

Universal Action Guide for *The Parent's Toolshop® Jump Start Guide: 5 Easy Steps to Effectively Respond to Any Parenting Challenge*

Introduction Action Steps:

1) Set goals for reading this book:

- What is your goal for reading this book?
- What do you want to accomplish?
- What are your *personal* goals as a parent?
- How would you like to feel about *parenting*?
- How would you like to feel about *your child*?
- What skills and qualities would you like to have or develop?

2) Reflect on where you've been, to help identify where you want to go.

- How many times or how long, on average, do you try an approach to a problem before you decide whether it is working or not?
 - Once
 - 2-3 times
 - 1-2weeks, consistently
 - 2 or more weeks, consistently
- Do you think the tools and tactics you are currently using are going to still work with your children when they get older?
- If you have more than one child:
 - Do you find you have to parent them differently?
 - If so, how?
 - Why?
- How prepared do you feel to parent your child(ren) for 18+ years? Are you prepared for whatever challenges might arise?
- Do you have a plan you can trust and follow?



3) Apply What You Learn to *Your* Family

Identify one parenting challenge that you want to focus on resolving.

- What will happen if nothing changes?
- What do you want instead?
- What could your child and family's future be like if this was solved?

Additional Information & Resources:

- For more information about Jody, the creation, development and testing of The Universal Blueprint®, go to: <http://parentstoolshop.com/about>
- See our outcome results (<http://parentstoolshop.com/about-us/results>) and how *The Parent's Toolshop* is "quadruple research-based."
<http://pt-resources.s3.amazonaws.com/freebies/TPT-DidYouKnow.pdf>
- To see the "Done4U Solutions," go to <http://parentstoolshop.com/done4usolutions>
- To get the most current advanced Parents Toolshop® book, go to: www.ParentsToolshop.com/tpt-book
- To attend the Advanced Parents Toolshop® class, T.I.P.S.: Tools for Improving Parenting Success, with personalized support, go to: <http://parentstoolshop.com/tips-online>



Section 1: Foundation-Building Toolbox

Chapter 1: Conscious Parenting Toolset Action Steps

Sarah, the mom in the opening story, was dealing with bedtime hassles and tantrums, two common parenting challenges.

For more information about these two challenges, read articles about bedtime hassles and tantrums on the Parents Toolshop® blog, see the Top Ten Universal Parenting Challenges section of this Action Guide, or get the [bedtime hassles](#) or [tantrums](#) digital resource packages.

The Power of Beliefs

- On what beliefs do you base your parenting decisions?
 - How you were raised and what your parents did?
 - New beliefs you've learned since you became an adult?
 - You've not really thought about your beliefs before!

Where Do You Get Your Parenting Information And Advice?

- Whose advice to you most trust and follow when it comes to parenting?
 - How you were raised or what your family tells you to think or do?
 - What you read in a newspaper or magazine?
 - What your friends and neighbors say they do?
 - What “experts” say worked for them?
 - What “experts” say research has shown to be effective?
 - What your parents did or what they or other family members recommend doing?
 - Parent forums and “mommy blogs” on the internet?
 - Free articles on the web written by “experts”?
- How do you decide whether the advice you receive is advice you should try?

Are you an Intentional Parent? What is *Your* Parenting Mindset?

- Which parenting mindset do you think you operate from the majority of the time?
 - Conditioned
 - Reactive
 - Conscious
- When a problem arises, what do you tend to follow:
 - Your instincts?



- Your gut feelings?
- Your intuition?
- Your logic?
- A combination of 2 or more? Which ones?
- What results do you usually get?
- How long does it take to realize your reaction backfired?
- How much time does it take for everyone to calm down?
- How much time, effort and skill does it take for you to repair the damage?
- Would it be worth taking the time and energy to learn and practice the tools for responding effectively, if you knew you could prevent unhelpful reactions that damage your relationships?

Commit to “Your Parenting Mission.

When a parenting challenge arises, be sure to do Step 1 of Your Mission --- stop and think for 1-10 seconds. Don't worry about being right or wrong. You'll find just that first step alone will automatically lead you to the most effective response you can give *in that moment* with the knowledge, skills and awareness you currently have. Granted, it might not be as effective as it will be in a few days or weeks from now, but it will still be a *response* and not a *reaction*.

Additional Information & Resources:

If you would like more information about the following topics, check out these links:

- [Information on brain waves and children being in Theta most of the time.](#)
- [PT “Top 10 Parenting Myths & Truths”](#)
- [PT “The Common Sense Guide to Screening & Weeding Parenting Advice.”](#)
- [“The 3 Keys of Conscious Parenting” FREE video training series.](#)
- Advanced Parents Toolshop® courses and resources explain the science behind your childhood programming and the fastest ways to de- or re-program it, as well as how to deprogram your trigger buttons, so you can remain in a conscious parenting mindset and avoid unhelpful reactions and conditioned parenting. Choose:
 - [Advanced T.I.P.S. \(Tools for Improving Parenting Success\) on-line course](#)
 - [The Parents Toolshop® advanced book](#) (included in the course or available ala carte)



Before moving to Chapter 2, do the following assignments:

- [Take a parenting style quiz](#) to find out what your *current* parenting style is. In the quiz, choose the response that most closely matches what you would *actually* do or say, not what you think is the “right” response (because there IS no “right” or “wrong” in parenting — just “more effective” and “less effective”). Then follow the suggestions above to get in the “balanced” zone.

- **Write your Top Ten Parenting Goals (or 20!).**

“What are the skills and qualities you want your child to develop to be a well-adjusted successful adult?”

- Next to each, write what you are currently doing to achieve that goal.
- Then ask yourself if you are seeing results that indicate you are making progress in achieving that goal.



Chapter 2: Parenting Styles Toolset Action Steps

- To read Dolores Curran's *Traits of a Healthy Family*, click this link to order from Amazon.
- To learn more about the American Academy of Pediatrics published the report introducing the "7 C's Model of Resilience." (Building Resilience in Children and Teens: Giving Kids Roots and Wings, 3rd Edition (Copyright © 2015 Kenneth R. Ginsburg, MD, MS Ed, FAAP, and Martha M. Jablow), here are more links:
 1. Confidence: Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges. [Download pdf »](#)
 2. Competence: When we notice what young people are doing right and give them opportunities to develop important skills, they feel competent. We undermine competence when we don't allow young people to recover themselves after a fall. [Download pdf »](#)
 3. Character: Young people need a clear sense of right and wrong and a commitment to integrity. [Download pdf »](#)
 4. Connection: Connections with other people, schools, and communities offer young people the security that allows them to stand on their own and develop creative solutions. [Download pdf »](#)
 5. Coping: Young people who possess a variety of healthy coping strategies will be less likely to turn to dangerous quick fixes when stressed. [Download pdf »](#)
 6. Control: Young people who understand privileges and respect are earned through demonstrated responsibility will learn to make wise choices and feel a sense of control. [Download pdf »](#)
 7. Contribution: Young people who contribute to the well-being of others will receive gratitude rather than condemnation. They will learn that contributing feels good and may therefore more easily turn to others, and do so without shame. [Download pdf »](#)
- VIDEO: <https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/The-7-Cs-Model-of-Resilience.aspx>
- HANDOUTS:
 - https://www.aap.org/en-us/professional-resources/Reaching-Teens/Documents/Private/Building_7Cs_handout.pdf
 - <https://ontheedgeofcoaching.com/wp/wp-content/uploads/2012/05/Resilience.The7Cs.Ginsberg.pdf>
- <https://alfinnextlevel.wordpress.com/2014/05/28/competence-confidence-connection-character-contribution-coping-and-control/>
- <https://optionb.org/build-resilience/advice/the-7-cs-of-resilience-in-kids>



- To see the 5 parenting styles portrayed in a way that will create a picture in your mind you will always remember, [watch a Parenting Style Show](#).
- For more advanced and detailed information on parenting styles, opt-in to get the free bonus report at the end of the [parenting style quiz](#).
- If you want to learn the research and theory behind the five parenting styles Parents Toolshop® teaches, watch The Parents Toolshop® YouTube video called "[The History of Parenting Styles: What New Research Has Discovered](#)". (The parenting style show is part of that video.)
- Citations for the parenting styles research:
 - [History of parenting styles \(up to 2016\)](#).
 - [The 5th parenting style, which Parents Toolshop® has been teaching all along](#).
 - [Outcomes of perfectionistic supervisor style](#).
 - [How parenting styles influence adult children's workplace behavior](#).

Action Steps

- 1) Answer the following questions for yourself: (refer to the parenting styles scale, if needed)
 - a) What is your typical, daily parenting style?
 - b) What's your fallback style, when you "lose it," get trigger, are tired or frustrated?
 - c) What was your mother-figure's style?
 - d) What was your father-figure's style?
 - e) What parenting style does your primary parenting partner use?
 - f) What style do you *want* to have?
 - g) How can you work more closely as a team?

Additional Information & Resources:

- If you want to learn more details about how to use these tools, get the session from the [Lunch & Learn audio series](#) called, "[What's Your Parenting Style: Blended or Tossed?](#)"



Chapter 3: Using the Universal Blueprint® Action Steps

- **To decide whether using The Universal Blueprint® is right for you**, answering the following questions:
 - How many times or how long, on average, do you try an approach to a problem before you decide whether it is working or not?

<input type="checkbox"/> Once	<input type="checkbox"/> 1-2weeks, consistently
<input type="checkbox"/> 2-3 times	<input type="checkbox"/> 2 or more weeks, consistently
 - Do you think the tools and tactics you are currently using are going to still work with your children when they get older?
 - If you have more than one child, do you find you have to parent them differently? How? Why?
 - How prepared do you feel to parent your child(ren) for 18+ years? Are you prepared for whatever challenges might arise?
 - Do you have a plan you can trust and follow?
- **Learn the 3 questions of the Universal Blueprint® three questions in a fun musical [video](#)** that teaches hand signals, to easily remember the five problem types.
- **Get the [one-page Summary of the Universal Blueprint from the original The Parent's Toolshop® book](#)**, which shows the 3 questions and 5 steps side-by side.
- **To *apply* the Universal Blueprint® to your family**, observe your child and other children.
 1. When conflicts or problems arise, stop for 1-10 seconds and ask the three questions:
 - a. Is this a Child problem or a Parent problem?
 - b. If there's Problem behavior, is it Unintentional or On purpose?
 - c. If the Problem behavior is "On purpose," what is the purpose?

See if identifying the problem "type" helps you get on the path that leads to a helpful response.
 2. Then plan that helpful response using the PASRR Formula. How can you...
 - Prevent the problem from starting or worsening?
 - Acknowledge the child's feelings (about PESS issues)?
 - Set limits or express concerns (about SHARP RV issues)?
 - Redirect misbehavior so children learn skills (if PU) or meet their goal through positive behavior (if PO)
 - Reveal discipline
- **If you want a flowchart to fill in on your own**, [download the graphic here](#) and print it.



PASRR Step 1: Prevention Toolbox

Introduction

You can prevent many problems by helping children meet their basic core psychological and developmental needs, which the Prevention Toolbox tools help you do. This section referred to:

The four goals of *intentional* misbehavior are from Rudolf Dreikurs, who was a student of Alfred Adler, whose teachings are the basis for most research-based parenting programs that get long-term results. You'll learn more about this in the Misbehavior Toolbox. In a nutshell, all human beings, especially children, seek to achieve four *positive* goals. If these needs are met, they are self-motivated to behave well. When they are not met, they become discouraged and may misbehave. These goals apply to both adults and children, but we are focusing on children. Originally published in the 1950's this is one of the better-proven theories. These goals are:

- Involvement (positive goal) or Attention-seeking behavior (negative goal)
- Autonomy (positive goal) or Power-seeking behavior (negative goal)
- Justice and fairness (positive goal) or Revenge (negative goal)
- Avoidance of conflict (positive goal) or Display of Inadequacy or Giving up (negative goal)
- Here is a link to a [Prezi presentation](#) about the 4 goals.

There are newer, but still old theories, such as "[Self-Determination Theory](#)" (Ryan and Deci, 1985) that identify similar needs and goals that have been especially applied to creating self-motivation in educational settings:

- Connection
- Control
- Competence

Chapter 2, Parenting Styles Toolset, mentioned the 7 C's of Resiliency, which includes these three qualities and more. (See the Foundation-Building Toolset's Action Guide for more info.)

So what The Prevention Toolbox is looking at is two-fold, how to instill these skills and qualities in children *and* prevent common misbehaviors.

To do that, practice applying what you learned in its three toolset:

- The Self-Esteem Toolset
- The Cooperation Toolset
- The Independence Toolset



Chapter 4: Self-Esteem Toolset Action Steps

- 1) Get a “cheat sheet” of [100+ ways to give encouragement to your children](#).
- 2) Write one or more encouraging statements you could say to Christine and Billy about their report cards:
 - a) To Christine, you could say:
 - b) To Billy, you could say:
(See end of this Action Guide chapter for possible answers *after* giving your own.)
- 3) Here are some possible answers (Write yours first!):
 - a) To Christine, you could say any of the following...and other encouraging statements:
 - i) “Wow, Christine! Your hard work really paid off! How do you feel about your grades this term?”
 - ii) “Looks like you achieved your goal of honor roll! What’s next?”
 - iii) “You have good reasons to feel proud of yourself.”
 - b) To Billy, you could say any of the following...and other encouraging statements:
 - i) “You really worked hard to bring up those grades!”
 - ii) “Hey, you raised your grades a full letter grade! How does it feel to see your hard work pay off?”
 - iii) “How do you feel about your improvement?”
 - c) Instead of saying to Christine, “I’m so proud of you,” which could either take credit away from Christine or imply Christine is getting good grades to please her mom, mom can say, “You have good reason to be *proud of yourself*; you really worked hard for those A’s!”
 - d) Instead of saying, “You are my honor student for sure,” which locks her into a role and puts pressure on her, mom can say “I bet it feels good to make honor roll!”
 - e) When Billy’s mom says, “See what you can do *when you try harder?*” the last part of that sentence implies Billy wasn’t trying hard before. She could just drop the last part and say “Wow, look at what you did!” and/or maybe reword that last half, “you really worked hard to bring those D’s up to C’s!”
 - f) Billie’s father could just stop talking after he said, “You did a good job bringing up those grades” or even better add a description of what Billy did that was “good” and contributed to improved grades, like “... by studying each night.” It’s pretty obvious that it would be a goal to continue improving the C’s. And saying “we know you have the potential to do better” implies what he *is* doing isn’t good enough, because there’s a “better.” Wouldn’t it be far better for *Billy* to believe he has the potential to bring up his grades even more? What could his dad say to do that?

I’m going to leave that question unanswered, so you can start thinking about how *you* can use D.I.P. and the D.I.P. sandwich...



- 4) Observe the ways you speak positively to your children. Write down 5 *praise* statements you often use. Then rewrite them using D.I.P.
- a) Praise:
 - i) Encouragement
 - b) Praise:
 - i) Encouragement
 - c) Praise:
 - i) Encouragement
 - d) Praise:
 - i) Encouragement
 - e) Praise:
 - i) Encouragement
- 5) List 3 things your child often does imperfectly. Then write a D.I.P. sandwich statement for each, and *when* you can teach skills later. (You'll get suggestions in Chapter 6: Independence Toolset for *how* to teach skills.)
- a) Imperfection:
 - i) D.I.P. sandwich:
 - ii) When can you teach this skill?
 - b) Imperfection:
 - i) D.I.P. sandwich:
 - ii) When can you teach this skill?
 - c) Imperfection:
 - i) D.I.P. sandwich:
 - ii) When can you teach this skill?



Chapter 5: Cooperation Toolset Action Steps

1) Engaging Cooperation vs. Making Kids Mind.

- a) When I teach the Cooperation Toolset, I start with a little fun exercise. If you'd like to take part virtually, watch the video at The Parents Toolshop® YouTube channel called "Tricks and Tactics Parents Use to Get Kids to Obey" (6:14 min) *before* you read further. In it, we brainstorm the different ways parents try to get their children to do what they want them to do.

YouTube Channel: <https://www.youtube.com/user/TheParentsToolshop/feed>

Tricks and Tactics Parents Use to Get Kids to Obey:

<https://www.youtube.com/watch?v=hM-FSqy15-o>

2) Behavior Modification Techniques.

- a) To learn more about the long-term research that shows the negative consequences of using bribes, rewards, sticker charts, incentives and other *external* motivators often called "behavior modification techniques," go to www.AlfieKohn.org.

- b) Check out more Parents Toolshop® resources on the subject:

- i) You can also watch a video on tweaking behavior charts (6:41 min) into goal progress tracking charts: https://www.youtube.com/watch?v=60t_L7pP-w

- ii) Read articles on the Parents Toolshop® blog:

- (1) [Do Bribes and Rewards Really Work?](#)

- (2) [How To Avoid or Adapt Sticker Charts And Other "Behavior Modification" Techniques](#)

c) Avoid Bribes & Rewards.

- i) Examine, honestly, your motives. Are you seeking to manipulate your child or get cooperative teamwork? When you catch yourself bribing, change your sentence to "When you ___ then you can ____." In the first blank, state the value of the request or rule. In the second blank, acknowledge what they want. Wean yourself and your children off external rewards. Instead, seek and point out the *internal* benefits of good behavior.

- ii) When making a request of your children, pause and think of the value behind the task. In one sentence explain it to your children. Follow with an open-ended question that starts with "What/How *can* you..."

3) Offer Choices in Limits.

- a) In my parenting classes, I do a really fun activity that shows how easily many of us head into power struggles without thinking twice and how cooperating can help each person get what they want. Here is a video of one class, from The Parents Toolshop® YouTube channel: the title is "Cooperation vs. Competition" (5:02 min.).

<https://youtu.be/UdBk5aTJoW8?si=89x2yU10eyzQWin->



- b) **If you've had an over-controlling parenting style in the past** (Power Patrol or Perfectionistic Supervisor from Lesson 2), using this skill and other cooperation tools may require a mindset shift and attitude adjustment --- from demanding obedience to engaging cooperation. To do this, I recommend listening to the Cooperation audio listed above and also the session from the Lunch & Learn audio series called, "[Get Cooperation Without Squeezing the Juice out of Kids](#)":
- c) **The language of choices** is one of the most important, versatile parenting tools you can have in your parenting Toolshop®. In fact, we will be referring back to it in two other chapters. So start now and continue to practice this skill, to master it better before we get to the tough stuff, misbehavior and discipline. Here's a practice exercise (possible answers are at #10a below):

Reword the following statements into choices:

- a. Your toddler wants to play in the sand box in his good clothes.
- b. Your preschooler resists having her hair washed.
- c. Your elementary school-aged child needs to work on a book report.
- d. Your teenager is trying to decide where to apply for jobs.

4) **Don't Say Don't**

- a) Watch a cute video of a child and pay attention to what she says and why. ([This is a download](#) as it's not on YouTube anymore, or at least I can't find it.) Jot down your observations here.
- b) [Download a tip sheet](#) with examples of "flipping" negative requests to positive.
- c) To avoid Don't, No, Stop and Quit, start by practicing on paper. If you hear yourself saying an unhelpful "don't," "stop," "quit" or "no rule," just think about what you want your child to do and describe it. Practice this by writing common negative statements and then rewording them in the positive:

1. Don't... _____
 ➤ Reword it (what do you want them TO do?) _____

2. Stop... _____
 ➤ Reword it (what do you want them TO do?) _____

3. Quit... _____
 ➤ Reword it (what do you want them TO do?) _____



4. No... _____

➤ Reword it (what do you want them TO do?) _____

d) Then, watch a video on the Parents Toolshop® YouTube channel: “Best Parenting Tool Ever - How to Prevent Misbehavior & be Positive With Your Children” video (16:27 min) from a live workshop. It is not only the presentation of what’s in this short chapter, but includes a fun game you can play with a partner called “Simon Can’t Say Don’t.”

<https://youtu.be/mNJ3dwxUGJ4>

5) **No No’s:**

a) Watch what I consider to be the funniest foreign commercial ever! It’s what happens when one parent says “No,” but *many* parents can relate. Pardon the punchline if you think it’s inappropriate. <https://youtu.be/Fitxofd7kOA>

b) Below, write 3 questions your child might ask to which you would probably answer “no.” Then, using one of the skills above, find a way to still deny the request or set limits, without the word “no.”

- a. My child might ask:
 - I could respond by saying:
- b. My child might ask:
 - I could respond by saying:
- c. My child might ask:
 - I could respond by saying:

6) **What can Carol do?** Re-read the story at the beginning of this chapter. Using the three tools you learned in this chapter (which aren’t the only tools possible), brainstorm ideas for what Carol could say or do to prevent these challenges of shopping with her children and respond to the behavior described in her story. (See possible answers in 10b below.)

7) **Possible Answers to Chapter 5, Cooperation Toolset, questions above:**

a) To the choices practice exercise:

- i) “You can change into play clothes and play in the sand box or keep your nice clothes on and play inside. You decide.”
- ii) “I know you don’t like getting your hair washed. Would you like a wash cloth to cover your eyes or would you rather tip your head way back?”
- iii) “Will you work on your book report before dinner or after?”
- iv) (Pause between each question.) “What are you interested in doing? What kind of jobs appeal to you? What is your class schedule? How will you balance school and work?”

b) To Carol’s shopping challenges:

- i) Plan Ahead:
 - (1) Shop on a full stomach.



- (2) Have ingredients available for that day's dinner, to avoid a hungry shopping stop.
 - (3) Tell the children what you are buying today, "just what's on the list."
- ii) Involve the children in constructive ways:
- (1) If her daughter is a picky eater, involve children in planning the menu. (See article on Parents Toolshop® blog about picky eaters for more ideas.)
 - (a) [How Do I Get My Picky Eaters to Try New Foods?](#)
 - (b) [Children Nutrition Concerns? How Do I Get My Picky Eaters to Finish Eating Everything on Their Plate?](#)
 - (c) [How to Develop Healthy Eating Habits and Get My Picky Eaters between 5 and 13 to Eat a Variety of Foods?](#)
 - (2) If the daughter wants to put things in the cart, give her the part of the list or coupons, to go "seek and find" items to bring back and put in the cart.
 - (3) If the son wants a toy, Carol can:
 - (a) Distract him by giving him coupons to match and help find on the shelves.
 - (b) Let him *hold* the toy with the agreement he is only *visiting* it or babysitting it and will need to say goodbye and put it back when they leave the store.
 - (4) If, after all this, the children behave similarly, Carol needs to describe the behavior she needs to see.
 - (a) *Instead of, "Stop your fussing," Carol can say, "Calm down. Take a breath."*
 - (b) *Instead of saying, "Don't run up and down the aisles," Carol can say, "Stay with me" or "Walk when you are inside the store." She could also explain the value or reason behind the request, "You could accidentally run into another shopping coming around a corner."*
 - (c) *Instead of "Stop grabbing things and throwing them into the cart," she can say any of the following: "Leave items on the shelves unless they are on our list," or "We are only getting what's on our list," or "Put the items in the cart gently, so nothing gets smashed or broken."*



Chapter 6: Independence Toolset Action Steps

- 1) Jackie, the mom in the opening story, was experiencing some challenges using chores and allowances to foster independence and responsibility. These challenges are very common, especially if you *connect* allowances and chores.
 - a) .

- 2) If you *connect* allowances and chores, you'll experience the problems Jackie did. Instead, use a three-level allowance plan from in the original *The Parent's Toolshop*® book, along with a list of age-appropriate chores.
 - a) Read the [article on Allowances](#) for tips on when to pay your children for doing chores, and when to avoid it.
 - b) Download [a list of age-appropriate chores](#) in excerpt from *The 7 Fatal Mistake Almost all Divorced Parents Make*, by Shannon Rios. These apply to *all* children, not just those of divorced parents!
 - c) You can also get [a free audio on "Kids and Money"](#).

- 3) Now, identify 3 *new* skills you could start teaching your child and list which of the 20 tips for teaching skills you would use.
 - a) Child's name:
 - i) Skill to teach:
 - (1) Tools I can use to teach it:

 - b) Child's name:
 - i) Skill to teach:
 - (1) Tools I can use to teach it:

 - c) Child's name:
 - i) Skill to teach:
 - (1) Tools I can use to teach it:



- 4) Identify one *internal* skill you want your child to learn — one that isn't easily observable. The next time *you* use that skill when your child is close by, talk aloud to yourself about what you are doing.
- 5) To practice developing this skill, answer the following question by *saying out loud everything* you think as you figure out the answer. Question: How many windows are in your house?
- 6) As you see your children struggling with an internal skill, quickly openly model the skill. Be patient, you have worked on these skills for years; your children will need practice and encouragement.

As your children learn and practice independence, give them descriptive encouragement.

Wrapping up the Prevention Toolbox

Now that you have some ideas for *preventing* challenges, list a few problems that have been popping up in *your* home and brainstorm new ideas you now have for what you could say and do. Is there anything you could do to *prevent* that problem from happening again?

- 1) Consider using the five-star tools you learned in the Prevention Toolbox:
 - a) **D.I.P.:** Notice and comment on children's positive behavior in a descriptive way that focuses on their internal qualities, instead of behaving well just to please you.
 - b) **Don't Say Don't:** Describe what you want your children *to* do or deny their requests with positive words.
 - c) **Offer Choices in Limits:** Find win/win solutions to prevent or stop power struggles.
 - d) **Teach skills** and give children enough freedom to practice them.
- 2) Practice applying *all* the tools you learned to the challenges you are facing or would like to prevent/ stop:
 - a) Describe the situation:
 - i) List ideas you have for what to say and do to *prevent* this from happening again:
 - b) Describe the situation:
 - i) List ideas you have for what to say and do to *prevent* this from happening again:
 - c) Describe the situation:
 - i) List ideas you have for what to say and do to *prevent* this from happening again:





PASRR Step 2: Child Problem Toolbox

Chapter 7: F-A-X Listening Toolset Action Steps

What Could Tanya's Mom Say?

In the opening story, Tanya had a problem with the cliques at school. When she told her mom what happened, here is *one possible* dialogue they could have had, using F-A-X Listening.

Tanya: "Some of the girls at school wouldn't let me hang out with them in the cafeteria today. They saw me talking to some the jocks and actually told me, "You have to choose between us or them. You can't be friends with us both."

Tanya's Mom: "Wow, were you surprised or shocked?"

Tanya: "Kind of. I mean I wasn't surprised she is like that but couldn't believe she'd actually give me an ultimatum like that!"

Tanya's Mom: "So what did you say?"

Tanya: "I was so stunned I just stood there with my mouth open and then closed it and walked away without saying anything."

Tanya's Mom: "Boy, I've had those moments! Now that you've had time to think, what do you think you might say or do?"

Tanya: "Maybe nothing. I could just ignore her. I mean what can she do? If she tries to turn everyone against me, then I'll just figure that out then."

Tanya's Mom: "Well that is certainly an option. Have you considered any other ideas?"

Tanya: "Yeah, but I'm not sure I want to say or do anything else just yet. I want to be friends with everyone so that's what I'm going to do. I don't think she can stop me from doing that and if she tries to make my life miserable I'll just deal with that then."

Tanya's Mom: "Well it sounds like you are focusing on the present and not worrying about the future. That's a great idea. Being friends with everyone and not just certain cliques also sounds more friendly and accepting. Let me know if anything changes, okay?"

Obviously, this conversation could have gone in a million directions, depending on Tanya's responses. What matters here is that her mom didn't force the direction; she let Tanya determine it. All Tanya's mom did was show she was trying to understand what *Tanya* thought and felt and what she was thinking about doing. Tanya could have responded differently. If so, her mom would have simply followed the F-A-X process to support Tanya in making a decision that was best for her and others.



Action Steps:

1. When your child expresses a feeling, opinion, belief, or perspective — no matter how small or alarming — STOP, LOOK and LISTEN with full attention and NAME the emotion your child is feeling. Bite your tongue if you are tempted to give advice. Summarize what the child said and, if appropriate, ask your child what he/she wants to do about it.
2. Here are some helpful articles on using this first step of the F-A-X process; specifically:
 - a. [How to get children to open up](#). (Not just teens, as the article title says.)
 - b. [How you can handle emotional outbursts](#).
3. If you or children have a hard time verbalizing emotions or naming them, use this [Name The Emotions cartoon](#) chart.
4. When doing F-A-X Listening, you can use this [Problem-Solving Worksheet](#) to guide you.

Chapter 8: Sibling Toolset

Action Steps:

- When a sibling conflict arises and your children do not know how to problem solve, guide them through the steps of acknowledging their feelings and needs, repeating them back to each other, brainstorming ideas, and coming up with a solution that is respectful to both children.
- If your children have a conflict and know how to problem solve say, "I know you can work out an agreement that is satisfactory for both of you" then give them space.

Additional Resources:

- [*Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live Too*](#), by Adele Faber and Elaine Mazlish.
- Here are **additional Parents Toolshop® programs and resources on the Sibling Toolset**, with more advanced information and tools you can master on a deeper level.
 - Preventing and Resolving Sibling Squabbles: [deluxe audio/video package](#).
 - [The Advanced TIPS on-line course](#) includes videos of the live class, including a bonus video demonstrating sibling mediation found nowhere else.
 - [The original The Parent's Toolshop® book](#) includes the five levels of fighting and the top ten most common sibling conflicts and exactly what to say and do.



PASRR Step 3: Parent Problem Toolbox

Chapter 9: Keep Your Cool Toolset Action Steps

1. Learn about the 4 stress responses: Fight, Flight, Freeze and Fawn, by Pete Walker, M.A., MFT:
 - http://www.pete-walker.com/fourFs_TraumaTypologyComplexPTSD.htm
 - <http://therapyinla.com/articles/articleJune2014.html>
2. When a challenge arises:
 - Pause, take a deep breath, and think of a helpful interpretation of the event.
 - Pay attention to your thoughts and self-talk. Use empowering words, such as: I choose, I prefer, and I can..."
3. [Create individualized anger and stress management plans for you and each child.](#)
 - Identify your "recharge" and "anger energy" style and brainstorm at least one possible activity that would be helpful for relieving your anger.
 - Sit down with each of your children and devise *their* plan for where to go and what to do to calm down when they are angry or falling apart.
 - Here's a constantly-updated [list of resources for teaching children self-regulation.](#)
4. Re-program subconscious beliefs with:
 - Use the [Anger Log](#) to reprogram your unhelpful beliefs and trigger buttons.
 - LIIFT: Life Improving Internal Focus Technique. I'm a trained practitioner who uses it and EFT (below) in my coaching with parents and family-life professionals. <http://liift.info/>
5. Re-program Trigger Buttons using an amazing one-minute tapping protocol, called [Emotional Freedom Technique](#). It often instantaneously deprograms trauma, phobias, anxiety, and even chemical imbalances and physical ailments that are stress-related.
6. Remind yourself by print and posting the [Watch Your Thoughts Poster](#).
7. Learn more about the Keep Your Cool Toolset:
 - **The Basics:**
 - [1 hour webinar about Anger and Stress \(Basics\)](#)
 - **Advanced Keep Your Cool Toolset:**
 - 6 hour advanced workshop "[How to Keep Cool When Your Kids are Erupting](#)"
 - Watch Jody's 33-minute webinar on "Trigger-free Parenting" (FREE) ★★★ <https://youtu.be/KemhyMLXZrY>
 - "[Advanced T.I.P.S. online](#)" includes a video of Jody's live presentation of the Advanced Keep Your Cool Toolset.
 - "[Relationships Come F.I.R.S.T.](#)" has the most comprehensive training, including how to use the UB® in adult relationships and apply the *Advanced Keep Your Cool Toolset* in *all* areas of life.
 - [25th Anniversary Advanced Parents Toolshop® book, available in 2020.](#)



Chapter 10: Clear Communication Toolset Action Steps

1. **This opening story was a true story from a graduate. (All the others are *inspired by* real stories from graduates.) Here's what she said she did next:**
 - a. *The other mother apologized and I apologized to Jaxon. He was right! It made me realize that I am much harder on my own kids when they do something wrong than I am with a friend's child. I love my kids more than anyone else in the world and will have a relationship with them for the rest of my life. So why do I treat them worse than I treat a friend or neighbor?*
2. **Use the Chapter 9 story for practice. What can Linda say to get her son to clean up and when he back-talks?**
 - a. Without judgment, but for the purpose of practice, write down some alternative ways to handle that situation.
 - b. Would that final smart-aleck comment be a trigger button for you? What would you have said or done in the past?
 - c. Use the Anger Log to reprogram this trigger button and plan what you would say if it happened to you.
3. **[Read Jody's article on "The Problem with I-messages"](#) and some of the source materials:**
4. **Practice the Clear Communication Toolset with situations in *your* family:**
 - a. I see...
 - b. I feel...
 - c. I want...
 - d. I expect...
 - e. When <this happens>, it causes <this to happen, the outcome or effect>
 - f. Quick reminders (one word, note, non-verbal, code word)
2. There is more information about responding to Back Talk in the **Done4U Solution Teleseminar package**, "[Getting Back Talk? Let's Talk!](#)," part of the Done4U Parenting Solutions series at: <http://parentstoolshop.com/done4usolutions>



PASRR Step 4: Misbehavior Toolbox

This Toolbox really pulls everything together that you've learned up until now. So you are prepared to perceive and handle misbehavior totally different than you did before:

- You can now *prevent* misbehavior, by using the five-star tools.
- If it still happens, you now *understand why* the child does it, by identifying the misbehavior *type*.
- Then, you now know how to *respond helpfully*, by matching the five-star tool to the misbehavior type and ***Redirect it***, which ends up eliminating future problems!
- If it happens again, you have the language and tools to ***Reveal discipline***, which is a completely different approach than punishment, so children become *self-disciplined*.

Chapter 11: PU Toolset (Problem behavior, Unintentional) Action Steps

1. Consider a problematic behavior your child has now or has shown in the past.
2. Identify whether this behavior is PU or PO. Avoid *assuming* either. Ask if *this* child has *shown skill mastery* in this situation.
3. If you think it is sometimes PU and sometimes PO, identify what seems to make the difference. Is the child getting a payoff for the PU behavior and repeating it deliberately?
4. If or when the behavior is PU, plan an effective response that follows the PASRR formula. Think about what skill the child needs to learn/master. Incorporate teaching skills into your response. If/When it happens again, plan which of the above tools you want to use.
5. **Recommended resources in this chapter:**
 - Read an [excerpt from *The Parent's Toolshop* book on what behavior to expect at different developmental stages](#). That unique summary blends theories from the [Gesell Institute](#) (maturation theory), [Erik Erikson](#) (cognitive, and "8 stages of development"), and Jean [Piaget](#) (psychosocial). Although human child development hasn't evolved or changed the past 50-100 years, studies have repeatedly validated these theories, from 1925 to 2010 to present.
 - For more information on child development, read the "*Your <Age>- Year Old*" series, by Louise Bates Ames and Frances L. Ilg. Most libraries have the series. They talk about the "[Cycles of Equilibrium and Disequilibrium](#)" that many parents think are regressions, but are quite normal. They come at approximately six-month intervals with young children and then farther apart as children age.
 - You can also check out the CDC's website (U.S. Center for Disease Control) for a comprehensive list of child development guides:
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>



- If you suspect your child may have ADHD (Attention Deficit Hyperactivity Disorder) or has been diagnosed with it, [get our ADHD training resource package](#), which includes:
 - An *excerpt* from Chapter 11: PU Toolset of the original *The Parents Toolshop*® book that helps you become an informed consumer and advocate for your child.
 - Access to *two audio interviews* with an ADHD specialist, who explains the skills to teach children so they adapt and could avoid or eventually get off medication.
 - Additional video on ADHD can be found at <https://www.facebook.com/ScienceNaturePage/videos/1385162658282655/>

Chapter 12: PO Toolset (Problem behavior, On purpose) Action Steps

1. Get your Misbehavior Matching Game handouts, which is a one-page reminder sheet of how to answer the three goal-identification questions, what reactions to avoid, and how to redirect each, using the five-star tool that is best to redirect each goal.

- [Here's a blank game table, to fill in](#), to anchor what you are learning in your brain.
- [Here's the Answer Key](#), which you can print and hang, to refer to when needed.

2. Practice using the PO Toolset

- a) Take a misbehavior that seems intentional.
- b) Plan the first three steps of the PASRR formula:
 - i) How can I **P**revent it? If it happens again, what will I *say*?
 - ii) **A**cknowledge the child's feelings.
 - iii) **S**et limits or express concerns.
- b) Now plan what to *do*, by **R**edirecting it, using the steps above:
 - i) What is the child's goal?
 - ii) What do I need to avoid doing?
 - iii) How can I show the child how to meet this purpose through positive behavior?

3. Recommended resources in this chapter:

- Listen to [the Problematic Behavior Toolbox teleseminar](#) for more information on how to apply the tools.
- Get the [Advanced Problematic Behavior Toolbox](#) course for 2.5 hour training.



Chapter 13: Discipline Toolset Action Steps

1. Opening Story:

- a. That story includes real moms' comments from blogs and discussion groups talking about spanking and time-outs. (I copied parts and blended them.)
 - i. [ShellyLee's comments from a spanking-versus-timeout forum discussion.](#)
 - ii. [Another discussion about spanking.](#)
- b. In light of what you have read and learned even *before* you got to discipline, consider the following questions:
 - i. Evie says Sarah is "refusing" to clean. She is three-years-old. If she isn't cleaning up toys:
 1. What type of misbehavior do *you* think it is? PU or PO?
 2. If it *is* PO, what's her purpose?
 3. What tool(s) would you use to redirect it?
 - ii. Read what Evie says she's tried with Sarah *before* discipline. Think about the prevention tools and PASRR formula. Do you have any other ideas she could try?
 - iii. And if all the above really does fail, what discipline do you think *would* be effective for a three-year-old?
- c. Here are *my* thoughts/comments about the opening story.
 - i. Evie took Sarah to the playground because she wasn't cleaning up toys at the playgroups/play dates. There's nothing to clean up, so it makes sense for Evie to do this. I just wonder if this could reward Sarah's behavior. Not necessarily, if she doesn't connect the two. If Evie thinks *not* having social interaction is the logical consequence, then it should include playgrounds, too. There isn't only one way to see or handle this!
 - ii. Shelly sounds like she was raised with spanking and doesn't want to spank but doesn't know what to do instead *if* alternatives don't immediately work or the child behaves "really bad." She also mentions using a rod, which could be a reference to a Bible scripture often misquoted as justification for spanking.
 1. [Here's an article about the 5 Myths about that Bible quote.](#)
 2. [Here is an excerpt from the original The Parents Toolshop® book about that subject.](#)
 3. Regardless, if there is use of an object, it could be considered abuse in some U.S. states even without leaving marks. Laws vary.
 - iii. A lot of the things Evie says she has tried are great ideas! The fact that



Sarah is only three-years-old could be why some of the things she said didn't make a difference. Teaching her how was also good, but it takes time for children to learn new skills. There are only a half dozen reasons the tools in The Parents Toolshop® won't work. That's in Chapter 15.

- iv. Sarah thinks time-out is a respite! Sounds like she's an internal recharger!
 - v. Shaq's reaction to having his toys taken away is actually from a real-life story someone in my parenting class told. His parents would take away his favorite toy as punishment, so he said he learned to never love anything, or get attached, or care if he lost something valuable. We all were practically in tears! I'm sure that's not what his parents intended for him to learn! Which goes to show how easily punishment can harm.
 - vi. The situation with Shantell is a common one for parents of teens and presents several dilemmas:
 1. It's the teen's room, but it's in the parents' house, so there can still be bottom-line SHARP RV rules about no food in bedrooms unless it's taken to the kitchen. Otherwise, there can be bugs that affect everyone in the house.
 2. Laundry can pile up and mom can say she'll only wash whatever's in the hamper. Shantell can do her own laundry.
 3. *Not* grounding her from extra-curricular is wise for the reasons "Shelly" states. This is a *responsibility*, therefore it shouldn't be what's restricted. *Social* opportunities *can* be restricted *if* it's tied to an overall rule like "work before play," so the consequence for not doing chores is no social time. This can include no screen time, such as cell phones, social media, etc. It's critical, though, that the *logical connection* is made *if* this is the discipline used.
 4. More about cleaning and consequences in the "Top Ten Most Universal Parenting Challenges & PASRR Responses" section at the end of this Action Guide.
 - vii. Cleaning and chores is one of the Top Ten Most Common Parenting Challenges for which there are PASRR formula suggestions in this Action Guide. It's in the last section. Give your answers above, though, before you go there.
2. **For more information about the effects of guilt**, get this bonus report, ["Reprogramming Guilt to Attract More Joy Into Your Life."](#)



3. Application:

- a. Take the 1-3 problems you identified earlier. If any involve misbehavior, answer the following questions for each:
 - i. Is the misbehavior unintentional or on purpose?
 1. If it is on purpose:
 - a. What purpose could it be serving?
 - b. How could the child meet that purpose through positive behavior?
 - c. Now tell or show the child how to do that.
 - ii. What discipline would be logically related and reasonable and help the child learn to make a better behavior choice next time?
 - iii. How could you present that in a respectful way that doesn't impose any extra suffering, which would detract from the lesson?
 - ii. List situations or behaviors for which you or other parents might have used spanking or time-outs in the past.
 - i. For each, ask "Is this the most appropriate, logically-related response?"
 1. If you answer "no," review the discipline tools (and other tools you've learned in this series) and list other options that might be better options. Think about the PASRR Formula and how you could *prevent* the problem or respond more helpfully.
 2. If you answer "yes," that time-outs *are* the most appropriate response, do the following:
 - a. Plan ahead. If your child is older, use problem-solving (in the F-A-X Listening Toolset). If your child is younger, teach:
 - i. Where to go to calm down. Would it help to be alone or not, inside or outside?
 - ii. What can he/she do to calm down? Use brainstorming. Would it help to do a calming activity or one that helps get "angry energy" out?
 - iii. How to know when your child is calm? Describe the behaviors to look for, such as "breathing calmly," "not crying," "feeling happier."
 - b. When the need for a time-out arises next time, present taking a time-out as a choice. Then follow your plan and the guidelines above.



- c. Identify a recurring misbehavior. Plan a PASRR response to it, including the last step, “discipline.”
 - i. **P**revent Problems from starting or worsening, with the Prevention Toolbox.
 - ii. **A**cknowledge the child’s feelings, with the Child Problem Toolbox.
 - iii. **S**et limits and express concerns, with the Parent Problem Toolbox.
 - iv. **R**edirect misbehavior, with the PU or PO Toolset. (Refer to the cheat sheet on your fridge.)
 - v. **Reveal discipline, with the Discipline Toolset**, including:
 1. What the discipline will be?
 2. How long it will be?
 3. How will you say it?
 4. How will you follow through?

4. References & Additional Resources

- a. Read (or share) these articles about:
 - i. [Discipline vs punishment.](#)
 - ii. [Holiday Issues: Santa Threats and Elves on Shelves](#)
 - iii. [Research about corporal punishment](#)

- b. [Get the Toolbox PASRR diagram \(at right\) to print.](#)

- c. [Get the “Discipline Checklist” excerpt from the original The Parents Toolshop® book.](#)

- d. [Get the Decision-Making Worksheet, to plan your PASRR responses.](#)



- e. [Listen to a teleseminar](#) that discusses the controversial subject of Corporal Punishment.
- f. Get the session from the [Lunch & Learn audio series](#) called, “[Take the Bite Out Of Discipline](#)”
- g. Or [the Discipline webinar](#) to learn the 5 best discipline tools, the 3 most misused tools, and tips for using each one effectively.



PASRR Step 5: Maintenance Toolbox

Chapter 14: Family Council Toolset Action Steps

It is *strongly recommended* you learn more about Family Councils before using them, because you really only get a few chances to create a positive experience. If you haven't developed more advanced skills than what this course teaches, you can easily fall into more common pitfalls than those listed above.

So for now, just make some observations, to decide if you'd like to try Family Councils. Ask yourself the following questions:

1. How *often* do I have *conversations* with my child(ren)?
2. How *meaningful* are those conversations? Are they more superficial or do we create deeper bonds through deeper relationship-building.
3. How much are you modeling the communication skills you've learned in the Parent's Toolshop® courses and resources you've accessed?
4. How much are your children picking up on those skills and using them yourself?
5. On a scale of 1 to 10, with 1 being not at all committed and 10 being 100% committed, how committed are you to building deeper relationships within your family and with each member?
6. Are you willing to set aside time to learn how to do Family Councils effectively and hold them on a regular basis?

If you aren't having *regular, meaningful* conversations with your children and/or you aren't often *using* the skills you've learned, *are committed* to improving your knowledge and skills further, and *want* to have Family Councils regularly, you can access these resources:

- Listen to a [free audio recording of a live presentation on the topic](#).
- Watch [a one hour webinar on family councils](#)
- Or complete *only* the [Maintenance Toolbox session of the Advanced Foster-Adoptive \(trauma-informed\) Parents Toolshop® series](#). It includes a video of a live workshop and that section of Chapter 14 of *The Parent's Toolshop®* book, which is *the most comprehensive* written Parents Toolshop® resource on this subject.



Chapter 15: The 3 C's Action Steps (be Consistent, handle Criticism with the UB® for Adults, and maintain Confidence)

1. **The six reasons even effective parenting skills might not work.**
 - a. To illustrate these points in a very funny way that you'll never forget, watch a [video demonstration](#) (8:38 min.)
 - b. Think of a parenting problem you've tried to solve or tool you tried to use, so far unsuccessfully.
 - i. Review the six reasons.
 - ii. Apply the suggestions for that "mistake" and try again.
2. **The Universal Blueprint for Adult Relationships.** [Download this handout](#) from our advanced classes, laying out the *four* questions and PASRS steps. [Here's a 20-min. audio.](#)
3. **Apply the Universal Blueprint® to Your Adult Relationships.** Get two separate sheets of paper. On each, write a description of a relationship problem scenario that could happen in *each* of the two groups of relationships. (1 paper will be for the one peer-to-peer challenge and the other paper will be for the leadership relationship challenge, which could be parenting.)

<u>Peer-to-Peer</u>	<u>Leadership</u>
Couples	Parent/Child
Friends	Teacher/Student
Extended Family	Therapist/Client
Neighbors	Professional/Client
Colleagues	Business Leader/Staff

For each relationship challenge (on each paper):

1. Identify the *type of problem* for each of your scenarios & why.
 - a. Watch the video of the Universal Blueprint® Hand Signals at: <https://youtu.be/vPb65CkBH10> for help in answering the three "universal" problem-identification questions.
2. Apply the PASRR or PASRS Effective Response Formula to each.



Links to Research Cited

- [Practice *doesn't* make "perfect"](#)
- [How long it takes to create a new habit](#)

What's Next?

As you conclude the *Jump Start Guide*, you may want more detailed, advanced information about either parenting or adult relationships. We have resources and programs to support you with both!

Advanced Parenting

We really just scratched the surface of the parenting essentials here. You might want to learn:

- More detailed information about what you learned,
- More research citations and theory explanations,
- ALL the tools and their applications,
- More examples and stories,
- More personalized support.

If so, consider accessing our *advanced* resources.

The original advanced The Parents Toolshop® book, which you can get for the best price with bonus gifts at our website.

The on-line Advanced T.I.P.S. (Tools for Improving Parenting Success) Training, which uses the advanced book and offers optional support webinars and personalized coaching. Upon graduating, you qualify for all the *lifetime* graduate benefits, services, and discounts.

The value of its resources and services is well over \$3000, because it includes:

- **15+ hours of video** of the author teaching a live Parents Toolshop® comprehensive series. This is the absolute *best* way to learn and really master the skills.
- **Bonus handouts** with advanced information not available elsewhere.
- **Practice exercises and worksheets** to help you practice and apply the special language and action tools you are learning. *Real-life hands-on practice*, at home with your child(ren), is what makes mastery of these skills possible!
- **Lifetime access to weekly advanced training support calls** to clarify the lessons and offer personalized problem-solving. Even once you graduate, you have *lifetime access* to Graduate Support calls, webinars, forums and coaching, with the author and/or other Certified Parents Toolshop® Coaches.



- **A lifetime membership to the Advanced Training & Graduate Discussion Groups**, where you can post questions and get (and give) support from me, certified Parents Toolshop® Leaders, and other Advanced Toolshop® graduates, of both the on-line program and all the live workshops certified Parents Toolshop® Leaders provide worldwide!
- **Over \$500 in Bonus Resources**, including *all* of the resources mentioned in these challenge lessons --- and more!

Advanced Universal Blueprint® for Adult Relationships

If you have questions about the nuances of putting the Universal Blueprint® into action in *all* your relationships, attend the “[Relationships Come F.I.R.S.T. \(Formula for Improving Relationship Success Tools\)](#)” on-line course.

The amazing power of The Universal Blueprint® becomes obvious when you start applying it in *all* your relationships. You see very quickly that it leads you to a practical helpful response to any challenge in any relationship! That helps you deal with what’s happening *above* the surface, in your current reality and everyday life. So it’s the first half of the F.I.R.S.T. course.

There’s actually a whole lot more happening *under* the surface in your relationships. *All* your relationships are a mirror into *you* and *your* issues. When you become consciously aware of how you are interpreting events, *choose* your beliefs, and use *new* tools to clear out your own baggage, that’s affecting your relationships, you improve or heal all your relationships (or at least do your part in the process skillfully). You can also change and improve *every area of your life*, not just your relationships!

Now that you’ve completed this intermediate resource, if using the Universal Blueprint® in your *adult* relationships is what you want to do next, or you want to learn more advanced concepts and tools for becoming the Director of your own Life Story, check out the [F.I.R.S.T. course](#). I’d be honored to support you through that transformational experience.

