It is time to go home, please put on your shoes.' 'Please hang up your coat.' 'Time for your bath, go and get undressed.'
Positive Reinforcement	'Well done! You did as you were asked!' 'Thank you for tidying up.' 'I like it when you help me by getting undressed.'
Healthy competition	'I bet I can get upstairs before you do.' 'You pick up the blocks and I'll pick up the cars and we'll see who picks up the most!'
Kitchen timer	'I'm setting the timer for five minutes. Can you get dressed and be down for breakfast before the bell rings?'
Charting	'You can have a sticker each time you come as soon as I call you.' 'You get a star for finishing your homework and for doing your piano practice and for reading to me.'
Tokens	Each child has a container and a 'token' which may be a marble, bean, pasta shape etc. is put in their jar when the good behaviour is observed.
Natural consequences	'OK, don't eat your dinner, but you'll get nothing to eat now until tea-time.' 'I'm leaving in five minutes. If you're not dressed then, you'll have to come in your pyjamas.'
Counting (for rare events)	'Right, I've asked you twice to get your coat on, that's a 'ONE'.

Praise

Praise should be tailored to the individual child. Some children like elaborate, emotional verbal reinforcement, while others do not.

There are two additional devices that you can use to make praise a more effective boost to a child's self esteem:

- Praise in front of other people
- Unexpected praise ~ Unexpected praise can be quite memorable for a child

Summary for Special situations

Getting out in the mornings

- Pre-school children will need a lot of help and praise
- 6-9 year old children will need basic start behaviour ie praise, timers and charting
- Older children will require you to take a deep breath and try natural consequences!

Tidying up

- Cleaning rooms ~ try the weekly cleanup routine
- Tidying up ~ try the bin bag system
- Chores (not homework) ~ try the docking system

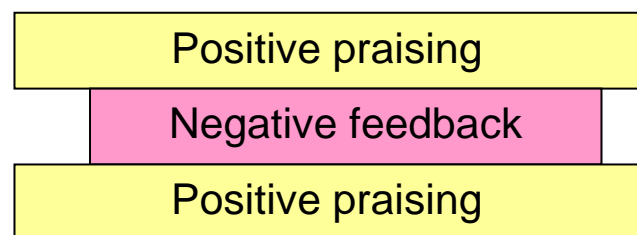
Mealtimes

- Small portions and a kitchen timer
- Eat 3 out of 4
- Divide and conquer. You don't always have to eat together!

Homework etc

- Routine is essential
- Natural consequences
- Positive-negative-positive sandwich
- Rough checkout
- Charting

Positive –negative-positive sandwich



Bedtimes

- 'NO talking and NO emotion'.

Things I can say to praise and reward my child

Things I can do to praise and reward my child

Things I can give to praise and reward my child

Positive Reinforcers

Here are some ideas to help you choose rewards. Children like to be involved in the choice too!

1. Staying up late
2. Ice cream
3. Trip to the park to feed the ducks
4. Trip to the swings
5. Extra story at bedtime
6. Hire a video or game
7. Go to the toy library
8. Book or tape from the library
9. Baking a cake
10. Helping-cook-a meal i.e. pizza
11. Choosing a breakfast cereal
12. Friend to play or stay
13. Comic or magazine
14. Making a card or other art & craft project
15. Watching a video together
16. Playing a board game
17. Teaching them a new game i.e. hopscotch
18. Joining in with a sport i.e. basketball/ skipping/ football
19. Swimming
20. Jogging together
21. Dancing together
22. Singing together
23. Trip to a café
24. Picnic in the park
25. Paper play i.e. cutting out from newspaper/ magazines
26. Gardening ~ planting seeds etc.
27. Visit to the pet shop to look at animals
28. Walk someone's dog
29. Play noughts and crosses and other paper games
30. Play cards

One behaviour I would really like to encourage is...

Techniques I will use to reinforce this behaviour are:

Homework

Use the chart on page 23 to reinforce a desirable behaviour.

Child's Name:

Behaviour to reward:

	7-10 am	10am-1pm	1pm-4pm	4-7 pm	7-10pm	10pm-7am
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

For ticks in a day you will get

Session 4

Major and Minor Discipline options

Not all undesirable behaviours can be dealt with through counting and time-out.

Some events are too 'major' for counting and time out.
Can you think of any examples?

Situations that go beyond counting and time out...

Facing reality and the consequences of behaviour can often serve as the best deterrent, even though it can be embarrassing for parents as well as the child.

Examples:

- Apologising in person
- Paying for breakages /damage by physical labour or from savings
- Facing discipline from school, police or courts
- Missing out on privileges and treats

Look at the following examples and discuss how you might manage the situations.

Scenario 1

You are informed by the play-group leader that your child has bitten one of the other children.

Strategy:

Scenario 2

Your next-door neighbour knocks at your door and informs you that your child has broken their front window whilst playing ball.

Strategy:

Scenario 3

Your child asks if they can go to play in the local park with a friend. You feel it is too far away for them to go unsupervised and so you say no. Your child then asks to go to play at the friend's house. You agree. When you call to collect your child an hour later, you discover they have gone to the park anyway.

Strategy:

Scenario 4

You discover three plastic toy animals in your child's pocket when they come home from nursery.

Strategy:

Scenario 5

You are out shopping with your four-year-old who suddenly runs off, out of the shop.

Strategy:

Scenario 6

Your close friend informs you that she observed your child taking an expensive magazine from the local convenience store without paying. You find the magazine she mentioned in your child's school bag.

Strategy:

Scenario 7

Your child helps themselves to some sweets and starts to eat them whilst you are busy shopping in the supermarket.

Strategy:

Scenario 8

School rings you to ask why your child is absent from school. You realise your child is playing truant. They turn up at the 'normal' home time and say the school is lying.

Strategy:

Homework

Record:

How many times I 'counted' my child in one day...

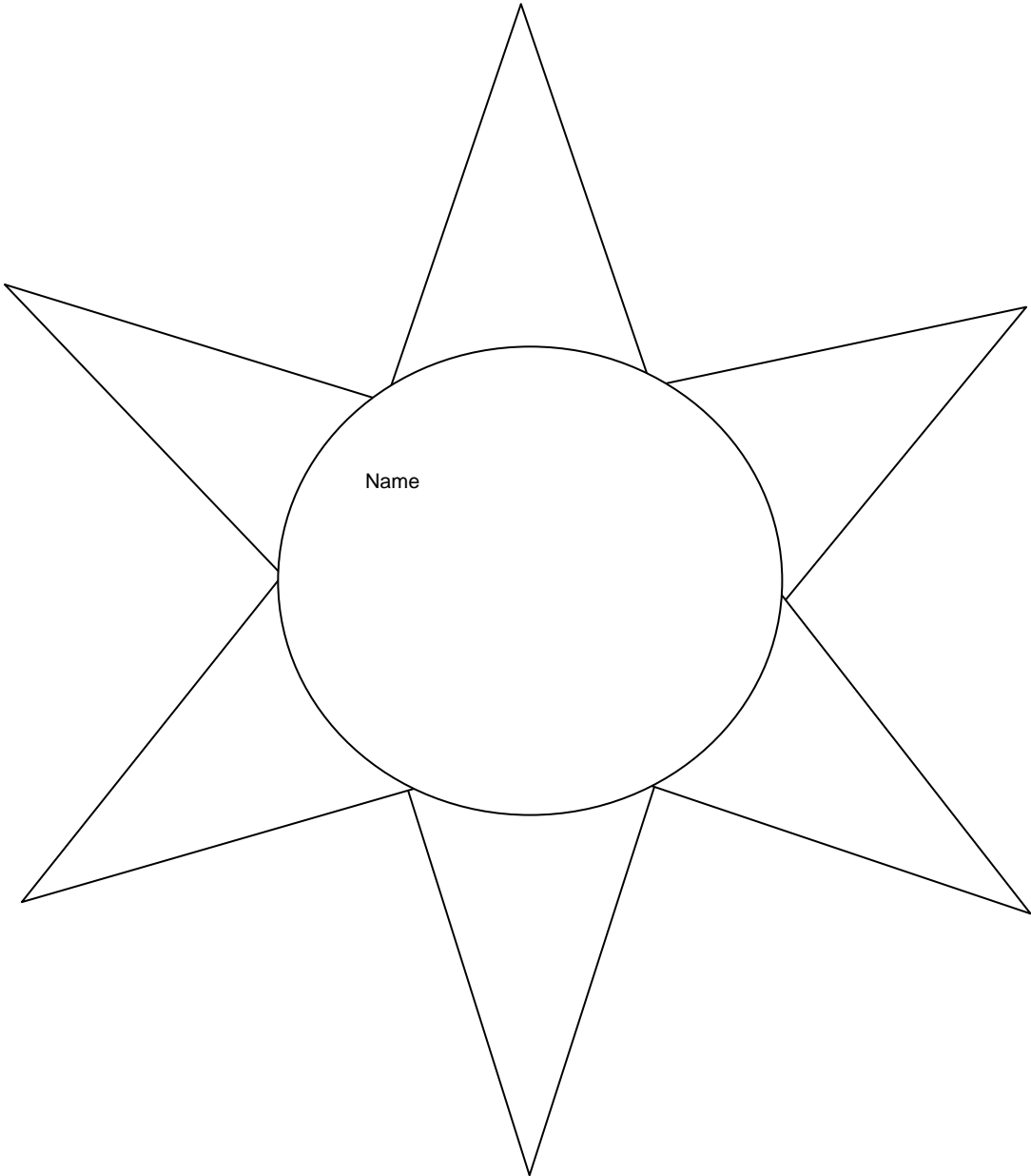
How many times I praised my child in one day ...

Homework – take a sunburst or flower for each member of your immediate family and record 6 things you like about them in the petal or ray points. Ask someone close to you (partner, parent, friend) to fill one in for you...

Six things I like about you....

A flower-shaped template consisting of seven circles. One central circle is labeled "Name". It is surrounded by six other circles, two on each side, forming a flower shape. The circles are empty for writing.

Six things I like about you....



Session 5

Keeping sane

Reviewing progress

What has gone well?

What has not gone so well?

Any changes I need to make?

Rewards for me?

About me...

What I do well in my family....

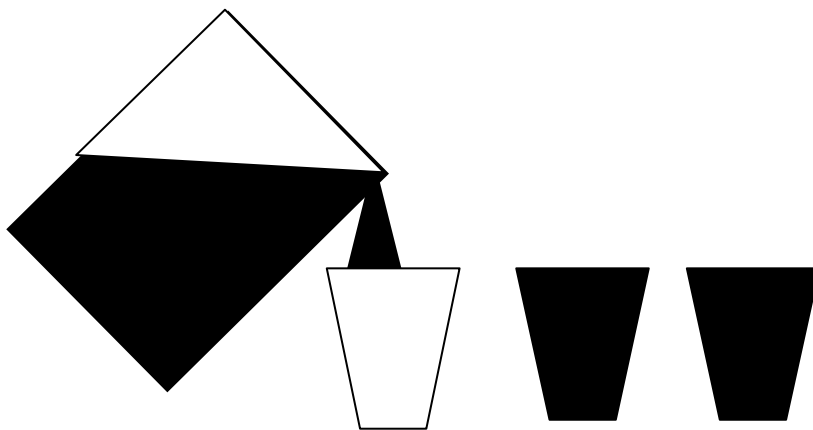
My best friend would describe me as....

The things that are really important to me and give my life meaning are....

Looking after myself is an important part of looking after the family...

Water Jug analogy...

Parents are like jugs of water pouring out attention, care and love to our children, our partners, friends and family. If we don't take time to 'fill ourselves up' we will become empty and exhausted...



Things I shall do for myself :

Once a day I will....
Once a week I will....
Once a month I will....

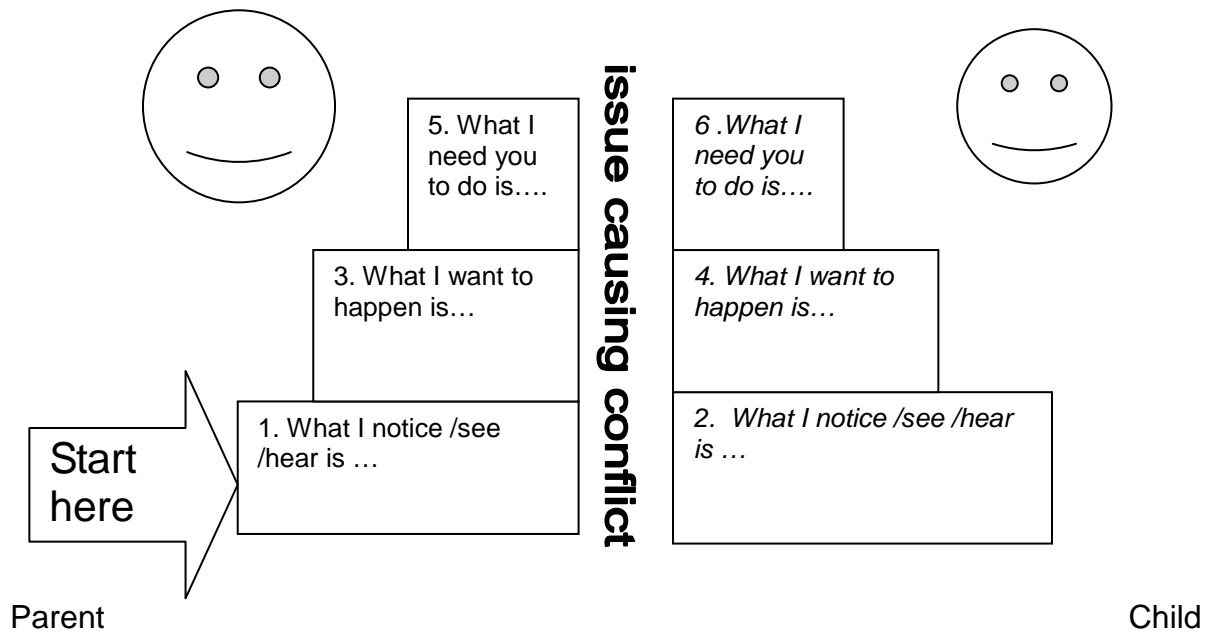
Are your plans... SMART?

- Specific – *have you said exactly what you need to do?*
 - Measurable – *can we know when and what you did?*
 - Achievable - *is it possible to do?*
 - Realistic – *is it practical to try to do this now?*
- Timed right? – *have you given yourself enough time to achieve the plan?*

Handling Conflict



A way to begin to solve this....



Natalie's example

Natalie dreads mornings. She wakes up her children and sets about getting the younger two washed and dressed and breakfasted. She expects her eldest son, Max, aged 7, to get up by himself. But he is very slow and she ends up shouting at him and rushing him over breakfast. He often ends up in tears, then cannot eat properly. They leave the house for school in a rush, both cross and upset.

Natalie decided to use the conflict ladder to try to solve their morning issues. She spoke to Max one afternoon when they got home from school.

Natalie: I notice that I often end up shouting at you to get ready in the morning. It's not a good way to start the day. (Step 1)
Have you noticed this?

Max: I notice you shout a lot in the mornings. I don't like it when you shout.
(Step 2) I am really sleepy in the mornings. I can't rush.

Natalie: What I'd like is for you to get up and dressed without me having to shout at you. Then you might eat breakfast quickly and we'd leave on time. (Step 3)
What would you like to happen?

Max: I'd like you to give me more time in the morning and not to shout at me.
(Step 4)

Natalie: How about if I get you up first thing, before I get dressed and call the others. But I need you to get out of bed when I call you. (Step 5)

Max: Will that stop you from shouting? (Step 6)

Natalie: Yes. Let's give it a try!

Solve your own conflict situation:

Situation that causes me conflict:

Step 1. (Parent) What I notice /see /hear is ...

Step 2. (Child) What I notice /see /hear is ...

Step 3. (Parent) What I'd like to happen is ...

Step 4. (Child) What I'd like to happen is ...

Step 5. (Parent) What I need you to do is ...

Step 6. (Child) What I need you to do is...

Agreed solution:

I will...

My child will...

Homework

On page 16 you identified a behaviour you did not like, recorded how often it happened and have been using 123magic techniques to stop it.

Re- record how many times this behaviour now occurs

- In one day or
- In one week

Day>	7-10 am	10am-1pm	1pm-4pm	4-7 pm	7-10pm	10pm-7am
Behaviour v						

Week>	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Behaviour v							

Session 6

Looking Ahead and Ending

Look at the statements and identify what age the child should be to accomplish these. Put a line from each task to the 'age' you think is appropriate.

Be toilet trained	Over 1 – Under 3	Play out on street
Read a book		Cross a road alone
Be left at home alone	Over 3 – Under 6	Have a mobile phone
Baby-sit other children		Boil a kettle and make a hot drink
Drink alcohol	Over 6 – Under 10	Answer the door or phone
Come home from school by self		Go to the park to play
Go shopping with own friends	Over 10 – Under 13	Smoke cigarettes
'Sleep-over' at friend's house		Feed themselves
Go out on a 'date'	Over 13 – Under 16	Do a paper-round
Have pocket money		Ride a bike on the roads
Dress themselves		Use the internet
		Share a bath with their parent

How are you going to encourage your child to keep to your expectations?

Family meetings are a way of discussing your expectations and discovering the expectations your children have of you. These can be:

- Informal discussions at a family meal
- Formal discussions, led like a committee meeting

If your family tends to argue and shout when discussing things, the formal meeting may be a better idea. Someone needs to 'take charge'. The rules need to be agreed. Suggestions are:

1. Only one person speaks at a time.
2. All comments are addressed to the 'chairperson' or leader.
3. Once an idea or view is raised each family member in turn is allowed to comment to the chairperson on the merit of the idea.
4. A kitchen timer may be used to keep individual contributions to a maximum length of 3 or 5 minutes.
5. The chairperson will summarise the point being made.
6. Changes to family business may be voted on and adopted if there is a majority view.
7. New rules are recorded and displayed until they are accepted practice.
8. Meetings are weekly/monthly depending on the number of issues to be raised.

At what age do you think your child could join in this type of meeting?

What are the current areas of conflict in your family?

How can you ensure that in your family everyone's view is heard?

Tools I am currently using that work well:

Other strategies I am considering using now....

What are the likely areas of conflict in your family in the future?

Ways I may deal with these

Things I may need to do to remind and encourage myself to keep going!

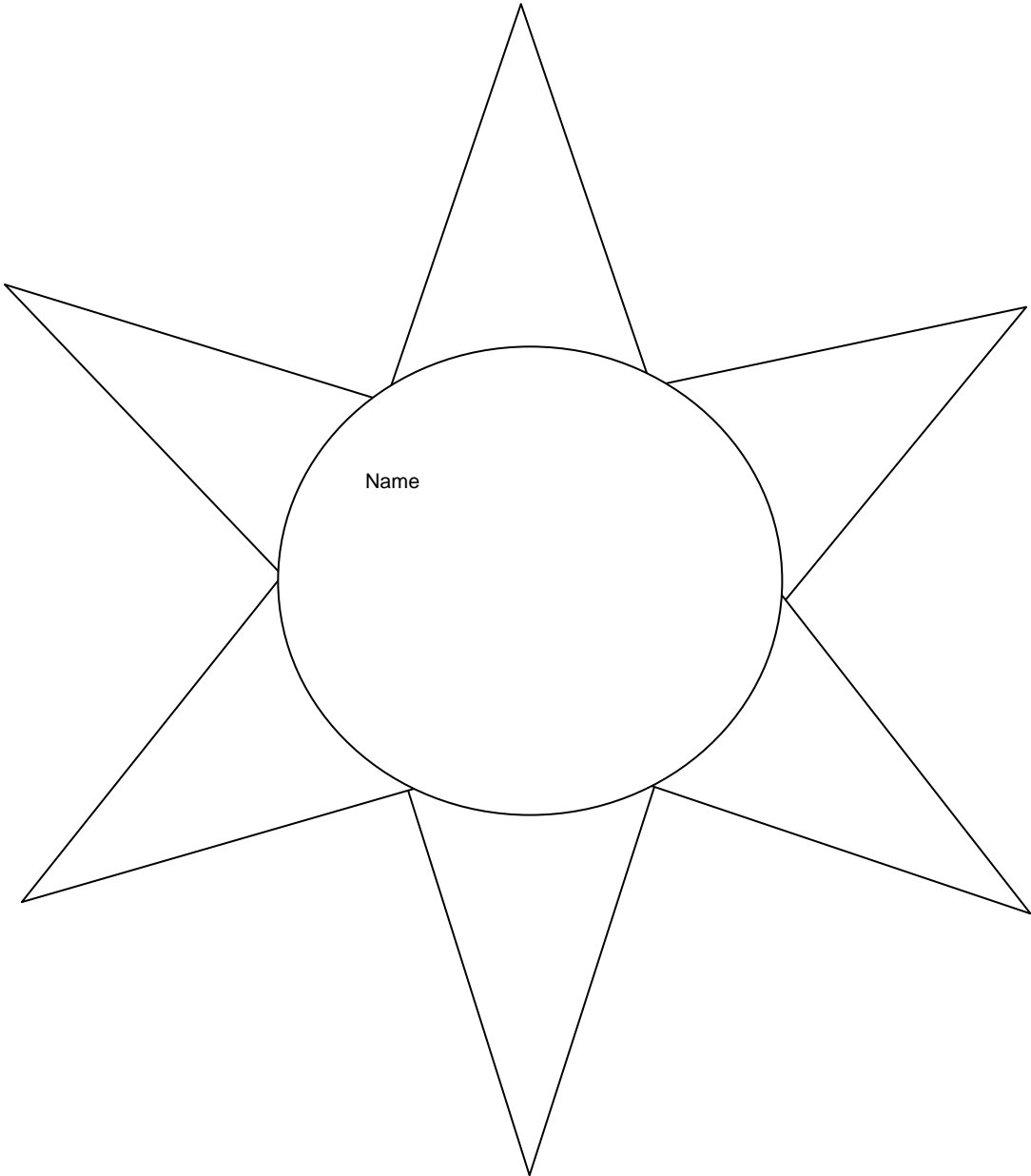
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Behaviour to reward:

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Friday						
Saturday						
Sunday						

For ticks in a day you will get

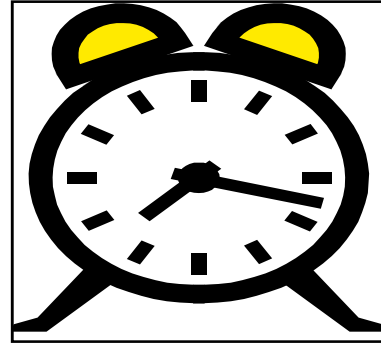
Six things I like about you....



Six things I like about you....

Name

Timers and their uses by Parents



A timer with a loud bell or buzzer

- gives an accurate and consistent measure of time
- creates a sense of fairness
- gives a clear signal when time is completed
- cannot be influenced by anger, tiredness, dislike or distress
- reduces arguments and manipulative behaviour

How to use:

1. Sanctions for unacceptable behaviours

- to measure the time penalty for a TIME-OUT process such as used in 123Magic
- to measure time penalties for immediate withdrawal of privileges such as television watching, computer access and video games etc.

2. Rewards

- To measure additional privileges such as additional television watching, computer access and video games or delayed bed-time for older or well behaved children
- To measure other motivational treats such as sitting on parent's knee, story time, and other one to one quality time activities

3. Learning how to wait

- Taking turns on pedal toys, swings, video and computer games etc.
- When parents need to complete essential tasks, ask child to play, sit and watch television or look at a book until the timer rings, then parent will be available to attend to child.

4. Learning to respond quickly

- Set timer to indicate when an play activity needs to end
- Set timer to mark when a requested task should be completed

Other ideas...

If you have any ideas or tips that could be passed on to other parents please write to Jane Petrie, Dacorum Parenting Co-ordinator, Victory Road Clinic, Berkhamsted, HP4 1DL
Tel: 01442 962692