



“Two Arm Technique”

Excerpt reprinted with permission from

Alyson Schafer’s website <http://www.alyson.ca/about.html>

with them, and they frequently learn from parent-child interactions, that "might is right".

The child takes the most simplistic model he is aware of in his young age and experience and goes about solving his situation with his peers the only way he knows. He has no feelings of meanness, he just wants to solve the problem of getting the toy! If we punish this boy he may potentially learn that "life is out to get me" and that he is a "bad boy" and he will begin to grow and develop in line with that expectation. Our responses will actually foster BOTH the "bully" and the "victim" idea we are fearful of and trying to avoid!

The parent’s role in these scenarios is to train the children in ways to deal more effectively and co-operatively with this life challenge. It is a time to guide and teach (the real basis of discipline) not to punish. Neither is a victim or bully, they are just two children in need of skill development and in growing their "social interest" as we Adlerians call it (also known as social feeling - caring for others). So try this instead: Drop to your knees so you are at eye level to the children when talking (this is so very important to creating a sense of equality and respect) Being towered over is very intimidating and distancing. Con't on page 3

If your child has just been hit, had their toy snatched, pushed... just what should you do?

Alyson Schafer’s answer is called the **"Two Arm Technique"** taught to her by Althea Poulos. Here is how it goes:

When you witness a situation when two young children are in a kerfuffle begin by asking yourself "who owns the problem"? In the case of a child having a toy snatched from their hands, it is the child who lost the toy. Our culture likes to label this child the "victim" and we have very strong personal ideas about helping an innocent victim! Our first impulse is to rush over and console the "poor upset victim" and to admonish the "bully" who overstepped his bounds. We pluck the toy from the "bully", yell at him for his mean behaviour and return it to the "victim" so we have set things right!

The trouble with this response is that it actually grooms a child to be more likely to be a victim, because they have learned by standing still and looking tearful and upset (under-resourced or being incapable), someone will come and handle their life problems. The successful outcome shows the child that their approach was a good strategy to solve a problem. This does not hold up well as a life lesson. We don't want to teach this.

The other faulty notion is to mistakenly believe that the child snatching the toy was in some way being mean and brutal. No, in fact, that child is also deficient in how to solve his life problems. He wants a toy and so he must solve how to get it. Much of what young children know has come from watching their parents deal

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New Research on Spanking

On September 25, 2009 Professor Murray Straus of the University of New Hampshire presented his research results regarding spanking at the 14th International Conference on Violence, Abuse and Trauma in San Diego, California. His research indicates that the effects of spanking have an effect on IQ.

Professor Straus followed children between the ages of 2 to 4 and 5-9 over a four year period. He looked at the children who were being spanked and those who were not being spanked.

The results of his research indicate that the IQ scores of children ages two to four who were spanked were 5 points lower four years later than children who were not spanked. The IQ scores of children ages five to nine who were spanked were 2.8 points lower four years later than children who were not spanked.

His research also indicated that how often parents spanked their children also made a difference in how well the children were doing. Children who were spanked frequently were developing more slowly than children who were spanked less frequently. Though he did find that even occasional spankings had a measurable impact on child development.

According to Straus, "being spanked is extremely stressful and can become a chronic source of stress for young children. They may experience post-traumatic stress symptoms such as being afraid that terrible things are about to happen and being easily startled. These symptoms are associated with lower IQ." Ann Douglas, September 25, 2009.

According to Ann Douglas The United Nations has urged all members to pass laws making violence against children, including corporal punishment, illegal. Many have done so, but Canada has not.

For more information on Canada and the law regarding corporal punishment please go to The Repeal 43 Committee website at <http://www.repeal43.org/>

Homepage for Murray A. Straus

<http://pubpages.unh.edu/~mas2/>

Unicef Publication: Eliminating Violence Against Children (2007)

http://www.unicef.org/publications/files/Eliminating_violence_against_children_eng.pdf

A Quick Glimpse - An FEC Update

The Fall of 2009 has been extremely busy at the Family Education Centre. We currently have 9 full courses, one mini course and 6 workshops being implemented throughout the months of October, November and December. As well as our usual programs through core and our community partners, we are pleased to be implementing:

1. A pilot program for Newcomer Parents in partnership with Brampton Neighbourhood Resource Centre.
2. A "Chew and Chat" program for grade 9 students at Peel North Secondary School.
3. Three Middle Years Parent & Youth Programs thanks to the support of Alcohol, Drug and Addictions and the continued partnership with the Peel Youth Violence Prevention Network, Families and Education Working Group.

Family Education Centre
Problem Solving

1. Understand the problem
2. Brainstorm ideas to solve it
3. Discuss the idea
4. Choose an idea
5. Use the idea
6. Follow up to see if the idea is working

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“Two Arm Technique”, continued

Collect both children up so they are facing one another - after all - this is their problem and their discussion. The teacher or adult should be physically in a position that is neutral (not holding one child or standing beside one child - this gives the feeling of "two against one" and we are NOT here to take sides, or act as police or judge). The name of this technique comes from the holding of each child, one in each of your arms, gently. Hopefully in this position you will feel more like a mediator yourself.

Here is the script for the conversation that follows:

Parent to Crying Child: "Did you like that?"

Crying Child: (*shakes head or keeps crying - often not verbal or pre-verbal*)

Parent to Crying Child: "Looks like you are saying you didn't like it, you need to speak up. Can you say "I don't like that"? Your friend needs to know. He is a good listener." (*nice little bit of encouragement there eh?*)

Parent to Crying Child: "Tell your friend, say "I'm not done yet"

Either the child will repeat the words you have just given them, and speak up for themselves saying "I am not done yet" OR they will say nothing and so you can say the words, but the message is coming from the crying child NOT from you!

Parent to the Toy Snatcher: "Your friend is saying they don't like that, they are not done yet. "

Parent to the Toy Snatcher: "Did you want a turn with the toy?"

Toy Snatcher: (*Nods, or says yes, or looks at you neutrally*)

Parent to the Toy Snatcher: "Can you tell your friend that? Can you say "I'd like a turn please"?"

Parent to Crying Child: "Your friend has asked you for a turn. Can you find him and give him the toy when you are done?"

Crying Child: (*shakes head or keeps crying - often not verbal or preverbal*)

Parent to Crying Child: "Looks like you are saying you didn't like that, you need to speak up. Can you say "I don't like that"? Your friend needs to know, he is a good listener." (*nice little bit of encouragement there eh?*)

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Parent to the Toy Snatcher: "Can you tell your friend that? Can you say "I'd like a turn please"?"

Again - see if the child will repeat your words, if not - you say them - but, don't fall into the trap of talking for yourself. There is a world of difference between "your friend is asking for a turn when you are done" (correct version - the message is from the child, delivered by the adult) versus "It's his turn next" (is the adult's instruction, and NOT a message from one child to another other).

Parent to Crying Child: "Your friend has asked you for a turn. Can you find him and give him the toy when you are done?"

Crying child will either be neutral (take that as a yes) or they will nod or say yes to affirm.

Parent to BOTH children: "GREAT - looks like you two worked it out!"

At this point I might use redirection to help the child left waiting for his turn by asking him what he would like to do while he is waiting.

Did you notice I did not make them hug or say sorry? .
Appreciate the idea of helping children learn language skills so they can handle these situations without an adult in the future.

If you visit an Adlerian classroom you will often hear children saying "I don't like" and teachers saying back "good speaking up!". If you train children to solve their problems they don't need to come to the teacher when discourse occurs. This is great preparation for the big world of school hallways and school yards at recess that are soon to come!

For the rest of the article, please go to <http://www.alyson.ca/communication/>

Parenting Courses January to April 2010

The Family Education Centre is a non-profit, charitable organization striving to enrich the quality of life for families through community-based, parent-to-parent education, support and training. The following parenting courses are being offered at Central Public School, Recreation and Arts Centre (CPS), 24 Alexander St., Brampton, L6W 1M7 and at Brampton Neighbourhood Resource Centre (BNRC), 50 Kennedy Rd., S., Unit 24, Brampton, L6W 3R7.

For information, costs and to pre-register, please call the Family Education Centre at 905-452-0332, Ext. 226. For more information, please go to our web site at www.familyedcentre.org. Our administrative office is at 4 Sir Lou Drive, Suite 102, Brampton ON L6Y 4J7. *Payment by VISA is now available.*

Subsidy is available; please inquire.

PARENTING YOUNG CHILDREN

(For parents of children ages 1 through 5)

7:00 - 9:00 p.m. for 8 weeks

Explore how a child's personality, social skills, belief systems and lifestyle develop. Learn the purpose of misbehaviour and how to deal with it. Learn ways to handle crying, temper tantrums, jealousy and public misbehaviour.

Wednesday, February 3 – March 31/10 (CPS)

RAISING RESPONSIBLE CHILDREN

(For parents of children ages 6 - 11)

7:00 – 9:00 p.m. for 8 weeks

Create more satisfying, productive relationships with your children. Learn practical discipline methods, guidelines for building self-esteem, better family communication, and much more!

Monday, February 22 – April 26/10 (BNRC)

REGION OF PEEL PARENTING WORKSHOPS

In partnership with the Region of Peel Children's Services we are offering Parenting Workshops. Please refer to the Region of Peel website for more details:

<http://www.peelregion.ca/childcar/parenting/>

Important Dates to Remember

2009 Seasonal Celebration

Sunday December 6, 2009

1:00 to 5:00pm

All Welcome ... At Diane's House

2010 Volunteer Appreciation Dinner

Thursday, April 22, 2010

6:00 - 9:00 pm

At Rapini's Restaurant in Brampton

More details to follow.

****2010 First Annual Golf Tournament****

Saturday August 28, 2010

Lionshead Golf Club

More details to follow.



2009– 2010 Board of Directors

Please join us in welcoming the 2009-2010 Family Education

Centre’s Board of Directors:

- Cameron Beheshti (President and Chair)
- Shamim Junejo (Vice Chair)
- Gyanna Cyrus (Treasurer)
- Sandy Kang-Gill (Secretary)
- Patricia Fantauzzi
- Hasan Halloum
- Harry Qi
- Ellen Zhang
- Grace He

There are two Board position openings. If you are interested please contact Diane at diane@familyedcentre.org

Also thank you to our retiring Board Members:

- Rosemary Hood
- Cheri Garraway
- Cynthia von Romondt-Mason
- Emily Ding
- Subagini Sivaptham
- Palwinder Kahlon
- Shahma Zahid

Welcome to our new committee members:

- Fund Development: Kay Setaram and Lynn Hand
- Finance and Audit: Bhavani Gadamssetti and Annie Chuang

Please note that the Marketing Committee is looking for new members!

2009 Fund Development Challenge Update ...

Thank you everyone!

Thank you to the following contributors: The Catherine and Maxwell Meighen Foundation, Geoffrey H. Wood Foundation, Ana Paula Biscaia, Lorie Ann and Wayne Chapman, Liz and Glenn Corbett, Diane Myers, Lynn, Rob, Kristyn, Laura and Carrie Hand , Marlene Van Esch and Cameron Behehsti, Sue Moore, Ellen Zhang, Phil Gallant, Sandy Kang-Gill, Paula Nunes-Haggett, Rotary Club of Bramalea—District 7080, Rotary Club of Mississauga—Airport, Subagini Sivapatham, Victoria Bazley, Peel Youth Violence Prevention Network, GE Capital Solutions, and Ernst & Young LLP

Thank you all!

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Parent Information and Support

We have moved...please note our new address!

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2008 Family Education Centre's Annual General Meeting

On June 10, 2009 the Family Education Centre hosted it's Annual General Meeting and Celebrated it's 35th Anniversary.

The evening was very well attended. We were honoured to have Rhonda Collis, FEC's first Executive Director, remind us of the history of the Family Education Centre and remind us that "being a parent is the great equalizer – how many times did I look around and realize that when we talk about our kids we are all the same --- caring, confused, scared, passionate, loving .. “.

Also, one of our participants provided us with a heart-warming and encouraging speech on how her involvement in a Parenting Young Children Course made a difference in her life. "I felt empowered to continue trying to make positive changes. It wasn't until we completed the program at FEC that I really realized the impact it has made on me, my husband, and our three children. I often think back to Julie's encouraging words, her reassuring pats on the back to keep trying, the way she went that extra step to listen to me tears and all, and the advice that she gave continues to be heard. I am not sure if she will ever know the extent to which she, or the program, has impacted me. It is an experience for which I am truly grateful."

It was so great to see so many of FEC's "faces of the past" come out to support and encourage our progress. After the AGM, a long time supporter of FEC sent this wonderful note: "I want to thank you for the great evening at the FEC AGM. I am sorry that I did not get around to doing it sooner. It has been on my mind to let you know how much I enjoyed being there to celebrate the 35th anniversary. My memories of being a part of FEC are often bittersweet because for so many years, I was invested, heart and soul, like a parent. I learned so much that has become a part of me and of my family. I worried about things like funding and community acceptance and support for democratic parenting. I lived and breathed parent study groups, workshops, leadership training, board meetings, mission statements, logos, laughter and tears that spanned a couple of decades. Colum and I both felt that FEC was the "tribe" that we were searching for and knew that it wasn't just a fad of the times. Being there with some of the "previous generation" of board members and study group leaders and volunteers was more than nostalgia. I felt honoured to be in such company. And, even more exciting and gratifying was listening to the sentiments expressed by yourselves, hearing about the amazing work that continues to be done and the enthusiasm and genuine commitment of the "new generation" of FEC members. It did my heart good." In gratitude, Donna McCarthy