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SELF CARE AND PARENTING LANGUAGE GLOSSARY

For Parents and Professionals

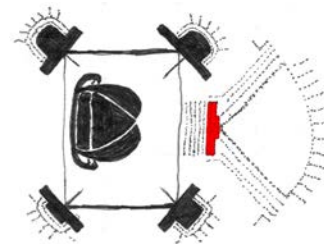
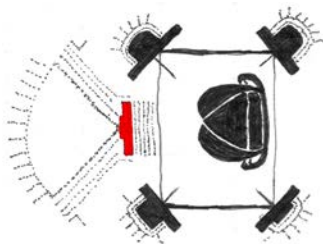
Transformation and Protection



Connie Bonner-Britt, MA, LMHC and Chuck Britt, MA, LMFT

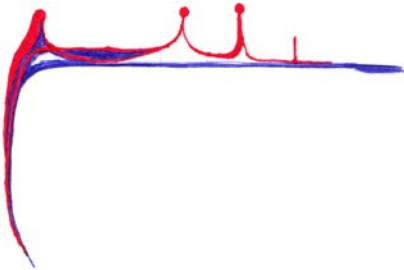
Please check out our free website for a step-by-step tour through a Five Step Self Time Out:
<http://www.selftimeout.org>

Self Observation



SELF CARE AND PARENTING LANGUAGE GLOSSARY

INTRODUCTION



The definitions in the following word list are based on the *EncartaÆ World English Dictionary* © 1999 Microsoft Corporation. Developed for Microsoft by Bloomsbury Publishing Plc. We have modified the definitions extensively; in order to define the **SELF CARE AND PARENTING LANGUAGE** as used in our work with families, in schools and in any situation where we are helping parents, professionals and young people become more effective in self-care and in any leadership situation. Many of the definitions are original.

The specialized definitions in this **GLOSSARY** are intended to provide a guide for language and communication that can help parents and authority figures choose to use language structures that are consistent with human development for themselves and for those whose safety and development they are responsible for protecting and serving. Language is how we put structure on human life. It is good to do this without starting power struggles.

These days in everyday life we all use manipulative and violating forms of speech with little awareness of the negative consequences we are choosing for ourselves and for those we are intending to serve. Examples of popular manipulative language: “You have to...” “You need to...” “You had better...” “I have to...” “I should have...” “I could have ...” “They could have...” “They should have...” We are also generally unaware of unintended consequences when we use of any word form that attempts to manipulate the feeling or actions of myself or another person or overcome the free will of myself or another person. In addition we are generally unaware of how the use of “Attitude” in our communication creates unintended power struggles and all the attached consequences.

I can choose to consciously or unconsciously confuse myself and others, and I can choose to manipulate myself and others, and I can choose to try to overcome myself and others... but people only give me trust and respect voluntarily. When it dawns upon them that I am violating their trust or their boundaries they will either test me, power struggle with me, or retaliate against me. When I use these approaches in my self-care the deeper parts of me (my identity, my core self, my original voice and my original face) are at first repelled and saddened. This develops into increasing mood volatility and a deepening sense of alienation.

We can choose to unconsciously use popular language forms that manipulate, compel and argue even when our intention is not to manipulate, compel or argue. We can unconsciously or consciously choose to use language that confuses boundaries, roles and structures even when that is not our intention. When I choose to overcome any person’s free will and when I confuse boundaries, roles and structures I am choosing to loose self-respect, and the trust and respect of others. These choices

carry consequences that include constant power struggle, ever decreasing trust and ever increasing alienation whatever my intention.

For these reasons we find the use of these popular manipulative language forms to be inconsistent with human development, successful self-care, mood self-management, successful leadership and is especially damaging and sabotaging to successful human developmental healing. This finding has motivated us to provide tools like this **SELF CARE AND PARENTING LANGUAGE GLOSSARY** to help increase awareness so that we all can have more of what we intend.

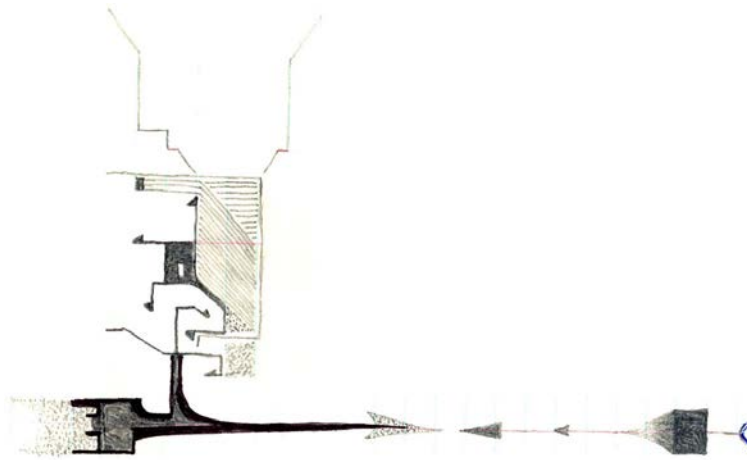
We can choose to use language that respects boundaries, roles and family structures. We can choose to use language that profoundly respects the free will of every human being. There are two steps to developing effective self-care in relationships. These happen to be the same two steps in developing leadership skills.

- I can remember to choose to use language to take care of my own feelings and needs and not expect others to take care of me.
- I can remember to choose to use language to profoundly respect the free will of others.

Choosing to be more conscious of how we use language to put structure on human life will actually work to provide us with effective self-care and also help us educate, nurture and heal others.

SELF CARE AND PARENTING LANGUAGE GLOSSARY

Pending Collision



Abuse

- * the physical or psychological maltreatment of a person, animal or property.
- * the illegal, improper, or harmful use of something, or an illegal, improper, or harmful practice.
- * insulting or offensive language.
- * any threat to do the above.
- * any human choice (conscious or unconscious) that has a negative effect on my development or any other person's development.

Anger

- * a feeling of extreme annoyance.
- * the feeling of Anger means, 'I need to have a boundary right now!' Or even; 'I needed to have a boundary some time ago and **I REALLY NEED A BOUNDARY NOW!**'
- * I feel Anger when I forget to say, 'no' when I feel, 'no'. I feel Anger when I say, 'no' and do, 'no' and then the person I say, 'no' to does not respect my boundary and then I forget to create distance from that person.
- * anger is energy that can be used to build a protective boundary such as: hesitating, choosing to take a *Five Step Self Time Out*, getting away, saying "no" clearly, setting limits, providing calm, clear consequences, choosing not to let immaturity change my mood, etc.
- * the purpose of Anger is not retaliation. The forgotten purpose of Anger is to provide the motivation and the urgent energy to do the very hard work of creating necessary boundaries and safety. If we act out the impulse of anger the consequences are the endless lack of safety and an endless list of other consequences. At the same moment when we choose to give ourselves a breather and go through the process of a *Five Step Self Time Out* then we are choosing a brighter future where better consequences unfold before us.

Assumption

- ✳ Assumptions and guesses are impulses and are attempts to make Plans without actual information. Actual information can only come from sensate data that can only come from my physical body. If someone tells me something I have heard with my senses I will **not** be assuming to take that as a confirmation. If I am guessing or surmising I have “heard” nothing with my senses. So I am likely to be impulsively violating another person and abandoning myself. Assumptions are also aggressive manipulations that abandon the mysterious truth of “the other”. We don’t know their truth when we assume what it is. We may not trust what they say about themselves but that is the only data available.
- ✳ plans based upon complicated and self abandoning Assumptions ignore my actual feelings and needs and are therefore Impulse Plans that are a lot like throwing the dice. Since my own anxiety about the other who is not trusted is real, instead of assuming about others and ignoring my own body I can choose to give myself a Five Step Self Time Out to take care of my own feelings and needs. (See the next bullet.)
- ✳ when I know what I Feel then I can know what I Need. When I know what I Feel and Need I can make a Plan to take care of myself that might actually work. When I make a plan based upon what I actually feel and need my mood can shift from hopelessness to hopefulness.
- ✳ when I don’t know what I Feel I cannot know what I Need. I am unable to make a plan that can work. I feel hopelessness. Anxiety increases.
- ✳ Acting on guessing and assumption decreases my self image, trust-worthiness and Authority.

Authority Figure

- ✳ somebody who occupies a role that carries influence and power and is able, as part of that role, to provide direction to and influence others. This is a social role that is based upon trust.

Biosocial

- ✳ our genetic inheritance (the strengths and vulnerabilities of our physical body) combined with the effects of generations of social structures and family structures, both healthy and unhealthy.

Boundaries

- ✳ personal and collective norms that define and clarify appropriate and safe personal contact.
- ✳ the point at which my personal space (My Internal Boundaries) ends and yours begins.

Internal Boundaries

- ✳ the sense of entitlement to personal, physical, and emotional safety, and the right of choice, with which each human is born.
- ✳ When immature and becoming more mature I can be increasingly conscious of unsafe ideas and assumptions I have about reality. Being more safe does not mean being less playful.

Choice

- ✳ a decision to choose one course of action in preference to another.
- ✳ a variety of possibilities from which to choose.
- ✳ a course of action chosen by somebody from among a range of possibilities.
- ✳ see **Consequence**

Poor Choice

- ✿ a choice that has a negative consequence physically or developmentally or in terms of social privilege. When Parents hide our poor choices and consequences, it hurts us and our children. We can show them the process we need them to learn without teaching.
- ✿ a conscious or unconscious mistake, either accidental or on purpose. In adult life Poor Choices almost always lead to some sort of negative consequence of which we may or may not be aware. If there is no negative consequence, social structure is in decline.

Choice Structure

- ✿ a way to attend to privileges and privilege loss that does not coerce or manipulate or punish but simply indicates what is OK (Modest Privilege Gain) and what is not OK (Modest Privilege Loss).
- ✿ a way for parents or authority figures to share their values, religion and culture with children without harm to the development of the child because it is an approach that is consistent with human free will and healthy human development.
- ✿ an economy of earned privileges (like TV or other media, play time, friends over, visiting friends, treats) used to provide a parental “yes”.
- ✿ children can choose to earn fewer privileges (a parental “no”) if they are choosing to refuse to follow directions, or refusing to accept consequences.
- ✿ in order to be humane and to function successfully, Choice Structures must be created with profound respect for the boundaries and free will of the child. Choice Structures work only when the child is free to choose the negative consequence. (Fewer privileges) Choice Structures work only when the parenting or authority figure is taking care of their own mood and not expecting the child to take care of the authority person’s mood for them. For example, when you choose to use attitude, guilt, shame, threat, intensity, volume increase or any other sort of coercion or force, or suggestion of force. When you are using any sort of corrosion you are declaring to the child and to all witnesses that the child has no real choice but to grovel to your un-managed mood. This parent is setting up an involuntary situation. The child will retaliate by becoming more successful in their manipulations of your moods that you can ever legally be successful trying to manipulate their freedom. **Choice** Structures must never coerce. Coercion is always damaging to all children and all parents.
- ✿ When a child refuses to follow your direction or refuses to accept a consequence, it is time for the parent to take a five step self time out. When you are no longer focused on their refusals, and you are in no hurry about anything because you have taken care of all your own feelings and needs, then perhaps it is time to remind them that they can always choose to very quickly Earn Back all the privileges they have chosen to lose, when they are ready to choose that path. Earn Backs must be very generous and very quick.
- ✿ Choice Structures are true free will choices. To function as Choice Structures they must represent a real choice with real negative consequence and very clear and generous Earn Backs. Not a choice between two things both of which carry an increase of privilege. Life is not like that.
- ✿ When authority figures use complicated manipulations like, bargaining, threats, guilt, shame, attitude, or force to make others do things against their will, the authority figure

immediately loses their role in the family or organization. They are no longer Authority Figures or Parents (modeling Healthy relationship skills), they immediately become the Toy of their child's more successful manipulations.

www.selftimeout.org/assets/ther-parenting-tools-sm.pdf

SAMPLE CHOICE STRUCTURES (From Therapeutic Parenting Tools)

Sample Structure Number 1:

Four-year-old, Gabriella takes a step toward learning about processing feelings and the nature of negative consequences with mom's help when she refuses to follow the direction to stop kicking the leg of the table:

Mom: "Gabby, I see that you have **chosen** not to follow directions. You have **chosen** a two minute time-out."

After Gabriella finishes the two-minute time-out:

Mom: "Gabby, good job taking your time-out. Do you remember what you were doing when you **chose** a time-out?"

Sally: "Yes mom. I was kicking the table leg."

Mom: "Do you remember what you were feeling when you kicked the table leg?"

Gabby: "No."

Mom: "Well Gabby, I remember when I was about your age I used to get so angry that I would stamp my feet. I found out later that I could get some attention by just asking my mom or dad for help. It worked better than feeling hurt then acting angry. Can you try to ask for help next time you feel like kicking something?"

Gabby: "I don't think so mom."

Mom: "Well that's OK Gabby, you may need to **choose** quite a few time-outs before you learn to ask for help. Sometimes it takes a long time for me to learn something. Good job taking a time out, being honest and sharing your feelings. Well done!"

Sample Structure Number 2:

Fourteen-year-old, Malik takes a step toward learning about processing feelings and the nature of negative consequences with dad's help. Malik makes a poor choice and then refuses to accept the negative consequences. He discovers what happens when he tries to manipulate dad into a power struggle and then tries to split mom and dad. He also learns how to do a better job of self care and understanding earn-backs.

Small consequences are much more effective than big consequences. Punishment creates power struggles. When kids learn that they are not being intimidated or manipulated in any way they want to collaborate.

Dad: "Malik, I see you have **chosen** to bring your muddy shoes into the house. You have **chosen** a two minute time out."

Malik: "NO! YOU ARE JUST STUPID! I DON'T HAVE TO DO ANYTHING! YOU CAN'T MAKE ME!! I'LL TELL MOM YOU HIT ME!!"

Dad: "Malik, I see you are choosing additional consequences. For every minute you refuse to take your time out you are choosing ten minutes of early bed time."

Twenty minutes have gone by and Malik has chosen over three hours of early bedtime. His dad has spent the time in another room timing himself out and having a talk with his wife. Malik was stewing in his room playing a video game. He let his dad know that he was starting his time out. Now he is finished.

Dad: "Malik, good job taking your time-out. Do you remember what you were doing when you **chose** a time-out?"

Malik: "No!"

Dad: "You **chose** to bring your muddy shoes into the house. You refused to follow directions. Then you refused a time out." Do you remember what you were feeling when you came in the house?"

Malik: "I was angry because Jordan hit me and I didn't hit him back."

Dad: "Good job sharing your story Malik. So you were angry because you didn't hit Jordan back?"

Malik: "Yes."

Dad: "Well I can understand you being angry. What do you think you can do next time you are angry that won't be a choice for consequences?"

Malik: "Well, I guess I could ask for help."

Dad: "Good job Malik! Good job taking a time out. You have chosen over three hours of early bedtime because you took twenty minutes to take your time out. You also had a whale of a tantrum. We can set up an earn back. For every hour you follow directions first time asked and accept consequences immediately you will earn back 30 minutes toward regular bed time."

Malik: "OK dad."

Dad: "Now I need you to take your dirty shoes out on the porch, brush the dirt off of them and vacuum the floor here in the entry way."

Malik: "OK dad."

Dad: "Good job, Malik. Great job not hitting Jordan back. I will have a talk with Jordan's parents."

Consequence

- * what follows (pleasant as well as unpleasant) as a result of a choice.
- * the relation between a choice and the outcomes.

Consistency

- * the ability to maintain a particular standard or repeat a particular task with minimal variation.

Constancy

- * the quality of remaining faithful to a person, belief, or decision, especially in the face of difficulties.
- * the quality or fact of remaining the same, despite change or variation in other things.

Development

- * sequences and patterns of physical, psychological, social and spiritual growth in human beings from conception through death.
- * changes in the interrelationship between the role of parent and the role of child as both parent and child move through stages of growth.
- * changing or growing as a child grows.
- * taking into account the age-related capacities and the sequence of developmental steps toward maturity in children.
- * human DNA contains the map of human development. Our body contains time and situation triggers for physical, psychological and social development through the human life cycle. These triggers initiate physical changes, feelings, needs, behaviors and human capabilities. Things like, disabilities, diseases, every sort of Special Needs, huge skills, Special talents.

It is a big job for parents with all the challenges these days in each life to be on the ball enough to stay in touch with the feelings and needs of our children as they deal with all those damn triggers. Hard for the kids too. What each child needs is for Mom and/or Dad to be listening for what the child may not be understanding in their own body. The parent is not the Detective. The child must do that work. Children are able to be detectives. They need Mom and Dad to show that they are on their child's Team. Not running the team. Mom and Dad are Team members. Providing rides to the Doctor or Therapist or the particular Teacher or rides to the special places like museums, libraries or videos or estuaries or ball games that the child needs to help them figure out what is happening within them.etc.

Earn-backs

- * choice structure provided by a parent so that, as a result of a child's improved behavior, they can "earn back" a privilege they had chosen to lose by their earlier poor choices.
- * a way to provide specific rewards for even slightly improved behavior to indicate to someone that the parent or authority figure notices the change and appreciates the change.
- * it is necessary for children and group members to be aware of rules, boundaries and what is OK, before they will be able to feel that they are a part of a family our group as new members or as returning members. Before they can walk, when they have made a big mistake, they may need permission to speak, or be honest, or to spend time with other family members or group members. We all need to feel as if Validity is possible for us personally. We all need to feel that full membership is in their personal future.

- ✳ a major Role for parents and authority figures to prioritize noticing and appreciating a child or young person's effort to move ahead developmentally. It is very difficult for traumatized children or anyone living through our current conditions to face the risks necessary to take steps toward maturity. Earn Backs must be quick and generous. They must be obviously **not** coercive.

Emotions

- ✳ agitation or disturbance caused by strong feelings or needs.

Emotional Injuries

- ✳ create wounds that decrease our ability to identify, label and process our feelings and needs.
- ✳ sometimes an actual injury to the body (or surgery) creates emotional complexity and trauma.

Escalation

- ✳ to become or cause a situation to become more dramatic, more serious, more intense and perhaps more dangerous.
- ✳ to attempt to manipulate others in any way.
- ✳ to change mood, body language, or tone of voice to attempt to manipulate others.

Family

- ✳ a group of people living together and functioning as a single household, usually consisting of parents and their children .

Family Of Choice

- ✳ when an individual with limited or nonexistent healthy family connections seeks relationships to meet their needs for healthy family involvement.

Family Roles

- ✳ the roles inherent in human family structure and human development. (Mother, Father, Sister, Brother etc.) There is a specific purpose in each role that is essential to the healthy development of each family member. My role is where my life puts me now. My Current Role can represent my next success. The healthy development of each individual is essential to the healthy development of the Family. Roles serve us by helping us know what is possible for us right now. Understanding our current role helps us find success in moving into other roles as we progress developmentally. Roles have different Definitions. Roles have equal Importance.
- ✳ these roles are not accidental or arbitrary. They emanate from needs defined by human DNA. In order for every individual human to realize their potential they can choose to use their magnificent human capacity to adapt and survive to learn how to live and develop successfully in a culture somewhat foreign to our physical body or a family that is not ideally nurturing. In the role or roles they are currently moving through each role can teach them complicated things like surviving teamwork, and self care while collaborating, and how to survive dangerous families or grow out of a difficult family.
- ✳ At every stage of human development the first thing to learn in a new stage is, "How does self care work at this stage." How will I notice success at this stage. You can make experiments and find out that the way to discover your Feelings and Needs and make Plans that work at any stage are the same for every human. The feelings may have different names or you may have the weird experience that feelings seem to feel different at different stages but we use the same names. You may feel that the burdens of growing up are frightening and build up faster and faster. You may find that as you get used to the new stage and as you use the self care tools

presented here in the same old way you're burdens begin to feel more normal and that you are beginning to feel that you are handling this new stage safely. If you have special challenges that seem to invite you to feel hopelessness, it may be that your family has no experience of your exact situation. You may begin to feel that what you need is not where you are. You may need to go outside the family to find a support person to help you find out how you can feel at home in this new stage of your development. You may soon be able to feel at home in your own family... or even Anywhere! The person you find usually will be a teacher, clergy, therapist or older family member. When you are honestly listening to your body to hear your current feelings and needs, you may find yourself to be a place of safety, and your safety may be in a Library.

Combined Family

- ✿ may be the traditional extended family living in one home.
- ✿ may be single parent families combining in one home.
- ✿ may be children living with extended family members.
- ✿ when families combine, each relationship will change.

Fabric Of The Family

- ✿ the fundamental structure and values of the family.
- ✿ the container for and model for the development of each family member as they move through each stage of human life..
- ✿ emotional skills and strengths in family members indicate what is healthy in the Fabric Of The Family. The family can be challenged by support people to use these strengths.
- ✿ behavioral problems in family members indicate what is wounded in the Fabric Of The Family and needs loving structure and attention.
- ✿ When family members make progress learning Cognitive Behavioral self care skills and Cognitive Behavioral Parenting skills and communication skills, developmental delays and behavioral problems are likely to become less noticeable.

Feelings

- ✿ the ability to perceive physical sensation in a part of the body.
- ✿ a perceived physical or mental sensation.
- ✿ when I know what I Feel then I can know what I Need. When I know what I Feel and Need I can make a Plan to take care of myself that might actually work. When I make a plan based upon what I actually feel and need my mood can shift from hopelessness to hopefulness.
- ✿ when I don't know what I Feel I cannot know what I Need. I am unable to make a plan that can work. I feel hopelessness.
- ✿ Plans based upon assumptions about feelings and needs are Impulse Plans that are a lot like throwing the dice.
- ✿ see <http://www.selftimeout.org>

Hesitate

- ✿ to wait before acting on impulse.
- ✿ to give myself time to take a *Five Step Self Time Out*.
- ✿ to slow down actions so that feelings and needs can be incorporated into new, more effective plans to improve my consequences.

Identify, Label and Process Feelings

- ✿ how humans orient themselves, know what boundaries they need, discover themselves and share themselves. How we fuel and motivate our healthy development. How we make plans that can work in the real physical world and the real inner world of Feelings and Needs. Where all the data for successful thinking comes from. How we can find the answer to the question, “What are your feelings?” How we know when it is time to go to the bathroom.

Impulse

- ✿ a sudden desire, urge, or inclination.
- ✿ a drive or natural tendency.
- ✿ a response based on genetics and conditioned by socialization.
- ✿ an act that bypasses physiological feelings and needs.
- ✿ an act that accumulates negative consequences unconsciously.

Impulsive

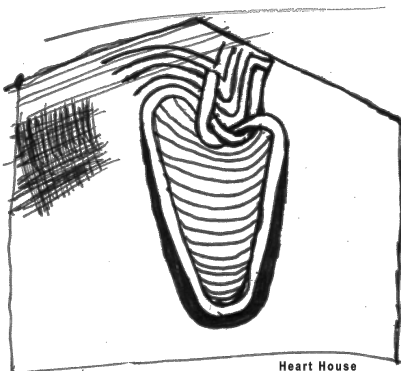
- ✿ to act without reference to the physiological feelings and needs I am experiencing.
- ✿ to act without considering negative and positive consequences.

Language Of Parenting

- ✿ a specialized language based upon the definitions in this **PARENTING LANGUAGE GLOSSARY** intended to provide a guide for language that can help parents and authority figures choose to provide structure that is consistent with human development for themselves and those whose safety and development they have responsibility to protect and serve.
- ✿ a specialized parenting language is necessary because popular forms of speech are so manipulative and coercive that, when used by authority figures create unnecessary and destructive power struggles that damage human development and create actual physical danger.
- ✿ When family members see the harmless power of clear boundaries and clear language being used by their parent they find it difficult to manipulate or change the subject in other ways attempt to change the mood of their parent. After time goes by the family members will learn the new approach without being taught. They are attracted by a sort of power that does not try to compel or coerce. Their body feels better to them.

Love

- ✿ promotes child development and of course human development at all ages.
- ✿ adult Love is indicated in relationships where the motivation is to witness each other’s development not to control each other or to get someone to meet my needs.
 - ✿ Love is not getting our needs met by others. Love is learning how to do a good job of self-care so we are more capable to witness our own development so then we can learn how to witness the development of others. This is how we learn to have developmentally healthy relationships.
 - ✿ parental Love meets the developmental needs of the child, not the needs of the parents themselves or other support people or strangers. When parents and other adults are around children who



are doing a good learning developmental skills the progress the children make is often inspiring to the adults. Love is not claiming the success of our children. Love is being inspired by our children's success and being motivated to do better ourselves.

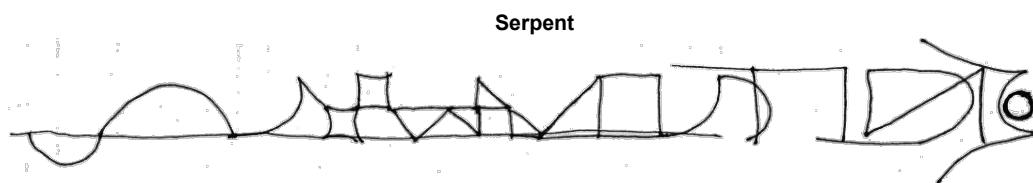
- ✿ "no" is half of Love.
- ✿ when we feel 'no' and then we simply say 'no' and then our boundary is respected without manipulation, Love is present. (We are loving and respecting ourselves, showing respect to the other by being clear about our boundaries and the other is showing us Loving respect for our boundaries.)

Malicious

- ✿ motivated by or resulting from a desire to control others or to cause or be indifferent to harm or pain of others.

Manipulation

- ✿ using clever, devious ways to attempt to control or influence somebody or something. (can be conscious or unconscious).
- ✿ trying to get people to do things.
- ✿ forming the thought, "How can I get him (or her) to _____".



Maturity

- ✿ the state of having all the physical, psychological, social and spiritual skills a human can have at any particular developmental stage.
- ✿ the ability to interrupt impulsive thoughts, ideas or plans, take a **FIVE STEP SELF TIME OUT** and make a plan based upon actual feelings and needs.
- ✿ the ability to Identify, Label and Process feelings and needs and make more effective plans. This creates the possibility that I will choose to accept the fact that it is my job to do self-care to take care of my own feelings and needs and not expect others to somehow do it for me. This leads to life plans that work better and that promote my own development and the development of those who are around me.

Immaturity

- ✿ being in the state of having not yet completely developed the physical, social, mental and spiritual skills a human can have at any particular developmental stage. Not knowing how to take care of my own feelings and needs so I can make plans that work in real life.
- ✿ humans usually need to be around other humans who have these skills in order to learn these skills.

Mistake

- ✿ an incorrect, unwise, or unfortunate act or decision caused by poor judgment or a lack of insight, information or care.
- ✿ to misunderstand or misinterpret something.
- ✿ to choose something incorrectly, injudiciously or with a lack of discernment.

- ✳ to choose to use behavior (consciously or unconsciously) outside of what is OK in a family or group.
- ✳ I can choose to make my mistake less often by (without shaming or otherwise abusing myself) taking simple responsibility for my actions, and not blaming others for my actions.
- ✳ trying to get someone to forgive your actions is not “ownership” or “taking responsibility” for your actions. It is impulsive manipulation. Self forgiveness starts with interrupting self shaming and replacing it with saying, “I made a mistake.” (without shaming yourself) and then beginning to do better.

Mood

- ✳ a complicated state of emotions that someone experiences at a particular time.
- ✳ a complicated state of emotions that an individual or group of people are experiencing at a particular time.
- ✳ a mood may be more or less impulsive and more or less mature.
- ✳ we cannot choose our physical mood but we can choose to improve our self care hygiene and our mood will improve.

Mood Change

- ✳ a shift in mood brought on by seen or unseen stimuli. (Like improved self care or deteriorating self care.)

Need

- ✳ an awareness that something is required in order to have success taking care of a feeling.
- ✳ essential or necessary to something.
- ✳ something that is a requirement.
- ✳ when I don't know what I Feel I cannot know what I Need. I am unable to make a plan that can work. I feel hopelessness.
- ✳ when I know and understand the NAME of what I Feel then I can know what I Need. When I know what I Feel and Need I can make a Plan to take care of myself that might actually work. When I make a plan based upon what I actually feel and need my mood is free to shift from hopelessness to hopefulness.
- ✳ Needs are essentials wants are gravy.
- ✳ Plans based upon assumptions about feelings and needs are Impulse Plans that are a lot like throwing the dice. Many negative consequences. See www.selftimeout.org

Neglect

- ✳ Fail to care for properly.
- ✳ The state of not being cared for.
- ✳ The lack of responsiveness by someone in a role of responsibility to care for a child's needs.
See “Family Roles” above.

Self-Neglect

- ✳ The lack of responsiveness to my own feelings and needs. When I am choosing to neglect my own feelings and needs I am incapable of playing any role of responsibility. (Parent, Child etc.)

No

- ✳ an interjection used to indicate a negative response in order to refuse, deny, or disagree with something.

- * no is half of love. It is always OK to say, “No.”. It is always OK to choose not to discuss your statement of Boundary.
- * is a Boundary. Discussion muddies the boundary. It takes courage and self care to simply accept, “No.” for an answer. When someone accepts “No” for an answer and remembers that Boundary without reminders, It is worthy of respect.

Parent

- * someone’s mother, father, or legal guardian.
- * to be or act as a parent to someone.
- * to be responsible for fostering the development of a child.
- * the act of modeling self-care skills that lead to healthy human development.

Parenting

- * the experiences, skills, qualities, and responsibilities involved in being a parent, and in modeling for and caring for a child, and promoting the child’s development.

Parenting Hat

- * a way of remembering that, as a parent, I am responsible for the consequences of my own behavior, not for the choices my child makes.
- * a reminder that I am responsible for promoting the development of my child by providing negative consequences for poor choices and positive consequences for mature, developmental choices.
- * a reminder that when I take my own *Five Step Self Time Outs* my child will learn how to take *Five Step Self Time Outs*. *Teaching is much less effective than Modeling. It helps to say it out loud in front of the family, “I am choosing to give myself a five step self time out.”*

Co-parenting

- * two or more people who know how to make and keep agreements based upon what they **can** agree about instead of continuing power struggles because they are hyper-focused upon what they will **never** agree about. Also...people who do not say they agree until they actually do agree.
- * two or more people who share responsibility for nurturing the physical, emotional, social and spiritual development of children.
- * individuals who agree to parent using the same values, tools, and skills.

Note: Successful co-parents share ideas and concerns, then make a plan that both parents honestly agree to. Children need parents to find agreement, instead of arguing until someone gives up and someone wins, and the child learns more effective manipulation skills from their parent’s behavior.

Patience

- * the ability to tolerate being hurt, provoked, or annoyed while having the mistaken belief that I will not escalate in some way.
- * an often unconscious escalation.
- * delaying intervention when working with an escalated person leads to adult escalation and teaches children how to manipulate more effectively. Rushing intervention prior to insuring I have given myself enough effective self care so that my plans are based upon my physiological feelings and needs.

- ✳ I am responsible, given my Role, to stay in my Role by modeling effective self care in my professional or my family leadership capacity

Perpetrator

- ✳ to commit or be responsible for something criminally or morally wrong.

Plan

- ✳ a method of doing something that is worked out, usually in some detail, before it is begun and that may be written down in some form or simply retained in memory.
- ✳ to work out in advance and in some detail how something is to be done or organized
- ✳ to intend or to make arrangements to do something.
- ✳ when I know what I Feel then will soon I know what I Need, I am ready to make a simple plan. When I know what I Feel and Need I can make a Plan to take care of those feelings and needs. It is a good chance that that plan will actually work. When I make a plan based upon what I actually feel and need my mood can shift from hopelessness to hopefulness.
- ✳ when I don't know what I Feel I cannot know what I Need. I am unable to make a plan that can work. I feel hopelessness.
- ✳ see <http://selftimeout.org>

Impulse Plans

- ✳ Plans based upon assumptions about feelings and needs my own or others. Impulse Plans are a lot like throwing the dice. Self care is being neglected.

Power

- ✳ the ability, skill, or capacity to provide emotional and physical safety for yourself and others.
- ✳ Almost never requiring physical strength or coercion. Always requires building trust and respect through effective and open self care in front of everyone, every day. The more physical danger present, the more respected persons are need to be called upon for immediate assistance.
- ✳ a role, faculty, skill, or ability.
- ✳ can easily be abused when making mistakes about self-care and boundaries and roles.

Empower

- ✳ to invite someone to have a sense of confidence, higher self-esteem and sole and final say regarding their own development.
- ✳ to invite one's self to have a sense of confidence, higher self-esteem and sole and final say regarding one's own development.
- ✳ to use functional and effective and developmentally consistent self-care around others.

Disempower

- ✳ to give one's own personal choice, power, or authority to someone else (often unconscious)
- ✳ to take (or receive) personal choice, power, or authority from someone else (often unconscious),(sometimes as a gift or manipulation.)
- ✳ the choice to attempt to have control and influence over other people and their actions (often unconscious)(never kind.).

Power Struggle

- ✳ when two people have chosen to try to manipulate, and disempower each other.

- * in the process each person disempowers him/her self.
- * the process of trying to influence people's choices, judgment or emotions.
- * power struggling is often unconscious, sometime conscious, and always destructive.

Privilege

- * an advantage, right, or benefit that is not available to everyone. A person with privilege in a culture is often unaware of the power they wield.
- * a special treat or honor.
- * always to be earned, never to be assumed.

Privilege Loss

- * in Choice Structures a peaceful, non coercive consequence for a poor choice or mistake.
- * always associated with *Five Step Self Time Outs*.
- * If the Authority figure uses mood or escalation in any way it will not be a "Privilege Loss". It will be a "Punishment, which carries heavy negative consequences for all involved.

Process

- * a series of actions directed toward a particular developmental aim.
- * a series of natural occurrences that produce the next step of change or development.
- * to deal with a situation according to an established procedure.
- * to discuss the interpersonal dynamics and emotional content of an event or situation.

Reflect

- * what can develop in a situation when I choose to hesitate.
- * to be receptive to my own feelings, needs, insights and common sense.
- * thinking quietly, seriously, carefully, and relatively calmly and including my bodies feelings and needs in my considerations.
- * occurs during Step 3 of a *Five Step Self Time Out*.
- * also referred to as "stewing".

Relentless

- * never slackening, but continuing with the same, consistent structure without mood chang.
- * not letting a child's manipulations change my mood or my plan to provide consequences they have already chosen.
- * the willingness for a parent to take **FIVE STEP SELF TIMEOUTS** and get whatever help is needed in order to keep modeling successful self-care to my child who is acting like they don't know how to do it. I deserve all the support I can get.

Respect

- * a privilege that must be earned through mature choices.
- * if respect is not mutual one needs to be ready to set boundaries at any time.
- * is always voluntary.
- * the state of being admired.
- * consideration or thoughtfulness.
- * to feel or show admiration.
- * to reliably refrain from violating someone or something.
- * to reliably show consideration or thoughtfulness without any agenda attached.

Respite

- * a brief period of rest and recovery between periods of exertion or after something disagreeable.
- * something all parents need.
- * something all children need. Children need daily models of successful mood self care in order to master these skills.

Responsibility

- * See "Family Roles".

Safety

- * the choice to protect self and others from risk of harm or injury.
- * is something that each person must learn how to choose.
- * a safe place where each person is taking responsibility for their own safety, in addition to the safety of the children and others in need of protection.
- * living in an environment that consistently models developmental self-care.

Unsafe

- * someone who is choosing, consciously or unconsciously, to place themselves or others at risk.
- * a situation where someone is choosing, consciously or unconsciously, to place themselves or others at risk.
- * a situation where there is an elevated likelihood that someone might get injured or something might get damaged.
- * a situation where the adults are not consistently modeling developmental self-care.

Self Care

- * the act of taking responsibility for my own feelings and needs.
- * making daily and life plans based upon my own feelings and needs.

Self Care Hygiene

- * a daily structure that uses all my skills to notice, interrupt and replace impulsive behavior with thoughtful and affirmative plans based upon my actual feelings and needs.
- * a daily structure that uses all my skills to notice, interrupt and replace impulsive self-talk with affirmative self-talk.
- * choosing to give myself and effective five step self time out before my anxiety increases enough to change my mood.
- * see <http://www.selftimeout.org>

Other Defined

- * to impulsively define my values based on the values of others.
- * choosing my values without deep consideration of my own feeling and needs can be a symptom of trauma. To unintentionally take on the values of others without reflection and ownership is dangerous. I can choose to take responsibility for my own values.

Self Defined

- * I can choose to take responsibility for choosing my own values and living by them.
- * I can choose guard my values and moods from the manipulations of others.
- * I can choose to protect my own moods and values by giving myself enough effective self care.

Splitting

- ✳ usually an unconscious process; when one person attempts to manipulate others and then others attempt to manipulate in return.
- ✳ usually associated with attempts to get unearned privileges or to get out of chosen consequences. Parents will feel powerless, hopeless and have increasing anxiety. They will tend to use impulsive approaches resulting in a loss of authority.
- ✳ when parents allow a child to create disagreement between the parents, serious psychological damage is done to the child.
- ✳ when parents allow a child to manipulate them, serious psychological damage is done to the child.

Strategies

- ✳ a carefully devised plan of action to achieve a goal, or the art of developing or carrying out such a plan.
- ✳ In humans, Strategies often devolve into manipulations to achieve control, which will be read by others as inviting Power Struggles.

Structure

- ✳ **Structure is the social contract we present to a child and how we present it.**
Parents are Modeling **Structure** to their children in every word they say and every action they take and every mood they have around the children. Please keep in mind that your moods you have around the child carries both the effective and ineffective self care we have give ourselves away from the children
- ✳ **Modeling Immature Structure**
When parents use Attitude or Mood to try to be powerful with their child, the child will learn to use mood and attitude toward everyone they encounter when they need to feel powerful. When parents try to force or physically manipulate their child to do anything the child will learn to use force and manipulation on others. When parents try to win power struggles, their children can and will learn how to win every power struggle.
- ✳ **Modeling More Mature Structure**
On the other hand when parents have been learning cognitive-behavioral parenting language and learning how to give themselves a self care break (a self time out) to calm down before they Model Structure for their acting out child, they are presenting a different world to their upset and impulsive child. The child will be very surprised that they are less able to keep a power struggle going, that they are less able to change their parent's mood or attitude and that they are less able to put their parent in the wrong. If the parent keeps improving in this direction the child will feel safer and less confused and want to learn this sort of friendly structure very quickly and find they feel better about themselves.

Support

- ✳ Parents and authority figures need enough support in their professional and private lives so that they can serve the healthy development of those who's development they are responsible to provide a model for, to serve and to protect. They can strive to have enough support to be able to take five step self time outs and use their strengths to notice, interrupt and replace impulsive

decisions. All people in authority need protective and supportive social structures ready to provide respite, encouragement, ideas, praise and reminders about mood self care. Somehow... they need to be provided with an atmosphere safe enough to give themselves functional five step self time outs.

- ✳ see <http://www.selftimeout.org>

Victim

Note:

When a person has a physical trauma, there is often psychological trauma as well, which may be unconscious. The psychological trauma often takes the form of the traumatized person not being aware that they have chosen to give up on their self care.

- ✳ someone who doesn't know how to take responsibility for their own safety or how to make plans or follow through with plans to take care of his or her own feelings and needs, due to conscious or unconscious traumatic experience. They may be very impulsive about ownership or blame.
- ✳ someone who experiences trauma and unconsciously chooses to continue to feel helpless to do anything about it. They may be dangerously dependent.
- ✳ These are people who have injuries that deserve our ongoing acceptance, steady and steadfast material, medical, psychological and community support.

Those of us who are recovering from such trauma may be fortunate enough to get good enough acceptance from those they care about, and good enough relevant services from their community, and or the resources to pay for proper services.

- ✳ A large percentage of those who are suffering from trauma do not have these basic needs met. This is a chronic sickness of our culture, not our individuals. We neglect the people who can best teach us how they overcame their difficulties and utilized their strengths to find success anyway. We must not give up on their ability to teach us. We must listen to them. They must not be ignored.

Victimize

- ✳ to in any way abuse or disempower someone.
- ✳ we need to be a culture that succeeds at remembering people. We talk as if that is who we already are. We are not even close. We can choose to be.
- ✳ Victimization is a form of neglect.

Voluntary

- ✳ arising, acting, or resulting from someone's own choice or decision rather than because of external pressure or force.
- ✳ a willingness to cooperate with others in looking at the consequences of ones choices.
- ✳ having the capacity required to make conscious choices or decisions while being willing to examine the consequences of my choices.
- ✳ not involving, coercion, manipulation, or persuasion.

Involuntary

- ✳ any situation where physical or emotional coercion, or manipulation used directed against Children (and of course Anyone) as a form of covert or camouflaged or even openly un-sanctioned, control, shame, teasing or other cruelties. Professionally these behaviors are called "grooming" or "predatory" and are intended to set the vulnerable person up for further,

more damaging victimization. Some people do these behaviors and claim they are not aware of ill intent. Their victims need to be protected in any case.

✿ **Note: When Involuntary Situations Become Voluntary Situations.**

When a person has been court ordered to do something like drug or alcohol treatment, give up their driving privilege, participate willingly in Drug and Alcohol treatment, therapy or Parenting Group, we at **Selftimeout Services** view this as a voluntary situation, because it is a direct consequence of the person's dangerous choices. They have Voluntarily put themselves in the way of these consequences. Even if they feel they have been wrongly judged, when they choose to honor the court order and attend and willingly participate in ordered services we view these choices as voluntary choices to reduce further infractions and voluntary choices to learn skills and provide safety to the community. Such choices are most honorable and deserve great respect.

Vulnerability

- ✿ The effect of unmet needs.
- ✿ Easily hurt, influenced or attacked.
- ✿ When I neglect caring for my own feelings and needs or I never learn how, I allow myself to become vulnerable or to regress to vulnerable state. In this state I become vulnerable to the manipulations and violations or predators.
- ✿ When, in a role of responsibility, I need to protect those I am serving. I need to be a model showing others how to choose social participation with boundaries fierce enough to be respected by all and also to also be gently receptive enough to invite all others to find their voices.

Want

- ✿ to desire something.
- ✿ to experience the lack of something.
- ✿ not a need.