

**Parent Effectiveness Training (P.E.T.)
On-line Book Club Information & Chapter Questions
For P.E.T. Instructors**

April, 2020

This outline is for P.E.T. Instructors and our international Representatives to utilize for an on-line P.E.T. book club. We developed this in response to the COVID-19 crisis that is currently preventing instructors from holding in-person classes. This is not a replacement of the P.E.T. class but rather an interactive discussion about the content within the P.E.T. book.

We think of this as a great way to do the following: 1. Provide an opportunity for you to dive into the model with prospective class participants; 2. Enable you to begin working with already committed participants with a very in-depth prework experience so that they're very prepared to take your P.E.T. classes when you're able to schedule them; 3. You can have a book club as a refresher for your P.E.T. Graduates.

It's up to you what you charge for this, how you schedule it and so forth, but we do hope you will use this outline. We created it in Word so you can add your own notes, translate, etc. We highly suggest no more than six persons in one book club group. Again, there is no fee paid to GTI for this—and you're free to charge whatever you wish or offer it free of charge.

What about getting the P.E.T. book? People can buy them from us directly at a discount of \$10 (normally \$15), plus UPS shipping--sorry, we don't have Gordon Prime shipping 😊. People can place their order by contacting us at: family@gordontraining.com or by phoning us at GTI at 800.628.1197, ext. 308←very important to dial this extension.

OR, people can check out this page where the various formats of the book are listed and order it online (*GTI does not have an on-line store*): <https://www.gordontraining.com/gordon-training-books/>

Below are links to Zoom and Skype—and you're free of course to choose any platform that works best for you. We're here to help you with questions regarding the Gordon Model and the book club questions—we're not a resource so for tech questions—for that, Google is your friend. 😊 Thank you.

<https://zoom.us/download>

<https://www.skype.com/en/>

(Chapter questions begin on page 2)

CHAPTER QUESTIONS FOR BOOK CLUB MEMBERS

(To ask members during each book club meeting)

Chapter 1 – Parents are Blamed but not Trained

1. Many parents believe that parenting comes naturally and they don't need training to be effective. How do you feel about that statement?
2. Dr. Gordon believed that parents can bring up children without using punishment or rewards. What is your belief about that?
3. P.E.T. advocates a way of raising children that is neither strict nor permissive. How does that fit with what you think and what you do?
4. What was the most meaningful idea or concept you got from this chapter?

Chapter 2 – Parents are Persons, Not Gods

1. What are the three factors that influence how accepting a parent is of his/her child's behavior? Give an example of each from your own life.
2. What does "false acceptance" mean? Does it play a role in your life?
3. What is the main purpose of the Behavior Window?
4. What are your thoughts about the idea of problem ownership?
5. What is the appropriate skill to use in each part of the Behavior Window? (You will learn when and how to apply these skills in the P.E.T. course.)

Chapter 3 – How to Listen so Kids Will Talk to You

1. Define what a roadblock is.
2. Recall your own reaction when someone else "roadblocked" you when you had a problem. Give an example. (refer to "The 12 Roadblocks" in the appendix for more on the roadblocks).
3. Think of a roadblock that you have used when your child had a problem and give it as an example.
4. Do you see yourself as a parent who gives their child time and space to work their way through something or do you tend to intervene?
5. When the child "owns a problem", where does that fit in the Behavior Window?
6. How do you feel about Active Listening to a child who signals s/he has a problem?
7. Learning to Active Listen instead of sending roadblocks takes an attitude shift. It doesn't come naturally to most of us. Can you see yourself making this shift?

Chapter 4 – Putting Your Active Listening Skill to Work

1. Have you had the experience of someone truly listening to you and accepting you as you are at that moment? How did that feel?
2. Turn to the back of this book and locate the "Listening for Feelings" exercise and complete it. (When you have finished, compare your responses with the Scoring Key which is at the end.)
3. Can you accept your child as s/he is at a given moment and listen with empathy and understanding (not agreement)?

4. What do you think could be some of the long-term positive effects of acceptance through Active Listening?
5. Active Listening takes a lot of discipline and practice. (In the P.E.T. course, you will learn how to avoid common listening mistakes and practice how to Active Listen so you can apply it successfully with your family and others).

Optional – Show/share video clip on Active Listening:

- Brief overview on Active Listening from P.E.T. Master Trainer (1.5 minutes):
https://www.youtube.com/watch?v=gn_17tlEmKQ
- Clip from “Everybody Loves Raymond” TV show (Raymond tries Active Listening with his daughter; 3 minutes):
<https://www.youtube.com/watch?v=4VOubVB4CTU&t=15s>

Chapter 5 – How to Listen to Kids too Young to Talk too Much

1. It's also important to avoid sending the roadblocks nonverbally to babies and small children. Give an example of a non-verbal way that a parent might send a roadblock to an infant.
2. Active Listening can be done nonverbally too and this is especially important with babies and small children. Give an example. (In the P.E.T. course, you will learn how to Active Listen to young children and babies).

Chapter 6 – How to Talk so Kids Will Listen to You

1. When a “parent owns a problem”, where does that fit in the Behavior Window?
2. What is a “You-Message”? And what effect do they usually have on a child or other person?
3. Turn to the back of the book to “Recognizing Ineffective Messages” and complete the exercise.
4. Contrast a “You-Message” with an “I-Message”.
5. Name the three parts of an “I-Message” and the purpose of each one.
6. Are you generally clear and direct when it comes to communicating your feelings of unacceptance of your child's behavior?
7. In general, do you get your needs met as a parent?

Chapter 7 – Putting I-Messages to Work

1. Turn to the back of the book to “Sending I-Messages” and complete the exercise. Then compare your answers with the Scoring Key at the end.
2. Three-part “I-Messages” are for confronting a child's unacceptable behavior, i.e., when the parent owns a problem. What are the other two types of “I-Messages” and where do they fit in the Behavior Window?
3. Praise is generally perceived to be a good thing—but not in P.E.T. Describe why that is. What is an alternative?
4. Describe the difference between a Positive I-Message and praise.
5. Do you generally try to prevent problems by asserting yourself ahead of time?
6. Being able to develop and send effective “I-Messages” takes a lot of practice. (In the P.E.T. course, you will have time and coaching to help you learn how to apply them effectively.)

Chapter 8 – Changing Unacceptable Behavior by Changing the Environment

1. What is meant by “modifying the environment”?
2. What are some of the ways to change the physical environment to prevent conflicts and problems?

3. Think about some things you can do to modify the environment in your home with regard to these common problems: screen time, household chores, privacy, etc.
4. How can modifications of the environment improve your relationship with your child/ren?

Chapter 9 – Inevitable Parent-Child Conflicts: Who Should Win?

1. When there is a conflict in a parent-child relationship (Both Own the Problem), where does that fit in the Behavior Window?
2. Describe Method I.
3. Describe Method II.
4. Turn to the back of the book to the “Use of Parental Authority” exercise and complete it, scoring it according to the directions. What did you learn from this exercise about your own conflict resolution style?

Optional – show/share video clip of Dr. Gordon on parenting styles/conflict (1.5 minutes):

<https://www.youtube.com/watch?v=TpAY3Bz5M6w>

Chapter 10 – Parental Power: Necessary and Justified?

1. Define authority as described by Dr. Gordon. What are your thoughts about his view?
2. Describe some of the effects that parental power has on a child.
3. Recall your own childhood and think about how you reacted to your parents’ use of power on you (if they used it). What impact do you think that has had on your life and on your own parenting style?
4. What are your thoughts about Dr. Gordon’s idea that teenagers do not rebel against their parents, but against the power their parents use?

Chapter 11 – The “No-Lose” Method for Resolving Conflicts

1. Contrast the “win-lose” methods of resolving conflicts with the “no-lose” method (Method III). In what ways are they different?
2. What is the “Principle of Participation”? How does it apply to Method III?
3. Describe some of the main benefits of solving conflicts and problems with the “no-lose” method.
4. Have you considered that two-way communication is the main way that we build and maintain relationships with our families? That each time we communicate with each other, we either help or injure our relationship?

Chapter 12 – Parents’ Fears and Concerns about the “No-Lose” Method

1. What is your main concern about the possibility of letting go of the “win-lose” way of resolving conflicts?
2. Compare compromise and the “no-lose” method and describe the difference.
3. Most parents are accustomed to resolving conflicts by using one or both of the “win-lose” methods so the “no-lose” method requires an attitude shift. Can you see yourself making such a shift?

Chapter 13 – Putting the “No-Lose” Method to Work

1. Name the six steps of the “No-Lose” Method.
2. Describe how to set the stage for Method III Conflict Resolution.
3. How are Active Listening and I-Messages applied in a “No-Lose” Conflict Resolution session?

4. Learning how to do “no-lose” conflict resolution effectively takes time and practice. (In the P.E.T. course, you will have the opportunity to practice and learn how to do the No-Lose Method of Conflict Resolution so that you can use it at home.)

Chapter 14 – How to Avoid Being Fired as a Parent

1. Define what a value is.
2. What is a values collision? Think of one that you are having with your child/ren now and describe it.
3. What is the difference between a conflict-of-needs and a values collision?
4. Where does a Values Collision fit in the Behavior Window?
5. Describe some of the strategies for handling values collisions.
6. Dealing with values differences and collisions can be very challenging. Learning to accept that others, including your children, have values that are different from yours requires an attitude shift. (In the P.E.T. course, you will have time to talk about and practice ways to handle these differences effectively.)

Optional – Show/share video clip from Dr. Gordon on values (½ minute): <https://www.youtube.com/watch?v=UDc3psXvv0Y>

Chapter 15 – How Parents Can Prevent Conflicts by Modifying Themselves

1. In an earlier chapter, you learned about modifying the environment to prevent or resolve a conflict. In this chapter, Dr. Gordon talks about modifying yourself as another alternative. What are your thoughts about this? Are you open to this idea?
2. Is your primary relationship with your child/ren or with your spouse or partner? How do you feel about this?
3. Can you accept yourself as you are? Do you see that self-acceptance is related to acceptance of others including your child/ren?

Chapter 16 – The Other Parents of Your Children

1. Dr. Gordon makes the case that there are other strong influences on your child/ren besides you. What would you think of using the P.E.T. skills to deal with a teacher whom you thought was relating to your child/ren in a “win-lose” way?
2. The Credo for My Relationships with Others describes the attitudes and skills of P.E.T. After reading this book, what are your thoughts about learning and applying the P.E.T. skills in your relationship with your family and others?

Optional – Show/share video clips:

- *What parents should expect from coming to a P.E.T. class (2 minutes): <https://www.youtube.com/watch?v=nBgohK9ekxk>*
- *How is P.E.T. different from other parenting programs (1 minute): <https://www.youtube.com/watch?v=jvrZbugHlJA>*
- *What are the effects of taking a P.E.T. class (1 minute): https://www.youtube.com/watch?v=m_7qs4CY6Wo*

Finally, end the book club by reading the Credo, written by Dr. Gordon in 1964. Ask members to sit back and listen to you read it:

A Credo for My Relationships

You and I have an interdependent relationship which I value and want to keep. Yet each of us is a separate person with unique needs and the right to meet those needs.

When you are having problems meeting your needs, I will try to listen with genuine acceptance, so as to facilitate your finding your own solutions instead of depending on mine. I also will try to respect your right to choose your own beliefs and develop your own values, different though they may be from mine.

However, when your behavior interferes with what I must do to get my own needs met, I will tell you openly and honestly how your behavior affects me, trusting that you respect my needs and feelings enough to try to change the behavior that is unacceptable to me. Also, whenever some behavior of mine is unacceptable to you, I hope you will tell me openly and honestly so I can try to change my behavior.

At those times when one of us cannot change to meet the other's needs, let us acknowledge that we have a conflict and commit ourselves to resolve each such conflict without either of us resorting to the use of power or authority to win at the expense of the other's losing.

I respect your needs, but I also must respect my own. So let us always strive to search for a solution that will be acceptable to both of us. Your needs will be met, and so will mine—neither will lose, both will win.

In this way, you can continue to develop as a person through satisfying your needs, and so can I. Thus, ours can be a healthy relationship in which both of us can strive to become what we are capable of being. And we can continue to relate to each other with mutual respect and peace.

END

INSTRUCTORS - You may wish to also share these additional social media and online resources:

1. P.E.T. Facebook: <https://www.facebook.com/ParentEffectivenessTraining/?ref=bookmarks>
2. Active Listening Facebook: <https://www.facebook.com/learnactivelistening/>
3. General GTI Facebook: <https://www.facebook.com/GordonTrainingInternational/>
4. P.E.T. Twitter: https://twitter.com/P_E_T/
5. Active Listening Twitter: <https://twitter.com/LrnToActListen>
6. General Gordon Training Twitter: <https://twitter.com/gordontraining>
7. P.E.T. LinkedIn: https://www.linkedin.com/grp/home?gid=3037613&trk=my_groups-tile-grp
8. General GTI LinkedIn: <https://www.linkedin.com/groups/3034021/>

9. YouTube parenting channel: <https://www.youtube.com/user/ParentEffectiveness>
10. Parenting blog: <https://www.gordontraining.com/parent-training-blog/>
11. Parenting blog - archive: <https://www.gordontraining.com/p-e-t-newsletter-the-family-connection/>
12. Gordon Training Instagram: <https://www.instagram.com/gordontrainingusa/>
13. Mobile site for graduates of P.E.T. (and L.E.T.): <http://mobile.gordonmodel.com/>
14. Gordon Training website - P.E.T.: <https://www.gordontraining.com/parent-programs/parent-effectiveness-training-p-e-t/>

Questions? Please email us at: family@gordontraining.com