

### **Basic Guidelines for 1-2-3**

- A. Child can have anything in room except TV, video games, phone, or friends. If you have a room trasher, get valuable or dangerous things out of the room before first time out.
- B. At outset, explain program to kids (1-2-3) and what each number means. You will give them two chances to change their behavior. If you need to remind them a third time, you will require them to take five minutes in their room. All caregivers should consistently use this approach.
- C. After the child serves the five minutes you will not talk about the incident. This includes no digs, no "I told you so" and no lectures. Only exception is if child swears at you or hits you. This requires immediate time out and then explanation (at child's level) why you did not count.
- D. If child will not go to room 1) Escort small child, 2) Use docking system of bedtime minutes, TV times, etc. for older child, 3) Use reverse time out (you leave room), 4) If won't stay in room, lock door or sit by door to enforce it.
- E. Be consistent with method out in public. Do time outs in public too.
- F. Variations on 1-2-3
  - 1. Sibling Rivalry- Count both kids, but do not send two fighting kids to same room.
  - 2. Temper Tantrums- Start time out after they quiet down.
  - 3. Pouting- Ignore passive pout. Count aggressive pout (where they follow you pouting)

### **Other Useful Tidbits**

- 1. Lying: Avoid training child to lie by playing detective. Do not ask what you already know. If you do not know for sure, accept what is said until you get contrary information. Don't corner child.
- 2. Don't believe the "I don't care" comment. Ignore it. It is a way for kids to save face and does not need to be punished.
- 3. Classify typical misbehaviors of your child. Minor offenses can be handled with 1-2-3. Major offenses should have more major punishment. Do not make punishment so harsh it causes further problems. Also make it something you can live with will follow through. Grounding for a month seldom is enforced and kids learn this quickly.

**REMEMBER** Avoid too much talking, too much anger/emotion. Speak calmly but be consistent. Children thrive best in a predictable home with consistent rules and expectations.

## MAGIC 1-2-3

1, 2, 3 Magic is a child management program designed to teach you how to get your children to STOP doing what you don't want them to do – temper tantrums, screaming, whining, pouting, fighting and START doing what you want them to do – eating meals, cleaning rooms and going to bed, etc.

Most parents tend to see their children as “little adults”. This assumption makes parents expect their children to be sympathetic, well-meaning and rational “little people” and when presented with sensible reasons they will STOP the negative behavior and do what Mom/Dad asked them to do.

Unfortunately, this is not reality. When children are born they are irrational, selfish, undisciplined and impulsive. Words do not make a difference and usually lead to arguing, yelling, and screaming matches and even physical punishment. In order to avoid this unpleasantness, parents must change their thinking and begin to think of themselves as a wild animal trainer. Our goal is to train the kids by using 1-2-3 over and over again until the children do what you want. Two important rules:

- 1) The No-Emotion Rule states that in dealing with kids' problem behavior it is important to not get too upset. In doing this you will avoid reinforcing their negative behavior with your own emotional upset.
- 2) The No-Talking Rule – When you talk too much in trying to enforce a rule you are switching from – you must follow this rule because I am your parent and know what is good for you. You don't really have to follow this rule unless I can convince you to do so.

STOP Behaviors – All the things you want your child to STOP-arguing, demanding, screaming, lying, whining, temper tantrums, pouting and fighting.

START Behaviors – All the things you would like your kids to START doing: cleaning their room, doing chores, up and out in the morning, brushing their teeth, eating dinner, going to bed.

The 1-2-3 is a simple training procedure that has worked well for many parents. It requires little talking, but does require some effort in the beginning. Here's how it goes: imagine your child is doing something you don't want him/her to do, such as complaining:

- 1) You calmly give a warning that is both verbal and visual. Holding up one finger, you say, “That's 1”.
- 2) If he stops, fine. If he doesn't, you give a second verbal and visual warning. Holding up two fingers, you say, “That's 2”.

- 3) If he stops, great. If he doesn't, you hold up three fingers and say, "That's 3, take 5". He then has to go to his room for five minutes. When he comes out you act as if nothing had happened – no lectures and no apologies – and you repeat the procedure whenever necessary.

### DOING IT RIGHT

Most parents who say, "We've done that," almost without exception, HAVE ALSO

- a. Talked too much while doing it.
- b. Gotten too upset while doing it.
- c. Not kept it up for very long.
- d. Gotten sidetracked by the kid's testing and manipulation.

Remember the example in the video of the little girl who wanted a twinkie before dinner? Let's do it again, but this time with Mom beginning to use the 1-2-3 for the first time. It might go something like this:

"Can I have a twinkie?"

"No, dear, it's too close to dinner."

"Why not?"

"That's 1."

"I want a twinkie!"

"That's 2."

"YOU NEVER GIVE ME ANYTHING! THIS STINKS!"

"That's 3, take 5."

Notice several important things about this example:

1. Mom gives one explanation and that's all.
2. The NO TALKING Rule: when Mom starts the warning, she says NOTHING ELSE. This is critical.
3. NO EMOTION Rule: Mom doesn't get upset, she knows it won't help and she can handle the problem quickly and effectively without getting emotional.
4. Her authority remains unquestionable. She gives an explanation and it does not depend on the child's approval or acceptance of the rule.
5. The punishment is short and sweet and when he comes back he starts from scratch.

-Dr. Thomas Phelan-



## Ten Gifts to Give Your Children

1. A GOOD NAME- Let them hear you making positive statements about them.
  - \*They do not know who they are until we tell them (skinny, short, chubby, shy)
  - \* How about spirited, energetic, enthusiastic, special)
  
2. A LISTENING EAR- Get eye level and show them their words are important.
  - \*Listen to them. Don't interrupt.
  - \*Makes them feel special
  
3. ALLOW THEM TO MAKE DECISIONS- Teach them they are capable of problem solving.
  - \*Give choices on what to eat, where to go for an activity,
  - \* Self esteem is affected by how many decisions one makes. Feels empowered.
  
4. GIVE THEM PERMISSION FOR THEIR FEELINGS- Behavior is not the same as feelings.
  - \*"I hate my sister", "Puppy Love is real to the puppies"
  - \* Men don't cry- so they have nervous stomachs, migraines, depression
  - \*Feelings okay, behavior not okay.
  
5. PROVIDE RULES- Children need to have expectations clearly defined.
  - \*World is a scary place without limits.
  - \*Jobs and life have rules
  - \*Needs rules, boundaries, and predictability
  
6. GIVE HUGS!- Hands are for hugging, not hitting!
  - \*Adults go to jail for hitting. What are we teaching?
  - \*Try to hug and child ducks
  - \*In hospitals, touch is healing.
  
7. LET THEM LAUGH AND PLAY- They are children, not little adults.
  - \*Play with them. See adults having fun too. Self-esteem is enhanced with positive play.

8. GIVE PERMISSION FOR MISTAKES- Demonstrate forgiveness for your own errors, as well as your children's mistakes.

\*Mistakes are okay. We learn a lot.

\*Drop something, do we yell at them, or say that is okay and have them clean it up.

\* Kid has test, gets one right. Which one did you get right? Cat. No one spells cat better than you. Try for two right next time!

9. TRUTH- Give children the truth, but don't burden. Don't make light of painful/difficult situations.

\*Going for a shot- "It won't hurt."

\* Kids handle truth better than anything else.

\*If someone dies, "They went to sleep" "He was so good, God wanted him there"

10. FREEDOM- Allow them to be who they are and become competent adults.

\*With good self-esteem, they will respect others more and give away what they have.

\*When they no longer need us, we have done our job.

