



PAREF Southcrest

Parents' Guide

Guide Topics on How to be a
BETTER SPOUSE,
PARENT, and PERSON for a
BETTER MARRIAGE



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5. Justice

- Today we would call this “responsibility”. This means giving others what is due to them as a matter of right, starting with God. It is the habitual understanding that the existence of others' rights imposes obligations on us. It is what children call “fairness,” one of the strongest and earliest developed moral senses in children. Combined with the virtue of sound judgment, and specially sound conscience, it is a habitual understanding of the interplay between rights and duties between authority and responsibility in our dealings with family and society, and especially in our dealings with God. It therefore implies respect for others' dignity, freedom, and feelings.

6. Fortitude

- This character-strength goes by other names: courage, perseverance, personal toughness, “guts.” It is the ability to either endure or overcome pain, inconvenience, disappointment, setbacks, tedium for the sake of some higher good. For example, one's duties to God and others, starting with our family.

7. Temperance

- This is what our society calls “self-control,” “self- discipline,” “self-mastery.” Closely related to personal toughness, this is the ability to dominate one's passions, appetites, and “feelings” for the sake of some higher good. It is a mastery over our lower inclinations, including the ever-present temptations toward laziness, sensuality, greed, pride and vanity. It is also the ability to enjoy the good delights of life in moderation.

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It includes a deep understanding of who we are (beloved children of God), where we are ultimately headed (heaven or hell), and what we are called to carry out here on Earth (service to Him by service to others, starting with our family and friends).

2. Hope

- This is the confidence that God will give us the means for our salvation, and that He watches over all our affairs with loving Providence. It is the confidence in God's all-knowing, all-loving, and all-powerful protection.

3. Charity

- This is the love for God, sincerely beloved as a Father and all-forgiving Friend. Here the question is one of priority and intimacy. The love for God comes absolutely first, ahead even of one's own life - as it was with the Christian martyrs, who surrendered everything good in life rather than offend God, their first love. This love for God is deepened, made internal in mind and heart, through prayer and personal sacrifice.

4. Prudence

- Today we call this "sound judgment." This means many things. It is the acquired ability to accurately assess people, events, issues, ideas. It is the ability to evaluate human affairs in terms of causes and implications. In a broad sense, it is a commitment to truth, the ability to recognize propaganda and lies when we see them.

In the spiritual life, a phlegmatic finds it easy to accept the teachings of the Church but needs help to internalize and personalize his faith, and to take an active role in the apostolate of the Church.

KNOWING YOUR TEMPERAMENT may be difficult if you lack self-knowledge, or if one is immature or wants to impress someone else, or if you have given in to habitual sins or you may have had a dysfunctional upbringing or a mental illness. Also a job that demands that you act in a way different from your natural temperament may also make it difficult for you to identify it. Also a growth in holiness makes one exhibit few of the weaknesses of his particular temperament. St. Ignatius of Loyola was passionately choleric yet became meek and humble that people thought he was phlegmatic. Yet knowing one's temperament is the key to know oneself, to get along with others and to be closer to God.

7 Great Virtues

Persons mature when they struggle to form their character or what the ancients called the "virtues." In today's terms these are called "strengths of character." We know them when we see them in others. They are the habitual deeply rooted powers of mind and will that direct the course of a life nobly lived.

1. Faith

-This is belief in God and in all that He has revealed about Himself and mankind.

What is PAREF Cebu School For Parents?

The PAREF Southcrest Cebu School for Parents is an innovative way of equipping PAREF Parents to carry out the most important task of taking care of their marriage and family and of educating their children in virtue and in the faith.

The School for Parents offers courses, seminars, Family Congresses, mentoring and guidance, peer coaching, retreats, spiritual direction and confession as a way to accompany and support parents all throughout their stay in PAREF.

Goals of parent formation and peer coaching

Through the parent formation program and peer coaching, the new parent is helped to *consciously and deliberately choose to become*:

- 1) a ***better spouse*** (continuous spousal courtship)
- 2) a ***better parent*** to her children (parenting development), by
 - Developing virtues in the children
 - Maintaining a virtuous home environment
 - Collaborating effectively with the school
- 3) a ***better person*** and to develop a close relationship with God (character and faith development)

It should be emphasized that peer coaching is successful when the PAREF mothers move towards the goals on their own volition and with clear convictions for self-improvement.

Role of Peer Coaches

The role of the PAREF peer coach is to be a friend of the new parent who:

- orients the new parents in the PAREF philosophy of education and the ways of the school of their child, and
- helps the parents to fulfill their role as primary educators of their children, so they can create a home environment that will make their children become people of virtue, men and women of character, and who accomplish their purposes of loving God above all and loving others as themselves.

THE PHLEGMATIC: THE PEACEMAKER

Reserved, easy-going, considerate, prudent, sensible, reflective, respectful, dependable, loyal, committed, tolerant, supportive, not easily insulted or provoked, not given to exuberance or exaggeration, possessing a lot of common sense and mental balance are what define a phlegmatic. They can diffuse tense situations so they make superb diplomats and military strategists. They excel in jobs where being calm under pressure is the key.

They tend to be clear, concise and thoughtful in speech and writing. They are excellent listeners and have great empathy for others. They are supportive friends and are patient with difficult people and situations. They are accepting of traditions and rules.

They do not like conflict or confrontation. They bring harmony to any group. Their introversion and the importance they place in relationships attract them to high ideals. But they are reluctant leaders. They prefer a job with security and routine rather than one that is demanding and high-achieving. They have the patience to deal with kids.

They tend to be dispassionate, unassertive, lacking enthusiasm and spontaneity. Since they want to avoid conflict, they may become overly conciliatory to the point that their desires are not known or they defer to peer pressure

The phlegmatic is characterized with avoiding things: conflict among people, demanding job, deadlines etc.

They prefer quantity and not quality of friendships. They want to make others happy or at least get a big laugh.

Although his emotions are short-lived, he is given to rashness, impulsivity and imprudence. He learns quickly but might have problems memorizing. Continually discovering some new interest, the sanguine may find it difficult to attain great depth in one area of study because their attention is easily captured by something new.

The weaknesses of the sanguine include the tendency toward superficiality due to the immediacy of their reactions and their creative imaginations, inconstancy due to the short duration of their impressions, and sensuality since they lack the perseverance to withstand temptations once their passions are aroused. Because he places such a high value on relationships and pleasing others, a sanguine is often tempted to forsake what he knows is right in order to fit in with the crowd.

The love of the limelight makes them prone to exaggeration, rash words and teasing others. Their tendency to act before they think puts them into trouble but they normally find it easy to apologize.

The sanguine is likely to enjoy a job that highlights dealing with people and which has a lot of creativity. He prioritizes relationships and freedom of expression which may lead him to use his personal preferences as basis for his beliefs.

HOW TO BE A BETTER SPOUSE:

CONTINUOUS SPOUSAL COURTSHIP

I. *Stages of Marriage*

The psychologist Paul Tournier said, “*I’ve been married six times - all to the same woman.*” Tournier explained that he never got divorced, but rather his marriage transitioned from one stage to another.

All healthy marriages experience change and transition. That’s what keeps them alive and growing. Some of the stages of growth are predictable, others are not.

For simplicity, we’ve divided marriage into the chronological time frames of:

- ⇒ **Newly Married** (0 - 5 years)
- ⇒ **Middle Years** (6 - 25 years), which usually coincides with the active parenting stage
- ⇒ **Later Years** (26+ years), also known as the “empty nest” years

Not all marriages fit neatly into these categories. Some marriages may find times shortened; however, certain developmental tasks generally take place during each stage.

Another way of looking at transitions in marriage is through cycles of growth. Most relationships move through cycles that include:

- ⇒ **Romance**
- ⇒ **Disillusionment**
- ⇒ **Mature Love**

In this framework, the stages emerge more quickly, with disillusionment often coming soon after the honeymoon. Mature love evolves-hopefully-after several years of marriage.

In *The 7 Stages of Marriage* (2007), Harrar and DeMaria identify the stages as:

- **Passion**
- **Realization**
- **Rebellion**
- **Cooperation**
- **Reunion**
- **Explosion**
- **Completion**

The essential point is that a marriage is a process. It evolves. It helps to know what to expect at the various stages. Otherwise, normal transitions may be misinterpreted as loss of love or reasons to separate or end the relationship.

What Makes Marriage Work

Communication

What is the one indispensable ingredient for making marriages work?

Family life educators usually answer: communication.

Since he longs for perfection and sees that he is unable to attain it, he may begin to lose self-confidence. He sees problems where others see challenges and opportunities. Because of his tendency to introversion and pessimism, he may become excessively self-absorbed. He can be overly cautious to the point that he has no courage.

A melancholic has to learn how to put his trust in God, be attentive and generous to others and fight the tendency to self-pity. He has to be encouraged to exercise regularly, to eat well, to learn to develop confidence, enthusiasm and optimism.

On the job, he is a great asset in any work requiring precision, detail, consistency, organization and in-depth analysis. In his spiritual life, he has to focus on his intimacy with God because his nature is drawn to the highest of ideals.

THE SANGUINE: THE PLEASER

Creative, fun-loving, friendly, communicative, outgoing, curious, spirited, seeing the bright side, enjoys adventure and being with people, enthusiastic, enterprising—these are what define a sanguine.

The sanguine has an optimistic and joyful attitude to life because of his ability to live in the present moment, not dwelling on the past or worrying about the future. He is attuned to his five senses which gives him a good eye for detail and attention to appearance and may be easily drawn to sensible pleasures and external attractions.

Relationships are extremely important to a sanguine. They are warm-hearted, accepting of others and are eager to please. They love the limelight, and love being the center of attention.

THE MELANCHOLIC: THE PERFECTIONIST

The melancholy tends to value the ideal—be it truth, beauty, justice, and all that is noble. He can be thoughtful, pious, compassionate, given to solitude and reflection. Sensitive and idealistic, he is deeply concerned about injustice and vice. Great writers, artists and composers have been of this temperament.

The melancholic is principled, consistent, faithful and persevering. He is orderly, diligent and attentive to detail. He appreciates the mystery and depth of life. But the idealism of the melancholic causes him to become critical or judgmental of others who do not measure up, hence he tends to be impractical and not be a team player.

Because of their slowness to react and their tendency to introversion, melancholics base much of their decision-making on ideals. They long for perfection yet few people meet their dreams and expectations.

They form relationships very slowly and are content to be left alone. They do not initiate relationships and takes a long time for them to really trust. When they form a relationship, they will be faithful and true; yet if their trust is violated, they can be relentless and unforgiving.

The melancholic tends to note all the difficulties of a new venture or project, worry about all the possible negative outcomes and pinpoint errors and injustices. The effort can paralyze the melancholic. Because of the tendency to reflect on and weigh every pro and con, he may appear to be irresolute and indecisive. He may spend too much time on planning and preparing, and too little time putting their plans into action. They often do not know how to convey enthusiasm for a project even if they have it.

Effective communication can be learned. Skills such as active listening, using “I” statements, paying attention to my feelings and those of my spouse, and learning tips for “fighting fair” make marriage easier. Some couples use these skills intuitively because they saw them modeled in their own upbringing. Others can learn them through classes, workshops and reading.

Commitment and Common Values: Some ingredients, if missing, can doom a relationship from the start. Two primary ones are **commitment** and **common values**.

Commitment bonds a couple together when you are tired, annoyed, or angry with each other. Sometimes, remembering your vows can prompt you to push past these problems and try to forgive and start again.

Common values are important. If you aren’t together on basic values such as children, honesty, fidelity, and putting family before work, no amount of learning or effort of the will can resolve the conflict. For example, constant tension will result if one spouse wants to live simply while the other wants life’s luxuries.

Spirituality/Faith

Anyone who seeks the deeper meaning of life, and not a life focused on personal pleasure, operates out of a spiritual sense. Here one joins with others to worship God and work for the common good.

Although being a person of faith is not essential to making your marriage work, it’s a bonus. Certainly good people throughout the ages have had happy marriages and not all of them have been religious. But it helps to have faith principles to guide you and a faith community to encourage your commitment.

Grade Your Marriage

In this spirit, we invite you to assess where you are in your marriage.

- Identify the issues that you agree on and are working smoothly for you.
- Identify the issues that you disagree on and need to work out a compromise.
- Identify the issues that you haven't gotten around to talking about - but you should.

All this can add up to a blueprint for deepening your marriage and helping you reach your full marriage potential. The following categories can get you started:

On a scale of 1 - 10 rate your satisfaction with your marriage in the areas of:

1. Shared Values _____
 2. Commitment to each other _____
 3. Communication Skills _____
 4. Conflict Resolution Skills _____
 5. Intimacy/Sexuality _____
 6. Spirituality/Faith _____
 7. Money Management _____
 8. Appreciation/Affection _____
 9. Lifestyle _____
 10. Recreation _____
 11. Decision Making _____
 12. Parenthood _____
 13. Household chores / gender differences _____
 14. Careers _____
 15. Balancing Time _____
- TOTAL: _____**

The downside to this driven and intense personality is that he is quick to judge, to form an opinion and to charge ahead stubbornly—often without proper reflection and at times without compassion for people in his way.

His intelligence, decisiveness and productivity make the choleric impatient with those who are less talented. He can be domineering, obstinate, dictatorial, overly ambitious and hard-hearted. He is prone to anger and pride. A choleric who does not try to grow in virtue will end up using people to his advantage.

The choleric may fear intimacy in personal relationships; he is too independent, impatient and insensitive. He can be rash and imprudent in his decisions and does not want to admit mistakes or errors in judgment. He tends to hide his insecurities and tends to blame others for his mistakes.

In work, they are valuable since they are self-motivated, task-oriented, quick-thinking, pragmatic and energetic. They enjoy their work. They enjoy leading projects and people.

A spiritual life marked by strict discipline and obedience is critical for a choleric to help him overcome his tendencies to pride, anger and obstinacy. He will need to develop compassion, humility, tenderness and understanding in dealing with others. He will grow in humility when he realizes that all his talents are gifts from God, and not something he personally earned or deserved.

These are the pure ideal of each temperament but in reality, each one of us is a mix or combination of two temperaments, with one dominating.

THE CHOLERIC: THE POWERFUL

Enthusiasm, energy, intelligence and a strong will are what define a choleric. Whether at home or on the job, the choleric will take charge and get many things accomplished in a short time. The choleric reacts quickly and intensely; decisiveness is his hallmark. He is extraverted, confident, comfortable in taking charge of people as well as situations. Opposition is a further incentive to action. Dynamic and direct, the choleric has a keen mind and thinks independently, and will always let you know what he is thinking.

The choleric thrives on activity; work invigorates him.

He is optimistic and magnanimous; he values success in his endeavors and sets high goals. He is comfortable with power and blossoms in competition.

The choleric is eminently rational; they expect to hear good reasons for any argument. Even as children, they will not accept: "Because I say so" as sufficient reason for doing something. The choleric can grasp the big picture, communicate the vision to others. They are natural organizers and tend to rise to positions of authority. They hate to waste time on meetings, employee relations and small details. They tend not to delegate since they think they can do it better and faster and because they enjoy their own productivity.

Since this isn't a test, but rather a map for you to use for further discussion, your total is not based on 100%. If your self-ratings on a specific topic are:

8-10: You are quite happy with this aspect of your marriage. This could be because you are generally an optimistic person and easy going, or you've been very intentional about working on your marriage.

4-7: You are sliding along in your marriage, perhaps not paying much attention to it or avoiding areas of conflict. It's also possible that you have high expectations and are not an easy grader.

1-3: You are pretty dissatisfied with this aspect of your marriage. Check out the other areas of this website that address this topic.

Another way of assessing whether you need to pay more attention to certain areas of your marriage is by comparing answers with your spouse. If your ratings on any given topic differ by more than three points, you'll want to discuss why.

Finally, if both you and your spouse have total scores of:

100 + Give yourself an **A** - but don't get proud or complacent.

75-99 Give yourself a **B** - you're in good shape and can pinpoint those areas you'll want to discuss further.

50-74 Give yourself a **C** - You may have much to discuss or one of you may be more dissatisfied than the other. Check it out.

15-49 Looks like trouble. The fact that you are visiting this website and have filled out this self-assessment, however, is a good sign. You haven't given up; you want to make your marriage better. Now get to work on it.

II. The Gift of Marriage : Love and Life in the Divine Plan

"Marriage is about man & woman walking together, wherein the husband helps his wife to become ever more a woman, and wherein the woman has the task of helping her husband to become ever more a man."

- Pope Francis

1. Unique Union of a Man and a Woman & Communion of Love and Life

- 1.1** Men and women are equal in dignity
- 1.2** Both sexes are necessary for God's plan
- 1.3** The differences between men and women are more than biological. They are also evident in the ways that men and women think, act, and communicate.
- 1.4** Only a man and a woman can form the intimate union of love and life called marriage.
 - The couple is called to love like God by giving themselves to each other.
 - Their union is unique because of its potential to bring new life into the world.

HOW TO BE A BETTER PERSON

"Love means more than sweet sentiments. Real love means the willingness and the ability to endure hardship, difficulty, sacrificial struggle for the sake of someone else's welfare and happiness. Love is sacrifice. A life lived in this way, giving one's whole self to others, is mankind's most noble achievement, and a sure road to real happiness. "

-James Stenson

How to Grow in Holiness with our God-given Temperaments

Self-knowledge is critical if we want to understand ourselves and others. Part of knowing oneself is knowing one's temperament. The temperaments are part of our human nature.

They are given in our being, and they influence our personality, motivation and lives. However our temperament should never be used as an excuse for bad behavior.

Self-knowledge is a virtue that must never be neglected, and genuine self-knowledge results in humility, never in complacency. By better understanding ourselves and our loved ones, we will be able to improve ourselves and grow in our spiritual lives, and help others like our spouse and children to become successful and holy.

When we understand our temperaments, we can begin to master those inclinations or untoward reactions that may thwart our growth in virtue and in love.

Every temperament is in itself good, and with each one, man can do good and work out his salvation. Let us now take a quick snapshot of each of the four classic temperaments: *choleric, melancholic, sanguine and phlegmatic.*

1.5 Marriage is a unique communion of persons:

- Brings together the totality of a man and a woman:

Body, mind, soul

- For two, inseparable purposes: unitive (love-giving) and

procreative (life-giving)

1.6 Sexual intercourse signifies the marital covenant; each act must be open to life. Contraception is wrong because it separates the unitive and the procreative purposes of marriage. Natural methods of family planning respect God's design for married love.

2. Marriage is a vocation and the Foundation of the Family and Society

2.1 It is as necessary and authentic as other vocations in the Church and is an imitation of Christ's self-giving love

2.2 Marital love is life-giving to:

- children, the supreme gift of marriage
- extended family
- neighbors and the wider community

2.3 Husband and wife create a "domestic church" that mirrors the gathered Church:

- Characterized by care for each other and growth in faith
- Children are taught how to pray, follow the commandments, and grow in virtue

Through service to society, the family helps to build up the Kingdom of God.

- **Set boundaries.** Of course you want to help, but you can only do so much. Your own health will suffer if you let your life be controlled by your loved one's depression. You can't be a caretaker round the clock without paying a psychological price. To avoid burnout and resentment, set clear limits on what you are willing and able to do. You are not your loved one's therapist, so don't take on that responsibility.
- **Stay on track with your own life.** While some changes in your daily routine may be unavoidable while caring for your friend or relative, do your best to keep appointments and plans with friends. If your depressed loved one is unable to go on an outing or trip you had planned, ask a friend to join you instead.
- **Seek support.** You are NOT betraying your depressed relative or friend by turning to others for support. Joining a support group, talking to a counselor or clergyman, or confiding in a trusted friend will help you get through this tough time. You don't need to go into detail about your loved one's depression or betray confidences; instead focus on your emotions and what you are feeling. Make sure you can be totally honest with the person you turn to—choose someone who will listen without interruption and without judging you.

- **Pitch in when possible.** Seemingly small tasks can be hard for a depressed person to manage. Offer to help out with household responsibilities or chores, but only do what you can without getting burned out yourself!

Taking Care of Oneself

There's a natural impulse to want to fix the problems of people we love, but you can't control a loved one's depression. You can, however, control how well you take care of yourself. It's just as important for you to stay healthy as it is for the depressed person to get treatment, so make your own well-being a priority.

Remember the advice of airline flight attendants: put on your own oxygen mask before you assist anyone else. In other words, make sure your own health and happiness are solid before you try to help someone who is depressed. You won't do your friend or family member any good if you collapse under the pressure of trying to help. When your own needs are taken care of, you'll have the energy you need to lend a helping hand.

Tips for taking care of oneself:

Think of this challenging time like a marathon; you need extra sustenance to keep yourself going. The following ideas will help you keep your strength up as you support your loved one through depression treatment and recovery.

- **Speak up for yourself.** You may be hesitant to speak out when the depressed person in your life upsets you or lets you down. However, honest communication will actually help the relationship in the long run. If you're suffering in silence and letting resentment build, your loved one will pick up on these negative emotions and feel even worse. Gently talk about how you're feeling before pent-up emotions make it too hard to communicate with sensitivity.

HOW TO BE A BETTER PARENT:

DEVELOPING VIRTUES IN CHILDREN AND MAINTAINING A VIRTUOUS HOME ENVIRONMENT

"We talk a lot about the future, about the kind of world we want to leave to our children, the kind of society we want for them. Let us leave behind a world with families. No doubt about it. The perfect family does not exist; there are no perfect husbands, perfect wives, perfect parents, perfect children, but this does not prevent families from being the answer for the future, so let us care for our families, true schools for the future!"

- Pope Francis

1. Teaching Children How to Love: Aim of the Educational Mission of Parents

-The family is the only place where persons are loved not for what they possess, or what they know or can produce but simply for their being members of the family: spouses, parents, children, brothers and sisters.

-The most basic element in the parents' right and duty to educate their children is parental love. The education of the children is a consequence of the love between spouses. The mutual love of parents is the first school of love for the children. Through their parents' example, the children receive at a young age the ability to love truly.

-St. Josemaria Escriva once told married couples: *“Love each other a lot for God is very happy when you love each other. And when the years go by—don’t be afraid. Your love won’t weaken but rather it will grow stronger and ardent like the affection of your courtship once again. If there is love between the parents, the children will breathe in an atmosphere of self-giving and generosity.”*

-**Since educating children is a necessary continuation of paternity and maternity**, the mutual participation of the spouses is needed. Each spouse shares in the paternity or maternity of the other spouse. Both parents have to take an active role in building up the atmosphere of a home. God gives his grace to make up for the unavoidable absence of one of the spouses but what can never happen is that either spouse renounces or is half-hearted in this task.

-**Love always knows how to give priority to family over work** and is inventive in finding ways to make up for lack of time.

-**Parents teach their children mainly through their own conduct.** The goal should be to help children to experience in the family home the reality that it is only in sincerely giving oneself to others that we can be happy.

-**Schools, parishes, youth clubs and other organizations who assist in the task of education** do so as collaborators of the parents. Their help is a prolongation but never a substitution of the home.

-**Parents need to teach fearlessly all the good values they consider essential for their children’s happiness** (e.g., importance of temperance or moderation in one’s actions, thoughts, words, and desires, always telling the truth, the importance of hard work and study, loyalty, prayer and frequenting the sacraments, living holy purity and modesty, order, humility etc.).

Supporting your loved one’s treatment

- One of the most important things you can do to help a friend or relative with depression is to give your unconditional love and support throughout the treatment process. This involves being compassionate and patient, which is not always easy when dealing with the negativity, hostility, and moodiness that go hand in hand with depression.
- **Provide whatever assistance the person needs (and is willing to accept).** Help your loved one make and keep appointments, research treatment options, and stay on schedule with any treatment prescribed.
- **Have realistic expectations.** It can be frustrating to watch a depressed friend or family member struggle, especially if progress is slow or stalled. Having patience is important. Even with optimal treatment, recovery from depression doesn’t happen overnight.
- **Lead by example.** Encourage your friend or family member to lead a healthier, mood-boosting lifestyle by doing it yourself: maintain a positive outlook, eat better, avoid alcohol and drugs, exercise, and lean on others for support.
- **Encourage activity.** Invite your loved one to join you in uplifting activities, like going to a funny movie or having dinner at a favorite restaurant. Exercise is especially helpful, so try to get your depressed loved one moving. Going on walks together is one of the easiest options. Be gently and lovingly persistent—don’t get discouraged or stop asking.

How to Help Someone who is Suicidal and Save a Life

- If you think a friend or family member might be considering suicide, talk to them about your concerns as soon as possible. Many people feel uncomfortable bringing up the topic but it is one of the best things you can do for someone who is thinking about suicide. Talking openly about suicidal thoughts and feelings can save a person's life, so speak up if you're concerned and seek professional help immediately!
- Encouraging your loved one to get help- while you can't control someone else's recovery from depression, you can start by encouraging the depressed person to seek help. Getting a depressed person into treatment can be difficult. Depression saps energy and motivation, so even the act of making an appointment or finding a doctor can seem daunting. Depression also involves negative ways of thinking. The depressed person may believe that the situation is hopeless and treatment pointless because of these obstacles, getting your loved one to admit to the problem—and helping them see that it can be solved—is an essential step in depression recovery.
- If you believe your loved one is at an immediate risk for suicide, do NOT leave the person alone.
- In the Philippines, the government partnered with the Natasha Goulbourn Foundation (NGF) for the HOPELINE Project, a 24/7 crisis support hotline for depression and suicide prevention at (02) 804- HOPE (4673), 0917 558 HOPE (4673), 2919 (toll-free number for all GLOBE and TM subscribers)

-In education, rewards and punishments can sometimes be effective but above all one ought to speak about the goodness or badness of actions and the kind of life these acts build up.

-St. Josemaria said that the ideal attitude of parents lies more in becoming their children's friends—friends who will be willing to share their anxieties, who will listen to their problems, who will help them in an effective and agreeable way. To make this a reality, parents need to spend time with their children, speaking with and listening to each one. They need to speak with them calmly about the facts of life and the crises that come during adolescence, courtship and the vocation God destines each person to.

-Parents should never be afraid to speak with their children about anything, nor to admit that they too made mistakes when they were young. Far from taking away their authority, these confidences will better enable them to carry out their educational mission.

-Being a parent is a person's first job and raising children is the parent's business. The prayer of a father or a mother when they pray to God for their children is very powerful. Put them under the protection of the Blessed Virgin Mary, be a good friend of St. Joseph who was a wonderful father, and have a lot of devotion to the guardian angel of your children.

2. Educating in friendship

-Parents need to keep in mind that especially in the first stages of development, education has a strong component of affectivity. The will and the intellect do not develop apart from sentiment and emotions. Emotional or affective balance is needed for the intellect and the will to develop properly. Without this balance, personality disorders can arise.

-To attain this balance in your children's emotional framework, **it is vital to create trust.** The Apostle recommends: Fathers, do not provoke your children, lest they become discouraged. Rebuking children too harshly make children fearful and lacking in daring, afraid to assume responsibility.

-Creating trust has a lot to do with friendship thus parents must try **to be friends with their children.** St. Josemaria once said: *"Imposing things by force, in an authoritarian manner, is not the right way to teach."*

-**Children receive much more from their parents than they in turn could give back.** They can never repay what they owe their parents. Parents usually don't think that they are sacrificing themselves for their children, although in fact they are. They would give their life for their children.

-**A family atmosphere has to be worked at;** it is not given. It means being attentive to small details, knowing how to show with deeds the love found in one's heart.

-As far as upbringing is concerned, it is crucial that parents are in agreement. **Should parents contradict each other, they are raising the children badly.**

-**Quarrels among siblings can turn out to be formative and help parents teach their kids how to get along with others.** They are a chance to teach the child to want the good of others, to forgive, to know how to yield or give in, or to refuse to budge when needed.

- **Talking about suicide, dying, or harming oneself;** a preoccupation with death
- **Getting affairs in order and saying goodbye**
- **Sudden sense of calm after a depression**

How to Talk to Someone about Depression

What you CAN say that helps:

- ⇒ You are not alone in this. I'm here for you.
- ⇒ You are not alone in this. I'm here for you.
- ⇒ You may not believe it now, but the way you're feeling will change.
- ⇒ I may not be able to understand exactly how you feel, but I care about you and want to help.
- ⇒ You are important to me. Your life is important to me.
- ⇒ Tell me what I can do now to help you.

What you should AVOID saying:

- ⇒ It's all in your head.
- ⇒ We all go through times like this.
- ⇒ Look on the bright side.
- ⇒ I can't do anything about your situation.
- ⇒ What's wrong with you?
- ⇒ Shouldn't you be better by now?

⇒ **You can't "fix" someone else's depression.** Don't try to rescue your loved one from depression. It's not up to you to fix the problem, nor can you. You're not to blame for your loved one's depression or responsible for their happiness (or lack thereof). Ultimately, recovery is in the hands of the depressed person.

It may be hard to believe that the person you know and love would ever consider something as drastic as suicide, but a depressed person may not see any other way out. Depression clouds judgment and distorts thinking, causing a normally rational person to believe that death is the only way to end the pain he or she is feeling.

Here are the following signs that your loved one/s may be experiencing depression:

- **Doesn't seem to care about anything anymore.** Has lost interest in work, hobbies, and other pleasurable activities. Has withdrawn from friends, family, and other social activities.
- **Expresses a bleak or negative outlook on life.** Is uncharacteristically sad, irritable, short-tempered, critical, or moody; talks about feeling "helpless" or "hopeless."
- **Frequently complains of aches and pains** such as headaches, stomach problems, and back pain. Complains of feeling tired and drained all the time.
- **Sleeps less than usual or oversleeps.** Has become indecisive, forgetful, disorganized, and "out of it."
- **Eats more or less than usual,** and has recently gained or lost weight.
- **Seeking out pills, weapons, or other lethal objects.** Acting in dangerous or self-destructive ways

-The friendship between spouses also needs reinforcing.

Arguments that arise between husband and wife are often due to a lack of communication. The causes can be varied: different ways of seeing things, letting routine creep in daily life, allowing outbursts of bad temper etc. Whatever the cause, the thread of dialogue is lost. The solution is to always own up to one's faults, to apologize and forgive.

-What children really want is to see their parents love and respect one another and that they love and respect their children.

-One of the greatest gifts parents can give their children is time, to be physically present and close by, to have time to play with them. Play contributes to building up trust that develops the friendship between parents and children.

-Parents should know how to intervene in a positive way—smiling, asking questions, correcting without discouraging or humiliating. Parents mature as parents in the measure that they view with joy their children's growth and their becoming less dependent on them.

3. Educating in Freedom

-Loving one's children means loving their freedom which entails a risk of exposing oneself to their children's freedom. But this is the only way that their children can grow in a mature and responsible way.

-Respect for persons and their freedom does not mean taking as valid everything they think and do. Parents have to dialogue with their children about what is good and what is best, and to correct if needed. **The positive features each person possesses are always greater than their defects**, and these good qualities are what make them lovable. Correct behavior is often the result of many corrections and these will be more effective if done in a positive way.

-**Educating in freedom is possible only in a climate of trust** and to trust means to have faith, to give credit to someone, considering that person capable of protecting and living up to the truth. Trust given fosters gratitude because one knows one has received a gift and also a sense of responsibility. If someone trusts me, I feel moved to meet their expectations. Trusting in people is a very effective way of entrusting something to them.

-Trust is given, is won, is attained; it cannot be imposed or demanded. **One becomes worthy of trust by giving an example of integrity.** When young people are given tasks to do like helping care for younger siblings, or accompanying grandparents for meals, or visiting sick relatives etc., within a relatively short time, children mature faster.

-**After giving their advice and suggestions, parents who sincerely love and seek the good of their children should step tactfully into the background to educate their children in freedom.** Parents have to remember that God himself has wanted to be loved and served with freedom and He always respects our personal decisions.

HOW TO HELP SOMEONE WITH DEPRESSION

Depression is a serious but treatable disorder that affects millions of people. It gets in the way of everyday life, causing tremendous pain, hurting not just those suffering from it, but also impacting everyone around them.

If someone you love is depressed, you may be experiencing any number of difficult emotions, including helplessness, frustration, anger, fear, guilt, and sadness. *These feelings are all normal.* It's not easy dealing with a friend or family member's depression. And if you don't take care of yourself, it can become overwhelming.

Understanding Depression in a Friend or Family Member

- ⇒ **Depression is a serious condition.** Depression drains a person's energy, optimism, and motivation. Your depressed loved one can't just "snap out of it" by sheer force of will.
- ⇒ **The symptoms of depression aren't personal.** Depression makes it difficult for a person to connect on a deep emotional level with anyone, even the people he or she loves most. Depressed people often say hurtful things and lash out in anger. Remember that this is the depression talking, not your loved one, so try not to take it personally.
- ⇒ **Hiding the problem won't make it go away.** Don't be an enabler. It doesn't help anyone involved if you are making excuses, covering up the problem, or lying for a friend or family member who is depressed. In fact, this may keep the depressed person from seeking treatment.

-When children ask for permission for the plans they have made, it might be suitable to reply that it is up to them to decide for themselves, after a due consideration of the circumstances. But **children should be encouraged to ask themselves whether the request they are making is really appropriate**, helping them to distinguish between a true need and a mere whim, and to understand that it would not be fair to spend money on what many would not be able to afford.

-Parents ought to require of their children, according to their ages, a respect for certain limits. At times, punishments may become necessary, applying it with prudence and moderation, giving suitable reasons and not resorting to violence.

The best results are obtained by offering support and encouragement, while showing patience.

-Even in extreme cases when a young person makes a decision that the parents have good reason to consider mistaken, and might lead to future unhappiness, the answer is not in force but in understanding, knowing how to stand by their child so as to help him overcome the difficulties.

4. Passing On the Faith

-Bringing up a child in the Catholic faith requires transmitting a way of life. Seeing their parents pray on their knees, or read the Bible, or go to confession help children understand the value of living their faith. Sometimes children only have to see their parents' joy after going to confession for faith to take firmer root in their hearts.

-**Transmitting the faith is the effort to help each child discover God's plan for his or her life.** To achieve this, parents should foster a life of prayer in the family, closeness to God in prayer and the sacraments, learning the doctrine of the faith through reading spiritual books.

-Parents need to pray diligently for their children and to ask help from the Holy Spirit to help them see God's will for each one. **Parents should feel that holy pride if they are able to bring forth vocations for the Church.** The merit of the parents is even greater than the child since God has asked them to give up what they love most and they do so joyfully. St. Josemaria said: *"Make sure you are open to vocations in your family. Pray that as a sign of special love God may deign to call one or more members of your family to serve Him. Be generous if your son or daughter decides to follow Christ by a special path. Help their vocation to take root and grow."*

5. Leisure and Free Time

-It is important to develop and use to advantage the free time of the young and direct their energies. Parents need to value the free time of their children. **All education is an education in freedom and free time is a time for freedom, a time for freely enjoyed activities, for beauty and dialogue, a time for all those things which are not necessary but without which it is impossible to live.**

-Parents should not be overly focused on their children's academic formation that time after school is a continuation of school. **It is advisable for parents to consider how the different activities of the week contribute to their children's harmonious development with a balance between rest and formation.**

Children should not be nagged or reminded to do homework. Best method of studying is SQ3R (Survey (headings, outline), Q (headings and topics are turned into questions), Read, Review, Recite). One-page chapter outlines are useful.

3. Books should be plentiful. Discussion of books and current events should be a family custom.

5.6. Poor Study Habits

Poor study habits often lead to underachievement and are the major cause of failure and inefficient learning in college. Homework assignments are the student's responsibility. Parental over involvement can prevent children's development of independent study skills. The use of an academic tutor may discourage good study habits. Homework should be a matter between teacher and child. However, learning problems can stem from a neurologically-based learning disorder. Difficulties with specific subjects (math, spelling, science) may result from a specific learning disability which can be addressed by appropriate psychological and educational testing.

Behavioral control problems that accompany learning disorders (e.g. lack of focus, impulsiveness) may be the result of neurologically based self-control problems. The reason for poor study habits may be related to an improperly functioning central nervous system. Psychological problems can also lead to difficulties in studying.

What to Do

1. Provide the most favorable study conditions where children can study on their own i.e. quiet and uncluttered as possible. Study times and schedules should be arranged and respected. During study time, phone calls are not permitted. They should monitor and record amount of time spent in studying.
2. Stress mastery, achievement and independence. The key ages are between 6 to 8 years. The drive to achieve is one of the strongest influences on study habits. Too much help is not appropriate since it does not promote independence and reinforces feelings of helplessness. When help is requested, help is given in the form of guidelines.

-A tight schedule means that children will do many things but perhaps won't learn to manage their time well. If children are to develop virtues, parents need to allow them to experiment with their own freedom. If they are not allowed to choose their favorite activities or are barred in practice from playing or spending time with friends, there is a risk that as they grow older they will not learn how to enjoy free time in a healthy way.

-Parents should offer their children leisure activities that match their interests and abilities. When kids are still quite young, they are open to what their parents suggest. Parents should limit activities that use up an inordinate amount of time or lead young people to isolate themselves as happens when they spend hours in front of the TV or on the internet. It is better to encourage activities that foster friendship such as sports, outings, games with other children etc. Free time does not mean that these are moments to escape or be entertained but are ways to relax in activities that require less effort while learning new things, cultivating friendships, and strengthening family life.

-Play is the basic test for learning how to socialize. The pedagogical value of play resides in linking affections to actions. That is why playing together unites parents and children. Play is also important because children should learn how to face life and its challenges with a certain sense of playfulness.

A person who knows how to play well learns how to relativize the outcome, the success or failure and discover the value of play as such.

-The epitome of free time is found in festive celebrations. The monotony of everyday life is overcome in celebrating events or feasts. For Catholics, it is to celebrate the Lord's Day every Sunday as a family, and make it holy by giving time for God. Celebrating Holy Mass on Sundays and feast days should be seen as a gift and blessing, and not something bothersome. Trips or outings should be planned to ensure attendance at the Holy Mass on Sundays and Holy Days of obligation.

-Parents can also work with other parents to look for sites which are formative and which do not foster frivolity or superficiality.

-It is advisable not to give children a lot of economic resources (money) thus teaching them the value of money and the need to earn it on their own.

6. How to Teach Virtues in Children

How To Teach Virtues To Your Child? BE YOUR CHILD'S BEST FRIEND!

We all want to be happy and the best way to be happy is to pursue what is good and true. This means that we need to act well and acquire virtues.

Virtue is about doing the right thing because doing the right thing makes us happy.

Teaching a child to practice virtues builds a relationship between parent and child. A parent cannot know a child's heart and mind fully, and the most, a parent can do is to shape a child's decision.

5.5. Developmental Problems

Children, who develop at a slower rate than their peers, are less motivated. They act and view themselves as less capable. They are often described as physically, psychologically, and socially immature.

What to Do

1. Encourage the "I can" feeling so children are encouraged to try and do the best they can, and be able to tolerate frustration. Teasing and sarcasms should be avoided.
2. Set realistic goals. The job of adults is to be sensitive to the readiness of children to learn. Often, adult expectations may have to be dramatically changed, and more realistic goals can be set or modified in order to motivate. At 5 years of age, children can begin to understand short-and-long-term goals. Children know the satisfaction of immediate gratification in order to achieve a later, larger reward.
3. Teach and model active learning and problem-solving. Share with children the discovery of why and how things work. Facts are assembled, organized, classified, and summarized.
4. Reward interest in learning. The adult's task is to discover what types of rewards are effective for their children. Some are responsive to praise, while others need "tangible" rewards before learning becomes satisfying. Rewards may be earned when teachers give feedback or report less talking, disruptions, less late submissions. Extra points are earned when completing assignments on time, showing participation in class, and longer study time at home. Points for every correct answer can also be used.

2. Expectations too low. Parents may underestimate their children and communicate very low aspirations. Children learn that little is expected of them, and respond accordingly. There is no encouragement to prepare, work hard, or do well on exams. Independence and self-reliance are not fostered.

3. Permissive parents don't set limits nor expect compliance. Discipline is not part of daily life. Permissiveness leads to insecure children with little motivation to achieve. They have not learned a disciplined approach to everyday or school tasks. These kids have not learned to set goals and comply with the demands involved.

4. Serious family or marital conflicts. Family problems can worry children and leave little desire to succeed in school. Frequent heated arguments or a high degree of tension may lead to a depressed child. Some are vulnerable to escapism (e.g. daydreaming, delinquency, drugs).

5. Rejection or frequent criticisms

6. Overprotective. Parents who feel guilty are frequently overprotective, and try to solve their children's problems to spare them pain or difficulty.

7. Low self-esteem. Feeling worthless is a major factor in lack of motivation. Failure in school only confirms their poor self-image. They feel they deserve to fail, so they have an "I can't" attitude. Children with low self-esteem are most frequently nonassertive, but may be aggressive or belligerent. They are fearful about failing or being exposed as worthless, so it's safer not to try. Parents should make sure that children develop an interest in learning, a tolerance for competition, and not to anticipate failure.

Here are some tips on how to teach the cardinal virtues in your child.

1. VIRTUE OF PRUDENCE : Helping Kids Make Good Decisions

Prudence is the ability to look at a concrete situation and know what ought to be done. It is the ability to make right judgments. One of the crises in the world today is we go for feelings instead of truth. Prudence is about TRUTH, the truth of what is and what must be done, when it must be done, and how it must be done.

1.1 The first stage of prudence is deliberation, to gather all relevant information starting with the MORAL PRINCIPLES which the Catholic Church teaches about life, marriage, family, education, work, laws, health, women etc. When one fails to deliberate, one falls into rashness, acting without thinking. Imprudent people follow this maxim: "Don't think. Just trust your feelings."

It is good to discuss fundamental questions about life based on objective reality or truth, and help your child not use her feelings as basis for what she thinks is good or bad.

Help children remember events or honest facts as they are, without falsifying one's memory or leaving out what is difficult or uncomfortable or painful to confront. There is a danger in remembering things incorrectly. A child needs to learn to honestly remember what objectively happened in reality, without retouching it or omitting certain facts. Honest remembrance is needed for making good decisions because good decisions cannot be based on error or on what is not true.

For example, a child has a conflict with another child. The first step is to help your child remember the reality of the confrontation. What is his role in the conflict? What was the conflict or issue about? Was it provoked by anything your child said or did?

Teach children why it is important to be honest with oneself about what really happened before deciding how to act. They need to learn how to deliberate about the event, make a judgment, decide and act on what has been decided.

In the example given above, a parent can help the child deliberate and decide what to do next. A parent can take time to explain each of the following options and the corresponding consequences of each decision:

Is it prudent to wait for a few days and calm down? Is it prudent to apologize for his own wrong-doing or misconduct? Is it prudent to give the other child the benefit of the doubt? Is it prudent to avoid any further contact? Is it prudent to involve school authorities? Is it prudent to fight back?

1.2 The second stage of prudence is judgment, to weigh all the evidence and figure out the best course of action. Judgment separates relevant information from irrelevant ones.

Failure to make a judgment is indecision or procrastination. Thinking about an issue without arriving at a practical result does no one good.

1.3 The third stage of prudence is execution. Once we judge the right thing to do, we have got to act. Failure to carry out what you believe to be the proper decision is called irresoluteness.

think it's cute, don't keep asking your children especially preadolescent if they have a boyfriend or girlfriend. Studies show that young people who start dating at an early age are more likely to have early sexual intercourse.

4. Parental love. Make sure your teens feel loved and wanted so they will not seek affection early elsewhere. The felt lack of parental love is a factor in teens seeking physical intimacy from others.

5. Church Attendance. Studies show that low Church attendance is a good predictor of premarital sexual activity.

5.4. Unmotivated in School

Children are often eager to learn or achieve. Their desire to do things well is called "achievement motivation; lack of motivation leads to "underachievement". This usually starts at 6 years old when they begin to engage in competition with others, and become discouraged and lose motivation.

Underachievement can get worse if no effective intervention takes place. Their feelings of frustrations do not lead to a positive desire to solve problems.

Reasons Why

1. Parents expect too much or expect perfection so the children feel like failures. Children cannot constantly be good enough to please their parents so they stop trying or give minimal effort.

3. Cross-gender behaviors should be clearly disapproved of. One can say: “Don’t walk or talk that way”. If a boy directly asks you a question about a feminine topic, express your disinterest by saying: “I’m not interested in that” or “I don’t want to talk about that- that’s girl talk.”

5.3. Premarital Sex

Studies show that rebellion is a significant cause of adolescent sexual behavior. Other reasons are craving for love and tenderness, the wish to become an adult, and the pursuit of physical pleasure.

What to Do

1. Teach abstinence. Your main concern should be the quality of your children’s lives and their relationship with others. Have an open discussion with your children about your values and beliefs, explaining that a lasting and meaningful relationship with a member of the opposite sex can be maintained without full sexual commitment until marriage. People who are sexually promiscuous tend to see others as objects to be used for their own satisfaction. Discuss questions like “How can I say no and still be liked”.

2. What kind of parents tend to have teens who abstain from premarital intercourse? Studies show that virgin female students were likely to have mothers who were affectionate, hold traditional values, and applied firm discipline. Non virgin females came from homes where values were obscure, conflicting or poorly communicated. Thus, clear and consistent values are important to apply to the young in regard to premarital sex.

3. *Discourage early dating.* If premarital abstinence makes sense to you, then it’s best to discourage or prohibit early dating. Even if you

A lot of people make decisions or resolutions to be better but fail to do them. This makes them inconstant and undependable.

1.4 Every practical decision entails risk; there is no security that a good decision will not result in difficult consequences. But we must be able to make decisions and act with trust in God and in His providence.

1.5 It is important that our judgments and actions are not reactions to strong emotions like:

ANGER. A prudent man will avoid making a decision when he is angry. Decisions should be arrived at calmly;

DISCOURAGEMENT. After suffering from a failure or setback or humiliation, and we are discouraged, our decisions will be based on error.

1.6 Prudence is allowing the truth, not feelings to determine our choices.

2. VIRTUE OF JUSTICE: BE FAIR!

Justice is the virtue which is primarily concerned with the other. It answers the question: What I have to do for you? It is related to one’s obligations and duty to another.

2.1 We need to respect and defend the rights of people like:

-right to life

-right to certain material possessions (stealing is unjust; not sharing one’s possessions to the needy is unjust)

- right to a good name or reputation (gossip or spreading lies is unjust)
- right to be treated courteously (rudeness is unjust)
- right to be treated with respect (making fun of someone or belittling someone is unjust)
- right to one's spiritual dignity (making fun of other's religious beliefs is unjust)
- right to our good example (giving bad example or scandal is unjust)
- right to the truth (lying or deception or cheating is unjust)
- right to work and duty to work well (when one is a student, not to study is unjust)
- right to privacy and intimacy

Children need to learn how to respect rules out of consideration for others.

2.2 Family members also have certain rights and duties. Children owe their parents gratitude, respect and deference. Children owe their siblings special affection and loyalty. Children owe their families time.

Parents must make time for their family. For a parent to forsake his family or becomes uninvolved in his family is unjust.

2.3 We also have rights and duties as members of our church, school, community, nation and the world. We need to regard the world as our common home which we need to protect and preserve.

3. VIRTUE OF FORTITUDE: BE BRAVE!

Fortitude helps us overcome danger or fear to pursue a greater good. It is not the brashness of a man who undertakes risks or charges into danger that could have been avoided. There is nothing virtuous about needlessly courting danger.

Gender orientation is not yet crystallized in childhood and is amenable to change.

Reasons Why

1. Studies show that preschool boys raised in homes without fathers show feminine interests, attitude, and behavior.
2. An overly close relationship between a child and the opposite sex parent may be present thus the child has little opportunity to identify with the same-sex parent and develop appropriate sex role behaviors.
3. Some parents, desiring an opposite sex child, may attempt to make a girl act like a boy or vice versa.
4. A mother who hates maleness may go for the effeminate behavior in her boy.
5. Genetic or hormonal influence can play a role but this is not usually the primary cause.

What to Do

1. Develop close relationship with same-sex parent. For at least 1-2 hours a week, the child and same-sex parent should spend time alone together and engaged in activities of common interest. If same sex parent is not present, alternative role models of the same sex should be sought. Whenever possible, a male teacher should be sought for the effeminate boy. The child should be encouraged to read books about heroes of the same sex.
2. Praise and encourage behavior appropriate to his or her sex. Praise should contain the frequent use of either masculine or feminine nouns (whichever is most appropriate). For example, say: "That's a good boy" or "You will be a big man when you grow-up."

5. Elementary school children ages 5 to 8: Beginning a conversation about self-pleasure tends to be easier when children are 5 to 8 years old because kids are more likely to talk openly. Parents should not avoid bringing up the topic because if parents do not talk about it, they are allowing guilt and shame to build in a child which is more destructive.

6. Tweens: Ages 8 to 12- Parents can talk about this topic from the perspective of God's design for the child's sexuality so they have to save sexual pleasure for marriage. It is better if dads talk to boys and moms talk to girls. Parents can practice talking about this subject with each other first until they are comfortable doing so. Once the conversation is underway, be ready for long silences or embarrassed looks. If parents believe that their child's behavior in this area is excessive or compulsive, they can immediately consult with a trained counselor for help.

5.2. Gender Identity Problem:

One of the main responsibilities of parents is to assist their children in the establishment of a sexual identity or sexual-role standards (i.e. the behaviors and attitudes appropriate to his sex).

Gender identity i.e. feeling oneself to be a boy or a girl and sexual-role standards are acquired during early childhood. Preference of one sex role or the other emerges early in life, probably by 3 years of age.

The critical issue is whether a young child accurately classifies himself according to biological gender and is happy about this classification. A boy who avoids rough and terrible play should not be considered a problem if he is happy being a boy. Feminine boys between the ages 4 -12 are responsive to changes in the way their parents treat them.

3.1 One lacks fortitude or courage if he is a coward. Cowardice is refusing to take prudent risks or making prudent sacrifice because of fear. It is the abandonment of a greater good due to the terror of sustaining loss or hurt.

Thus a soldier who abandons the battle out of fear is a coward. A student who abandons studying out of fear of getting a low grade in an exam is a coward.

3.2 There are **two forms of courage: attack and endurance.**

Attack is the holy outrage against a certain atrocity of evil like abortion, pornography, extra-judicial killing, bullying. It requires courage to stand up for what is right.

Endurance is to suffer patiently and endure the trials that beset us in pursuing a greater good. It helps children endure disappointment, failure, sustained studying and working.

For example, a child is getting irritated at a sibling whom she finds annoying. After her sibling is corrected by a parent, she has to learn to be patient and to pray for her sibling so that she gets to overcome an annoying defect. To be easily irritated and annoyed at the defects of others is a lack of courage and fortitude.

Complaining is also a symptom of a lack of fortitude.

4. VIRTUE OF TEMPERANCE OR SELF-CONTROL: BE MASTERS OF YOURSELVES!

The expression "well-tempered" is often used to express the idea of solidity, consistency. **Temperance is self-mastery** which is achieved when one is aware that not everything we experience in our bodies and souls should be given free reign.

Not everything we can do should be done, as there is a need to moderate our natural impulses.

-An **intemperate person has lost self-control** and is bent on seeking ever new sensations and pleasures. Addictions, obsessions, inappropriate reactions, sentimentality, prolonged state of sadness are normally the result of intemperance.

-**To teach temperance, parents should have the fortitude in living by example—to deny themselves in the things they like—** while fostering the freedom of their children. The right approach is to permit children to make their own decisions in a way that is in keeping with their age, and to teach them to learn to choose by making them see the consequences of their actions. It is best to foster the principle of respect for freedom; it is preferable to err in some cases rather than to always impose one's judgment, even more so when the children perceive it to be unreasonable or even arbitrary.

-**Parents should have the courage to teach their children austerity**, to lead a somewhat 'spartan' and Christian life. If not, one cannot accomplish anything. Children should see their parents denying themselves in things that they like e.g., to choose to play with their children even if they prefer to watch their favorite game or TV program.

One can live temperance in these areas:

4.1 Temperance in Food and Drink. Children can be taught not to be picky or choosy or not be attached to certain food or drink. They need to learn to eat what is served, to get less of what they like, or not to get the best piece.

What to Do

1. **Promote other interests.** Your child may be too inactive, and his time by himself may be too long. Try to turn the child's attention away from continually seeking pleasure from his own body by encouraging him to find enjoyment in outside interests such as work, study, projects, recreation, camps, clubs, games, etc. Try to schedule more trips together.

2. **Supervise.** Do not let children play alone in a closed room for hours at a time without occasionally coming in to see what they are doing.

3. **Confront.** Explain in a matter of fact way that the sensitivity of the genital nerve ending is the way the body is made. God designed those parts of the body to feel good when touched. The purpose and meaning for this is ultimately about love and relationship in marriage, which is the purpose of sex. Explain that self-control and the mature use of the body is the goal. Young children ages 3 -4 seldom imagine anything sexual when they self-pleasure. They are just enjoying a new physical sensation. It's best to explain that touching our private parts in public or private, except when cleaning them in a bath or at a check-up with a doctor is not something we do. Parents can privately say: Let's find other things to make you feel better.

4. Parents should avoid condemning messages or yelling things like: "Don't ever do that." Punishing a child for self-touching is another form of shaming, which does not work well toward the higher goal of raising a healthy adult. Instead, look for the cause by asking the child if he or she is feeling lonely or afraid.

3. *Teach moral values.* Do not overlook or downplay the significance of childhood lying. Rather, teach your children that dishonesty in any form is immoral and destructive to oneself and to others.

4. *Promote self-awareness.* When children lie by denying they did something, help them recognize their role in a troublesome situation by getting them talking about every phase of the situation. Say, “I want to know everything that happened from start to finish.” Help them focus on their own involvement by asking pointed questions about what has been told, to show you suspect that certain parts are not accurate or believable. As a child probes and examines the situation, may see for himself where he is wrong or where he stretched the truth. Be sure to agree with the child whenever he is right and obviously telling the truth.

4.2.3. Cheating

What to Do

1. Teach your child that dishonest behavior leads to a lack of trust by others.

5. Other Problems

5.1. Genital Self-Touching

The tendency to manipulate the genital organs for the sake of pleasure is present in all human beings. As infants, children discover that there is pleasure from touching or rubbing the genitals. It may be common in children from ages 1 to 6, and often occurs in teen-agers. A child may do so because he has too few sources of pleasure in life, feels bored, lonely or disliked by others, or feels tense because of certain issues.

4.2 Reactions. Anger can be intemperate when it is inappropriate for the circumstances or when it is too long or too intense, or when one seeks to hurt others or get revenge

4.3 Desires and Actions. Manifestations of intemperance: always wanting to get one’s own way, always wanting to have the last say, arguing loudly, bad manners, always seeking to be singled out, always wanting to be praised, attention- seeking, vanity etc.

4.4 Entertainment/Gadgets. There is a need for a genuine recreation and rest and to engage in some stress-relieving activities which are worthwhile and are not morally offensive. Children should be engaged in frequent rigorous physical exercises and play and be helped to develop healthy living.

There is a lack of temperance in one’s leisure and rest when it detracts from one’s family and religious duties (not able to hear Mass on Sunday because of an outing or trip), when one is addicted to low-grade entertainment like inane sitcoms or soap operas or to the use of gadgets and internet.

4.5 Interpersonal relationships which are normally divided into three categories: courtesy, affection and intimacy.

Courteous relationships are the basis of civilized behavior: greeting someone we meet in school or at home, saying “please,” “thank you,” or “sorry;” not making fun of a person who is different due to his race, religion, color, physical attributes, intelligence or lack of it etc.

Affection is mostly associated with family and close healthy friendships as it is more intense than courtesy but includes it. A handshake is courteous but a gentle kiss is affectionate.

Intimate relationships are deeper and more intense and are normally shown within the context of marriage and privacy.

It is good to know that there can be appropriate or inappropriate show of affection even within the family or among friends.

Not showing affection to family members and friends is also a lack of temperance since it is insensibility. It is normal to be attracted to the good things in the world but to do so with temperance and attachment.

Parents should show their mutual affection in front of their children but should reserve certain gestures for moment of intimacy.

4.6 Modesty and decency are parts of the virtue of temperance. Modesty encourages moderation in loving relationships. The widespread trivialization of human sexuality makes it important to pay special attention to television, internet, books, concerts, video games, etc. seeing them as educational opportunities. To be good example of temperance, children should see their parents change the television channel when something inappropriate or off-color appears in the news, ad or movie, or even check the moral content of a movie or book, or not look at bad ads along the streets. Elegance, good taste, cleanliness and good grooming are the first manifestations of modesty.

4.2.2. Lying

A lie is an untrue statement with the intent to deceive. During pre-school years, children have difficulty distinguishing fantasy from reality. As a result, they are prone to self-deceptions, exaggerations and wishful thinking. Lying can take many forms: (1) simple reversals of truth, (2) exaggeration, (3) fabrications, (4) Story that's partly true and partly false, (5) wrong accusations.

What to Do

1. We can just ask the child to explain what she knows about the incident. For example: "We heard that you were part of the group that got the lunch box of your classmate and hid it. What happened?" Make the questions as open and general as possible to give room for the child to talk, without giving the impression that she is being accused or judged. It is good to inform the child beforehand that she will be supported better and will be happier if she tells the truth. When in doubt, as to a child's guilt or innocence, it is better to avoid the issue and forego discipline. If you know a child did poorly on a test at school, don't ask, "Did you pass your exam?" Rather, state, "Your teacher called to inform us that you failed the test. We are worried. We wonder how to be of help."

2. *Penalize.* Help your children learn by experience that lying to you tends to be unsuccessful and only works to their disadvantage. Show them that being honest is mitigating circumstance (will tend to reduce their punishment for a misdeed) and that lying to cover up an antisocial act will only result in additional punishment for lying. In the case of the cover-up lie, the child should be punished both for the act of lying and for the misdeed that prompted the lie. Two punishments may be appropriate; this may involve the loss of two different sets of privileges, or a double punishment.

> *Immaturity*: Some school-age children (aged 7 and up) steal because they haven't developed a mature conscience or level of moral judgment. They tend to be self-centered and seek immediate gratification of their impulses. Unable to plan ahead and save money, these children steal to get what they want now.

Solution: Repeated setting of consequences and teaching of moral principles (e.g. concern for others).

> *Excitement-machismo-prestige*: Some children steal for the "thrill" of it (risking danger, putting something over on someone else), to win the approval and admiration of the peer group, or to prove how "tough" or "slick" they can be.

Solution: Provide or offer guidance as to alternative sources of excitement, friendships, and prestige.

* **React with self-control**: In coping with a child who steals, it is important for parents to control their emotional upset and not be overly shocked, angry, or despairing. Do not take stealing as a personal failure or affront to you. Since children tend to be egocentric and pleasure seeking, one has to expect some stealing episodes. You can express your disapproval in a firm way without unnecessary yelling or excitement. Avoid exaggerating the incident and making the child feel like a criminal.

* **Monitoring**: Research shows that people cheat, steal, and lie less if the risk of detection is high. Children who habitually steal need close surveillance by their parents so that whenever they steal there is a high probability the incident will be detected.

HOW TO HELP CHILDREN WITH COMMON PROBLEMS

1. Insecure Behavior

1.1. Types

Anxious-worrier, fearful, low self-esteem, self-injurious or depressed, hypersensitive to criticisms, shy, compulsive-perfectionist

1.2. Possible Causes

- ⇒ Not given clearly defined guidelines or receives confusing messages for her behavior.
- ⇒ Usually judged or criticized excessively for not meeting the demands of parents who have unrealistic expectations so she may feel worthless or unwanted or neglected.
- ⇒ Is confided by parents which leads to their feeling of being inappropriately burdened to help solve the problem, or suffers mental stress due to stressful situations like separation of parents or being compared with peers or siblings, or she feels she deserves to be hurt because of bad thoughts, behaviors, or problems.
- ⇒ Undergoes hormonal imbalance, iron deficiency anemia, or experienced physical injury.

1.3. How to Help

- ⇒ Teach them to think logically and rationally by discussing criticisms or issues and to look for alternative solutions.
- ⇒ Provide many pleasant and happy experiences where they feel encouraged and rewarded for their strengths.
- ⇒ Avoid the use of threats or guilt to motivate children. Instead, give them tasks that are mildly challenging so they can feel frequently successful.

- ⇒ Refrain from overprotecting them and expose them to feared situations gradually and teach relaxation techniques.
- ⇒ Allow open expression of their feelings and parents and adults should be a role model of being realistic and optimistic.

2. Immature Behavior:

2.1. Types:

Hyperactive, impulsive, messy-sloppy, overdependent, selfish, self-centered, silly clowning.

2.2. Possible Causes:

- ⇒ May be due to constitutional temperament, or it can be nutritionally, allergically or organically caused (e.g. electrical brain malfunctioning, endocrine disturbances, tumors).
- ⇒ Is exposed to excessive stimulation (noise levels, constant arguing, messy and disorganized environment) or lacks organizational skills.
- ⇒ May be due to anxiety or cultural influences.
- ⇒ Seeks attention from others (i.e. for kids, positive and negative attention from others is rewarding).
- ⇒ Spoiled or overprotected (i.e. when parents prevent discomfort, frustration or is overly solicitous) which leads the child to refuse being responsible.

2.3. How to Prevent:

- ⇒ Promote a healthy environment (nutrition, diet, and exercise) by rewarding calm, reflective acts and penalizing impulsive ones.
- ⇒ Reinforce and teach positive and purposeful behavior (e.g. use of contracts or point system or tokens to reward desired behavior).

What to Do

1. *Take immediate action.* Rather than overlooking or minimizing the antisocial tendencies of their children, parents should take the time to understand, confront, and correct this behavior which should be as unacceptable at home as it is outside.

* **Correct:** The most reasonable penalty for taking something belonging to another is to make restitution by either returning the object with an apology, or making a monetary payment to replace the object. Thus, when a child takes candy or other objects from a store, the parent should escort the child to the store and require the child to personally return the object.

* **Confront:** Along with requiring restitution, parents should verbally confront the child (when both have calmed down) about the seriousness of the behavior. This means explaining why the act is inappropriate and making it clear that the behavior will not be tolerated. Confront the child about the stealing in a simple, honest way rather than giving a sermon.

* **Understand:** Asking children “why” they stole something is usually fruitless because they lack the sophistication to give a valid answer. It is better to consider the facts yourself and try to determine what the child got out of it. By understanding the child’s basic motives, you will be in a better position to get at the root causes and thus prevent further reoccurrences of the problem. As previously mentioned, some of the reasons school-age children steal are as follows:

> *Economic deprivation:* Some children have insufficient money to meet their needs for occasional candy, movies, and so forth. They want what their friends have and have no other way to get money.

Solution: Provide more material things or sources of income.

- If a 16 year-old girl is late returning home, set the rule that curfew is 10P.M. Each 15 minute period over curfew means loss of a night's privilege of going out. So if the teenager is 45 minutes late Friday night, she can't go out on Saturday, Sunday, and Monday. If the child argues, tell her you will listen to a good case for extending the time of curfew but that it had better be good.

3. *Ignoring*. Research indicates that parents pay attention to a child's oppositional behavior almost 100 percent of the time. Paying attention means looking at the child, touching, or talking to the child. Since parental attention, even negative attention in the form of scolding, can reinforce a child's misbehavior, it is advisable to pay no attention to as much of the noncompliant behavior as possible, especially for minor incidents. Ignore minor defiance and do not get into an argument with the child. When giving less attention to noncompliance, give 100 percent attention to compliant behavior. Such planned shift in parental attention has been found effective in significantly reducing oppositional behavior in preschool children.

4.2. Dishonesty

It takes time for children to develop a sense of honesty. Children tend to identify with the basic moral characters of their parents.

4.2.1. Stealing

Minor stealing incidents in early childhood are quite common and to tend to peak around ages 5 to 8. If regular stealing persists after age 10, it is most likely a sign of serious emotional disturbance in a child which requires immediate professional assistance.

- ⇒ Provide structures or guidelines and minimize distractions so children know clearly what is expected.
- ⇒ Teach delay of gratification (i.e. learn to wait since kids cannot have what they want when they want it) and give regular chores.
- ⇒ Help them think of alternative interpretation instead of jumping to conclusions and teach them problem solving by asking: Was that a good idea?
- ⇒ Demonstrate attention giving, reinforce humor or strength, and ignore silliness because behavior that is truly ignored will diminish.
- ⇒ Promote self-acceptance (i.e. help child feel worthwhile, adequate, and secure so they can care about others).

Children should feel loved not because they behave properly but because they are persons to love. A family atmosphere with frequent tension, arguments, competition, and irritability leads to low feelings of self-worth.

- ⇒ Teach concern for the sensitivity of others and model effective use of time (i.e. follow routines within time limits. Let the child suffer the natural consequences of wasting time e.g. miss breakfast).

3. Peer Problems

3.1. Types:

Sibling Rivalry, Bad Companions, Cruelty, Social Isolate, Aggressiveness

3.1.1. Sibling Rivalry refers to hostility and jealousy that siblings develop towards one another. Children tend to be more competitive with increased age. Excessive rivalry refers to fighting that is frequent and/or too intense where one tries to make fun of or tear down the other's self-esteem.

3.1.2. Possible Causes

A sibling rivalry happens because of parental formation or overdependence on parents' love which they don't want to be shared to others.

3.1.3. How to Prevent

- ⇒ Avoid comparison and recognize each child's difference (e.g. refrain from saying: "Why don't you work hard in school like your sister?")
- ⇒ Hear both sides of the issue and making sure that the conflict is stated well. Better to ask the children to tell you what happened in writing (i.e. in 100 words, write how it started, how it developed, what was said and what are their personal recommendation.) Be fair and calm in decisions.
- ⇒ Treat all children fairly by being aware of subtle signs of favoritism e.g. calling one child with endearing terms more often, getting along better with one child, babying one sibling, constantly belittling one child by spending more money or laughing more with the other.

3.2. Bad Companions

3.2.1. Possible Causes

- ⇒ Need attention and the chance to belong
- ⇒ Lacks parental guidance

3.2.2. How to Prevent

- ⇒ Help your child form a variety of friends by sending them to summer camps and letting them join different organizations where prosocial children abound.

no use of toys for a week if toys are left lying around; hitting little sister means staying in his room alone.

10. Avoid excessively harsh punishments, including the use of spanking, strapping, slapping, or screaming at the child. These methods of punishment are apt to trigger resentment in a child and lower the likelihood of your child identifying with you and your moral standards. Severe punishment brings with it severely upset emotions (fear and anger), and these get in the way of learning and thinking.

4.1.3. What to Do

1. *Positive Reinforcement.* Instead of taking obedience for granted, parents should make a special effort to praise the child each time she does comply with their demand. With children aged 7 to 12, try a compliance point system. The children receive one point on a posted chart each time they comply with a rule. When 25 points are earned, praise the child for complying and give a previously selected activity reward, such as a movie or trips to the park.

2. *Penalties.* A very effective way to stop disobedience is to teach the child that this behavior results in unpleasant consequences. For example, every time she comes late for supper, she may have to take milk and crackers. The key is to be consistent in applying penalties (100 percent of the time) and to set reasonable consequences.

Some penalties that parents have found effective are the following:

- If a child is not doing her chore of fixing her bed, set the rule that the bed has to be fixed before she leaves for school. If the child fails to do it, the mother will do it and will receive 10 pesos from the child's weekly allowance. Another penalty is not to allow the child to go to bed until the chore is done.

domination.

2. *Build a Close Relationship.* The more you and your child like each other, the better the child will accept your instructions. When you are friends with someone, you want to try and please them.

3. *Be Responsive.* The more you comply with your child's requests, the more you can expect your child to comply with your wishes and instructions.

4. Don't expect instant obedience from children all the time. If you give them a little advance warning ("5 minutes until bedtime"), they will comply more readily. So allow leeway and give playing children a few minutes to finish their game before coming in.

5. Allow your children to grumble a little when they are obeying an unpleasant rule. This will provide a release of upset feelings and body tension. We can be accepting and understanding of some "back talk" then, as long as it does not turn hostile or insulting.

6. Permit "feeling" statements: "I hate doing the dishes," "I'm sick of cleaning this room." These are not "I won't" statements. They are statements about how the child feels. Children have a right not to like something. Respect their feelings and help children express them appropriately. We can expect children to do what we ask, but not necessarily to be happy about it.

7. *State impersonally.* The less personal you are in stating a rule, the less resistance you will get. Thus, it is better to say: "The rule is no throwing balls in the house" rather than: "I do not want you throwing balls in the house."

8. *Be Consistent.* Whatever rules you set, they should be enforced consistently. Don't be lax one day and strict the next.

9. *Use reasonable penalties.* Try to make the penalty fit the crime. A loss of privileges is a reasonable punishment for many forms of noncompliance: no regular supper if late coming after being called;

⇒ Parents should spend more time with the child alone on mutually enjoyable activities.

3.3. Cruelty is defined as a premeditated deriving of pleasure by hurting others (usually younger children or animals).

3.3.1. Possible Causes

⇒ They may have parents who have marital problems or conflicts at home, have been bullies themselves, and exhibit inconsistent or over permissive approaches to child rearing.

⇒ They may have a chaotic home with aggressive parental models.

3.3.2. How to Prevent

⇒ Set limits and let them know cruelty is not tolerated (e.g. No hurting). Pose empathic feelings instead (e.g. How would you feel if you are the one being hurt by others?)

⇒ Refrain from giving harsh physical punishment to children.

⇒ Encourage alternative experiences of feelings of anger (e.g. hit a punching bag).

3.4. Social Isolate avoids any social interaction. It is correlated with problems such as school difficulties, general personality maladjustment. Most isolated children feel fearful, rejected, and abandoned. When they frequently withdraw into their own fantasy worlds, professional intervention is needed.

3.4.1. Possible Causes

⇒ Fear of others

⇒ Overly high expectations for their children

⇒ Lacks social skills (i.e. they don't know how to relate to others).

Social skills should be analyzed by age (i.e. for pre-schoolers; taking turns, sharing, complimenting others, contributing ideas for games, saying thank you or I'm sorry).

⇒ Tense, angry, uncaring, ambivalent, or insensitive presence of parenting figures or adults.

3.4.2. How to Prevent:

⇒ Parents should analyze child's style of interacting and help acknowledge feelings of embarrassment, anger, and accept them as natural.

⇒ Social skills should be modeled and taught throughout childhood by encouraging them to interact with others under variety of conditions.

- Unpopular children tease, insult, grab, bully, tattletale, and are bossy. Popular children are generous, sharing, cheerful and frequently laugh.

⇒ Family relationships should be constantly improved, in terms of warmth, support, and openness to expression of feelings.

⇒ Promote self-confidence and risk-taking

-Approaching people implies taking the risk to be rejected

⇒ Reward any social interaction

⇒ Develop situations to make your child's company interesting (i.e. to go to amusement parks with classmates).

3.5. Assertiveness; not aggressiveness

Among the social skills that children need to acquire is assertiveness where one can stick up for her rights in a reasonable way, without being coercive, to settle a conflict.

and disagrees with others on all points, without rational grounds for her disagreement.

4.1.1. Possible Reasons Why

1. Lax discipline by permissive parents who do not say "No" to a child.

2. Unduly harsh or restrictive discipline by parents who tend to be authoritarian, excessively critical, nagging, or domineering.

Such parents tend to demand "instant" obedience from children.

3. Inconsistent discipline by parents who cannot agree on standards of behavior and enforcement of rules. When parents disagree, the children themselves will try to decide what is right and what is wrong.

4. Parents in stress or conflict. One or both parents may be neglecting the parenting role because of job demands, disinterest, personal problems, divorce, or marital conflict.

5. A particularly creative or strong-willed child will tend to be nonconformist.

6. Parental attitudes toward authority will influence a child's proneness to obey. If parents show little regard toward the law, or authority (i.e. teachers or law enforcement agents) then their children are likely to be less respectful toward adults.

7. The more intelligent the child, the more likely she will obey legitimate requests. Intelligent children can anticipate the consequences of their actions, and can postpone immediate gratifications for long-term goals.

4.1.2. How to Prevent

1. When children experience both love and limits, their inclination to rebel is minimized. Remember, the goal is firmness but not

4.1. Disobedience or noncompliance

Research tells us that obedient children are happy children. Obedience is doing what a parent requests when it should be done. One of the hardest lessons for kids is to learn that they must do something when it has to be done, whether they like it or not. Proper discipline is not a matter of methods but a matter of a proper attitude on the part of the parent. In dealing with kids, it is best to make expectations clear and to say things in simple, declarative sentences e.g., “It’s time for you to...” or “I want you to...” When kids ask why, just say calmly “Because I said so.” which is a way to affirm one’s authority. It is better to explain the reason at a later time because kids normally will continue asking why every time an explanation is given. However, as children grow, reasonable amounts of noncompliance should be seen as a healthy expression of a developing personality seeking independence and self-direction. Depending on the age, the parent can facilitate dialogue by explaining the reasons behind the advice, and even to ask the kids especially when they reach adolescence, their opinions about the matter. This is to train the children to make decisions based on correct information and analysis of the situation. This is also one way to foster freedom in children.

A child’s refusal should not be taken personally nor is it a sign of being an incompetent parent. When a tantrum starts, one can calmly ask a young child: “Is this a big problem, a medium problem, or a small problem?” A small problem is always quick to solve. A medium problem will be solved but not at that instant. It is good for your child to also understand that some problems may be serious and there are things that do not go exactly as we want. If disobedience becomes a way of life for a child, she may develop the habit of negativism wherein she opposes opinions and principles offered by oth-

When someone takes something without permission, one can say: “That’s mine and I want it back. It makes me mad when you take it without asking me.”

The focus of assertiveness is on oneself (i.e. one’s feelings, rights, and needs) while the focus of aggressiveness is on the other person (attacking the other person verbally or physically).

It is possible to tell others without hurting their feelings or provoking a fight what is bothering you. Example: “You have been teasing me a lot and that makes me feel bad.” It’s also good to suggest a new behavior instead of just telling them to stop.

4. Antisocial Behaviors - include disobedience and dishonesty (i.e. lying, stealing, cheating).

Many antisocial acts result from the child feeling alienated from her parents, thus the child’s need for companionship, guidance, and love are not met. As a result, the child turns to the peer group to satisfy her needs. Broken homes or loss of a parent for an extended period can often lead to antisocial behaviors. A crucial relationship has been interrupted, and the child does not know how to cope with it except by striking out against society.

Discipline may be another unmet need of the child. Children’s behavior must be closely supervised, and unacceptable behavior should immediately be confronted and dealt with. It’s important that parents don’t label a child as “bad” because it fosters a negative self-image. Once the child sees herself as bad, she may continue to act that way. The best approach is to select one specific misbehavior to work on at a time.