

# **RAISE HAPPY CHILDREN MANUAL & STUDY GUIDE**

This Manual contains week by week Study Guide Questions, as well as relevant chapters and sections of the ebook *Good Parent Good Kids*

## **WEEK EIGHT: TRANSITIONAL TWOS: THE AGE OF WILLPOWER**

### **Study Guide Questions**

1. What are the noble qualities you observe in your child?
2. What experiences does your two year old enjoy most?
3. What activities have you encouraged your two year old to participate in?
4. Describe times you have not been able to change their focus but where the results were fine.
5. Describe times you have been able to change your two year old's focus respectfully.
6. Write about how you think your parents influenced how you treat your children.
7. Write about how you think your grandparents influenced how you treat your children, directly and through your parents.
8. Write about how your teachers influenced how you treat your children.
9. How have your beliefs changed since you began this training? How are you treating your children differently?
10. What intentions, decisions, actions, thoughts have helped you persevere in your efforts and success of treating your children respectfully?

### **Week Eight Actions:**

- You allow, encourage, help your two year old do what they want
- You redirect/guide them only when you must

### **Lessons for the Week:**

1. Transitional Twos: The Age of Willpower
2. Respectfully Working With A Two Year Old
3. Two Year Old Making Choices
4. The Legacy

***Good Parent Good Kids:***

## **Chapter Eleven**

## **Transitional Twos: The Age of Willpower**

It is important to understand that human beings of this age are developing willpower, which, if properly developed, will serve them well for the rest of their lives.

### **Willpower has many important functions:**

- It is the power behind wanting, wishing and desiring
- It is the power of determination, of commitment
- It is the power that motivates you to action
- It is the power to persevere, to carry through

Two year olds are constantly practicing, doing their best to create well-developed willpower which is then put at the service of their intelligence. Their intelligence, if not thwarted by adults, is at the service of their inner guidance. Then the will is used to want what best serves the developing human being, and to persevere on the chosen path.

A two year old can be very easy to work with when treated with respect. They need to make as many of their own decisions as they can. Whenever possible, follow their lead. If you want them to make a different choice, encourage them by pointing out what they might find interesting and challenging about your choice. If you don't want a major struggle, offer the alternative before they have become determined to pursue their choice.

Only a two year old who is frequently thwarted and prevented from making their own decisions might consistently, obstinately hold on to a choice no matter what other options are offered. If a two year old is very insistent that they must do something, then it is good, if at all possible, that they fulfill their needs.

### **What are the noble qualities of two year olds?**

- They are eager for life, for experiences
- They forgive easily
- They love easily
- They are honest
- They are determined to follow their inner guidance
- They can experience joy
- They can experience wonder
- By their actions they can help guide you on the path of the heart

### **Respectfully Working With A Two Year Old**

Interest is the key. Encourage your child to do the tasks that attract them as soon as they show interest. Their work may not be up to your expectations of perfection, but they can improve with

practice. You can offer them jobs that are simple and specific, with clear, physical evidence of proper completion. For example:

- All their clean clothes put in their drawer
- All their toys picked up off the floor and put in their places on the shelf
- The hammer put back in the toolbox
- A small bag of groceries carried from the car to the kitchen

This enables them to judge for themselves whether they have completed the task satisfactorily.

Although an adult does activities for an outer purpose, a two year old child does them for an inner purpose, to coordinate their intelligence, their will and their movements in accordance with their inner motivation. This integrates them as human beings.

An adult wipes a table because the adult decides that the table needs wiping. The child wipes the table because they need to wipe the table. They may wipe it for half an hour until they are inwardly satisfied and they no longer need to wipe it.

Do your best not to interrupt your child's activity cycles. If you must, you can prepare them by telling them your needs, and, if possible, giving them enough time to complete their cycle of activity. Only they can decide when they are done, but they happily accommodate your needs if you are in the habit of accommodating theirs.

When you notice that your child is making a mistake that is not a harmful one, if possible, don't correct them right then. Wait until they are finished doing that activity and offer to show them how to do it in a "different way". It is also important to use this process when they pronounce a word incorrectly. Tell them the proper word later, without referring to their past mistake. For example, "I'd like to show you a way to fold those so that they all fit in the box" or "This is a pineapple. Would you like to eat some pineapple?"

Often two year olds use quality names incorrectly, such as colors and numbers. They are showing that they are aware of color words and number words and how to use them, not that they know the correct name. Handle these "mistakes" using the procedure described above.

Notice what interests them, what they are eager to do. Provide opportunities for them to have as many of the desired experiences as possible. These may indicate talents to be developed or skills to be acquired for the optimum development of their potential.

Do your best not to interfere when a child is doing a loved activity or any activity that seems to involve them in deep concentration (when they are so intent on what they are doing that they are not really aware of what else is going on). These times of concentration, times of focus, when the whole person is engaged, are essential in the development of an integrated personality.

Do not do for your child what they wish to do for themselves, however difficult or beyond their abilities the task seems to be. It is these challenges that bring about concentration and help the child integrate their personality, helping them become a person who knows what they need, how to manifest it and has the perseverance to carry through.

If you can avoid it, do not talk in front of your child as if they were not there. If you must discuss something about them, include them in the discussion, as you would if it were an adult friend.

When a two year old gets hurt, it helps them when you acknowledge that they are hurt. For example, "Oh, you hurt your finger. I'm very sorry you got hurt." They just need to know that you understand what they are feeling. They don't necessarily need you to make a big deal over it, but they can't relate when someone tells them that they are not hurt, when they know that they are. That can turn a little hurt into a big one just to get the point across. If it is a minor hurt, your acknowledgement is often enough for them to let it go and carry on.

### **Making Choices**

1. Two year olds are very busy creating the components of strong and well-functioning will power:
  - i. The ability to want
  - ii. The ability to be determined
  - iii. The ability to persevere
  - iv. Putting all these abilities at the service of their intelligence
  - v. It is almost impossible for them to do anything that is contrary to this
2. However, knowing this makes it easier to work with them.
3. You can help change the direction of a two year old's will if you catch it early enough
  - i. Give them opportunities to cooperate with you
  - ii. Tell them how much you appreciate their help
  - iii. Two year olds like to work and to be helpful, useful, needed
  - iv. Be alert
  - v. Quickly offer them an alternative on which to practice 'willing' when what they first choose does not agree with you
4. Once they become fixed on something, then the other practices come into play, 'being determined' and 'persevering'
  - i. At this point your suggestion has to be really attractive to them for them to change
  - ii. Otherwise, it's easier and more peaceful, if it's possible for you to do this, to go along with them, looking for the first opportunity to change their direction
5. Remember, this period is very important in human development
6. It doesn't last very long **if** they get to do it properly

7. Though I know that it can seem eternal when you're right in the middle of it

### **Now They Want To Dress Themselves**

1. Encourage and celebrate this step toward independence
2. Let them choose their clothes if they wish
  - i. You can put out clothes that go together if you wish
    1. All socks of one color
3. Don't worry if they are not put on correctly
4. You can offer to help, but don't if they don't want it
5. Realize that you now have to schedule in time for this
6. Do not mention clothes put on wrong
7. Later offer to show them how to put on socks, or shirts, or dresses
  - i. Choose one at a time, maybe one a day

### **When Hunger Strikes**

1. Have food available that you know your child likes and that you like them to eat
2. If you're lucky enough to have a garden, that's a great place for them to find food
3. Most children love to help prepare food also
4. You can set up the kitchen so they can easily get what they need
  - i. Their things down low
  - ii. Snacks available
  - iii. A step stool if they need to reach the sink
5. If you are serving something they don't want to eat, have alternate foods available
  - i. Sometimes they might not want something that they usually want

### **Respectful Separation**

1. When your child doesn't want you to go
2. Figure out whether you really need to go
3. If you do
  - i. Be determined to help both your needs get met
  - ii. Tell them in advance that you have to go later
  - iii. Acknowledge that they don't want you to go, but that you have to
  - iv. Ask if they want to do something with you before you go
    1. If possible, do whatever they ask
  - v. Arrange that something interesting to them happens as soon as you leave
  - vi. Hug and kiss them goodbye
  - vii. Tell them that you love them
  - viii. Go

## Understanding 'Unkindness'

1. You hear your baby cry and notice that your two year old has taken something from the baby
2. First go comfort your baby, give comfort to those that are suffering
3. Remember, there are as many sides to a story as people involved
4. Your goal is that they work out a harmonious solution
5. Help your two year old understand the situation from the baby's point of view
6. Ask questions to understand the situation from the point of view of your two year old
  - i. Did they ask the baby for the object?
  - ii. Did they hold out their hands so the baby could give it to them?
  - iii. Did they offer something to trade the baby?
7. Ask them to return the object to the baby
8. Tell them that you don't like them to do things that make the baby feel bad
9. They may reveal that someone else did the same thing to them
  - i. It is common for children to treat others as they have been treated
  - ii. It is a relief because you do your best to be respectful to both children at all times
10. You comfort your two year old
11. They return the object to the baby

## Keeping Your Focus

1. When you ask your child to do something, but they want to do something else
  - i. Explain why you need what you are asking for, especially if it's urgent
  - ii. If it's possible, let what they want happen first
  - iii. Model cooperation
2. Then ask them again, and again explain why
3. Even if this goes on for a while, as long as it's not urgent, and even if it is
  - i. Keep being cooperative
  - ii. Practice patience
  - iii. Things happen faster, more smoothly when the child cooperates
  - iv. Be realistic about how much time you have to do what you need to do
    1. If you have little to no time, guide them toward your goal
      - a. Tell them you can't wait, and why
      - b. Ask them what they need to do what you need immediately
      - c. Offer something irresistible to cooperate with you\*
    2. If you have enough time, just keep reminding them of your need
4. You may discover why your child has not yet done what you ask
  - i. Help them resolve that situation
5. If necessary, ask again for what you need
6. You both get your needs met...and so much more

- i. You both practice cooperation
- ii. You both practice helping each other
- iii. You practice patience
- iv. You strengthen your foundation of respect
- v. You both strengthen your bond of love

*\* When you ask a two year old to stop doing what they are determined to do, you are asking them to go against what their stage of development is making them to do... unless you can convince them to willingly change their focus to something more interesting. That is completely in harmony with the urges and needs of their development.*

*Some people say this is bribery and that it's wrong. Is it wrong that people get paid for working? When you are doing something for someone else, using your time and energy to do something that they want, instead of what you might want to do at that moment, is it wrong for them to do something for you in return? It might be good for you to want to help them no matter what, but is it wrong for them to offer something to you? How many people would go to work if they were not paid?*

## **Manners**

1. The respectful way to teach manners is to
  - i. Model them
    1. To your child
    2. With everyone in the presence of your child
  - ii. If necessary, demonstrate them
  - iii. Practice with your child
    1. Frequently
    2. Repeatedly
    3. Create situations to practice
    4. 'Role play' / play 'manners' with your child

## **Easing To Bed**

2. When a two year old is obviously tired
3. You begin the bedtime rituals but they do not want to go to bed
4. Suggest other activities that will prepare them for bed
5. Taking a bath and playing with special bath toys
6. Reading books
7. Getting a massage
8. Singing
9. Watching a video
10. Sitting on your lap looking at the stars

11. 'Rough and tumble' might get them tired enough for bed, but it might end in tears because they are already tired
12. Once they have agreed to an activity
13. Suggest that it be done in sleepwear
14. You might put on your sleepwear, too
15. If possible do the activity on their bed
16. Cooperate with a two year old now, and they'll cooperate with you when their will is developed
17. Enjoy the time you spend together in the evening, winding down and preparing for sleep
18. Soon they will be peacefully asleep

### **Repetition Helps It Happen**

1. Tell them that you need their help and ask if they will help you
2. When they agree to help you, tell them what you need them to do
3. When they agree to do this, ask them to repeat what they are going to do to help you
4. This makes sure that you all understand each other
5. If there is some time before they actually begin to help you
  - i. Ask for their agreement several times before they begin
  - ii. Also ask them several times to tell you what they are going to do to help
  - iii. Remember, this is something you want, not something they have decided to do
  - iv. You don't want them to forget or to decide to go after some 'shiny object'
6. After they have done as you asked
7. Thank them
8. Ask if you can do something for them
9. Ask if they would like to do or have something that you think might be very interesting

## **RESPECTING TWO YEAR OLDS**

### **INTRODUCTION**

In the cartoon series "Calvin and Hobbs," by Bill Watterson, Hobbs asks Calvin why they play war rather than peace. Calvin says that there are too few role models. Role models are what this section of this book is about.

Since I also have very few role models, the adult responses in this section of the book are based on what I might actually say or do in the various situations, varied according to the needs and respectful parenting skills of the adults in the examples.

The children's responses are based on what I have experienced of children's responses to respectful treatment. If this does not seem realistic to you, I can only say that I have tried to make these examples fit my experiences as closely as I could.

I have found that children, those born to me, as well as those I've worked with and those I've enjoyed as friends, are willing and even eager to brainstorm for solutions once they understand the process, and especially once they realize that only solutions which are agreeable to all involved are considered acceptable.

I have found that children are quite willing to cooperate once they realize they are consistently treated with respect. I have found that children treat me with great care and consideration when I have treated them that way, and when I have been a model of this behavior for them and toward them.

### **HE WANTS TO DRESS HIMSELF**

Miriam has always chosen Leland's clothes and helped him get dressed. It has never been a problem, unless he wasn't ready to be dressed. Today, when she entered his room, she found clothes all over the floor with Leland sitting in the middle of them. He had underpants on, backwards. He has one blue sock on and one red sock on. He was trying to put on some pants.

"Can I help you, Leland?"

"No."

Miriam stands in the door, watching. She knows that it is important to let him do as much for himself as he wants. "I have to go into the office today. My boss is having a meeting and Grandmother is waiting for you. Would you like me to put your clothes in their drawers?"

"No. I do."

"Well, I came to help you get dressed, breakfast is ready. We have to go very soon."

"I dresseen'. You go."

"All right. I'll go for now, but I'll be back soon." She knows how important it is to be patient and cooperative if she wants to encourage the development of those qualities in him. There is probably time for him to get dressed, but if he wants to put his clothes back in the drawers, that will have to wait until later. If he takes too long, he will have to have breakfast at his Grandmother's.

\* \* \*

When Miriam returns, Leland has put his pants on, but has not been able to fasten them. He is trying to figure out the T-shirt.

"Leland, may I show you how to fasten your pants?"

"Yes. You show."

Miriam shows him clearly and precisely how to fasten the hook and how to pull up the zipper. “Would you like me to show you how to put on your shirt? I can show you which hole your head fits in.”

“Yes.” He hands her the T-shirt.

Miriam holds the T-shirt up against herself so that he can see its shape clearly. Pointing, she says, “This hole is for your head.” Then she scrunches up the shirt so that he has easy access to the neck hole. She hands it to him.

“I do.” He puts his head through the hole and pulls down the T-shirt. “Now you go.”

After a few minutes, Leland comes beaming into the kitchen, shirt on backwards, but fully dressed, except for shoes, and ready for breakfast. There is still time for breakfast, but Miriam realizes that she is now going to have to figure time for his self-dressing into her time schedule. She decides not to mention the backwards shirt, he is too happy with his accomplishment and she doesn’t want to take a chance of spoiling it for him. She must remember to tell her mother not to mention that his dressing efforts are not perfect. Next time she can show him how to make sure the front is in the front.

\* \* \*

After breakfast, “Leland, we have to go so I won’t be late. When we get home I’ll clean up the kitchen and you can put away your clothes. But now we have to go. Do you want to get your shoes?”

“Yes, I get.”

Miriam finds it very exciting to watch Leland’s changes, very challenging to be respectfully helpful, and very rewarding altogether.

### **WHEN HUNGER STRIKES**

“Mommy, I wan’ cookie.”

“Let’s go see if we have any cookies.” They go into the kitchen. The mother, Meleny, opens the cookie jar. “Oh dear, we don’t have any cookies. I’m sorry, Heather.”

“I wan’ see.” Heather looks into the empty cookie jar. “Oh, aw gone. I hungie, Mommy. I hungie.”

“Would you like some strawberries? We can pick them in the garden.”

“Yes, yes. I wike ga’den stwabeweese. I ho’d bow.”

“Okay, you hold the bowl. I’ll get it.”

“I get it, I get it.”

“You know where it is?”

“I know. I get it. I ho’d it.”

“Okay, let’s go.”

“Les go.”

### **ACKNOWLEDGE THE PAIN**

“Mommy! Waaa! I fa’ down! Owie!”

“Let’s see. Show me where it hurts.”

“Wight heeuh. My leg.”

“Oh, I see. I’m so sorry you got hurt. Right here, huh? What hurt you?”

“Tuh flowuh.”

“Where? Right here?”

“Yeah.”

“I hope it feels better soon.”

“It feeow bettuh.”

“Good. I’m very glad.”

### **SAYING GOODBYE**

“Phyllis, remember I told you I’m going to my class today? Well, I have to leave soon.”

“I no wan’ you tuh go.”

“I know, you told me, but I have to. It’s very important for me. I have to take a test today. I can’t do it another day. Would you like to do something with me before I go?”

“Yes, p’ay moosic.”

“I’d love to play music with you.”

\* \* \*

Because she knows that it might be difficult for her daughter to say good-bye, Alicia asks Jodi, her regular babysitter, to come a little early.

“Oh look, Jodi is here. I guess it’s time for me to go.”

“No, you stay.”

“Hi, Phyllis. I came a little early today so we would have time to play down by the creek. Shall we get the water toys and go down there? We could even make a picnic dinner. Then we can stay there a long time.”

“kay. You go, Mommy. Back soon.”

“Yes, I’ll be back soon. I’ll be back before you go to bed. I want to give you a hug.” They hug and kiss. “I love you, Sweetie. See you soon.”

### **COOPERATION MOVES IT FASTER**

Clifton has finally gotten to his paperwork. His life has seemed too busy lately. He finds that the letter from Uncle Rodney that he hadn’t opened, thinking that it was not urgent, says that his uncle is arriving today from Hong Kong. In fact, he has barely enough time to get to the airport. He will be saved if Uncle Rodney takes a long time going through customs. Since today is one of his days to take care of Nora, he has to get her ready fast.

Nora is sitting quietly in the corner doing all of her puzzles. As she finishes one, she pushes it carefully away from her. She is practically surrounded by puzzles.

“Nora. Nora, Uncle Rodney is coming. We have to go to the airport to pick him up.”

“I do puzzos, Daddy,” Nora says as she continues to concentrate on her work.

“I know you are doing puzzles, but I have to leave very soon to go to the airport and I need you to come with me.” Her father is used to considering her needs to be as important as she believes them to be.

“I stay, do puzzos, Daddy.”

“I would like you to be able to stay, Nora, but there is no one who could help you if you need help. So you have to come with me.”

“I not need help wi’ puzzos, Daddy.”

“No, I can see that you don’t, but I am going to be gone for a long time, and there is no one to help you in the bathroom or to help you get food to eat.”

“I not hungry, Daddy. I not go bafroom. I do puzzos.”

“Okay, we can take the puzzles with us in the car.” Clifton realizes how important the puzzles are to Nora and is determined to help both their needs get met.

“I do puzzos inna car?”

“Yes, I think I can make a way for you to do puzzles with pillows and boxes, but I have to go now and I need your help to bring things to the car.”

“I carry th’ puzzos.”

“Great, let’s get ready and go, so Uncle Rodney won’t have to wait for us, so he won’t be afraid that we forgot him.”

“Unco Wodney be afwaid?”

“He might if we don’t hurry.”

“I hurry.”

“Thanks, Nora, I really needed your help with this. I’m sure Uncle Rodney will appreciate your help too.” He knows that his appreciation of her cooperation, and her concern that her Uncle not be afraid, can help her continue to develop cooperation, concern, and appreciation.

### **UNDERSTANDING THE STRESS**

“Waaa!” Janine looks up from her work at the sound of the baby’s cry. She sees that Pauline has just taken Drew’s bottle. She gets up and goes over to comfort Drew. She knows that it’s important to comfort those who are suffering, and that there are as many sides to a story as people involved. She wants to make sure that Pauline takes Drew’s trouble seriously, and that they work out a harmonious solution. “Pauline, Drew really didn’t like it when you took his bottle. He wasn’t done with it.”

“I wan’ it.”

“I can understand that you want it, but so does Drew and he was using it until you took it away.”

“No! Him not using it. Him jus’ ho’ding it, not suckeen it.”

“You think because he wasn’t sucking it that he didn’t want it anymore?”

“Yes.”

“Did you ask him to give it to you, and hold your hands out so he could put it in them?”

“I do that, but him not give it.”

“Then it might be better to offer Drew something else to hold if you want to suck on the bottle. It’s not good to take something away from him until he is happy to let you do it. I would like you to give the bottle back to him and go find something else he might like to hold, so he will trade with you.”

“But I wan’ tuh suck a botto now.”

“I understand, and you are sucking the bottle. I will get you another bottle, but it makes Drew feel bad for you to have the one he was using. I think it would be good for you to give it back to him. Then I can help you.”

“I wanna suck this botto.”

“I don’t like it when you take things away from Drew. I don’t like ti when he feel bad.”

“I not like it when Karla take my botto.”

“Oh, Karla took your bottle and you didn’t like it?”

“Yes, at Karla house, her took my botto. I sad. I cry. She not give it back. She suck it all up.”

“Oh, Pauline, I’m so sorry that Karla did that. I don’t like you to feel bad either. Come here; let me give you a hug. I will talk to Karla’s mother so she can help you if Karla does that again.”  
Janine was not at all surprised to find an experience like this at the bottom of Pauline’s action, because both she and her husband work hard to be respectful with both children at all times.

“I not suck all Drew’s botto. I give it back. I get mine in ferrigator.”

“Thank you so much, Pauline. I’m sure Drew would thank you if he could talk. Do you need any help?”

“No, I get it. I hungry, Mommy.”

“Let’s make lunch, shall we?”

“Yeah, I help.”

### **KEEPING YOUR FOCUS**

“Have you finished playing with your toys in the living room, Gordie?”

“I’m tersty.”

“I see. You are going to get a drink and then go back to your toys.”

“I wanna drink.”

“You mean you don’t want water? You can get water.”

“I wan’ juice.”

“Okay, I’ll get you some juice. Here it is.”

“Yummy, Mommy. Now I hungwee.”

“I’ll be glad to fix lunch for you, but what about your toys in the living room? I don’t think it’s a good idea to leave them out when you are not using them. You can put them away and I’ll fix food.”

“No, I wanna help fix food.”

“I don’t want your toys to be left in the living room. It’s too easy to forget about putting them away.”

“I not forget.”

“I don’t feel good about this. I will wait for you to put the toys away and then we can make lunch together.”

“I vewy hungwee. There lotta toys.”

“I could help you. That would make the work go faster, then we’ll make food.”

“Okay, Mommy, let go.”

## **MANNERS**

Robin’s grandmother is visiting. She has invited her daughter and her granddaughter out for some ice cream. She hands Robin her cone. “Now, what do you say, young lady? I have just given you some delicious ice cream. So what do you say to me? You say, ‘Thank you, grandmother.’ I have heard you speak. You are beginning to speak quite well. Can you say, ‘Thank you, Grandmother?’”

Robin, holding her cone, runs over to her mother, grabs onto her leg with her free hand and hides her face.

“Don’t worry, Mother. She’ll learn in her own time.”

“If you don’t teach her, she won’t learn. It’s never too soon to teach children some good manners. If you ask me, one of the problems with the youth today is that no one taught them good manners and insisted that they use them.”

“Let’s sit down, shall we?” They find a table outside under a shade tree. “Nathan and I think that the best way to teach children is to be a model of the behavior you wish them to learn. Robin, the napkins are near you. Would you please hand one to me? Thank you, Robin. Don’t you need a napkin, Mother?”

“What? Oh, yes I do. Would you please hand me a napkin, Robin? Thank you, Robin. You were saying?”

“We are doing our best to raise our daughter in a respectful manner. We believe it is better for all the people involved and especially for the child. We are convinced that it helps people develop high self-esteem which we consider essential to live a satisfying and fulfilling life. So far it seems to be working. Robin, would you please pass me another napkin? One wasn’t enough. Thank you, Robin. Do you need another napkin, Mother?”

“Yes, I do. Robin, would you please pass me another napkin? Thank you, Robin.”

“Why do you think Robin was feeling so shy when I asked her to say ‘Thank you’?”

“I’d rather not talk about her in front of her. We can talk about that later. I know people do it all the time, but I think it’s inconsiderate to talk about people as if they weren’t there when they are. Consider this, three adults are out together and two of them start talking about the third as if she isn’t there. You can imagine how uncomfortable she might feel. I just prefer to talk about this later. I hope this is not a problem for you.”

“No, dear, we can talk more later. Right now I could use another napkin. Robin, would you please pass me another napkin? Thank you. My ice cream is delicious. Do you like your ice cream, Robin?”

“Yes, it’s delissus.”

“I’m feeling thirsty. Would you like me to bring you some water, Larissa?”

“Yes, please.”

“Robin, would you like me to bring you some water?”

“Yes, pweese.”

Sheila brings the glasses of water on a tray and puts it down near her seat. “Larissa, here is a glass of ice water for you.”

“Thank you very much. I’m quite thirsty.”

“Robin, here’s a glass of ice water for you.”

“Thank ‘ou, I thirsty, too.”

“You’re a very fast learner, Mother.”

“So is your daughter. I brought each of us a straw. Would you like a straw, Larissa?”

“Yes. please.”

“Here is your straw.”

“Thank you.”

“You’re welcome. Robin would you like a straw?”

“Yes, pweese.”

“Here is your straw.”

“Thank ‘ou.”

“You’re welcome. Oh dear, Robin, would you please hand me another napkin? I spilled a little water. Thank you, Robin.”

“You wewcome.”

### **EASING TO BED**

“Wes, it looks like you’re getting tired. When we yawn and rub our eyes it shows that we’re tired. Shall I help you get ready for bed?”

“I not tired. I not go bed.”

“You don’t feel tired and you don’t want to go to bed right now?”

“No, I not go to bed.”

“Okay, would you like to take a bath and play with your boats?” Lena knows this is a sure way to relax him and get him closer to bed.

“No, no bath.”

“Okay, would you like to sit with me and we’ll look at books?”

“Yes, look at books. Horse books and car books.”

“Do you want to get them off your shelf?”

“Yes, I get.”

“Wes, I have a new book with pictures of children from all over the world. Shall I get that?” She enjoys the time they spend together in the evening, winding down and preparing for sleep.

“Yes, you get.”

After they look at the horse book and the car book, Lena says, “Wes, before we look at the new book of children, I want to put on my comfortable nightgown and robe. Would you like to put on your nightshirt and robe?” She knew it was important not to oppose him, but rather to guide him

gently to bed. He needs to make the decisions in his life, but she wants to be sure he gets enough rest.

“Yes, but I not go bed.”

“No, we’re not going to bed right now. We’re going to look at the other book first. Do you need any help to change your clothes?”

“I do it.”

“Let’s check to see if these clothes are dirty. Yes, see here’s dirt on your shirt and here, and here, and here there is dirt on your pants. You can put these clothes in the hamper before you come back to the living room.”

“I do it.”

After looking at the third book, Wes was obviously feeling very relaxed and sleepy. “Are you ready to go to bed yet?”

“No. No bed yet.”

“Would you like a massage?” Lena has been massaging him since he was a baby.

“Yes, I like.”

“Let’s do it on your bed, okay? That’s a good place to do it.” If he says ‘no’, she is prepared to do it somewhere else and to carry him to bed after he is asleep. Sometimes that can be disorienting for him when he wakes up, so she’d rather do it in his bed. She is sure that he will be peacefully asleep soon.

\* \* \*

“Yes, my bed. My bed good for massage.”

“Yes, it is. Very good.”

**“YOU DON’T LIKE THIS?”**

“Dinner’s ready, Trilly. Are you hungry?”

“I hungry. I hungry. I very hungry.”

“That’s wonderful. Do you want to tell your brother that dinner is ready and I will tell your father. Your brother is in the living room.”

“I go tell Rowand dinner ready.”

Lindsey had prepared a vegetable platter and dip, stir fry and rice. After they were all seated, they began passing the serving dishes around and serving themselves, even Trilly. Trilly served herself some rice, but didn't want any vegetables, not raw or cooked. "I not like that," she said pointing to the stir fry.

"Trilly, you ate it the last time," her brother pointed out.

"Now I not like it."

"Trilly, will you look very carefully at the vegetables on the platter and in the stir fry and see if there is anything you want to eat." She hopes that Trilly will find something to eat in what has been prepared, something that will nourish her.

After looking very carefully at both serving dishes, Trilly said, "I not want vegetabos."

"I thought you were very hungry."

"Yes, I very hungry. I not want vegetabos. I eat rice."

"I don't feel good if you only eat rice. Would you like some yogurt and a banana?" Lindsey suggests foods that are not vegetables, and that she would feel satisfied having her daughter eat.

"Yummy! Yes. Cherry yogurt. Yummy!"

### **PREPARING FOR THE MALL**

While they are driving toward the mall, Karen said, "Wayne, Owen, I have to tell you that I don't feel great about taking both of you with me to the mall. Last time we were there you ran all over and I had trouble finding you. I wouldn't go now but Mother called and asked if I would pick up a gift for her to give to a friend; so I have to go. Today is my day to watch Owen, so you both have to go with me, but I hope you will help me have an easy time there. I will be as quick as I can. Will you help me?"

"I help, Mommy."

"I hewp, Kewin."

"Good. I want you both to stay close to me unless we decide you should do something else."

"I stay by you, Mommy."

"I stay by you, Kewin."

"Wonderful. And will you talk in quiet voices?"

"I talk quiet."

“I talk quiet.”

“Can we see doggies, Mommy?”

“Yes, after I have bought the gift, we can go see the doggies. So, you will both stay near me while we are in the mall, and you will talk in quiet voices?”

“Yes, Mommy.”

“Yes, Kewin.”

“That sounds great to me. I hope you remember to stay near me and to talk quietly.”

“I wemember. Mommy.”

“I memember, Kewin.”

\* \* \*

“You boys have been great. You remembered to stay close to me and to talk quietly. That has helped me a lot. Now I want to do something for you. Would you like to ride on the escalators, the stairs that move up and down?”

“Yes, Mommy, yes!”

“Yes, Kewin, yes!”

“Do you want to ride first or see the puppies first?”

“Ride first!”

“Wide fu’st!”

“See the escalator at the end of the mall? Do you want to hold my hands and see if you can jump all the way over to it?”