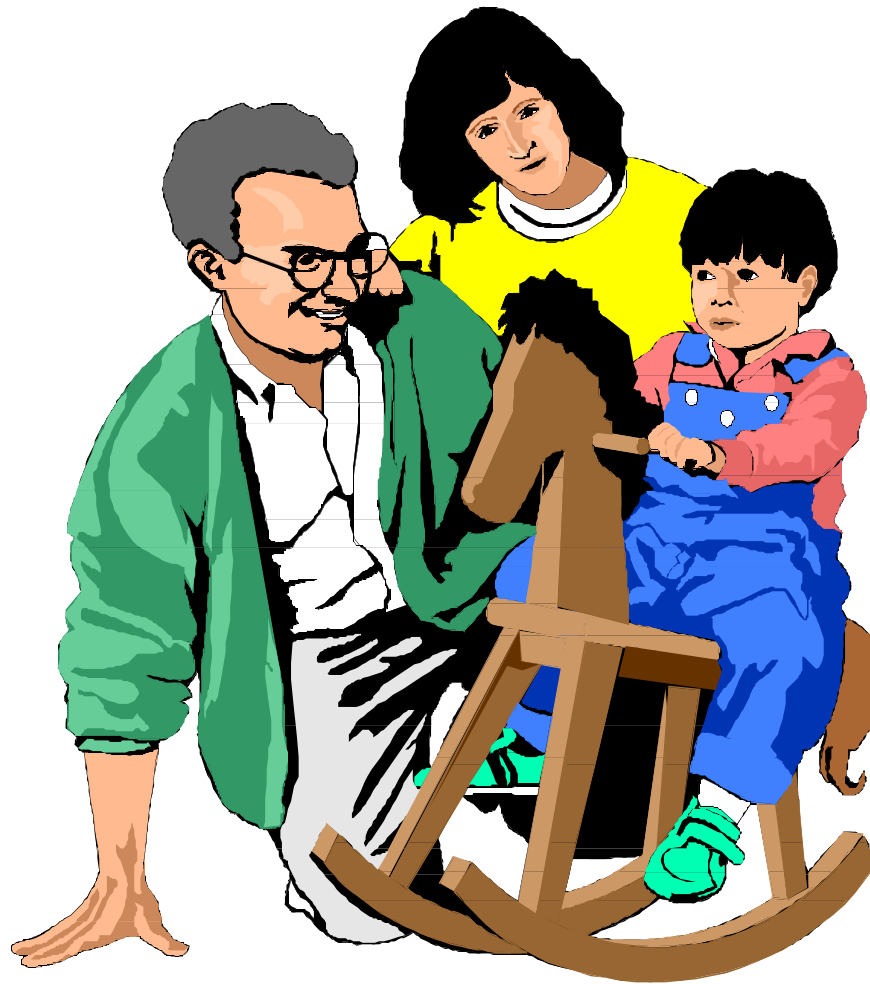


Study Questions for Glenn Latham's *The Power of Positive Parenting*



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Stephen F. Ledoux
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Stephen F. Ledoux

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Foreword

Glenn I. Latham

Parents tend to manage their children's behavior in ways they hope will be both effective and expedient. Unfortunately, though their intentions are almost always good, parents also tend to manage behavior in negative, coercive ways. And why not? That's how most of them were parented!

In the book, *The Power of Positive Parenting*, I discuss non-coercive positive parenting skills. All of these skills have been shown through scientific study to be effective. These skills enable parents to:

1. have frequent positive interactions with their children;
2. clearly establish and communicate their expectations;
3. clearly establish the consequences for compliance and noncompliance;
4. ignore behaviors that do not threaten the basic quality of life, limb, and property (which includes *most* unacceptable behaviors);
5. attend to inappropriate behavior in an unemotional, precise, and directive way;
6. not question noncompliant children about their behavior, nor ask them to explain their inappropriate behavior;
7. use the inappropriate behavior of one child as a cue to attend to the appropriate behavior of other children;
8. smile and laugh, talk and touch—a lot; and
9. assess behavior analytically, and treat it clinically.

Parents must learn that after 60+ years of careful, disciplined, and thorough inquiry, much has been learned about human behavior: how to “shape” it, encourage it, and “fix” it.

The essence of this research has revealed, perhaps above all else, that behavior ultimately responds much, much better to positive than to negative consequences. True, aversive, negative consequences can and often do immediately produce the results parents want. But these results are almost always short term and, eventually, counterproductive. As noted by Dr. Murry Sidman, in his wonderfully insightful book, *Coercion and Its Fallout*, coercion ultimately finds children escaping (getting away), avoiding (staying away), and countercoercing (getting even). On the other hand, as observed by Dr. Sidney Bijou, “Research has shown that the most effective way to reduce problem behavior in children is to strengthen desir-

able behavior through positive reinforcement rather than trying to weaken undesirable behavior using aversive or negative processes" (*The International Encyclopedia of Education*, 1988).

In a word, what I want parents to understand is that short term compliance achieved using coercive means does not lead to long term gains. Coercion produces only short term compliance followed by long term losses. The skills taught in *The Power of Positive Parenting* use non-coercive positive methods to achieve both short and long term compliance and gains.

This book of study questions, when used as designed, will greatly help readers of *The Power of Positive Parenting* to better learn those skills. It will help them operate in a better way, a way based in solid behaviorological science, a way that leads to coordinated short and long term gains. Do put these books to work, both for yourself and for your children.☺

Glenn Latham

Utah State University
2000 December 21

Ordering this study question book:

The best way to obtain a copy of this book is to order it directly from the publisher. The list price is US\$25. For *all* orders, a pre-paid mail order is preferred, and is expected for individuals; **ABCs will then cover *all* other charges such as shipping for orders in the USA.** Send your check (to pre-pay your order) to:

ABCs
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Canton NY 13617
USA

To the Student and Teacher

About the Book

The Power of Positive Parenting is a book for people who care. Some want to develop the necessary skills to care for children non-coercively. Others want those same skills so they can raise children successfully. And they are all willing to engage in study to learn these effective skills well. These effective skills are based on a fundamental and scientifically validated shift in emphasis. This shift has been away from the socially common but generally punitive practices that have failed scientific and practical evaluation over the last fifty years and more; the shift has been toward the non-coercive practices that have succeeded in such evaluations.

The author of *The Power of Positive Parenting*, Dr. Glenn Latham, begins the book by describing some basic scientific principles governing human behavior. Using extensive and varied examples, he then elaborates on the many effective, non-coercive practices, for different age groups and circumstances, that are derived from these basic principles. Using non-technical language, he discusses how today's care givers and parents can apply these principles in successful ways.

In addition, other significant benefits accrue from the use of the child care skills covered by *The Power of Positive Parenting*. These include increases in the pleasant and loving caregiver-child interactions that inevitably follow from skilled application of the practices Dr. Latham describes. More importantly, along with that increase, is a concomitant decrease in the aversiveness of the home—or other childcare—environment. Such aversiveness inevitably accompanies the use of the punitive practices that are often common when the practices Dr. Latham describes are not in use. The increase in the loving caregiver-child interactions, and the decrease in the aversiveness of the child's environment, together go a long way in reducing the probability of violence in the home and family, with all manner of valuable side effects. (And this is not a pie-in-the-sky statement, as a perusal of any number of sources detailing the effects of aversive stimulation and punishment on human behavior will show. For example, see Murry Sidman's book *Coercion and its Fallout*, which is listed in the bibliographic appendix.)

An independent panel of behaviorological scientists has documented the value and effectiveness of *The Power of Positive Parenting*. (The source of this information is Dr. Terri Rodgers of Behavioral Consulting Services in Tampa, Florida, at 813-932-5201.) At a symposium during the Seventeenth Annual Conference of the Florida Association for Behavior Analysis, four Florida Certified Behavior Analysts and one certification-eligible behavior analyst—all Florida Association members—developed evaluation criteria, and scored eight best-selling parenting books, including *The Power of Positive Parenting*. They scored the books using a four-point scale (poor = 0, fair = 1, good = 2, and excellent = 3) on 11 criteria. The criteria were (a) improves the understanding of human behavior, (b) presents a positive, proactive parenting approach, (c) presents parenting aids, (d) is effectively organized, (e) is readable, (f) teaches new skills, (g) effectively addresses decreasing behaviors, (h) effectively addresses increasing alternative behaviors,

(i) effectively addresses time out, (j) appropriately addresses corporal punishment, and (k) promotes generality to new problem behavior.

The results were intriguing, to say the least. Any of the eight evaluated books could receive a maximum of 33 points. For seven of the books, the scores ranged from 7 points to 23 points (i.e., 21% to 70% of the maximum possible points). The score for the remaining book, *The Power of Positive Parenting*, was 31 points (94%), an increase over the next highest book of 24 percentage points. Consequently, with its clear and effective communication of the foundations for generating and maintaining a behaviorally healthy and safe home, *The Power of Positive Parenting* was presented to the conference as a prototype for parenting texts. Thus, this study question book contains the study questions for what could well be the best book there is on parenting knowledge and skills.

The Power of Positive Parenting contains 397 pages in 27 chapters. It is perhaps best read in conjunction with the various video programs and recordings that Dr. Latham has prepared on this topic (which are also listed in the bibliographic appendix). Readers should also explore www.parentingprescriptions.com which is Dr. Latham's *Parenting Prescriptions* web site that serves as an important, related resource. The present resource, the study questions in this study question book, have been prepared to help student readers expand their behavior repertoire with respect to the material and the skills that *The Power of Positive Parenting* describes.

To order additional copies of *Study Questions for Glenn Latham's "The Power of Positive Parenting,"* contact the publisher, ABCs. The address is in the publisher's advertisement, which is on the last page of this book.☺

About the Study Questions

These study questions were designed to increase the reader's benefit from interacting with the book by prompting and guiding the reader's learning. The study questions focus the reader's attention on many of the particular points that surround different topics which arise in the course of each chapter. And they bring to the reader's attention various general themes and trends that run through particular chapters as well as through the whole book itself.

The study questions are of several kinds. Some are simply factual. Others require abstract and associative thinking. Still others necessitate critical thinking. Some may have different parts for undergraduate and graduate students. A few may require—rather than expect—oral answer preparation. The answers to the vast majority of the study questions are easily found directly in the text, and fit in the space provided with each question. While readers are encouraged to answer the questions "in their own words," only a few questions require answers in that mode. Still, *for the best learning results, each and every answer should be paraphrased in the reader's own words and written out as a complete sentence that incorporates the question.* For that interactive effort is what enables learners to repeat and use this knowledge in the future when they need it! It is best to read each chapter completely before trying to answer its questions. Also, *virtually all study questions are presented sequentially;* they do not skip around in the material that they cover. However, occasionally, the reader may have to read part of a question *in the context of the answer to the previous question.* (Making sure that some part of the book gets read was never the primary purpose for including any particular study question.)☺

About the Book / Study Questions Combination

The book and study questions work together to achieve beneficial pedagogical aims. The book was designed to elaborate how the natural science of behavior informs the field of child care. Thus this book was designed to accompany either separate courses of study on child care and parenting skills or integrated courses of study covering various aspects of these topics. The study questions are designed to support this range by covering topics in those areas as they arise.

Professors may manage this book of study questions in many different ways. Here are some of these ways: The entire collection may be assigned to students with instructions that they answer every question. This is the norm, especially at higher educational levels. Another option involves several questions from each chapter being assigned, while the teacher retains the remaining questions for later use as prompts for classroom discussions. Yet another option is to assign students to work in small groups, each of which answers a subset of the questions for each chapter. Many combinations of such options are also possible.

Of course, not all teachers and not all courses need to use all the study questions. A teacher might excuse students from some study questions that are too specific for her or his course. There may even be some questions that a teacher simply does not want to deal with, and he or she may excuse students from those questions as well. All the questions taken together, though, help educate students in the full content range of the book.↻

About Using the Study Questions

Certain considerations about using the study questions are pertinent. The phrasing sometimes used in one or another study question may seem odd or unusual. *This is usually because the phrasing mimics the phrasing used at or near the location of the answer in the book*; this makes it easier for the student to recognize the answer location while reading the material. Also, the answers to a few questions may *not* be in the book; these answers are in the student's general knowledge or perhaps their dictionaries, or an encyclopedia, or in other works (such as professional journals or those books referenced in the bibliographic appendix), or in certain *appropriately peer-reviewed* electronic resources, etc.

Many of these study questions contain page and paragraph references back to the book. These references fit the 1994 edition of *The Power of Positive Parenting*.

Most teachers assigning study questions like these maintain typical procedures regarding their use. Here are some elements of these procedures: (a) Write out the answers to the study questions—in your own words if possible—*by combining the questions and answers into full statements*. This enables students to study *just* their answers, as if these were notes, when reviewing for tests or other assessments of their knowledge; they need not refer to either the book or the study questions during their review. (b) Students should be tested only over the study questions that they were required to cover. Hence, they should be able to study fully for any tests over the book by studying the answers to the assigned study questions. (c) A realistic assignment is for students to *complete* about 35 pages of the text each week,

along with the study questions and answers for those pages, plus their assignments for other classes. (d) Students write out their study question answers right in the space provided with each question in their study question book. (Some teachers require that the study question book, with answers in it, be brought to class for discussion and checking.)

Several tests assessing the study questions in this book are available for teachers. They are short-answer tests. Most items are of the fill-in-the-blank and true/false types. Teachers who adopt this study question book for their classes can obtain a copy of these tests for reproduction or other use by writing, on their school's letterhead, to Dr. Stephen F. Ledoux, Arts and Sciences, SUNY-CTC, Cornell Drive, Canton NY 13617 USA. These tests can be used "as is," when all the study questions are assigned. Or, they can be used as part of, or the basis of, the teacher's own tests either when all of these study questions are assigned, or when only some subset of them is assigned.☞

About the Appendices

At the end of this book, following the study questions, are two appendices. One is a short, previously published article, written by the author of *The Power of Positive Parenting*, on a related topic. The other is a bibliography of additional, related titles. Each will be described in turn.

Appendix I reprints an article that indicates part of the bigger picture, the wider context, in which concerns about child care exist. It touches upon child care considerations among the quarter of the world's population in one large, non-western country, along with some considerations about the education of children that concern people everywhere. The article is titled "China Through the Eyes of a Behaviorologist" and appeared on pages 4–7 of the Spring 1998 issue (Volume 1, Number 1) of *TIBI News Time*, a publication of The International Behaviorology Institute. (The article had previously been published in *Origins and Components of Behaviorology* which is listed in the bibliographic appendix.)

Appendix II provides a partially annotated bibliography of titles for further reading. These titles elaborate on some of the major themes of *The Power of Positive Parenting*. A full range of interest levels is represented, from general overviews and surveys of the various topics, to detailed academic treatments of the topics. The titles are listed under four categories: (a) *Parenting Knowledge and Skills*, (b) *Education*, (c) *General Science and Knowledge*, and (d) *Natural Science of Behavior*. There is something for everyone among the books in these categories.☞

About the Other Extras

In addition to the appendices following the study questions, this book has two further "extras" for teachers and students. One is a "proof of ownership" form, and the other is a publisher's advertisement.

To help assure each student's ability to work on the study questions in a timely manner (by having her or his own copy rather than having to face the need or temptation to borrow or share), a "Proof of Ownership" sheet follows the bibliographic appendix. Having each student fill out and turn in this form documents

that each student owns his or her own copy of the study question book. The form can be filled out by the student, removed from the book, and given to the teacher as per course requirements. Basically, the form assures the teacher that each student can write her or his answers into a clean copy of the study questions book.

An advertisement from the publisher follows the proof of ownership form. Some of the books referenced in one or another study question, or listed in the bibliography, are also published by ABCs who publishes this study question book. The publisher's advertisement provides more information on some of those titles, and tells how to obtain them.☺

About Ordering *The Power of Positive Parenting*

To order *The Power of Positive Parenting*, contact "Parents & Teachers ink," the publisher, at www.parentingprescriptions.com or at 1780 N. Research Parkway, Suite 112, North Logan UT 84341 USA. (Phone 435-752-0238, ext. 13. Or send a Fax to 435-753-9750.) The author, Prof. Latham, may be reached at latham@cc.usu.edu which is his email address, or through www.parentingprescriptions.com which is his related web site.☺

About the Study Questions Author

Stephen F. Ledoux, Ph.D., the author of *Study Questions for Glenn Latham's "The Power of Positive Parenting,"* has been teaching since 1982 at the State University of New York (SUNY) at Canton where he currently is Professor of Behaviorology. He earned his B.A. and M.A. degrees at California State University at Sacramento in the early 1970s under Dr. Joseph Morrow. He began his contributions to education in 1972 teaching behavior science courses to high school sophomores and seniors. For four years (1975-1979) he taught in Australia (at the *University of Queensland*, and at the *Gippsland Institute of Advanced Education* which has become part of Monash University). Also, he taught in the Peoples Republic of China at *Xi'an Jiao-tong University* in 1979. Then, after completing his doctoral studies at Western Michigan University, he went to SUNY-Canton where he has written several books in addition to teaching. (Some of his books are referenced in the bibliographic appendix, and in the publisher's ad, at the back of this book of study questions.) Later, in 1990-1991, he again taught in China, this time on a faculty exchange at the *Xi'an Foreign Languages University*.

Professor Ledoux (pronounced "la-do") is also active in professional organizations. In the late 1980s he was the first elected president of The International Behaviorology Association which is a professional organization for behaviorologists. And in the late 1990s he was elected chair of the board of directors of The International Behaviorology Institute (TIBI) which is a non-profit behaviorology education and training organization incorporated in New York State with the consent of the State Education Department. (Behaviorology is the natural science discipline of naturalistic explanations of behavior; thus it should not be confused with psychology which is the discipline of fundamentally mystical explanations of behavior. An older name that is still in use for this natural science is "behavior analysis.")

Dr. Ledoux resides in Canton with his family. He can be reached by either mail (his preference) or email. His email address is ledoux@canton.edu while his postal address is: Arts and Sciences, SUNY–CTC, Cornell Drive, Canton NY 13617 USA. For more information on his background, and courses, visit his faculty web page by clicking on “Ledoux” in the “Directory” at www.canton.edu which is the college web site for SUNY–Canton. Much related material can be found at web sites linked to his web page including www.parentingprescriptions.com which was already mentioned, and www.behaviorology.org which is the TIBI web site.♣

