

Communicating Effectively with Children at All Stages

“Once a human being has arrived on this earth, communication is the largest single factor determining what kinds of relationships he makes with others and what happens to him in the world about him.”

—Virginia Satir (1916–1988) Family therapist and author

Lesson Objectives

- ◆ Acknowledge the ability to communicate effectively is a critical skill for successful human relationships
- ◆ Recognize quality conversation with your child
- ◆ Develop skills necessary for facilitating quality conversation
- ◆ Understand the difference between communicating feelings and ideas as opposed to facts and information
- ◆ Develop skills in questioning without judging
- ◆ Learn to encourage the expression of feelings in communication

Materials & Resources

Materials

- ◆ Name tags
- ◆ Trifold parent handout, charts, activities, and other materials as specified
- ◆ Various sized balls (soccer ball, six Ping-Pong balls, 10 to 12 cotton balls, tennis ball, and a pine cone)

Curriculum Development Material

- ◆ *How to Talk So Kids Will Listen and Listen So Kids Will Talk* by Adele Faber and Elaine Mazlish, Publisher: Harper Collins Publishing, 2002
- ◆ *To Listen to a Child* by T. Berry Brazelton, Publisher: Perseus Publishing, 1992
- ◆ *How to Talk to Children About Really Important Things* by Charles E. Schaefer, Publisher: Harper Collins Publishing, 1994
- ◆ *How's Your Family?* by Jerry M. Lewis, Publisher: Taylor & Francis, Inc., 1979

Additional Resources for Parent Educators

- ◆ *How Children Raise Parents: The Art of Listening to Your Family* by Dan B. Allender, Publisher: Random House, Inc. 2003
- ◆ *Hidden Messages: What Our Words and Actions Are Really Telling Our Children* by Elizabeth Pantley, Publisher NTC Publishing Group, 2000
- ◆ *The 5 Love Languages of Teenagers* by Gary Chapman, Publisher: Oasis, 2008
- ◆ *How to Raise Emotionally Healthy Children* by Gerald Newmark, Publisher: NMI Publishing, 2009
- ◆ *Communication: Making Connections (8th Edition)* by William Seiler, Publisher: Pearson, 2010
- ◆ *What We Say Matters* by P. T. Judith Hanson Lasater, Publisher: Rodmell Press, 2009
- ◆ *It's the Way You Say It* by Carol A. Fleming, Publisher: iUniverse, 2010

Suggested Reading for Parents

- ◆ *How to Talk So Your Kids Will Listen: From Toddlers to Teenagers* by H. Norman Wright, Publisher: Gospel Light Publications, 2004
- ◆ *Listen and Learn* by Cheri J. Meiners, Publisher: Free Spirit Publishing, Inc., 2003
- ◆ *How to Talk to Teens About Really Important Things* by Charles E. Schaefer, Publisher: Wiley, John & Sons, Inc., 1999
- ◆ *How to Talk So Kids Will Listen and Listen So Kids Will Talk* by Adele Faber and Elaine Mazlish, Publisher: Harper Collins Publishers, 1999
- ◆ *Get a Clue* by Ellen Rosenberg, Publisher: Henry Holt & Co. Inc., 1999
- ◆ *The Lost Art of Listening (2nd Edition)* by Michael P. Nichols, Publisher: Guilford Publications, Inc., 2009
- ◆ *How to Talk to Children About Really Important Things* by Charles E. Schaefer, Publisher: Jossey-Bass Inc., 1994
- ◆ *To Listen to a Child* by T. Berry Brazelton, Publisher: Perseus Publishing, 1992
- ◆ *How Children Raise Parents: The Art of Listening to Your Family* by Dan B. Allender, Publisher: Random House, Inc. 2003
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- ◆ *It's the Way You Say It* by Carol A. Fleming, Publisher: iUniverse, 2010
- ◆ *Better Way to Think* by H. Norman Wright, Publisher: Revell, 2011

The Lesson**I. Introduction**

Various studies and surveys seem to indicate communication often becomes a major roadblock for many adolescents and their parents. Comments like the following can be heard in homes across our country. Parent educators may want to collect samples from their own communities to be more effective.

From Teens:

"I wish I could talk to my parents, but they never seem to understand."

"My parents are always so busy. They don't seem interested in what I have to say."

"How can I get my parents to understand things are different today from when they were growing up?"

"My parents do all the talking. Why can't they just listen sometimes?"

From Parents:

"I know something is bothering my son, but he just shrugs his shoulders and says nothing's wrong."

"It seems like every conversation we have ends up in an argument or fight."

"We just can't talk any more. I feel like I have a stranger living in my house."
"My daughter seems depressed and angry, but she won't open up."

Ask parents if they can remember when their children were very small and how, even from another room, they could tell what the children needed or wanted just from the sound of a voice or cry. Parents seem to instinctively know their young children's needs, and yet we hear of so many families in which communication becomes a serious problem during the adolescent years. Ask parents why they think this is happening.

Responses to be encouraged:

- ◆ Parents fall into the trap of maintenance talk—questioning, talking facts and information.
- ◆ Communication with a young child is often in reality power communication where the parent controls the conversation.
- ◆ Children's communication skills are not fully developed.
- ◆ Demanding responsibilities and schedules interfere.

II. Instruction

Webster's definition of communication — The act of getting a message from point A to point B and back; to convey thoughts, information, or ideas.

True communication in a family and in close relationships needs to be more than just conveying facts and information or power communication. Unfortunately, this becomes the style of communication in many families. ("Where are your shoes?" "What time is your soccer game?" "Go finish your homework." "Don't forget to brush your teeth.") Gradually through the years, many families lose the ability to communicate on a deeper level — the level of feelings and emotions. You cannot have a close relationship with another person unless you can communicate on this deeper level.

*"When crew and captain understand
each other to the core,
It takes a gale and more than a gale
to put their ship ashore."*

—Rudyard Kipling from "Together"

This is the type of communication needed in families. It's the kind of communication which helps develop close, trusting relationships. It also enables families to get through stressful and difficult times.

III. Group Activity

Either in small or large groups, have parents list characteristics they would look for in a person if they were going to share some of their innermost thoughts and feelings. Discuss if these are important qualities to look for in a parent/child relationship. Display the characteristics on board or white paper.

Display **Chart No. 1: Communicating Messages**, and ask parents to identify what they think the different percentages might represent in the communication of feelings and emotions:

- 7% — Messages communicated through the spoken word
- 38% — Messages communicated through tone of voice
- 55% — Messages communicated through body language and facial expression

Conclusion — Our facial expression often speaks the loudest. Do we give mixed messages to children when our words say one thing and our body language and facial expressions say another?

With parent input, list on the chalkboard patterns of communication which discourage true communication. Ask for examples of such.

Responses to be encouraged:

- ◆ Excessive talking, lecturing, nagging, preaching
- ◆ Threatening
- ◆ No eye contact, too much eye contact
- ◆ Interrogating
- ◆ Commanding
- ◆ Advising
- ◆ Criticizing
- ◆ Too busy
- ◆ Minimizing feelings
- ◆ Ignoring feelings

It is easy to fall into these communication traps. Human beings seem to love what doesn't work. Rather than change course, we continue to do more of what doesn't work. For example, when nagging doesn't get the desired results, we just nag more and more.

Activity No. 1: Ball Demonstration (See activity handout for instruction)

IV. Instruction

Styles of communication in the various family atmospheres:

- ◆ **Authoritarian** — A one-way communication style; sacrifices communication, no expression of child's feelings
- ◆ **Permissive** — An open style communication with few rules and guidelines creating inconsistency
- ◆ **Uninvolved** — A noninvolvement style with little or no communication
- ◆ **Authoritative** — An open style of communication; encourages the expression of feelings, emotions, and ideas

Parent educator might want to role-play each of these styles.

Parents who are not currently having difficulty in communicating with their children might ask the question, "Why must I work at communication with my own child?" To this we respond,

“We want to get away from maintenance and power communication. Parent and child communication is the key to close, trusting relationships and cooperation. Parents must invest in healthy communication skills at an early age.” We want to set the foundation for effective communication now so children feel comfortable coming to parents with important feelings, emotions and information later when child struggles with life.

Success in communication depends on the following:

- ◆ The ability to listen, not only to what is being said, but to what is not being said (listening with your heart)
- ◆ The ability to communicate ideas, feelings, and emotions in a non threatening way
- ◆ The ability to accept and understand another’s feelings

V. Skill Practice

Activity No. 2: Reflective Listening (See activity handout for instruction)

Extender Activity No. 1: Communication Exercise for Parents and Teenagers (See activity handout for instruction)

VI. Closure

Suggested reading: “**Etiquette Lesson**” by Erma Bombeck (see **Activity No. 3**)

Encourage parents to do the following this next week:

- ◆ Listen to themselves as they communicate with their children; watch for closed doors.
- ◆ Listen for subtle, unspoken messages from their children.
- ◆ Practice reflective listening skills.
- ◆ Always be available when child wishes to talk.

Activities

- ◆ Activity No. 1: **Ball Demonstration**
- ◆ Activity No. 2: **Reflective Listening**
- ◆ Activity No. 3: **Etiquette Lesson**

Charts

- ◆ Chart No. 1: **Communicating Messages**

Extenders

- ◆ Extender Activity No. 1: **Communication Exercise for Parents and Teenagers**

Suggested Parenting Quick Tips:

- ◆ Are You Talking to Me?
- ◆ Dads and Teen Daughters...Investing in a Special Relationship
- ◆ Dealing with Children's Lying
- ◆ Discussing Death with Preschoolers

- ◆ Focus on Teachable Moments
- ◆ Growing Emotionally Healthy Sons
- ◆ How to Communicate with Children
- ◆ Is Your Child the Target of Bullying?
- ◆ Moms and Sons

Activity No. 1: Ball Demonstration

This activity likens communication with children to the game of catch. Ask parents to identify what communication styles might be represented by the following demonstrations. Ask for a volunteer to assist you in the game of catch.

Materials needed:

- ◆ Soccer ball
- ◆ 6-10 Ping-Pong balls
- ◆ 10-12 cotton balls (pressed together into a larger ball)
- ◆ Pinecone
- ◆ Tennis ball

Demonstrations	Possible Styles of Communication
<i>Parent Educator throws balls in the following manner:</i>	
Soccer ball thrown over head of partner	Communication which goes over the child's head and logic; vocabulary which is too advanced
Soccer ball thrown low	Talking down to child
Soccer ball thrown to the far side of partner	Avoiding issues which need to be communicated
Soccer ball thrown too hard	Messages said in anger, commands, threats
Soccer ball thrown with partner's back turned toward you	Communication without eye contact
Cotton ball thrown short of partner	Messages which lack firmness
Ping-Pong balls thrown one after another in rapid succession	Endless talking, lecturing, nagging
Ping-Pong balls thrown all at once	Too many words or ideas at one time
Pine cone thrown firmly	Messages which hurt, criticism, put-downs, negative labels, teasing about sensitive issues
Tennis ball thrown in a firm manner	Communication which is firm, but feels safe and non-judgmental

Activity No. 2: Reflective Listening

Preschool

When children come to us with physical hurts, it is easy to reach for the bandages. With emotional hurts, however, it is not quite so simple. Unintentionally, we often react by ignoring, denying, or minimizing children's feelings. This reaction leaves children with the feeling they are not being heard or understood. By responding with reflective statements, we let children know we do care and we are here if they need to talk. Reflective responses open the doors to good communication. Ignoring, denying, or minimizing feelings closes the doors to communication.

For each of the following statements, write one closed-door statement and one open-door statement.*

1. "I don't want to go to bed! I want to stay up with you and Mommy."
2. "Justin and Jamie called me a baby and said I can't play with them."
3. "I don't want to stay with a babysitter. I want to go with you!"
4. "Why can't I have a snack? I'm hungry!"
5. "I don't want to go to the dentist. I'm scared!"
6. "No! I don't want to pick up my toys!"

Which did you find to be the easiest response and why?

***This activity may also be done orally.**

Activity No. 2: Reflective Listening (cont.)

Elementary

When children come to us with physical hurts, it is easy to reach for the bandages. With emotional hurts, however, it is not quite so simple. Unintentionally, we often react by ignoring, denying, or minimizing children's feelings. This reaction leaves children with the feeling they are not being heard or understood. By responding with reflective statements, we let children know we do care and we are here if they need to talk. Reflective responses open the doors to good communication. Ignoring, denying, or minimizing feelings closes the doors to communication.

For each of the following statements, write one closed-door statement and one open-door statement.*

1. "Kelly and I were having a great time, and then Sandy came over and they just ignored me."
2. "I got a 68 on my Social Studies test."
3. "Bobby said I was the worst one on our soccer team."
4. "I hate doing homework every night!"
5. "You just don't understand!"
6. "It's not fair! You never make Andy help with the dishes!"

Which did you find to be the easiest response and why?

***This activity may also be done orally.**

Activity No. 2: Reflective Listening (cont.)

Middle School

When children come to us with physical hurts, it is easy to reach for the bandages. With emotional hurts, however, it is not quite so simple. Unintentionally, we often react by ignoring, denying, or minimizing children's feelings. This reaction leaves children with the feeling they are not being heard or understood. By responding with reflective statements, we let children know we do care and we are here if they need to talk. Reflective responses open the doors to good communication. Ignoring, denying, or minimizing feelings closes the doors to communication.

For each of the following statements, write one closed-door statement and one open-door statement.*

1. "I challenged Randy for first chair in band today, and I lost."
2. "I feel so dumb being in the low reading class."
3. "The coach got all over me today in front of the whole class just because I forgot my gym clothes."
4. "All the girls are so cliquish. They act like I'm not even around."
5. "I'm the shortest boy in the 7th grade. When am I going to grow?"
6. "You and Dad are so old-fashioned! Everybody else gets to stay out until eleven."

Which did you find to be the easiest response and why?

***This activity may also be done orally.**

Activity No. 2: Reflective Listening (cont.)

Adolescence

When children come to us with physical hurts, it is easy to reach for the bandages. With emotional hurts, however, it is not quite so simple. Unintentionally, we often react by ignoring, denying, or minimizing children's feelings. This reaction leaves children with the feeling they are not being heard or understood. By responding with reflective statements, we let children know we do care and we are here if they need to talk. Reflective responses open the doors to good communication. Ignoring, denying, or minimizing feelings closes the doors to communication.

For each of the following statements, write one closed-door statement and one open-door statement.*

1. "I got a 65 on my Geometry test."
2. "Susan is ignoring me, and I don't even know what I did to make her angry."
3. "I hate that teacher. She piles the homework on every weekend."
4. "There is so much pressure all around me. The teachers, my friends and my counselor are always telling me what to do. Even you guys are hard on me."
5. "You and Mom are so old-fashioned! Everybody else gets to stay out later than I do. Why can't you just leave me alone?"
6. "You just don't understand."

Which did you find to be the easiest response and why?

***This activity may also be done orally.**

Activity No. 3: Etiquette Lesson

Erma Bombeck

On TV, a child psychologist said parents should treat their children as they would treat their best friends - with courtesy, dignity, and diplomacy. "I have never treated my children any other way", I told myself. But later that night, I thought about it. Suppose our good friends, Fred and Eleanor, came to dinner, and:

"Well, it's about time you two got here! What have you been doing? Dawdling? Shut the door, Fred. Were you born in a barn? So, Eleanor, how have you been? I've been meaning to have you over for ages. Fred! Take it easy on the chip dip or you'll ruin your dinner."

"Heard from any of the gang lately? Got a card from the Martins, they're in Ft. Lauderdale again. What's the matter, Fred? You're fidgeting. It's down the hall, first door on the left. And I don't want to see a towel in the middle of the floor when you're finished. So, how are your children? If everybody's hungry, we'll go into dinner. You all wash up and I'll dish up the food. Don't tell me your hands are clean, Eleanor, I saw you playing with the dog."

"Fred, you sit there, and Eleanor you sit with the half glass of milk. You know you're all elbows when it comes to milk. Fred, I don't see any cauliflower on your plate. You don't like cauliflower? Have you ever tried it? Well, try a spoonful. If you don't like it, I won't make you finish it, but if you don't try it, you can forget about dessert. Now, what were we talking about? Oh, yes! The Grubers. They sold their house and took a beating but, Eleanor, don't talk with food in your mouth. And use your napkin!"

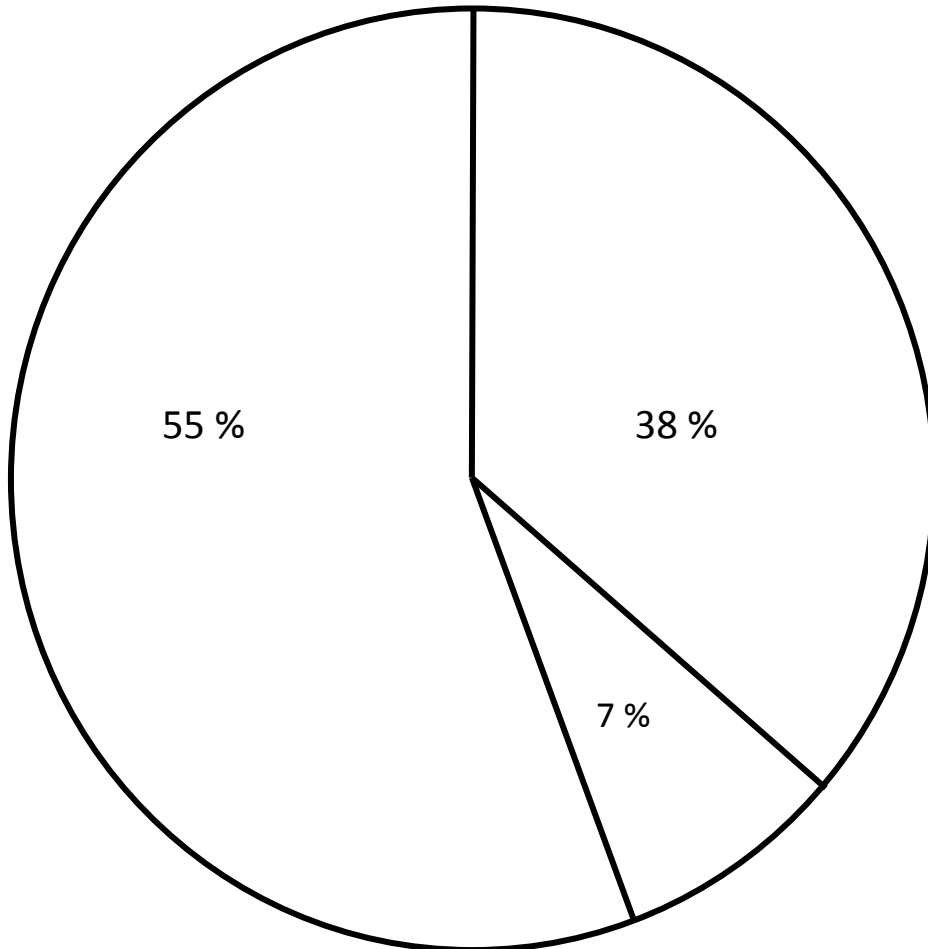
At that moment in my fantasy, my son walked into the room.

"How nice of you to come", I said pleasantly.

"Now what did I do? he sighed.

Source unknown

Chart No. 1: Communicating Messages*



*Refers to the communication of feelings

Copyright permission: Dr. Albert Mehrabian, University of California at Los Angeles, from his book, *Silent Messages*.

Extender Activity No. 1

Communication Exercise for Parents and Teenagers

The questionnaire provides an opportunity for parents and teenagers to explore their communication relationships with each other. Both questionnaires are identical. Parents should respond as they feel their teenager would respond. The questionnaires may be done as an activity with both parents and teenagers in attendance or it may be done as a homework activity. Both parents and teenagers should respond as honestly as they can. Upon completion by both parties, parent and teenager should compare answers. Where there are differences, parents should recognize this is how the teenager perceives their communication pattern and listen with an open mind. Remember, this is an opportunity to understand the relationship better and to allow for growth in the relationship.

Extender Activity No. 1 (cont.)

Communication Exercise for Parents

This inventory is an exercise designed to help you and your teenager better understand how you communicate with each other. Respond to each question as you feel your teenager would respond.

There are no right or wrong answers. The most helpful answer to each question is your indication of the way you feel at the moment.

The **YES** column is to be used when the question can be answered as happening most of the time or usually. The **NO** column is to be used when the question can be answered as seldom or never. Draw a circle around the word **YES** or **NO**, whichever reflects your answer.

Read each question carefully. If you cannot give the exact answer to a question, answer as best you can but be sure to answer each one.

1.	Do your parents wait until you are through talking before "having their say?"	YES	NO
2.	Does your family do things as a group?	YES	NO
3.	Does your family talk things over with each other?	YES	NO
4.	Do your parents seem to respect your opinion?	YES	NO
5.	Do your parents tend to lecture and preach too much to you?	YES	NO
6.	Do you discuss personal problems with either of your parents?	YES	NO
7.	Do your parents tend to talk to you as if you were much younger than you actually are?	YES	NO
8.	Do they show an interest in your interests and activities?	YES	NO
9.	Do you discuss matters of sex with either of your parents?	YES	NO
10.	Do your parents trust you?	YES	NO
11.	Do you find it hard to say what you feel at home?	YES	NO
12.	Do your parents have confidence in your abilities?	YES	NO
13.	Do you hesitate to disagree with either of them?	YES	NO
14.	Do you fail to ask your parents for things because you feel they'll deny your requests?	YES	NO
15.	Do they really try to see your side of things?	YES	NO
16.	Do your parents consider your opinion in making decisions which concern you?	YES	NO
17.	Do they try to make you feel better when you're down in the dumps?	YES	NO
18.	Do your parents explain their reason for the decisions they make concerning you?	YES	NO
19.	Do you ask them their reason for the decisions they make concerning you?	YES	NO
20.	Do you help your parents to understand you by telling them how you think and feel?	YES	NO

Now complete these statements:

What worries me most about my future is:

The main weakness of American parents is:

The most difficult subject to discuss with my parents is:

What I want most out of life is:

Now that you have finished the exercise, the next step is to discuss it with your teen. Your teen has filled out a similar questionnaire. Compare your responses. Please keep in mind as you discuss the responses what is most important is how your teen perceives the communication pattern. Listen with an open mind. This is an opportunity to understand your communication better and to allow for growth in your relationship.

(Adapted from "Parent-Teenager Communication: Bridging the Generation Gap," by Millard J. Bienvenu, Sr., Public Affairs Pamphlet No. 438)

Extender Activity No. 1 (cont.)

Communication Exercise for Teenagers

This inventory is an exercise designed to help you and your parents better understand how you communicate with each other. Most teenagers find it very interesting.

There are no right or wrong answers. The most helpful answer to each question is your indication of the way you feel at the moment.

The **YES** column is to be used when the question can be answered as happening most of the time or usually. The **NO** column is to be used when the question can be answered as seldom or never. Draw a circle around the word **YES** or **NO**, whichever reflects your answer.

Read each question carefully. If you cannot give the exact answer to a question, answer as best you can but be sure to answer each one.

1.	Do your parents wait until you are through talking before "having their say?"	YES	NO
2.	Does your family do things as a group?	YES	NO
3.	Does your family talk things over with each other?	YES	NO
4.	Do your parents seem to respect your opinion?	YES	NO
5.	Do your parents tend to lecture and preach too much to you?	YES	NO
6.	Do you discuss personal problems with either of your parents?	YES	NO
7.	Do your parents tend to talk to you as if you were much younger than you actually are?	YES	NO
8.	Do they show an interest in your interests and activities?	YES	NO
9.	Do you discuss matters of sex with either of your parents?	YES	NO
10.	Do your parents trust you?	YES	NO
11.	Do you find it hard to say what you feel at home?	YES	NO
12.	Do your parents have confidence in your abilities?	YES	NO
13.	Do you hesitate to disagree with either of them?	YES	NO
14.	Do you fail to ask your parents for things because you feel they'll deny your requests?	YES	NO
15.	Do they really try to see your side of things?	YES	NO
16.	Do your parents consider your opinion in making decisions which concern you?	YES	NO
17.	Do they try to make you feel better when you're down in the dumps?	YES	NO
18.	Do your parents explain their reason for the decisions they make concerning you?	YES	NO
19.	Do you ask them their reason for the decisions they make concerning you?	YES	NO
20.	Do you help your parents to understand you by telling them how you think and feel?	YES	NO

Now complete these statements:

What worries me most about my future is:

The main weakness of American parents is:

The most difficult subject to discuss with my parents is:

What I want most out of life is:

Now that you have finished the exercise, the next step is to discuss it with your parents. Your parents have filled out a similar questionnaire trying to guess the way you answered the questions. Compare your responses. Tell your parents why you answered as you did. It is okay for you and your parents to disagree; the goal is communication, not agreement. The more you talk, the more your parents learn. Encourage your parents to continue similar discussions.

(Adapted from "Parent-Teenager Communication: Bridging the Generation Gap," by Millard J. Bienvenu, Sr., Public Affairs Pamphlet No. 438)

Lesson Activity

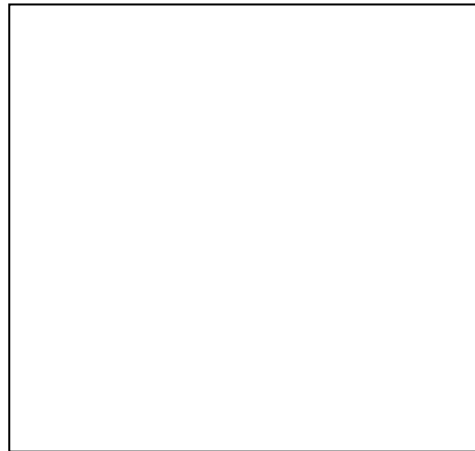
List the characteristics you would look for in a friend if you were to share some of your most secret or painful thoughts and feelings:

Practical Parent Education

The future of America rests in its homes.
-Abraham Lincoln

Parenting is perhaps the most important role in society. Children are our future. And yet, rearing children is a challenging and complicated task. All parents need support, education and resources as they strive to promote the healthy development of their children in what has become a very complex world. Your community is committed to providing you with quality services through **Practical Parent Education** as you strive to rear responsible, self-confident, mentally healthy children.

For further information regarding services offered in your community, contact:



Practical Parent Education
is a primary prevention program.



Practical Parent Education

Module 3.1

Communicating Effectively with Children at All Stages

"Once a human being has arrived on this earth, communication is the largest single factor determining what kinds of relationships he makes with others and what happens to him in the world about him."

- Virginia Satir
(1916-1988)

Family therapist and author

Lesson Objectives

- ◆ Acknowledge the ability to communicate effectively is a critical skill for successful human relationships
- ◆ Recognize quality conversation with your child
- ◆ Develop skills necessary for facilitating quality conversation
- ◆ Understand the difference between communicating feelings and ideas as opposed to facts and information
- ◆ Develop skills in questioning without judging
- ◆ Learn to encourage the expression of feelings in communication

Suggested Reading for Parents

- ◆ *How to Talk So Your Kids Will Listen: From Toddlers to Teenagers* by H. Norman Wright, Publisher: Gospel Light Publications, 2004
- ◆ *Listen and Learn* by Cheri J. Meiners, Publisher: Free Spirit Publishing, Inc., 2003
- ◆ *How to Talk to Teens About Really Important Things* by Charles E. Schafer, Publisher: Wiley, John & Sons, Inc., 1999
- ◆ *To Listen to a Child* by T. Berry Brazelton, Publisher: Perseus Publishing, 1992

Lesson Concepts

Styles of communication in the various family atmospheres:

- ◆ **Authoritarian** — A one-way communication style; sacrifices communication, no expression of child's feelings
- ◆ **Permissive** — An open style communication with few rules and guidelines creating inconsistency
- ◆ **Uninvolved** — A noninvolvement style with little or no communication
- ◆ **Authoritative** — An open style of communication; encourages the expression of feelings, emotions, and ideas

Patterns of communication which discourage true communication:

- ◆ Excessive talking, lecturing, nagging, preaching
- ◆ Threatening
- ◆ No eye contact, too much eye contact
- ◆ Interrogating
- ◆ Commanding
- ◆ Advising
- ◆ Criticizing
- ◆ Too busy
- ◆ Minimizing feelings
- ◆ Ignoring feelings

Lesson Notes

Evaluation

1. The most effective tool for communicating with children is
 - a. the spoken word
 - b. the tone of voice
 - c. body language and facial expression
 - d. a symbol such as a toy
2. Which part of the communication message affects children the least?
 - a. the words we use
 - b. the tone of voice
 - c. body language
 - d. facial expression
3. "Did you brush your teeth?" is an example of
 - a. power communication talk
 - b. open-door statement talk
 - c. maintenance talk
 - d. finding common ground talk
4. "What is the most important thing that happened to you at school today?" is a question that is likely to come from parents with which parenting style?
 - a. authoritarian
 - b. permissive
 - c. authoritative
 - d. uninvolved

Evaluation Key

1. c
2. a
3. c
4. c