

Whining

a newsletter for people who care about self-esteem

Issue 58 - Volume 10, Number 4 - July, August 1990

Dear Readers,

Welcome to the 58th issue of **WE**, an issue about whining. In this issue you will be introduced to **Prescriptions for Parenting**, Carolyn Meeks' new cartoon book for parents who don't have time to read or don't care to. Carolyn tells us how to handle whining, one of the ten most common child-behavior problems addressed in her book. You will also be invited to think with Carol Poole about the unmet needs that may prompt whining. The issue includes:

- **Prescriptions for Parenting** by Carolyn Meeks
- **Dealing with a Whiny, Clingy Child** by Carol Poole
- **Activities that build resistance to whining**
- **Messages I Deserve to Believe as a Parent** by Ann Lovrien
- **How adults learn**
- **Books about traveling with children**

It seems strange to me to be excited about offering an issue on whining when I am so negative about it. However, I am excited. Carol Poole's article reminds me that children's behavior always has some root, some cause, sometimes deeper than the obvious events of the moment. Carolyn Meeks' book reminds me that while I must stay alert to underlying causes, I am always faced with the behaviors of the day and the ways in which I respond.

I also appreciate being stimulated to think about adult whining, that woeful way of communicating. We adults, having had years of practice, may have become more adept at whining, somehow more subtle at whining. We may even have become more tolerant of it, more excusing, when it comes from another adult. Let us, instead become more adept at asking for what we want or need in joyful ways, and let us encourage others to do the same.

Respectfully,

John M. Clarke

Dear Readers,

This book is the result of a "vision" I had. I wanted to create a book that would address one of the #1 bugaboos for parents today: Power Struggles.

These are
prescriptions
to take home,
not to
the
drug store.

- ✓ A Quick Reference Guide
- ✓ Illustrated with Pictures, so if you don't have time to read, you'd still get the point
- ✓ User-friendly
- ✓ Upbeat
- ✓ With Simple Prescription Summaries at the end of each chapter

Since this was to be a simple book, I thought I might just take off 1-2 months and write it, send it to a publisher, and bingo! — a book! Wrong! Two and a half years later . . . Bingo! This is a bit like having a baby, in that when you "finish," you find out that it's really just the beginning. The book could die on the shelf in less than 6 months, unless I nurture the promotional aspects. So . . . back to the drawing board and off I go . . . often without the kind of support I expected from the publisher. This is an amazing journey full of a zillion ideas and decisions . . . all requiring a lot of commitment.



At the June 16 Facilitators' Enhancement in Seattle, the group explored my book and showed endless appreciation. I was physically lifted off the ground with healing hands and affirming minds (really!! I'm not kidding!) I was given the special gifts of personalized, written affirmations in a red "Life Is A Celebration" bag.

I was "Queen For A Day" — treated so specially that I will not forget your support during any trying times ahead. I am empowered and grateful!

Each of you is "making a difference" in the world, in your own special way. You surely have made a difference for me. I want to wish all the readers of **WE** the very best. Your love goes with me. I hope to be sitting in your living rooms some day soon, on TV.

With deepest appreciation and joy!

Carolyn Ann Meeks, M.D.

Carolyn

Author, *Prescriptions for Parenting*

P.S. Jean says: Seattle Facilitators' Enhancement is a biannual day of celebration and new learnings with western states people who have taken the Facilitators' Workshop described on page eight. The Life is a Celebration tote bags are available from Carole Gesme at 4036 Kerry Ct., Minnetonka, MN 55345, (612) 938-9163 for \$5.50 each + \$2.50 postage and handling.

Dealing with a Whiny, Clingy Child



By Carol Poole

Being constantly pulled on by a whiny, clingy child may be a tremendously frustrating and draining experience for any adult, but especially for a parent. Parents may feel trapped, wanting desperately to escape from this never ending source of irritation. Parental feelings of anger and fear are common. This article will address the reasons why your child may have become whiny and clingy and will suggest ways in which you can meet your child's special needs and thereby end the unpleasant behavior.

The Problem

Six to twelve year old children may display whiny and clingy behavior when 1) they have not successfully completed the developmental tasks of earlier stages, 2) when parents were raised in homes where they were unable to complete their own developmental tasks and have not repaired those deficits and 3) when children receive insufficient nurturing and/or structuring from their parents. While these three categories are interrelated they will be addressed separately here.

Developmental Tasks of Childhood

Levin (1974) divided childhood into 6 stages. During each stage children have particular developmental needs and make important decisions about life based on their experiences. When children's needs are not met due to inadequate parenting or due to life events such as illness, family crises, etc. a developmental gap occurs. If a minor gap occurred in one stage and during subsequent stages children have the opportunity to receive healthy parenting, it is likely that negative decisions made in one stage will be reversed. If the gap is large however, or if the child continues to have experiences which support the negative original decision, behavior problems will occur. This section will address the responsibilities of parents and children during the first five stages of childhood, covering the first twelve years of life. In addition, the relationship between unmet developmental needs and whiny, clingy behavior will be considered.

Stage I (Being)

During the first six months of life, children's major task is to simply "be", and to call out for help. Their responsibility is to cry when they want or need something. Parents are responsible for loving, nurturing and protecting the child and for consistently and promptly meeting their needs. When this happens, children learn that they can ask for what they need, that the world is a safe place and that they have a right to be here.

When children do not have these needs met, they may decide the world is not a safe place. **They may be whiny and clingy out of a desperate craving for closeness and love and a survival level drive to get their needs met.**

Stage II (Doing)

During Stage II (6 to 18 months), children are responsible for exploring their world; for looking, smelling, touching, and tasting everything they encounter. Parents are responsible for creating a safe, rich environment for their children and for allowing and encouraging exploration. If this happens, children learn that it is okay for them to explore, that they can be curious and intuitive and that they can do things and get support at the same time.

Children whose parents were afraid or intolerant of exploratory behavior may be afraid to do things on their own. **Whiny, clingy behavior may result from this scare or from a desire to get attention even though the attention may be negative. Or toddlers may whine because parents give them what they want more often when they whine than when they communicate cheerfully.**

Stage III (Thinking)

During Stage III (18 months — 3 years), children are responsible for beginning to separate, for saying “no”, and for learning to think. Parents are responsible for honoring their children’s “no’s” whenever possible, encouraging thinking and feeling, and setting and enforcing rules appropriately. Children whose needs are met during this stage learn that they can let others know that they are angry, sad, scared, or glad, that they can think for themselves and can push and test limits.

Children who are whiny or clingy due to unfinished developmental work in this stage, **may be overadaptive and unable to think for themselves.** They may act scared when they are really angry.

If they have to provide for their own protection because appropriate limits are not set, they may become very scared.

Or they may whine because parents respond more quickly to whining than to other ways of asking.

Stage IV (Identity)

During Stage IV (3 to 6 years), children try new roles, test their power, start learning socially appropriate behavior and learn to separate fantasy from reality. Parents are responsible for providing children with opportunities to try on different roles, allowing them to have power, appropriate to their age, praising them when they exert their power, rewarding imagination, being clear about reality, being clear on rules, and allowing consequences. When this happens, children learn that they can have their own view of the world, be who they are and that they are powerful individuals.

Children who were unable to complete the tasks related to this stage may have discovered that the **only way to be powerful and get what they want is to whine and cling.** They may also be **experiencing scare** because of their inability to separate fantasy from reality.

Or they may whine because they have already learned that is the most sure way of getting what they want.

Stage V (Structure/Skill Development)

During Stage 5 (6 to 12 years) children are responsible for testing rules, making up their own rules and testing their values and internalizing rules that work for them. They need to be able to argue, hassle and disagree. Parents are responsible for examining and negotiating their rules when appropriate, praising their child for thinking logically and creatively, and for arguing well. If this happens, children learn that it is okay to disagree, that they can trust their feelings to guide them and that it is okay to do things their own way.

Children who are not allowed to argue and hassle and negotiate rules in a clear, logical way may learn that **the only way to get what they want is through incessant whining and clinging.** **Or they may whine because they have already learned that their adults give in to whining.**

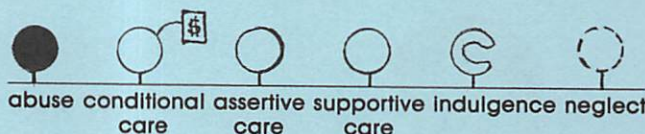
When Parents Have Unfinished Developmental Tasks

Parents ability to parent in a healthy way is influenced significantly by the degree to which their own needs were met during childhood. Problems between parents and children often become acute when the children reach ages in which their parents have developmental gaps. Adults, who learned during infancy that the world is not a safe place and that others cannot be trusted to meet their needs, are unlikely to be able to provide a safe, nurturing environment for their child. When adults were not allowed to say “no” to their parents, they are unlikely to be able to deal with their own children’s “no’s” in a healthy way. They may be intolerant of “no’s” as their parents were, or they may go to the other end of the continuum and not set appropriate limits, thereby letting children do things that aren’t safe. In order to parent in a healthy way, parents need healthy role models or/and they need support and guidance during their own parenting years.

Providing Nurturing and Structuring

Nurture and Care

Nurturing has been defined as the giving of unconditional love. Clarke and Dawson state that nurturing “gives us hope and joy, and the self confidence to be, to live, to feel free, to develop both our uniqueness and our skills”. They developed a nurturing continuum. The points on the continuum are:



When children indicate they need something and parents respond by giving what they have been asked for, they are giving assertive care. When children indicate they need something and parents offer to help, allowing the children to accept or reject their help, parents are giving supportive care.

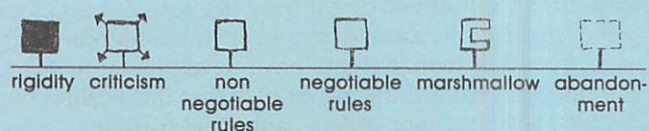
Parents giving conditional care require children to earn the right to be nurtured. Parents who over indulge give children something they haven’t asked for or more than they need. In this way parents negate their children’s ability to solve problems themselves. Abuse and neglect give the message “Don’t be” and “Go away”.

When parents are neglectful, indulgent, abusive or conditional, children may be whiny and clingy in a desperate attempt to be recognized for who they are and as a way to force parents to meet their needs.

Negative attention from parents is better than no attention.

Structuring

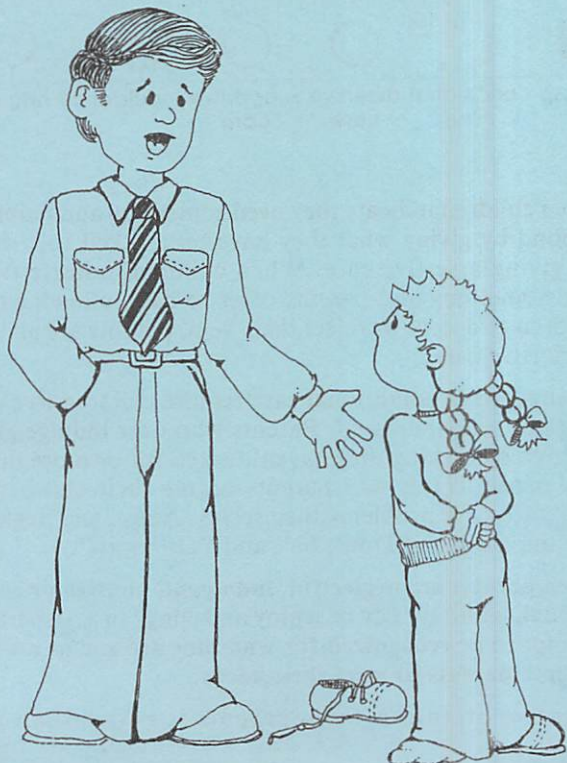
Parents provide structure when they set limits and teach their children how to do things. Clarke and Dawson have also developed a structure continuum. The points on the continuum are:



Non negotiable rules are firm because they deal with safety, legality, religious or ethical principles, family tradition, or parental personal preference. Negotiable rules are those which the parents will consider waiving temporarily or deciding according to the situation or the age of the child. Whiny and clingy behavior is likely to result when parents do not have a balance of clear non-negotiable and clear negotiable rules so children try to whine all rules into a power struggle. Whining also results from marshmallowing (giving the child whatever they want) or abandonment. This may happen when parents have received these types of parenting themselves and copy it, or when parents received rigid or critical parenting and are determined not to parent in that manner. Since they have not had healthy parenting models however, they often fluctuate between insufficient structure and criticism. In these cases, children feel abandoned and scared, and they may use whining and clinging in an attempt to force parents to set limits.

Stopping Your Child's Whiny, Clingy Behavior

If your child is whiny and clingy, there are a variety of methods you can use to change the behavior.



1) Review your child's developmental cycle and identify what happened at each stage. If you identify gaps, provide parenting to fill in the gap. For example, if your child has Stage I gaps, provide extra touching and closeness. Meet her needs promptly when she asks appropriately. If your child has Stage II gaps, provide plenty of opportunities for him to explore freely within a safe environment.

2) Review your own developmental cycle. If your needs were not met in a particular stage, set up your life in a way to fill in the gaps. Read Pam Levin's *Becoming the Way We Are* or *Growing Up Again* or *We*, Issue 57, Vol. 10, No. 5 — *Growing Up Again*, Clues and Activities. If you have major developmental gaps, consider therapy.

3) If you received unhealthy parenting and do not know how to parent in a healthy way, read books such as *Self Esteem: A Family Affair* by Jean Illsley Clarke and the *Help!* series by Jean Illsley Clarke, et al. Take parenting classes such as the *Self Esteem: A Family Affair* series.

Other tips and guidelines are:

1) **Listen to your child when he is not whining.** Give your complete, undivided attention. When this is not possible at the time you are asked to listen, tell your child exactly when you will be able to listen — and keep your agreement.

2) **Respond to your child's requests.** When possible meet the request. When it is not possible, tell her why not and offer alternatives.

3) **When your child is whiny, point it out.** Refuse to pay attention until he changes his tone and asks for what he wants in a straight, non whiny way. If the child can't hear the whine, tape record it and play it back at a time when the child is willing to listen and practice other ways of asking.

4) **Have a whine session occasionally.** Let everyone who wants to participate whine in a very exaggerated manner for 5 to 10 minutes. This "game" will help the child differentiate between whiny and nonwhiny behavior. It may get some irritation off the parent's chest also.

5) **Praise your child for asking for attention in a non whiny way.**

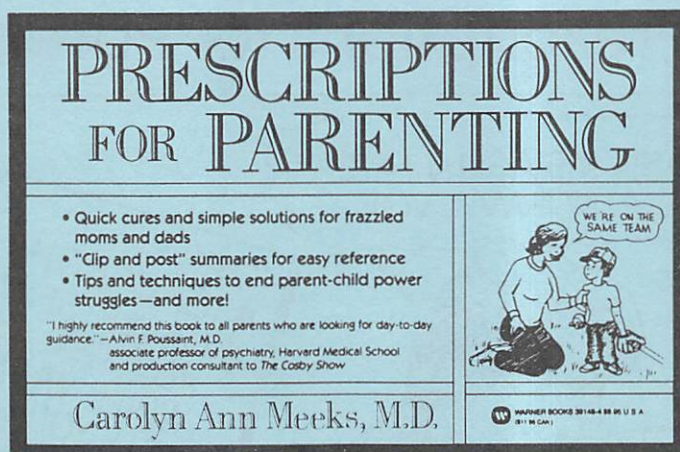
6) **Be honest.** If you cannot meet your child's requests tell her so directly. Do not be sneaky or lie.

7) **Share your feelings.** If you are angry, tell him so. Make sure you label the behavior, not the child. Say, "I feel mad when you whine" not "You are a whiny, clingy brat."

8) **Use "I" statements** that show you take responsibility for your own feelings. Say, "I am mad" not, "You make me mad." You, not your children, are responsible for your feelings.

9) **Be gentle with yourself.** Parenting is a learned behavior and you can learn to meet your child's needs. There is no such thing as a perfect parent and your child will learn from your mistakes as well as your successes.

WARNER BOOKS PRESENTS:



At last--a book on parenting for superbusy parents with no time to read!

Prescriptions for Parenting is the answer to the number-one bugaboo for all parents: power struggles. You'll learn what causes them, how to avoid them, and how to unhook if you've already taken the bait. It's the kind of book you can take into the bathroom for a few minutes and come out a better parent!

An upbeat, practical guide loaded with illustrations and handy tear-out reminders to stick on the refrigerator or in your pocket! This book provides field-tested, instantly accessible solutions, so you can:

- Solve ten of the most common child-behavior problems, including whining, messy rooms, and bedtime dramas.
- Prepare for every stage of the power struggle: from defiant toddlers to tenacious teens.
- Help your child become truly responsible for his or her own behavior.
- Increase your child's self esteem--and your own!



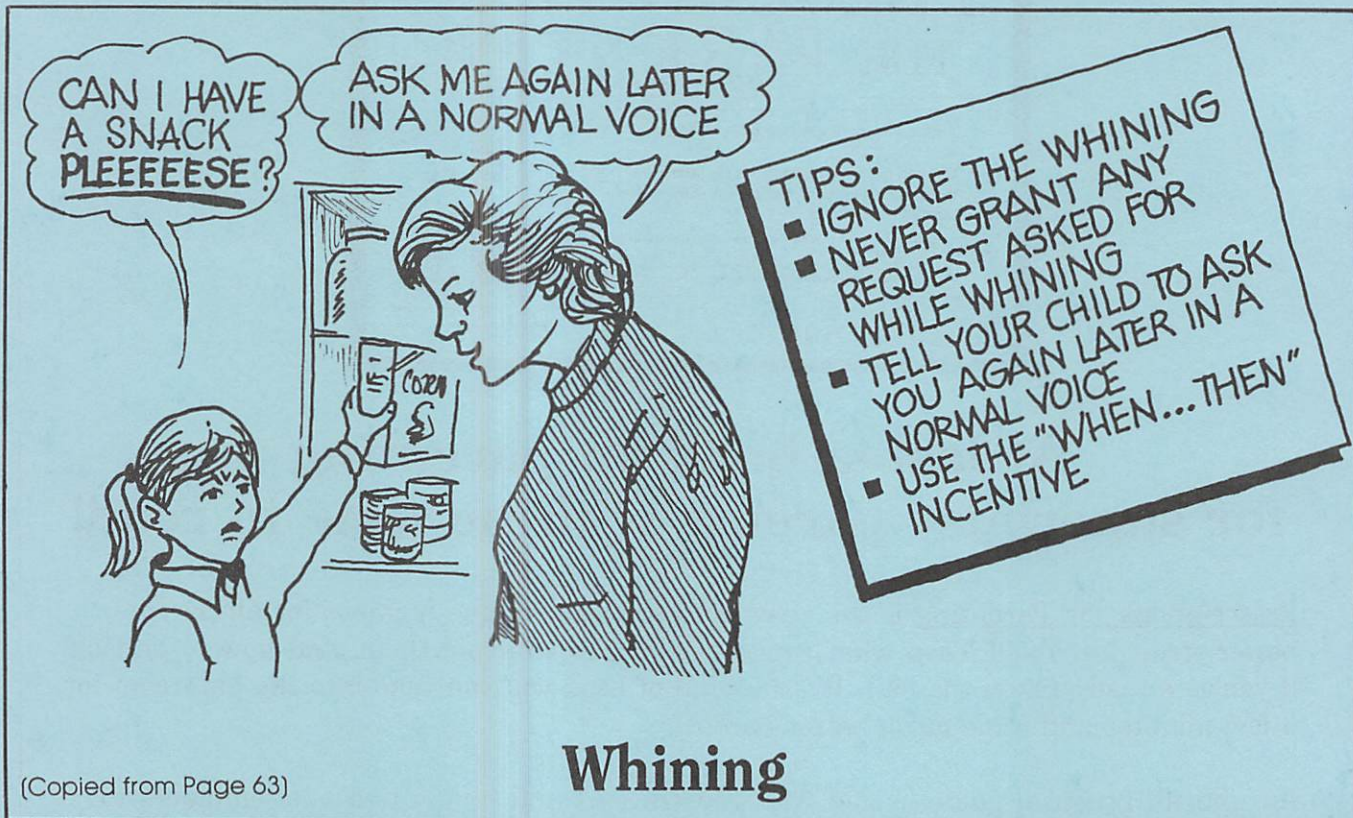
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Dr. Carolyn Ann Meeks is a pediatrician with a special interest in behavioral issues. She is a clinical faculty member at the University of Washington School of Medicine, and is the founder of the Parent Resource Institute in Seattle. Dr. Meeks is the mother of three energetic children, ages 11 to 15.

Sample pages from Prescriptions for Parenting



HOW TO SOLVE COMMON PROBLEMS

FIVE KEYS TO SUCCESS

- Don't respond to uproar
- Restate your expectations or concerns
- Offer "When . . . then" incentives
- Use the magic word . . . "nevertheless"
- Think ahead: plan together for a mutually "happy" resolution

(Copied from Page 85)

CAROLYN ANN MEEKS M.D. ● Prescriptions for Parenting

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- ✓ THINK AHEAD: PLAN TOGETHER FOR A MUTUALLY "HAPPY" RESOLUTION



Dispense ad lib

Carolyn Ann Meeks M.D.

Summary

Children may become whiny and clingy when they have not completed the developmental tasks of earlier childhood stages, when parents reflect developmental gaps of their own, and when parents provide insufficient nurturing and structuring. It is possible for your child's needs to be identified and met and the irritating behavior reduced or eliminated.

REFERENCES

Levin, Pamela. *Becoming The Way We Are*. Wenatchee, Wash.: Directed Media, 1985. FL: Health Communications, Inc., 1988.

Clarke, Jean Illsley and Connie Dawson. *Growing Up Again: Parenting Ourselves, Parenting Our Children*. New York: Harper & Row, 1989.

Carol Poole, ARNP, MN, is a facilitator of Self-Esteem: A Family Affair, a therapist using the Corrective Parenting methods, and co-author of the Right to Fly trance tapes. For further information on the tapes see WE, Issue 49, Vol. 9, No. 1 or write to Carol at 3212 25th Ave. S., Seattle, WA 98144. ■

Messages I Deserve to Believe as a Parent

1. I am learning as well as my child. We are both growing. I need nurturance, patience, forgiveness as well as my child.
2. Living means making mistakes. I am going to make mistakes as a parent. Mistakes can be corrected.
3. The one constant in my life is change. I will continually be challenged to learn new things. There is no "finally I've made it".
4. My effort is sufficient. I am making decisions with the resources I have presently. I am doing my best and that is all that is demanded.
5. I cannot control how my children will "turn out". In spite of their choices, I can know myself as a good person.

Ann Lovrien, 3928 11th Ave. S., Mpls., MN 55407

Lessons I Have Learned

*The opposite of Love
is not Hate;
it's Indifference.*

*The opposite of Nice
is not Mean;
it's Real.*

*The opposite of Me
is not You;
it's Nobody.*

Love is always Specific.

—Kaye Centers

The Funniest Language You Ever Did See!

We'll begin with a box, and the plural is boxes;
But the plural of ox is oxen, not oxes.
Then one fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese!

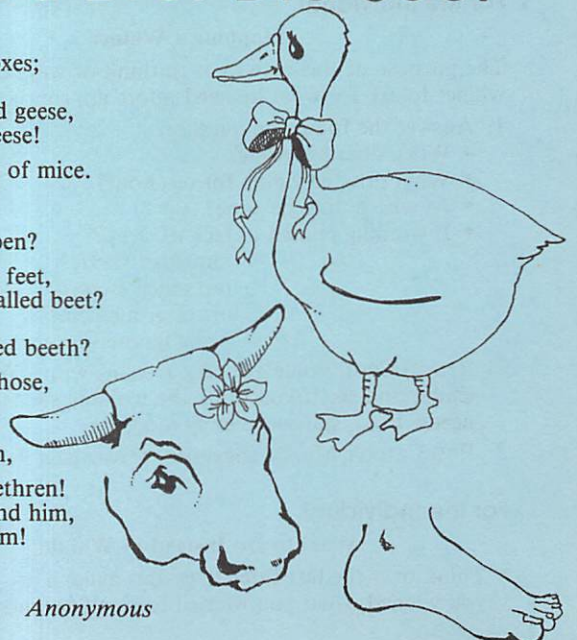
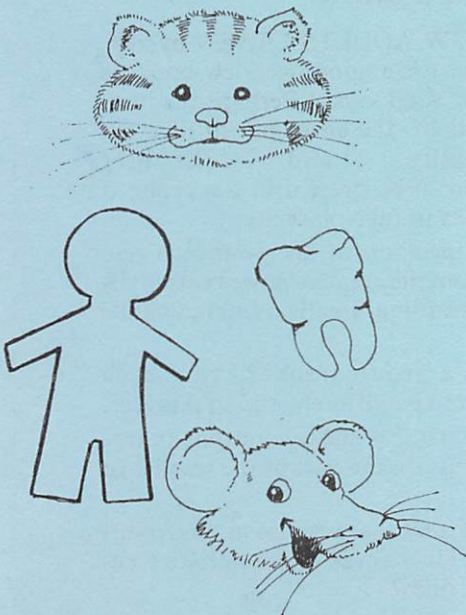
You may find a lone mouse or a whole nest of mice.
But the plural of house is houses, not hice!
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

If I speak of a foot, and you show me your feet,
And I give you a boot — would a pair be called beet?
If one is a tooth, and a whole set are teeth,
Why should not the plural of booth be called beeth?

Then one may be that and three would be those,
Yet hat in the plural would never be hose;
and the plural of cat is cats, and not cose!
We speak of a brother, and also of brethren,

But though we say mother, we never say methren!
Then the masculine pronouns are he, his, and him,
But imagine the feminine, she, shis, and shim!
So English, I fancy, you all will agree,
Is the funniest language you ever did see!

Anonymous



Suggested Activities

For a Group

Definition of Whining

- Individually, write your own definition of whining. Tell it to the group.
- As a group, compare the dictionary's definition of whining to your definitions.

For a Group

The Behaviors of Whining

- As a group, list all of the behaviors that are part of a whining
 - A) for the whiner
 - B) for the whined at.
- Individually, choose the items from the B list that describe your own responses to whining. For each behavior, identify the feeling that goes with that response.

For a Group

Giving-In to Whining

The purpose of this activity is to help people think about whining as a strategy used in a power struggle.

1. From the name tag exercise, list the things people have given-in to when someone whined. Add any others that anyone thinks of to the list. Examples might include such things as cookies, staying up late, going to the shopping mall, buying new clothes, getting a haircut, having sex, going on a vacation, buying something for the person or the house, going to a movie or watching a TV show you do not want to watch.
2. Ask each person to pick three items on the list and ask himself these questions about each:
 - Is this something I really want to do?
 - If another person asked for this without whining, would I grant it?
 - Would this be good for the other person? for me?
 - If any of the above answers are no, why did I "give-in?"
3. As a group, list all of the reasons that people might give-in to whining.
4. As a group, evaluate each reason for giving-in and think about circumstances when that reason would be a healthy, practical, or highly expedient one and others when it would be better to find a reason to do something else.

For the Individual

Stopping a Whiner

The purpose of this activity is to think of ways to persuade a whiner to ask for what he needs more appropriately.

1. Answer the following questions.
 - When does he whine?
 - What does he whine for or about?
 - At whom does he whine?
 - Is whining related to
 - lack of sleep?
 - improper food?
 - too much stress?
 - drugs or medicines?
 - being ignored or neglected?
2. Reread Carol Poole's article, *Dealing with a Whiny, Clingy Child*, and see if you think the whining stems from unmet needs. If so, start correcting that lack.
3. Post Carolyn Meeks' suggestions from page 3 and use them.

For the Individual

What to Do Instead of Whining

- Think over the last three days and make a list of each time you whined, what you whined for, and to whom.

- Look at the list. Do you see any patterns?
- Ask yourself the following questions:
 - Do I whine

more to some people than others? Who?
more for some things than others? What?
more often when I am tired?
more often when I am stressed?
more often when I have not been eating correctly?
more often when I have been neglecting myself or have been neglected by others?
because I am in the habit of whining?

- If you want to whine less or stop whining, what can you do instead?
- If you don't think you whine or don't know if you whine, think of one or two people whom you trust and who cares enough about you to tell you their perceptions of your whine level without doing it in a blaming or shaming way.

Suggestion Circle

When I am caring for several children and one starts whining, they all whine. What are some things I can do?

1. Breathe deeply and decide to deal with each whine as if it were the only one.
2. Laugh merrily not critically and say, "It's whining time! Let's all whine for five minutes. I'll set the timer." When the timer rings, stop whining and ask the original whiner to tell you in a clear, calm voice what he wants.
3. Ignore it.
4. Declare that each child who has not whined till the timer rings in 20 minutes gets a gold star. Celebrate the gold stars with a song and a dance.
5. Help the children decorate a large, comfortable whining box with a blanket and cuddly toys where any child can go and whine as long as she wants to.
6. At a time when no one is whining, stop all activities and make a special celebration that the "whine elf" is not in the room.
7. Help the children make a list of fun things to do instead of whining. Let them draw pictures on the list to illustrate each option.
8. Say, "I can only listen to one person at a time. You will have to take turns and speak in a normal voice."

How Adults Learn

I have been reading *HOW ADULTS LEARN* by J.R. Kidd, Association Press. It's a good overview book on Adult Education theory. Kidd says, "Perhaps the most important task in learning is the development of a self that can deal with reality . . . and . . . the three characteristics that need to be present in the group if (that) effective learning is to take place are:

1. A realization by the members of the group that genuine growth stems from the creative power within the individual, and that learning, finally, is an individual matter.
2. The acceptance as a group standard that each member has the right to be different and to disagree.
3. Establishment of a group atmosphere that is free from narrow judgments on the part of the teacher or group members."

Think about the ground rules that you use in the groups you lead. Is each of Kidd's three characteristics enhanced by your group's rules?

Book Reviews

by Kath Hammerseng

School's Out! by Joan M. Bergstrom, Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707, 1990.

A wonderful guidebook for parents and other significant adults of schoolage children. **School's Out!** offers suggestions for a wonderful balance of activity choices. Joan M. Bergstrom does an exceptional job of blending developmental theory with tools for helping families get the most of their precious time. This book is essential for anyone who deals with the challenge of helping children manage their time.

* * *

Let's Take The Kids!, Great Places To Go With Children in New York's Hudson Valley by Mary Barile and Joanne Michaels, St. Martin's Press, New York, 1990.

This book in and of itself would not prompt me to take my family to the Hudson Valley. However, should you be planning such a trip it does contain, referenced by county, plenty of suggestions for places to go and things to do. In addition it contains a calendar of events to assist in planning the time of year to make a visit. Most activities seem to be geared for schoolage children through the book itself does not offer suggestions as to age appropriateness.

* * *

Gulliver Travels A Kid's Guide to Washington, D.C. by Harcourt Brace Jovanovich, Publishers, 1989.

A must for parents and schoolage children visiting Washington, D.C. **Gulliver Travels A Kid's Guide to Washington, D.C.** is the perfect combination of preview, travel guide, and activity book. It serves as a wonderful keepsake from a family trip to our nation's capitol. This book is full of educational trivia and activities, allowing space for journaling individual preferences.

* * *

Reviewer Kath Hammerseng is a facilitator of Self-Esteem: A Family Affair, a child-care provider, director of a daycare children's music company and operates a sound and light show.

If you want a guide to more books about travel with children, Carousel Press FAMILY TRAVEL GUIDES catalogue contains over 100 family oriented travel guides and game books.

To receive a copy, either send \$1.00 or a legal-sized (long) stamped (.45), addressed envelope to: Carousel Press, FAMILY TRAVEL GUIDES, P.O. Box 6061, Albany, CA 94706.

Request:

Do you have information or ideas about leading support groups for secondary survivors of incest?

Please send it to Maggie Lawrence, 543 Main, Suite 101, Edmonds, WA 98020.

Opening Activity To Focus on Whining

Hand out name tags.

Choose a partner.

Make a name tag for her and ask her to tell you how she feels about people who whine and about one time she gave-in to someone else's whining.

Introduce your partner and tell the group about the time she gave-in if she is willing for you to share that information.

Closing Activity

At the end of the meeting, briefly review the activities of the meeting.

- Ask several people to share one thing each learned about whining.
- Ask for Resentments. Listen to resentments, do not defend or explain.
- Ask for Appreciations.

WHINING

Request

Role Reversal?

"What behaviors in 11, 12 and thirteen year-olds might indicate that the children are engaged in role reversal where they are caring for their grown-ups physically or psychologically in ways that require that the children grow up too fast and neglect some of their childhood developmental tasks."

This request came from Kaye Centers and Sue Murray who are doing a study on how to offer developmental affirmations in the form of activities to children this age. Please send your observations and references to Kaye at 13512 Madron Lake Road, Buchanan, MI 49107.

Research Report

The Family is a Safe Place?

The Justice Department recently released the first scientific study of children missing, abducted, runaways, or thrown out of their homes. Each year 200 to 300 children are snatched by strangers, but 160,000 are abducted by family members and nearly 60,000 are thrown out of their homes and refused re-entry.

Helps us remember the importance of parent education, doesn't it?

Suggested Format for Group Meetings

Place _____

Date _____

Time _____

Person in Charge _____

Program:

- Opening activity that offers everyone a positive personal message
- Ground rules
- Celebrate wins and share problems
- Ask for support
- Practice skills, new learnings, play
- Suggestion Circle
- Plan the next meeting
- Resentments and Appreciations
- Closing activity that offers everyone a positive personal message

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