

RAISING ADULTS COCOON MANUAL

HELPING PARENTS DEALING WITH
DEFIANCE TO APPLY CONCEPTS IN THE
HOME

PHASE ONE

INTRODUCING CHANGE

OVERVIEW

- APPRAISAL AND REFERRAL
- BUILDING MOTIVATION
- GETTING A COMMITMENT FOR CHANGE
- GETTING PARENTS TO BE UNITED
- PRESENTING PROGRAM MATERIALS
- PARENTS VIEW TAPES AND STUDY HANDBOOKS

APPRAISAL AND REFERRAL

- OBSERVE CONDITIONS IN THE HOME GENERALLY.
- GET A FEEL FOR THE ATMOSPHERE.
- WHAT IS IT LIKE TO LIVE HERE?
- IS THE HOME ORDERLY AND CLEAN?
- ARE ITEMS ON WALLS INSPIRING?
- ACCOMPLISH THESE FIRST.

ATMOSPHERE

Atmosphere is one of the most important & influential aspects of the home. It establishes the tone & mood of the overall environment. It sets the stage upon which thoughts & feelings are played out as behaviors. Self-image & self-esteem are shaped by the images & influences displayed on walls in both direct and indirect ways.

Clutter and chaos create anxiety that gives rise to negative emotional energy. The brain is flooded with visual cues of disarray and overwhelms the senses with stimulation that the brain must somehow reconcile. The level of internal stress climbs and comes to climax in what is said and done to relieve it.

APPRAISAL AND REFERRAL

- THERE ARE LIMITS TO CONFIDENTIALITY (ABUSE MUST BE REPORTED).
- REPORTS ARE MADE TO GET THE PROFESSIONAL HELP THE FAMILY NEEDS.
- REFERRALS MUST BE MADE FOR SUBSTANCE ABUSE, THREATS OF SUICIDE, OR THREATS OF HARM TO OTHERS.
- CONSULTANTS/HOME VISITORS ARE EDUCATORS, NOT THERAPISTS.

REFERRALS

This home based program of instruction is not designed or intended to take the place of therapy or treatments, but to support them as a part of the milieu of change. Many families, however, do not need treatment or therapy but do need skills. This population is the primary target of this home based method of achieving change.

Laws in most states make the reporting of abuse, threats of harm to self or others, or the need for medical attention mandatory. Educators, trainers, mentors, and professionals using this home based program should make themselves aware of the laws and adhere to them.

MOTIVATION & COMMITMENT

- CENTER ON BEHAVIORS.
- WHAT HAVE YOU TRIED IN THE PAST?
- WHAT ARE YOU DOING NOW?
- IS IT WORKING FOR YOU?
- WHAT WOULD YOU LIKE TO DO DIFFERENTLY?
- WHAT KINDS OF BEHAVIORS WOULD YOU LIKE TO SEE MORE OF?

BEHAVIOR

Thinking + feeling = behavior. This simple formula helps us to understand behavior. Knowing and understanding that many things influence behavior is important. But what is more important is the fact that we are responsible for what we say and do in spite of what we may be thinking and feeling. It defines adulthood.

Self-control is the very heart of what it means to be an adult. Self-discipline is the process by which that control is achieved and maintained. When self-discipline is poorly developed external control is needed. It must be applied with intensity so as to be effective with a rapid return to self-control as the primary goal and focus.

MOTIVATION & COMMITMENT

- NO PROBLEMS ARE UNSOLVABLE.
- FAMILIES MUST BE WILLING TO DO WHATEVER IT TAKES TO MAKE CHANGES FOR THE BETTER.
- PARENTS MUST COMMIT TO FOLLOWING THROUGH WITH THE PROGRAM AND WITH RECOMMENDED REFERRALS.
- THE TIME FOR CHANGE IS NOW.

MOTIVATION

When it comes to making choices, the strongest motivation for parents is the behavior of their children. Parents are the first to want things to be different but are often reluctant to make changes in their own behavior. When the parents have suffered enough they will be motivated enough to do whatever it takes. This is the required attitude.

If parents are citing reasons why they can't do what they need to do they are setting themselves up for failure. Help them debunk their excuses for keeping things status quo. Excuses are the product of a reluctance to make the necessary sacrifices and resistance to changing their own behaviors.

MOTIVATION & COMMITMENT

- CONSULTANTS/HOME VISITORS MODEL COMMUNICATION SKILLS.
- THEY SET THE EXAMPLE OF INVOLVEMENT AND COMMITMENT.
- THEY TEACH AND MODEL SKILLS.
- THEY COACH THE FAMILY AS SKILLS ARE PRACTICED & CONCEPTS LEARNED.
- THEY ENCOURAGE AND SUPPORT THE WHOLE FAMILY IN MAKING CHANGES.
- EACH PERSON IS RESPONSIBLE FOR HIS/HER OWN CHANGES.
- ALL MUST COMMIT TO MAKING CHANGES.
- BLAMING AND FAULT FINDING MUST STOP SO THAT ENERGY CAN BE FOCUSED ON THE FAMILY'S GOALS FOR CHANGE.

MOTIVATION & COMMITMENT

- ALL MUST SACRIFICE FOR CHANGE.
- NORMALIZE BEHAVIORS AND EMOTIONAL REACTIONS.
- DO NOT ALLOW ARGUMENTS AND NIP BLAMING IN THE BUD.
- EACH PERSON MUST TAKE RESPONSIBILITY FOR THEIR OWN THOUGHTS, FEELINGS, AND ACTIONS.
- TEACH AND USE "I" MESSAGES.
- LET EVERYONE VENT. PAIN AND FRUSTRATION COME OUT FIRST. LET THEM VENT UNTIL THEY ARE READY TO WORK OBJECTIVELY.
- STAY NON-JUDGMENTAL AND IN CONTROL OF YOUR OWN EMOTIONS.
- SEEK COMMON GROUND TO WORK FROM.
- BE A GOOD LISTENER AND TAKE NOTES.

MOTIVATION & COMMITMENT

- USE ACTIVE LISTENING SKILLS AND LISTEN TOWARD UNDERSTANDING.
- LISTEN TO EACH PARENT ONE-ON-ONE, THEN EACH CHILD ONE-ON-ONE.
- ASK OPEN ENDED QUESTIONS. WHAT IS IT LIKE TO BE IN THIS FAMILY? WHAT WOULD YOU CHANGE? WHAT DO YOU WANT TO SEE HAPPEN MORE OFTEN?
- LISTEN TO THE FAMILY TOGETHER.
- HAVE EACH FAMILY MEMBER MAKE THEIR OWN VALUE JUDGMENTS ABOUT THEIR OWN BEHAVIORS. HAVE THEM EACH TALK ABOUT WHAT THEY NEED TO CHANGE ABOUT THEMSELVES.
- COMMITMENT IS THE KEY TO CHANGE.

PHASE TWO

RAISING ADULTS

IMPLEMENTATION

- PARENTS MUST CHANGE FIRST. IT TAKES DISCIPLINED PARENTS TO RAISE DISCIPLINED CHILDREN.
- HAVE PARENTS WATCH THE FILMS AND READ THE WORKBOOKS.
- HAVE THEM COMMIT TO BACKING EACH OTHER UP, NO MATTER WHAT, TO BUILD CREDIBILITY AND SHOW A UNITED FRONT.

CREDIBILITY

Many parents having problems with their children suffer from a lack of credibility. This credibility gap is due to their inconsistency as individuals and is compounded by their inconsistency as a couple in applying discipline. Two tasks exist in building both individual and collective credibility.

Children quickly become adept at working one parent against the other in an attempt to get their own way or to avoid consequences. When parents unite and handle things in exactly the same way it lends credibility to both the individual and to the couple as authoritative parents.

IMPLEMENTATION

- GO OVER THE PROGRAM MATERIALS WITH THE FAMILY.
- EXPLAIN THE BEHAVIOR ADJUSTMENT WORKSHEETS.
- EXPLAIN THE SUPPORT FORMS.
- HELP PARENTS COMPLETE A FEW BEHAVIOR ADJUSTMENT WORKSHEETS PER CHILD TO BEGIN MAKING CHANGES.
- PARENTS MUST AVOID SINS AND QRACCS.

THE RAISING ADULTS FORMULA

Raising our children to be accountable, self-disciplined, responsible, independent thinkers and problem solvers is what Raising Adults is all about. This is accomplished by developing disciplined parents. By applying the concepts consistently parents can deal with either disobedience or defiance successfully.

Practicing and mastering the basic concepts of the Raising Adults formula will be sufficient for most families in their quest to establish and maintain good order and discipline without power struggles. These concepts form the foundation of the Cocoon program for defiance as well. These skills must be learned first.

EVALUATING PROGRESS

- GO OVER THE BEHAVIOR ADJUSTMENT WORKSHEETS WITH THE PARENTS.
- TROUBLESHOOT THE PROCESS WITH AN EMPHASIS ON THE PARENT'S CONSISTENCY.
- ARE RULES, LIMITS, CONSEQUENCES REALISTIC, SPECIFIC & MEASURABLE?
- IS THE PROBLEM DISOBEDIENCE OR DEFIANCE?
 - *DO THEY CONTINUE TO BE REBELLIOUS AND DEFIANT?*
 - *DO THEY REPEATEDLY IGNORE THE RULES AND LIMITS?*
 - *DO THEY DEMONSTRATE BY BEHAVIOR THAT THEY CANNOT BE TRUSTED?*
 - *ARE THEY SAYING IN WORD OR DEED THAT THEIR PARENTS DON'T MAKE THE RULES FOR THEM ANYMORE?*

PHASE THREE

DEALING WITH DEFIANCE USING COCOON

COCOON

- INTENSIVE CARE FOR THE FAMILY IN CRISIS
- REESTABLISHING EFFECTIVE DISCIPLINE WITH AN OUT-OF-CONTROL CHILD IN EIGHT WEEKS
- EMPOWERING PARENTS WITH A SECOND CHANCE TO ESTABLISH EFFECTIVE DISCIPLINE IN A POSITIVE ENVIRONMENT.
- TEACHING PARENTS TO HELP THEIR CHILDREN DEVELOP RESPONSIBILITY AND SELF-DISCIPLINE
- HELPING PARENTS BECOME DISCIPLINED AND CONSISTENT

INTENSIVE CARE

Cocoon is not a punishment and should never be installed with that intent. The cocoon of change is intensive care. When a child is seriously injured or ill and requires treatment at a hospital intensive care unit, parents immediately sacrifice and rearrange priorities to tend to and care for that child. The same attitude is required to properly install Cocoon. The cocoon of change calls for intensified caring and involvement and requires the parents to be willing to sacrifice and rearrange priorities for the sake of their child. When a child is out of control, refusing to respect authority, and is defiant to parents, no greater emergency can exist for a family. "No other success can compensate for failure in the home."
(David O. McKay)

UNDERSTANDING COCOON

- A PROGRAM FOR PARENTS WHO RECOGNIZE THAT THEIR EFFORTS TO DISCIPLINE HAVE BECOME A NO WIN POWER STRUGGLE
- A PROGRAM FOR ANY FAMILY WHERE THE PARENTS RECOGNIZE THE NEED TO MAKE PROFOUND CHANGES
- COCOON IS DESIGNED TO WORK IN THE HOME WITH ALL FAMILY MEMBERS PRESENT.
- THE DEFIANT CHILD IS NOT REMOVED OR INSTITUTIONALIZED

DEALING WITH DEFIANCE

Actions speak louder than words. Defiance calls for action, not further debate. Action circumvents argument. Action creates an experience that combines learning together with the emotional Cocoon of adapting to sudden c as they earn it through demonstrating an increased capacity and the ability to manage it.

A METAMORPHOSIS

THE COCOON OF CHANGE

- THE BASIC SECRET TO COCOON'S EFFECTIVENESS IS TURNING THE METAPHOR OF RENEWAL INTO A REAL LIFE EXPERIENCE FOR THE WHOLE FAMILY.
- METAMORPHOSIS BEGINS AS SOON AS A FAMILY INITIATES THE COCOON PROGRAM
- THE OLD FAMILY ENTERS INTO THE COCOON
 - *OLD HABITS DIE*
 - *NEW HABITS ARE BORN*
- A NEW FAMILY EMERGES FROM THE COCOON

RETURN TO DISCIPLINE

- PARENTS INTENSIFY INVOLVEMENT AND EXERCISE GREATER CONTROL OVER THE ENVIRONMENT.
- CONTROL RAPIDLY TRANSITIONS TO DISCIPLINE AS SOON AS THE YOUTH DEMONSTRATES RESPONSIBLE SELF-CONTROL AND ACCEPTABLE BEHAVIOR
- PARENTS ACKNOWLEDGE AND REWARD THE YOUTH'S WILLINGNESS TO BE OBEDIENT AND SELF-DISCIPLINED
- PARENTS ALSO ACKNOWLEDGE AND APPLY CONSEQUENCES TO DEFIANT OR REBELLIOUS BEHAVIOR
- THE CONSISTENT MESSAGE IS:
RETURN TO ACCEPTABLE LEVELS OF BEHAVIOR OR EXPERIENCE
SIGNIFICANT CONSEQUENCES.

THE TRANSITION

Behavior management has long been the leading method for achieving immediate change and stopping bad behaviors in their tracks. Its drawbacks are that it is hard to keep in place for long periods and is based on external controls.

Cognitive methods have the best track record for long term change but get poor results when attempts are made to apply it to families with defiant youth.

By combining the two approaches simultaneously, as in the Cocoon method, the chaos of conflict and cycles of self-defeating behavior are arrested and kept in check while cognitive skills that build and sustain internal controls are mastered.

The result is both quantitative and qualitative change.

RENEWAL IN THE COCOON

REPLACING BAD HABITS WITH GOOD HABITS

- DYSFUNCTIONAL FAMILY INTERACTION
---> HEALTHY INTERACTION
- COMBATIVE COMMUNICATION
---> COOPERATIVE COMMUNICATION
- WASTING OF TIME
---> INVOLVEMENT
- INAPPROPRIATE ACTIVITIES
---> SELFLESS SERVICE
- SELF-DEFEATING VALUES
---> EMPOWERING VALUES
- TOXIC RELATIONSHIPS
---> SUPPORTIVE RELATIONSHIPS

MOTIVATION TO CHANGE

A defiant child is obviously not very motivated to change. When installing the cocoon of change the most important motivation for change comes from the parents. The child's task becomes adaptation to the changes demanded by the new environment they find themselves in. This new environment, created by the parents installing the cocoon, provides a milieu for change that is uncompromising and consistent. The stress the parents have experienced by trying to control the child directly is removed along with the conflicted communications that accompany such an agenda. The child must now focus on internal rather than external pressures. The initial response is to "play the game" superficially. The outcome, however, is an addiction to the improved relationship they have with their parents and a healthy self-esteem that comes from doing the things that bring success.

SACRIFICES MADE BY THE CHILDREN

ELIMINATION OF :

- UNSTRUCTURED FREE TIME
- DETRIMENTAL ACTIVITIES
- UNDESIRABLE ASSOCIATIONS
 - WITH INDIVIDUALS*
 - WITH GROUPS*
- HARMFUL
 - GOALS*
 - VALUES*
 - PRINCIPLES*
- BELONGINGS, CLOTHING,
POSTERS, MUSIC & FADS THAT
CONTRIBUTE TO POOR ATTITUDE

REPLACED WITH :

- STRUCTURED TIME
- POSITIVE ACTIVITIES
- DESIRABLE ASSOCIATIONS
 - WITH INDIVIDUALS*
 - WITH GROUPS*
- WORTHWHILE
 - GOALS*
 - VALUES*
 - PRINCIPLES*
- INSPIRING, GOAL-ORIENTED ITEMS

& NEGATIVE PEER ASSOCIATION

GOALS, VALUES, & PRINCIPALS

Like rules, limits and consequences these must be realistic, specific, measurable and time-lined for follow-up. Put your family goals in writing. List goals for education, self-improvement, spirituality, and physical and mental fitness. Ensure your scheduling is well rounded in its allowing for time to be spent on each goal each week.

Put your values in writing. Put them in goal oriented language that inspires and motivates.

Put your principals in writing in assertive terms that are concretely defined and that build confidence in family members toward their defense and preservation.

All in the family should have input. They should be prominently displayed for reference and contemplation.

SACRIFICES MADE BY THE PARENTS

ELIMINATION OF :

- EXCLUSIVE ACTIVITIES
 - WORKAHOLISM*
 - ABSENTEEISM*
- EXTRACURRICULAR TIME CONSUMING ACTIVITIES
 - BUSINESS RELATED*
 - SELF-CENTERED*
 - RECREATIONAL*
- CONFLICTED INTERACTION

REPLACED WITH :

- INCLUSIVE ACTIVITIES
 - FAMILY ACTIVITIES*
 - INDIVIDUAL TIME WITH CHILDREN*
- MEANINGFUL INVOLVEMENT IN
 - SCHOOL*
 - PLACE OF WORSHIP*
 - COMMUNITY*
- HARMONIOUS INTERACTION

SACRIFICES MADE BY THE FAMILY

ELIMINATION OF DISTRACTERS:

- TELEVISION/VCR
- VIDEO GAMES
- STEREOS
- COMPUTER GAMES
- OTHER DISTRACTERS

REPLACED WITH ACTIVITIES WHICH:

- DEVELOP INTELLECT AND TALENT
- BUILD AND REPAIR RELATIONSHIPS
- ENHANCE FAMILY INTERACTION

ALL COMMIT TO REMAINING DRUG AND ALCOHOL FREE AND TO
TREATMENT IF NECESSARY

RENEWAL FOR BOTH CHILDREN AND PARENTS

During the cocoon of change children learn through discipline to be self-disciplined. They learn from the external controls of the cocoon to be self-controlled. They learn that cooperation with and contribution to the home, school, and community brings the benefits of success and high self-esteem. Children grow closer to their parents. They focus on learning all the skills necessary to live independently from their parents.

Cocoon is not just for children. Parents learn to be disciplined & consistent by practicing the Raising Adults formula in the protective environment provided by the cocoon. Perennial mistakes are discarded. Heavy-handed parents learn to ease up & passive parents learn to be more involved.

INITIATING THE PROGRAM

- CONSULTANT ASSISTS THE PARENTS IN EVALUATING THE FAMILY CRISIS
- CONSULTANT ASSISTS PARENTS IN DETERMINING NEED FOR COCOON
- PARENTS COMMIT TO IMPLEMENTING THE COCOON PROGRAM
- COCOON CONSULTANT MEETS WITH PARENTS TO EXPLAIN THE PROGRAM, ISSUE MATERIALS, AND GET STARTED
- RAISING ADULTS RESOURCES ARE USED TO MEASURE:
 - EFFECTIVE LEVEL OF EACH PARENT'S DISCIPLINE SKILLS*
 - PARENTAL COMMITMENT TO THE COCOON PROGRAM*
- CONSULTANT COMPLETES INITIAL TRAINING WITH PARENTS

IMPLEMENTATION

- PARENTS COMPLETE PREPARATIONS FOR INITIAL FAMILY MEETING
- PARENTS DEVELOP RENEWAL PLANS FOR HOME, PLACE OF WORSHIP, SCHOOL AND COMMUNITY
- PARENTS MAKE SEPARATE LISTS FOR EACH OF THE THREE AREAS BY DESCRIBING :
 - BEHAVIORS TO BE ELIMINATED (BADS)*
 - BEHAVIORS TO BE ENCOURAGED (GOODS)*
 - NEW ACTIONS TO BE INITIATED*
 - NEW STANDARDS TO BE ENFORCED*
- PARENTS PLEDGE TO EACH OTHER
 - CONSISTENCY IN CARRYING OUT THE COCOON PROGRAM*
 - BACK EACH OTHER UP*
 - TOTAL CHANGE OF LIFE STYLE FOR EIGHT WEEKS*
 - MAKE FAMILY THE FOCUS AND THE PRIORITY*
 - TEACH BY EXAMPLE*
 - ACT INSTEAD OF REACT*

EXECUTION

INTERNAL MOTIVATION FROM THE CHILDREN (ASSISTED BY CONSULTANT)

- SET LONG AND SHORT TERM GOALS
- ESTABLISH CONCRETELY DEFINED PLANS FOR ACHIEVEMENT AND INDEPENDENCE
- BODY - FITNESS
- MIND - EDUCATION & SKILL BUILDING
- HEART - ASSOCIATIONS & TALENTS
- SPIRIT - IF THE SPIRIT IS BROKEN, EVERYTHING IS BROKEN (NATIVE AMERICAN SAYING)

EXECUTION

PARENTS HOLD FIRST COCOON FAMILY MEETING

- COCOON PROGRAM IS EXPLAINED
- IT'S A PROCESS NOT A PUNISHMENT
- NEW PRIORITIES AND SACRIFICES ARE DESCRIBED
- NEW RULES, LIMITS, AND CONSEQUENCES ARE STATED
- THE SEVEN SINS OF COMMUNICATION AND THE QRACCS ARE BANNED FOR THE DURATION
- F.A.I.T.H. AND S.A.C.R.I.F.I.C.E.S ARE TAUGHT
- CHILDREN SHARE THEIR GOALS AND PLANS WITH PARENTS
- APPROPRIATE QUESTIONS ARE ANSWERED
- COCOON PROGRAM COMMENCES IMMEDIATELY

EXECUTION

PARENTS INITIATE INTERNAL RENEWAL PLANS

- NEW STANDARDS OF FAMILY INTERACTION
- NEW STANDARDS OF COMMUNICATION
- NEW TIME USAGE
- NEW ACTIVITIES THAT PROMOTE THE SPIRITUALITY
- NEW VALUES TO BE EMPHASIZED

EXECUTION

PARENTS INITIATE EXTERNAL RENEWAL PLANS

- AT SCHOOL
- AT PLACE OF WORSHIP
- IN THE COMMUNITY

AT SCHOOL

- NEW STANDARDS OF:
 - *ACADEMIC PERFORMANCE*
 - *CONDUCT*
 - *DRESS AND GROOMING*
 - *RELATIONSHIPS*

- PARENT-TEACHER COOPERATION AND COORDINATION
 - *MEET FACE TO FACE WITH EACH TEACHER*
 - *DEVELOP COOPERATIVE BEHAVIOR ADJUSTMENT PLAN*
 - *COMMUNICATE OFTEN TO EVALUATE AND MODIFY PLAN*
 - *ATTEND PTA MEETINGS AND SCHOOL FUNCTIONS*
 - *VOLUNTEER IN THE CLASSROOM*
 - *PTSA*
 - *SCHOOL BOARD MEETINGS*
 - *TOWN HALL MEETINGS*

AT PLACE OF WORSHIP

- INVOLVEMENT OF SPIRITUAL LEADERS
 - *REGULAR INTERVIEWS*
- INVOLVEMENT OF TEACHERS
 - *CLASSROOM BEHAVIOR*
- INVOLVEMENT OF YOUTH LEADERS
 - *PEER RELATIONSHIPS*
 - *SERVICE TO OTHERS*

IN THE COMMUNITY

- NEW STANDARDS FOR ACCEPTABLE :
 - *ACTIVITIES*
 - *RELATIONSHIPS*
 - *TIME USAGE*

- PARENTAL INTERACTION WITH COMMUNITY RESOURCES
 - *SCOUTS*
 - *YOUTH CLUBS AND ORGANIZATIONS*
 - *SPORTS*
 - *WORSHIP/CHURCH ACTIVITIES*

RENEWAL IN ACTION

DAILY ACTIVITIES

PARENTS

- CREATE AND ENFORCE A TIGHT SCHEDULE FROM WAKE-UP TO LIGHTS OUT
- INCLUDE TIME FOR DAILY PRAYER/SCRIPTURE STUDY/MEDITATION
- MANAGE BEHAVIOR
- GIVE SPECIFIC GUIDELINES FOR ALL ACTIVITIES
- MANAGE BELONGINGS
- CONDUCT FAMILY MEETING

RENEWAL IN ACTION

DAILY ACTIVITIES

CHILDREN

- A STRUCTURED REGIMEN OF PRODUCTIVITY, ACHIEVEMENT AND LEARNING
 - *CHORES*
 - *STUDIES*
 - *SERVICE*
 - *MEETINGS*
 - *OTHER ACTIVITIES THAT BUILD ON TALENTS AND STRENGTHEN SELF-ESTEEM*

DAILY FAMILY MEETING

- ALL FAMILY MEMBERS ATTEND
- PARENTS BRING RECORDS OF DAY'S PERFORMANCE
- CELEBRATE "GOOD" BEHAVIOR ACHIEVEMENT
- MAKE CONTINGENCY PLANS TO CORRECT "BAD" BEHAVIOR
 - *GIVE SUPPORT AND ENCOURAGEMENT*
 - *TIME-LINE AND FOLLOW-UP ON PLAN CHANGES*
 - *FOLLOW THROUGH WITH CONSEQUENCES*
- DO NOT INTERFERE WITH NATURAL CONSEQUENCES FROM SCHOOL, POLICE, ETC.

DAILY COMMUNICATION

- PARENTS SPEAK POSITIVELY ONLY
- ALL PARTIES ARE BANNED FROM USING THE SEVEN SINS OR THE QRACCS
- PARENTS PROVIDE THE LEADERSHIP IN POSITIVE COMMUNICATION AND IN MAINTAINING A SPIRITUAL ATTITUDE

THE SEVEN SINS

- 1 NAGGING
- 2 ARGUING
- 3 LECTURING
- 4 THREATENING
- 5 YELLING
- 6 PLEADING
- 7 CRITICIZING

THE QRACCS

- 1 Q UESTIONS THAT END WITH A "!"
- 2 R IDICULE
- 3 A CCUSATIONS
- 4 C OMPLAINTS
- 5 C RITICISM
- 6 S ARCASM

HAVE THE FAITH TO SUCCEED

- FIRM COMMITMENT TO THE PROGRAM
- ACTION
- INSPIRATION
- TEACH BY EXAMPLE
- HUMILITY

IN ORDER TO MAKE COCOON WORK IT TAKES SACRIFICES

- S ERVICE
- A CTION
- C ONTROL
- R ESPECT
- I NTERACTION
- F ORGIVENESS
- I NVOLVEMENT
- C ONSISTENCY
- E NCOURAGEMENT
- S TRUCTURE

WEEKLY ACTIVITIES

- **STAFF SUPPORT**
 - *FOLLOW-UP ON INTERNAL RENEWAL PLANS*
 - *FOLLOW-UP ON EXTERNAL RENEWAL PLANS*
- **FAMILY MEMBERS ATTEND APPOINTMENTS AND MEETINGS AS SCHEDULED BY CONSULTANT**
- **PARENTS RECEIVE ON-GOING TRAINING AND GUIDANCE TO DEAL WITH ISSUES SUCH AS:**
 - *CONTINUED DEFIANCE*
 - *DIFFICULT BEHAVIOR PROBLEMS*
 - *RELAPSES TO OLD HABIT PATTERNS*
 - *INCONSISTENCY*
- **RAISING ADULTS RESOURCES ARE AGAIN USED TO REAFFIRM:**
 - *EFFECTIVE LEVEL OF EACH PARENT'S DISCIPLINE SKILLS*
 - *PARENTAL COMMITMENT TO THE COCOON PROGRAM*

INTERNAL RENEWAL PLANS

- THE MOST IMPORTANT WEEKLY ACTIVITY IS ONE-ON-ONE TIME WITH EACH CHILD.
(SEE THE ADVANCED SKILL SECTIONS TITLED "REBUILDING SELF-ESTEEM" & "REPAIRING RELATIONSHIPS" FOR DETAILS ON HOW THIS IS TO BE DONE.)
- HAVE STRUCTURED ACTIVITIES (FAMILY HOME EVENINGS)
- TEACH A SKILL
- SHARE A HOBBY
- SHARE EXPERIENCES FROM THEIR LIVES
- SUPPORT AND ENCOURAGE THEIR DREAMS
- GET TO KNOW EACH CHILD & LET THEM GET TO KNOW YOU.

EXTERNAL RENEWAL PLANS

SCHOOL

- PARENTS
 - *MONITOR ACADEMIC PERFORMANCE*
 - *MONITOR CONDUCT*
 - *SUPERVISE DRESS AND GROOMING*
 - *SUPERVISE RELATIONSHIPS*
- PARENT-TEACHER COOPERATION AND COORDINATION
 - *MAINTAIN CONTACT WITH EACH TEACHER*
 - *CARRY OUT COOPERATIVE BEHAVIOR ADJUSTMENT PLAN*
 - *COMMUNICATE OFTEN TO EVALUATE AND MODIFY PLAN*
 - *ATTEND PTA MEETINGS AND SCHOOL FUNCTIONS*
 - *VOLUNTEER IN THE CLASSROOM*

EXTERNAL RENEWAL PLANS

COMMUNITY/PLACE OF WORSHIP

- FOLLOW THROUGH ON NEW STANDARDS BY:
 - *GETTING INVOLVED IN COMMUNITY ACTIVITIES*
 - *ADDING COMMUNITY SERVICE TO FAMILY SCHEDULE*
 - *SUPERVISING YOUTH'S SOCIAL RELATIONSHIPS*
 - *CONTROLLING YOUTH'S USE OF TIME*
- BECOME ACTIVELY INVOLVED WITH COMMUNITY RESOURCES SUCH AS :
 - *PLACE OF WORSHIP*
 - *YOUTH CLUBS AND ORGANIZATIONS*
 - *SPORTS*
 - *SCHOOL*
- MEET WITH THEIR LEADERSHIP AND DISCUSS BEHAVIOR/SERVICE PLANS FOR YOUR YOUTH
- FOLLOW THROUGH ON CONFIRMED PLANS

GRADUATION

- THE EMERGENCE OF A DISCIPLINED FAMILY
- PARENT-CHILD RELATIONSHIP HAS TRANSITIONED
*FROM CHAOS
TO CONTROL
TO SELF DISCIPLINE*
- PARENT-CHILD RELATIONSHIP HAS TRANSITIONED
*FROM PARENTAL CONTROL
TO SELF-CONTROL*
- PARENTS HAVE BECOME
*PROACTIVE
AND
CONSISTENT*
- YOUTH HAS BECOME
*RESPONSIBLE
AND
SELF DISCIPLINED*

CELEBRATION

- RETURN ANY PERSONAL ITEMS GIVEN UP AS PART OF THE COCOON SACRIFICES
 - *EXCEPT THOSE NEVER TO BE RETURNED BECAUSE OF THE NEGATIVE INFLUENCE OR ASSOCIATIONS THEY REPRESENT*
- HAVE A FAMILY PARTY TO MARK THE EVENT
 - *A NEW FAMILY*
 - *A NEW FUTURE*

CONTINUATION

- CONTINUE USING **RAISING ADULTS DISCIPLINE SYSTEM**
- CONTINUE PRACTICING HEALTHY HABITS DEVELOPED IN RENEWAL PLANS
- STAY INVOLVED AS A FAMILY
- PROMISE TO REPEAT THE COCOON AS NECESSARY

ADVANCED SKILLS

REBUILDING SELF-ESTEEM

- STRENGTHEN WEAKNESSES. SCHEDULE PLENTY OF PRACTICE IN SUBJECTS YOUR CHILD NEEDS HELP WITH (GET A TUTOR IF NECESSARY).
- BUILD ON TALENTS. MUSICAL INSTRUMENTS, SPORTS, WRITING, DEBATE, ETC. ALL REQUIRE PRACTICE. SET A TIME IN YOUR SCHEDULE.
- TRY A VARIETY OF ACTIVITIES TO STIMULATE INTERESTS AND DISCOVER HIDDEN TALENTS.
- TEACH YOUR CHILDREN SKILLS THEY NEED TO BE INDEPENDENT SUCH AS MONEY AND HOME MANAGEMENT, HOUSEHOLD AND AUTOMOBILE MAINTENANCE, COOKING AND CLEANING.
- TEACH A HANDICRAFT SUCH AS WOODWORKING, POTTERY, CROCHET, ETC. SO THEY WILL HAVE A TREASURED SKILL THAT THEY LEARNED FROM THEIR PARENT.

ADVANCED SKILLS

REBUILDING SELF-ESTEEM

- SUPPORT YOUR CHILDREN IN THEIR OUT-OF-HOME ACTIVITIES (SCHOOL, CLUB, SPORTS, SCOUTING, DRAMA, COMMUNITY SERVICE).
- ENCOURAGE YOUR CHILDREN TO BECOME INVOLVED IN THESE KINDS OF ACTIVITIES IF THEY ARE NOT YET DOING SO.
- BE ACTIVE IN YOUR PLACE OF WORSHIP AS A FAMILY. SPIRITUALITY IS A POWERFUL HEALER OF LOW SELF-ESTEEM.

ADVANCED SKILLS

REPAIRING DAMAGED RELATIONSHIPS

- SPEND ONE-ON-ONE TIME WITH EACH CHILD EACH WEEK.
- NO LECTURING OR NAGGING. THIS IS A TIME TO SHARE HOPES AND DREAMS, TEACH A CRAFT OR SKILL, AND BE TOGETHER ALONE TO BOND.
- INTERACTIVE ACTIVITIES ONLY, NO MOVIES, VIDEO GAMES, OR AMUSEMENT PARKS. TALK TO EACH OTHER.
- HEALING TAKES TIME. HEALING EXPERIENCES SLOWLY OVERCOME DAMAGING EXPERIENCES, IF THEY ARE NUMEROUS AND CONSISTENTLY NURTURING.
- FORGIVENESS COMES ONLY WHEN WORDS OF REPENTANCE ARE BACKED BY NEW BEHAVIORS ON THE PART OF THE PARENT.
- SET THE EXAMPLE OF BEING FORGIVING YOURSELF.

ADVANCED SKILLS

REPAIRING DAMAGED RELATIONSHIPS

- AVOID THE SEVEN DEADLY SINS OF PARENTING TO ASSIST THE HEALING PROCESS AND TO AVOID FUTURE CONFLICT THAT THESE BEHAVIORS CAUSE.
- THEY ARE NAGGING, ARGUING, LECTURING, YELLING, THREATENING, CRITICIZING, AND PLEADING.
- AVOID THESE ARGUMENT STARTERS: RIDICULE, ACCUSATIONS, COMPLAINTS, CRITICISM, AND SARCASM.
- ABUSE IS NEVER AN OPTION. USING THE TECHNIQUES IN THIS HANDBOOK WILL ASSIST YOU IN STAYING IN CONTROL OF YOURSELF. IF NOT, GET HELP!

ADVANCED SKILLS

INTERVENE TO REDIRECT ENERGY

- SPEAK MATTER-OF-FACTLY. BE FIRM AND IN CONTROL OF EMOTIONS WHEN CORRECTING BEHAVIOR AND GIVING DIRECTIVES.
EXAMPLE: "JOHNNY, YOU KNOW THE RULES FOR MEALS. YOU ARE NOT TO THROW FOOD. GO INTO THE LIVING ROOM AND READ UNTIL I CALL FOR YOU."
- WHEN EMOTIONS ARE HIGH, DIVIDE AND CONQUER. SEPARATE COMBATANTS AND HAVE THEM READ. PUT ON QUIET MUSIC.
- HAVE SOFT MUSIC TAPES, MAGAZINES AND BOOKS THAT INSPIRE READILY AVAILABLE IN A DESIGNATED READING AREA.

GIVING DIRECTIVES

Body language is just as powerful as the QRACCS and the Seven Sins at causing arguments and power struggles. Its messages are just as powerful as the spoken word and are instantly reacted to by the receiver before a word is spoken. Our emotions and intent are displayed in our eyes, on our faces, and in our posture, often setting the stage for conflict.

Body language speaks louder than words. The right words can be delivered in the wrong way, turning the good intentions of parental intervention into a declaration of war. Don't bolt into an intervention. Think of how you will appear and sound. Control yourself and you will control the situation.

ADVANCED SKILLS

INTERVENE TO REDIRECT ENERGY

- DO ONE THING AT A TIME AND DO IT WELL. AVOID JUMPING AROUND FROM ONE ACTIVITY TO ANOTHER OR DOING TWO OR MORE THINGS AT ONCE.
- TAKE THE TIME TO HELP THE FAMILY NOTICE EVEN SMALL ACHIEVEMENTS AND SUCCESSES.
- KEEP ANXIETIES DISARMED. SEAT THE FAMILY IN THE LIVING ROOM BEFORE COMING TO A MEAL.
- EACH CHILD WASHES HANDS ONE AT A TIME (ONE CHILD IN EACH BATHROOM).
- NO ONE COMES TO THE TABLE IN ANGER OR WHEN TOO EXCITED.

ADVANCED SKILLS

INTERVENE TO REDIRECT ENERGY

- AFTER ALL ARE SEATED AT THE TABLE, TAKE TIME TO BLESS THE FOOD AND TAKE NOTICE OF WHAT THE FAMILY HAS. DON'T BE IN A HURRY. NO CALLS DURING MEALS.
- EXCUSE CHILDREN ACTING OUT AT THE TABLE TO THE READING AREA UNTIL THEY ARE BACK IN CONTROL.
- AVOID CHAOS AT MEALTIMES.
- HAVE FOOD ITEMS PASSED IN AN ORDERLY FASHION AROUND THE TABLE. EACH PERSON TAKES A PORTION OF WHATEVER IS DIRECTLY IN FRONT OF THEM AND PASSES IT TO THE NEXT PERSON.
- NO ONE EATS UNTIL ALL ARE SERVED.

ADVANCED SKILLS

INTERVENE TO REDIRECT ENERGY

- HAVE THE SINK READY WITH SOAPY WATER SO EACH CHILD CAN WASH HIS/HER OWN SETTINGS.
- ASSIGN DISHWASHING, TABLE SETTING, AND CLEANUP. WHO SHOULD HAVE?
- WHAT DID YOU LEARN ABOUT YOURSELF AND OTHERS?
- WHAT DID YOU LIKE AND NOT LIKE AND WHY? ALLOW NO ARGUING.
- SPEAK FOR YOURSELF USING "I" STATEMENTS
EXAMPLE: "I LIKED IT WHEN WE WORKED TOGETHER TO PUT IN A VEGETABLE GARDEN. JOHNNY, I FELT RESPECTED WHEN YOU AGREED TO WORK WITH US EVEN THOUGH YOU DIDN'T WANT TO AT FIRST. I APPRECIATED THE FACT THAT WE DIDN'T HAVE TO ARGUE ABOUT IT."

ADVANCED SKILLS

DEALING WITH DEFIANCE

- WHEN CHILDREN REFUSE TO OBEY THEY ARE BEING DEFIANT.
- WHEN CHILDREN REPEATEDLY SAY YES TO A DIRECTIVE BUT DO NOT DO THE TASK THEY ARE BEING PASSIVELY DEFIANT.
- WHEN CHILDREN CONSISTENTLY IGNORE RULES AND LIMITS THEY ARE BEING DEFIANT.

ADVANCED SKILLS

CONTROLLING THE ENVIRONMENT

- AVOID CHAOS AND KEEP UNSTRUCTURED TIME TO A MINIMUM,
- CONCENTRATE ENERGY AND ACTIVITY TOWARD PRODUCTIVITY AND INTERPERSONAL INTERACTION.
- PERFORM SELFLESS SERVICE PROJECTS AS A FAMILY.
- GET INVOLVED WITH THE SCHOOLS AND PLACE OF WORSHIP.
- ESTABLISH A ROUTINE.
- SCHEDULE THE DAY. SET TIMES FOR CHORES, ACTIVITIES, STUDY, SKILLS PRACTICE, SPORTS, CLUBS, PLACE OF WORSHIP, ETC.
- EAT MEALS TOGETHER AS A FAMILY.
- WORK TOGETHER.
- PLAY TOGETHER.
- WORSHIP TOGETHER.

ADVANCED SKILLS

ARMS LENGTH STRATEGY

- WHEN A CHILD IS EXTREMELY EMOTIONAL, ANGRY, OR TALKS OF HURTING SELF, OTHERS, OR PROPERTY, OR THREATENS A RUNAWAY, USE THE ARM'S LENGTH STRATEGY.
- ARMS LENGTH IS INTENSIVE CARE FOR DEFUSING A CRISIS.

ADVANCED SKILLS

ARMS LENGTH FOR EMOTIONAL CRISIS (CRYING JAGS, HYSTERIA)

- SIT TOGETHER WITH THE CHILD IN CRISIS. IF THEY ARE CRYING, PUT YOUR ARM AROUND THEM AND GIVE CARING STATEMENTS. *EXAMPLE: "I'M SORRY THIS IS HARD FOR YOU. I LOVE YOU AND I'M HERE FOR YOU".*
- DON'T LEAVE THEM ALONE UNTIL THEY ARE BACK IN CONTROL OF THEIR FEELINGS.
- MOVE IN AS CLOSE AS YOU CAN AND PUT YOUR ARM AROUND THEM. TENDER TOUCHING AND CONTACT IS SOOTHING.

ADVANCED SKILLS

ARMS LENGTH FOR EMOTIONAL CRISIS

- GIVE LOVING AND CARING STATEMENTS IN QUIET TONES.
- REPEAT THEM OVER AND OVER WHILE THE PERSON IN CRISIS VENTS
- DO NOT TAKE WHAT THE PERSON IS SAYING PERSONALLY WHILE THEY ARE VENTING. KEEP REPEATING THE CARING STATEMENTS AND LOVING CONTACT WHILE THEY VENT.
- STAY IN CONTROL OF YOUR OWN EMOTIONS. REPEATING THE STATEMENTS CALMS THEM AND KEEPS YOU IN CONTROL OF YOURSELF.
- AS THE PERSON IN CRISIS CALMS DOWN, ALLOW THEM MORE SPACE. SLOWLY MOVE FARTHER FROM THEM BUT KEEP A HAND ON THEIR BACK OR SHOULDER.

ADVANCED SKILLS

ARMS LENGTH FOR EMOTIONAL CRISIS

- BEGIN PARAPHRASING WHAT THEY ARE SAYING TO ASSURE THEM YOU ARE LISTENING TO UNDERSTAND. SPEAK A LITTLE, LISTEN A LOT.
- IF THE PERSON IN CRISIS SAYS THEY WANT TO HURT THEMSELVES REMAIN ON ARMS LENGTH WHILE HELP IS CALLED (911 OR HOTLINE).
- STAY AT ARMS LENGTH FOR THE NEXT 24 HRS. IT SHOWS YOU CARE ENOUGH TO TAKE SUCH TALK VERY SERIOUSLY AND DETERS THREATS OF SUICIDE AS MANIPULATION.

ADVANCED SKILLS

ARMS LENGTH FOR ANGER/RAGE

- APPROACH SLOWLY WITH AN OPEN AND NON-THREATENING POSTURE AND BODY LANGUAGE. ARMS AT SHOULDER HEIGHT, WIDE APART, OPEN HANDS WITH PALMS FACING THE PERSON IN CRISIS.
- SPEAK CARING STATEMENTS IN QUIET SOOTHING TONES WHILE MOVING SLOWLY CLOSER.
- IF THE PERSON IN CRISIS ESCALATES AS YOU GET CLOSER STOP WHERE YOU ARE AND CONTINUE THE QUIET, CARING STATEMENTS.
- REPEATING THE CARING, LOVING MESSAGES KEEPS YOU CALM WHILE YOU WORK TO DEFUSE THE RAGE.
- NO INTIMIDATING WORDS, ACTIONS, OR QUICK MOVEMENTS. KEEP YOUR TEMPER.

ADVANCED SKILLS

ARMS LENGTH FOR ANGER/RAGE

- AS THE PERSON IN CRISIS BEGINS TO CALM DOWN MOVE SLOWLY CLOSER UNTIL YOU CAN PLACE A HAND ON THEIR SHOULDER OR BACK WHILE CONTINUING THE CARING STATEMENTS.
- BEGIN PARAPHRASING WHAT THEY SAY TO DEMONSTRATE THAT YOU ARE LISTENING TO UNDERSTAND.
- SPEAK A LITTLE, LISTEN A LOT. DON'T REACT TO WHAT THEY SAY WHILE THEY VENT. DON'T TAKE IT PERSONALLY.

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ADVANCED SKILLS

ARMS LENGTH FOR ANGER/RAGE

- IF THE PERSON IN CRISIS IS THREATENING TO HARM SOMEONE OR PROPERTY KEEP THEM AT ARMS LENGTH FOR 24 HRS. THIS DEMONSTRATES YOU TAKE SUCH TALK SERIOUSLY AND DETERS THE USE OF THREATS OF VIOLENCE AS MANIPULATION
- IF SOMEONE HAS BEEN HARMED CALL THE POLICE. IF VIOLENCE IS TOLERATED OR EXCUSED IT IS REPEATED.

ADVANCED SKILLS

ARMS LENGTH RULES

- ARMS LENGTH IS NOT PUNISHMENT, IT IS INTENSIVE CARE INVOLVEMENT FOR INTERVENTION DURING A CRISIS.
- ALTERNATE WITH YOUR SPOUSE WHEN WORKING WITH YOUR CHILD AT ARMS LENGTH. TAKE TURNS FOR SHORT PERIODS.
- NO EXCEPTIONS TO 24 HR ARMS LENGTH. SAME SEX PARENT GOES WITH THEM TO THE BATHROOM TOO!
- CONTINUE YOUR ROUTINE. YOU CAN CONTINUE TO GET WORK DONE TOGETHER, ACTIVITY DURING ARMS LENGTH IS HIGHLY RECOMMENDED.
- THIS IS NOT A TIME FOR LECTURING, NAGGING, OR HUMILIATING. IT IS A TIME TO HEAL, AND TO WORK THINGS OUT.

ADVANCED SKILLS

ARMS LENGTH RULES

- IT STRENGTHENS RELATIONSHIPS WHILE DEFUSING CRISIS AND PREVENTING VIOLENCE AND MANIPULATION.
- USE IT WHEN YOUR CHILD IS IN EMOTIONAL CRISIS, ENRAGED, THREATENS HARM TO SELF, OTHERS, OR PROPERTY, OR IS TOO ANXIOUS OR UPSET TO EFFECTIVELY MANAGE HIM/HERSELF.
- DO IT FOR AS LONG AS YOU DEEM NECESSARY, BUT SHORT PERIODS ARE EFFECTIVE. DON'T RESTRICT YOUR OWN ACTIVITIES. THE CHILD IS THE ONE ON ARMS LENGTH. YOU KEEP CONTROL.

ADVANCED SKILLS

ARMS LENGTH RULES

- ARMS LENGTH IS DESIGNED TO HELP ALL INVOLVED REGAIN CONTROL OVER EMOTIONS AND THEIR ACCOMPANYING IMPULSES.
- USE IT TO KEEP YOURSELF CALM AS WELL AS TO CALM THE PERSON IN CRISIS.
- SAYING THE CARING MESSAGES TOGETHER WITH CLOSENESS AND TOUCH RECONNECTS US WITH THE PERSON IN CRISIS AND CALMS THE SPEAKER.
- HEARING THE MESSAGES TOGETHER WITH CLOSENESS AND TOUCH CALMS THE LISTENER AND HELPS THEM VENT AND REGAIN CONTROL WHILE BEING PREVENTED FROM ACTING ON HARMFUL IMPULSES.
- KEEP THE ARMS LENGTH GOING FOR AS LONG AS YOU NEED IT AND AS LONG AS THEY NEED IT.

ADVANCED SKILLS

GET OTHERS INVOLVED FOR SUCCESS

- VISIT YOUR SPIRITUAL LEADERS AND INVITE THEM TO BE INVOLVED WITH YOUR FAMILY FOR SUPPORT AND ACTIVITIES.
- VISIT YOUR CHILD'S TEACHERS AND FORM A PARTNERSHIP FOR SUCCESS IN THE CLASSROOM AS WELL AS AT HOME.
- GET SCOUT LEADERS, SPORTS COACHES, AND ANY OTHER SUPPORTS AVAILABLE TO YOU INVOLVED.