

Get Kids To LISTEN without Nagging, Yelling or Losing Control



My Top 3 Behavior Challenges

1. _____
2. _____
3. _____

The Real Reason WHY Kids Act Out

Behavior is not random. Kids have a hard-wired need for _____ and _____.



If kids don't experience attention and power in age-appropriate, positive ways, they'll resort to negative behaviors to get it.

Kids only _____ the behaviors that _____ for them.

POSITIVE POWER defined:

- _____
- Autonomy
- _____ over their own world

Your child's desire for power and control is not something they _____ they want. It's part of their wiring.

The need for power is universal.

NOTES:



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The Truth About POWER:

Human beings are born with _____.

Whether or not to behave, to listen, to cooperate, to do the right thing ... it's always their _____.

“Popular” Tactics Work AGAINST the Child’s Biological Need for Power



NOTES:

Handwritten notes area with horizontal lines.



If These Tactics Aren’t Working For You...

It’s not YOU. It’s not your CHILD.

These tactics are fundamentally flawed because they work AGAINST the child’s need for _____ ... AGAINST the way they’re naturally _____.

With blame, shame, and pain punishment, we set up an environment that almost GUARANTEES your kids will _____.



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NOTES:

PARENT PERSONALITY ASSESSMENT

With a CONTROLLING personality, their natural reaction is to _____.

Which aspects of YOUR personality trigger certain behaviors from your kids?

How might your PARTNER'S personality invite certain behaviors and responses from your kids? (If applicable)

Misbehavior is never just a _____.

If we can simply STOP doing the things that _____ our kids, we're 50% of the way to solving the power struggles.

Interested in taking the Parent Personality Assessment?
It's included in the
ALL-IN-ONE PARENTING SUCCESS SYSTEM!



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NO-GUILT, NO-YELLING CONSEQUENCES

Without the 5 R's, it feels like blame, shame, and pain punishment.

R: _____

R: _____

R: _____

R: _____

R: _____

Adapted from Jane Nelsen, EdD and H. Stephen Glenn, PhD

SCRIPT FOR REVEALING CONSEQUENCES:

- State the _____

- State the _____ behavior

- Reveal the _____

- Ask the child to _____

WHAT IF . . . my child won't repeat back the rule and the consequence?

WHAT IF . . . I can't think of a good consequence?

You can't _____ your way to better behavior.

Consequences should be used no more than _____% of the time.

BOTTOM LINE:

Consequences are a good tool.
But the real goal is to not NEED them in the first place.



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