



## Top 10 Parenting Myths



### Most Parents — and Some Professionals — Believe And Truths *Everyone* Should Know

*“There's so much about The Parent's Toolshop that I like. As a parent, it is so easy to react to problems. This offers so many healthy alternatives. As a counselor, I like the way I can apply the process to all relationships. There were so many things that even as a therapist, with all the training I've had, that I didn't realize—like the myths about timeouts. I've been giving the same kind of advice lots of other professionals give—and assumed it must be right, because so many people believed it. This was a real eye-opener.” — Ken Rogiers, M.A., Lighthouse Christian Counseling, Inc., Columbus OH*

**EVERY bold statement is a common parenting MYTH.** What follows it is the related parenting Truth. There are also suggestions for which Toolshop®/ Universal Blueprint™ resource can give you more information on that subject. The order of the statements matches the order they appear in *The Parents Toolshop* book.

1. **Parents can tell if a parenting skill is effective by how quickly it works.** Most quick fixes work in the short-run but have other negative long-term side effects. When using skills that have proven long-term results, it may take slightly longer to see results, but the results will be better and longer-lasting. *(Fortunately, the only skills included in Parents Toolshop® and Universal Blueprint™ resources are those that have been proven effective in long-term research studies.)*
2. **If “I turned out okay,” I can probably just do what my parents did and get the similar results.** Your child is different from you and society is different than it was when you were a child, so using the same practices will probably not get similar results. Children may turn out “okay” — and parents can choose to settle for “okay” — but effective parenting skills will bring even better outcomes. Fortunately, we have much more knowledge and research at our disposal than our parents did, so parents can achieve the goal of being the “most effective” parent they can be. *(Chapter 2, the Foundation-Building Toolset, in The Parents Toolshop book looks at how and why parenting has changed from the 1960's to today.)*

*“As a grandmother of two and mother of two, I wish that I had this when I was raising my children and I'm sending a copy to my son, the father of my grandsons. My own child-rearing was haphazard to say the least although I did the best I could with the information available.” — — Oshara Petaja, MT*

3. **If you learn the basic parenting skills most resources teach, you can probably figure out solutions to most parenting problems.** Parents can know hundreds of skills, but if they don't know which skill/tool is the best one to use for certain types of problems, don't know what order to use the skills and don't use them in specific ways, the skills will be less effective and may not solve the problem. *(Only Universal Blueprint™ resources teach this Parenting Success Formula, including Chapter 3 of The Parents Toolshop book)*
4. **Parents can build self-esteem in children by giving them lots of praise and rewards for good behavior.** Praise and rewards focus on pleasing others and *external* motivation, so they are often addictive and develop ego-esteem, not self-worth. The most effective way to build self-esteem is to use descriptive encouragement and other skills that focus on the child's *internal* skills/qualities. *(All Parents Toolshop® and Universal Blueprint™ resources teach the basics of building self-esteem. Chapter 4 in The Parents Toolshop book teaches all 28 tools for building self-esteem.)*

5. **Behavior charts with stars or rewards are helpful in teaching children new behavior skills and fostering internal motivation.** Long-term research has proven that behavior charts, stickers, bribes, incentives, and rewards foster *external* motivation, unhealthy competition and actually *discourage* those who are already struggling to succeed. When they seem to work, both adults and children can become addicted to them and children don't develop the ability to *self-motivate* themselves. (*Alfie Kohn has done extensive research into these issues. See <http://www.alfiekohn.org/> for more information on his research. All Parents Toolshop® and Universal Blueprint™ resources teach the most important and basic tools for fostering internal motivation, without bribes or power struggles. Some, including Chapter 5, the Cooperation Toolset in The Parents Toolshop book, teach parents how to modify or phase out behavior charts to avoid these pitfalls.*)
6. **Parents need to solve problems for children who are too inexperienced to resolve problems independently.** How will children ever learn how to solve their own problems if parents solve their problems for them? When children have problems, parents can use “F-A-X Listening” to guide children through the problem-solving process, without taking over. (*All Parents Toolshop® and Universal Blueprint™ resources teach the most important and basic tools for helping children learn how to solve problems. Only chapters 7 & 8 of The Parents Toolshop book, however, teach all the fine details of how to guide children to their own solutions, without taking over.*)
7. **Timeout is a discipline tool you want to use as follows: make the child sit alone, quiet and still, without playing, for one minute per year of the child's age.** Time-outs are not effective discipline tools; they are most effective as anger management tools parents can use to teach children self-control. Therefore, the only logical use of a timeout is when the child has lost control. Parents determine the timeout location based on the child's recharge style and suggest activities for the child to engage in based on the type of anger energy the child experiences. The time-out is over as soon as the child has regained control. (*Most Parents Toolshop® and Universal Blueprint™ resources teach the most important and basic anger-management tools. Chapter 9, the Keep Your Cool Toolset in The Parents Toolshop book is the most comprehensive information on developing individualized stress & anger management plans you may find anywhere! Chapter 13, the Discipline Toolset covers timeouts, specifically how to use them so they teach self-control and don't violate the basic guidelines of effective discipline.*)
8. **If parents have repeatedly told children to stop misbehaving and they don't stop, parents can assume their children know how to behave better and are deliberately disobeying.** Just because we tell children “a million times” doesn't mean they fully understand and have *mastered* the skills to behave appropriately. Parents must teach children skills and have realistic expectations about how quickly children can perfect the skills. (*All Parents Toolshop® and Universal Blueprint™ resources teach parents how to tell the difference between “unintentional” and “intentional” misbehavior and the most important and basic tools for responding to each type of misbehavior. Chapter 11, the PU Toolset (Parent problems involving Unintentional misbehavior) in The Parents Toolshop book, explains the 5 reasons why children might misbehave “unintentionally.” It includes information on developmental stages, temperaments, common age-specific misbehavior and even a special section on ADHD (Attention Deficit Hyperactivity Disorder). It also teaches 5 tools for responding to unintentional misbehavior, without excusing it away or reacting to it unhelpfully, which causes the misbehavior to “mutate” into deliberate misbehavior!)*)
9. **Usually, if parents trust and follow their gut reactions, they will respond to deliberate misbehavior properly.** Gut reactions to deliberate misbehavior will — guaranteed — either escalate the situation or give the misbehavior an accidental payoff, which will cause the misbehavior to recur. It is better to stop and identify the “goal” of the misbehavior and plan a response based on that. (*All Parents Toolshop® and Universal Blueprint™ resources teach the most important and basic tools for identifying and responding effectively to the 4 kinds of intentional misbehavior. Only Chapter 12, The PO Toolset (Parent problem, involving “On purpose” misbehavior) in The Parents Toolshop book teaches all the fine details. Deliberate misbehavior is the trickiest misbehavior*

*to deal with, because if parents react or don't choose the most effective tool for the situation, the problem will continue or get worse.)*

- 10. Parents need to be consistent. If they say they are going to do something, they need to follow through, even if they realize later they overreacted.** If parents are truly consistent, they will “get back on track” when they realize they have overreacted by admitting their mistake and restating an appropriate discipline. *(All Parents Toolshop® and Universal Blueprint™ resources teach the most important and basic tools for maintaining consistency and disciplining effectively. Detailed information is in Chapters 13, the Discipline Toolset, and 15, the 3 C's: Consistency, Criticism and Confidence in The Parents Toolshop book.)*

So, what do you think? Are you surprised by some of the parenting myths and truths? Are you skeptical about some of them? That's okay!

- Read ALL 30 Parenting Myths & Truths at: <http://www.parentstoolshop.com/HTML/30myths.pdf>
- Learn more so you can recognize more common parenting myths and master the universal parenting truths. Just go to: <http://www.parentstoolshop.com/7ecourse/packages.htm>

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