

"Fail Proof Way To Succeed... Or Not"

PARENTING: CHAOS TO COMPLIANCE

*A "Stupid" Process That Actually Works Without:
Yelling, Crying, Spanking, or Timeouts*

BY DAVID J. MARTIN

TOO STUPID TO FAIL
Presents

Parenting: Chaos to Compliant

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A “Stupid” Process That Actually Works Without: Yelling, Crying or Spanking



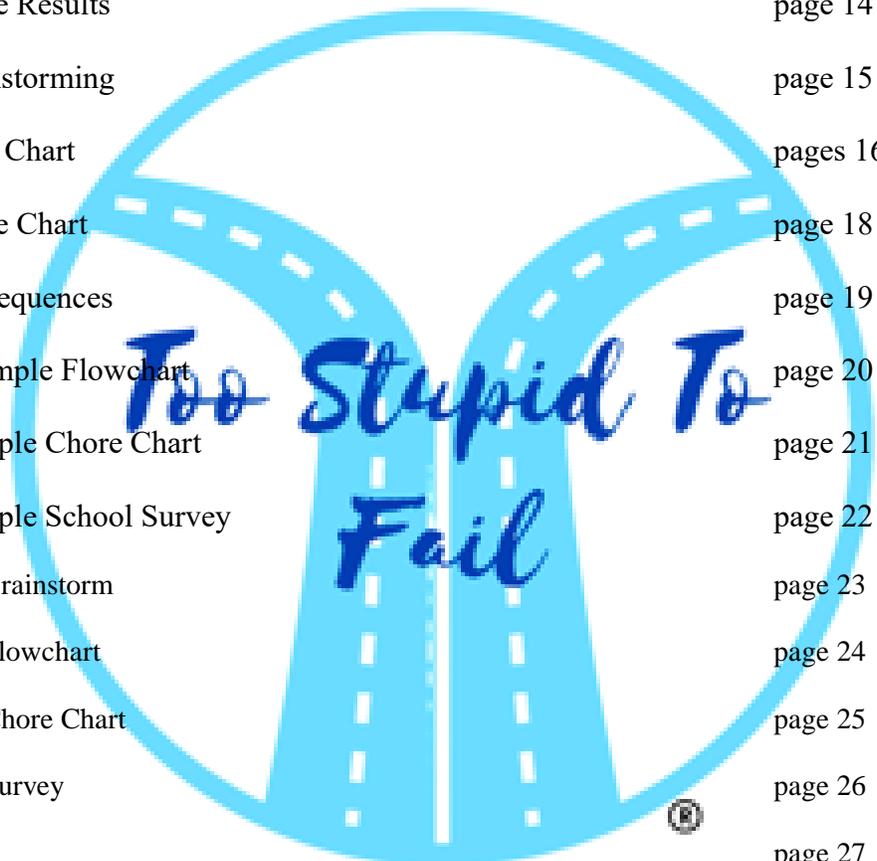


Acknowledgements

I want to thank my wife and two children for making me the happiest man in the world!

Table of Contents

The Why: Parenting: Chaos to Compliant	pages 5-6
Chapter 1: They Became a Family	pages 7-8
Chapter 2: Parenting: Chaos to Compliant	pages 9-11
Chapter 3: Our Very Real Story	pages 12-13
Chapter 4: The Results	page 14
Step #1: Brainstorming	page 15
Step #2: Flow Chart	pages 16-17
Step #3: Chore Chart	page 18
Step #4: Consequences	page 19
Figure #1: Sample Flowchart	page 20
Figure 2: Sample Chore Chart	page 21
Figure 3: Sample School Survey	page 22
Worksheet 1: Brainstorm	page 23
Worksheet 2: Flowchart	page 24
Worksheet 3: Chore Chart	page 25
Worksheet 4: Survey	page 26
Notes Page	page 27



“Fail Proof Way to Succeed... Or Not” Parenting – Chaos to Compliant

The “Why” Behind The “What”

It was approximately 7:30 a.m. when the phone rang and my wife of six years was crying on the other end. "What's going on?" I asked. Through her tears, she explained that "they" no “Your, your children won’t listen to me!” My wife had just started working again and she had to get our daughter and son ready for preschool but they just simply wouldn’t listen to her. She called me at work and hoped that the threat of "the enforcer” would encourage the kids to listen to her. Of course, I would use my most stern voice and reprimand my young children over the phone and they would comply with her directions. Then I would get my wife back on the phone and try to encourage her by reminding her that she was the parent and they were the children. This was not supposed to be a discussion or open debate between her and the children. She should instruct the children and they were to listen to her.

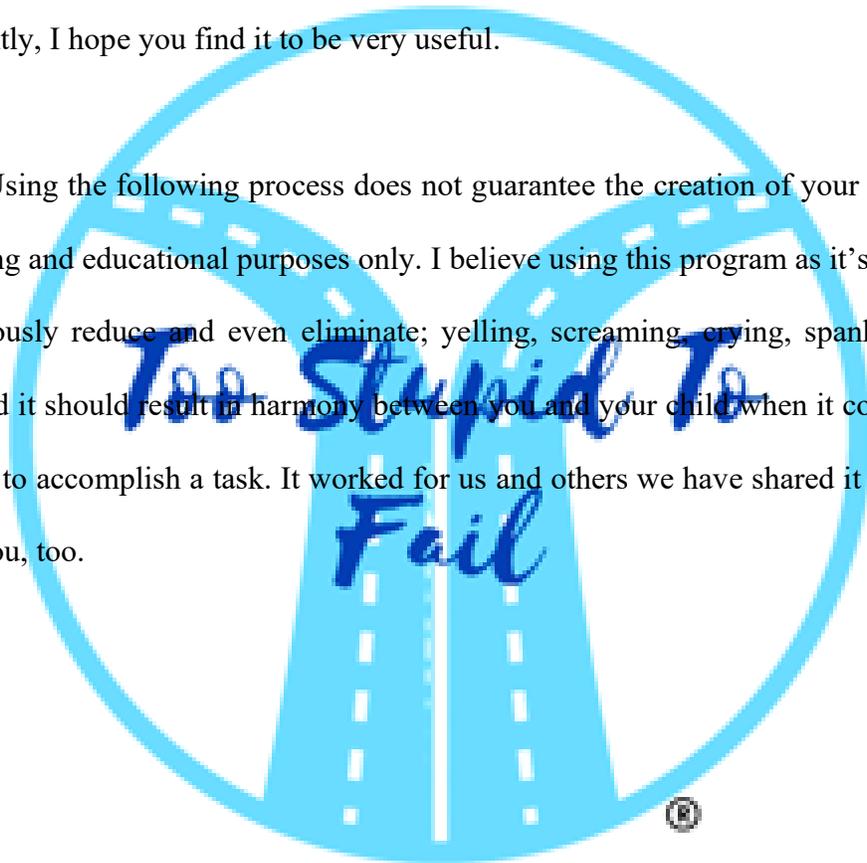
I love being a dad. There was nothing better in life than to come home from work and have both of my children meet me at the door and cling to my legs. Unfortunately, I continued to receive the phone calls from my wife about how my two “angels” continued to give her a hard time. I would come home 10 hours after the offense and scold them or tap them on the backside for misbehaving earlier in the day. Newsflash: Young children do not understand why they get a tap on the bottom when dad came home from work in the evening. Do that a few times and they will figure out that when dad comes home you get a tap and there will be no more warm receptions at the door by your children.

That left me with a decision I had to make. I had to figure out how to relieve the stress my wife was experiencing while figuring out how to ensure our kids would listen to her in the morning without her yelling, spanking, arguing, or punishing them. I had to figure how to put “Dad” in the

house when I wasn't home. See, both of our kids listened to me when I was home so we needed to figure out how to get them to listen to their mom when I was at work. I developed a process we now affectionately call *Parenting: Chaos to Compliance*.

We have successfully used this process and shared it with friends and they all encouraged me to write a How-To-Guide so here it is. Now that I have launched the company, *Too Stupid To Fail*, this seems like the perfect time to write and release this handbook. I hope you enjoy it and, most importantly, I hope you find it to be very useful.

Disclaimer: Using the following process does not guarantee the creation of your dream child. It is for mentoring and educational purposes only. I believe using this program as it's intended to be used can seriously reduce and even eliminate; yelling, screaming, crying, spanking, timeouts, grounding, and it should result in harmony between you and your child when it comes to parents asking a child to accomplish a task. It worked for us and others we have shared it with. We hope it works for you, too.



Chapter 1

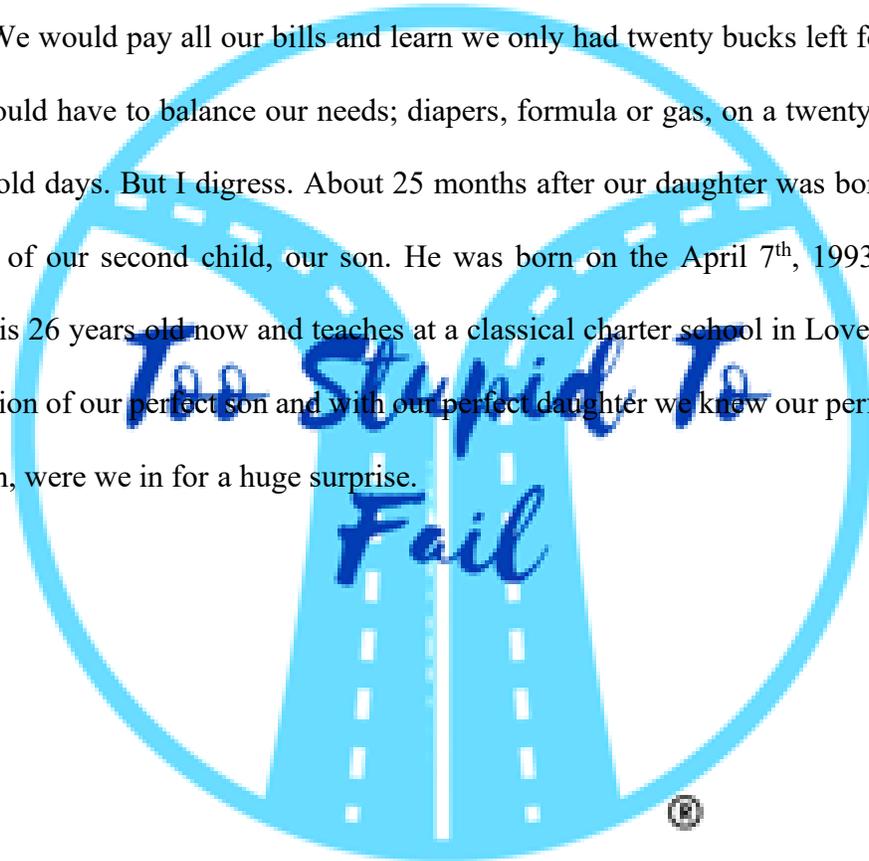
They Became a Family

The first thing that we need to establish is that I am NOT a child psychology expert. While I do have a Master Degree in counseling, I am a licensed Minister of the Gospel, and I am an Ordained Pastor, I am not a child behavior specialist or a doctor of any kind. I was a frustrated parent with two young children and a wife who was at her wits end and she asked for my help. *Chaos To Compliance* is what I came up with and it seemed to work much better than any of us expected. When I came up with it, I was simply a husband with two children, one five-year-old and the other, three. We were like every other couple trying to raise children to the best of our ability and we hoped and prayed for the best. I think we are like many other parents in that neither of us had shining examples in our parents of how to raise children. They did the best they could at the time but, speaking for myself, I learned what kind of parent I did not want to be.

My wife is the only daughter of Indian parents. She had four brothers and they were all raised in Crawley, West Sussex, England. She was on vacation visiting her friend in Italy while I was stationed there in May 1989. Although we saw each other for the first time in a British pub we didn't actually meet until we had dinner together the following week. I recall standing on a balcony with my friend after dinner and saying, "It would be very easy to fall in love with her". That dinner led to us dating for the next two weeks while she vacationed in Italy. At the end of the two weeks she had to return to England where she worked for a small start-up airline, Virgin Airline. I pursued her, through phone calls and I had flowers delivered to her home. This went on for six weeks. It worked, because after she returned to England she would eventually return to Italy. As soon as she returned I remember exclaiming how wonderful our marriage was going to be and how I had everything planned out. I will never forget her initial reaction. She said, "Wait just a minute, I don't even know if I like you yet!" Well I worked very hard over the next six

months trying to get her to “like” me and on the Christmas day of 1989 I asked her to marry me. She agreed and we were married on April 21st, 1990 in Bristol, Connecticut. A year after we got married, on March 27, 1991, we had our first child, our daughter.

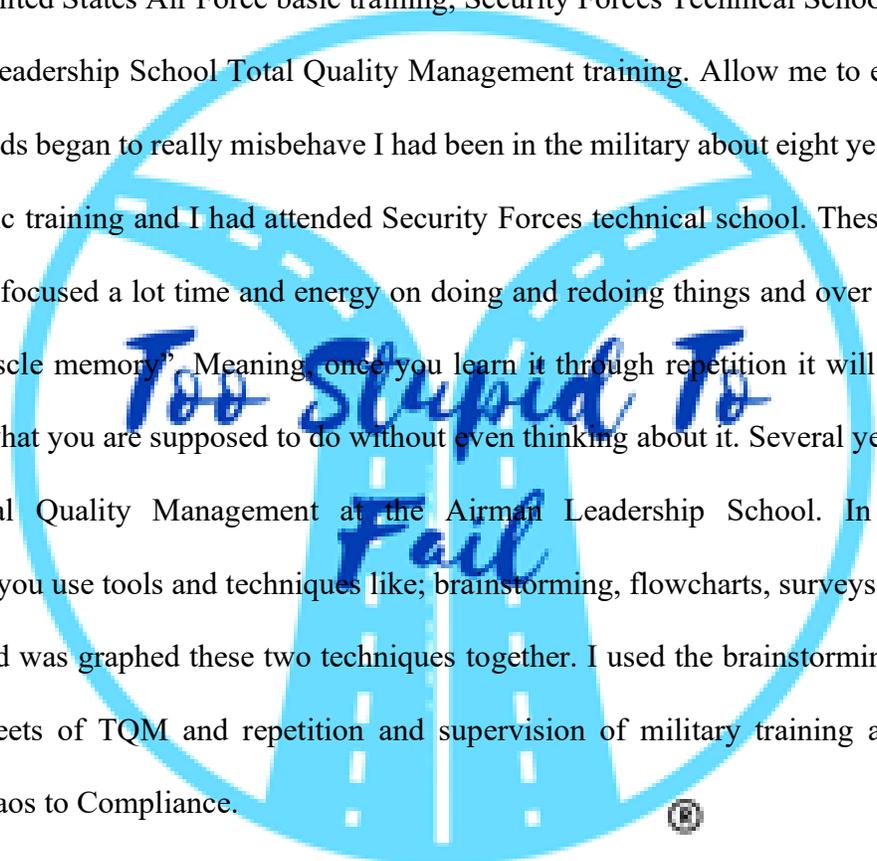
Our daughter was born in Villa Maria in Rimini, Italy. My wife was just 23 years old, I was 24 years old. We were smitten with our new child. We went through what most new parents go through; naps, colds, eating habits and the like. Like most new parents we had to get used to being broke. We would pay all our bills and learn we only had twenty bucks left for the next two weeks. We would have to balance our needs; diapers, formula or gas, on a twenty-dollar budget. Ah, the good old days. But I digress. About 25 months after our daughter was born we were the proud parents of our second child, our son. He was born on the April 7th, 1993 in Landstuhl, Germany. He is 26 years old now and teaches at a classical charter school in Loveland Colorado. With the addition of our perfect son and with our perfect daughter we knew our perfect family was complete. Man, were we in for a huge surprise.



Chapter 2

Parenting: Chaos to Compliance

We Called it “Retraining”

The “Retraining” process is one of those “stupid” things I kind of stumbled into when I faced something in my life I didn’t quite know how to figure out so I birthed it out of what I knew at the time; United States Air Force basic training, Security Forces Technical School training law, and Airman Leadership School Total Quality Management training. Allow me to explain. About the time my kids began to really misbehave I had been in the military about eight years. I had been trained in basic training and I had attended Security Forces technical school. These two training environments focused a lot time and energy on doing and redoing things and over again in order to create “muscle memory” Meaning once you learn it through repetition it will be automatic. You will do what you are supposed to do without even thinking about it. Several years later I was teaching Total Quality Management at the Airman Leadership School. In total quality management, you use tools and techniques like; brainstorming, flowcharts, surveys, check sheets, etc. What I did was graphed these two techniques together. I used the brainstorming, flowcharts, and check sheets of TQM and repetition and supervision of military training and developed Parenting: Chaos to Compliance. 

One of the main reasons why I went in the direction I did with “Retraining” or “Chaos to Compliance” instead of a more traditional direction is because of the end result I was looking for. I was looking for an immediate and direct link between what was not being done and the discipline. I contend that we as parents miss it sometimes when it comes to discipline. What I think we do is “punish” and call it discipline. This is what I mean, your child doesn’t want to make his bed so we take his gaming system away for a week. We may call this discipline but we are simply punishing

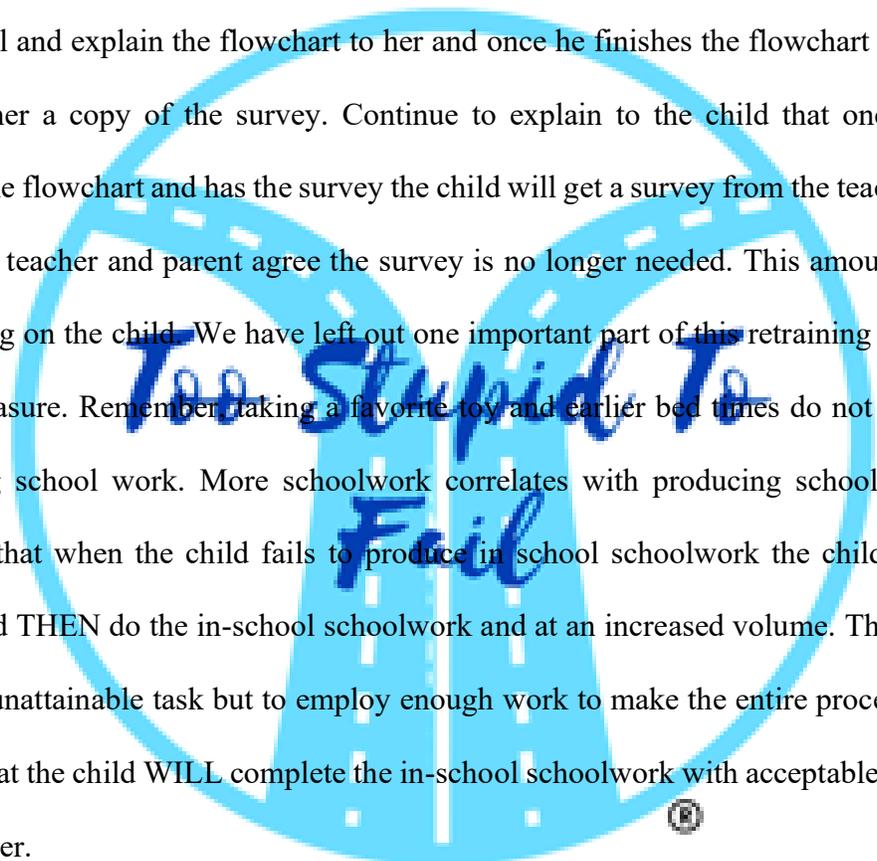
him. In my opinion, there is no correlation between cleaning his room and his gaming system. That is what retraining establishes. So, when your daughter does not make her bed, instead of taking her phone, she will make her bed for fifteen minutes. That is what we will walk through in this guide.

Another important question I think is worth asking here is, “Can this tool be used in other applications?” The answer is YES! Fast forward six or seven years and now your youngest is in second grade. While he is in school he notices that some of the kids get more attention than he does. In order to get some of the same attention he figures out that if he is unable to complete the in-school classwork the teacher will ask about the lack of schoolwork he has turned in and thus he got the attention he desired from the teacher. This may go on for a few days and then finally the teacher will send a note home with your child and ask if something has changed because your child is no longer producing the high quality and timely schoolwork he once produced. You ask the child about it and he simply shrugs and says, “I don’t know.” Normally, you may have used a technique like taking a favorite toy away or imposed an earlier bed time to force compliance while the child was in school. Again, the taking of the toy and imposing unrelated punishments do not have any correlation to the violation. What do we do then?

When this happened to us, the first thing we did was contact the teacher and talk to her about a process we used in our home called “retraining”. We explained that it was a tool we once used to get our children to get ready in the morning. Tell her that you will sit down with your child and brainstorm everything the child must do on a typical school day to be successful (Step #1). Continue by explaining that you and your child will build a flowchart from the brainstorming session and the child will come to school and explain the flowchart to the teacher. Once the child fully understands the flowchart and is able to explain it to the teacher the child will give the teacher

a survey (Figure 3). Ask the teacher if she is willing to complete a short survey at the end of each day to give to the child so the child can give it to the parent. It is very important the teacher agrees to some form of this report. Once there is an agreement between the teacher and the parent it is time to sit with your child, brainstorm a normal day you child experiences at school.

From the brainstorming session build a flowchart and ensure the child is able to explain the flowchart to a certain level of satisfaction. Explain to the child that his teacher is expecting him to go to school and explain the flowchart to her and once he finishes the flowchart the child must give the teacher a copy of the survey. Continue to explain to the child that once the teacher understands the flowchart and has the survey the child will get a survey from the teacher on a daily basis until the teacher and parent agree the survey is no longer needed. This amount of time can vary depending on the child. We have left out one important part of this retraining technique, the corrective measure. Remember, taking a favorite toy and earlier bed times do not correlate with not producing school work. More schoolwork correlates with producing schoolwork. So, the agreement is that when the child fails to produce in school schoolwork the child will do their homework and THEN do the in-school schoolwork and at an increased volume. The key is to not make this an unattainable task but to employ enough work to make the entire process at home so undesirable that the child WILL complete the in-school schoolwork with acceptable quality and in a timely manner.



Chapter 3

Parenting: Chaos to Compliant

Our Very Real Story

Once we realized something had to be done called a family meeting. One Saturday morning, my family and I sat at our dining table and I explained told our kids that we had to come up with a plan to help everyone get ready in the morning so we can all get to school and work on time. I started off the conversation (brainstorming) by asking what we had to do in the morning to get ready for school. I let the kids answer openly. They said things like, put school clothes on, eat cereal, etc., and my wife and I help with things like, “We make our beds, right?” They agreed that we did those things too. And once we felt like we had all of the steps covered I took a few minutes to actually drew out a quick flow chart and showed it to my family. By now our three-year-old son was spinning in his chair and not paying much attention but he was still at the table.

Now that we had all the steps written down and the process flow conceptualized we needed to discuss the consequence of not completing the steps in the process. We agreed that there would be no spankings, no toys would be taken away, and we settled on the step being accomplished for 15 minutes. We all agreed that when I got home from work in the evening we would not talk about what happened that morning and that we would have positive conversations around the dinner table about things that we learned that day. Then I would go and look at “Dad’s Chore Chart” and if there was a check next to a step then that step would be accomplished for 15 minutes. I was very pleased that there were no checks on the chore chart for two weeks until that day.

I got home from work one day and we all sat down for dinner and had a wonderful conversation about the various things we learned that day. I helped clear off the table and glanced at the chore chart and noticed our son did not make his bed. I invited him to his room and asked

him if he knew why we were going to his room. He said, “Because I have to make my bed.” I remember being pleasantly surprised. I made his bed to give him an idea of what I expected. He acknowledged that he knew what his bed was supposed to look like and that is when I removed everything; pillow, blanket, stuff animal, comforter, from his bed and told him to make his bed. He climbed up and started jumping on his bed. With a straight face I said, “Your 15 minutes starts when you start making your bed.” He stopped jumping and started to make his bed. As you can imagine he made his bed several times, however, we never had to revisit that particular step again.

What about those steps that are not like making the bed? For instance, what happens when a child doesn't want to eat what you made them for breakfast or they don't want to eat breakfast at all. Simulation! Let me explain. Soon after I walked my son through the process of making his bed I noticed that my daughter did not want to eat breakfast. I thought to myself, “Well, I can't make her eat for 15 minutes. She'll explode. I know, she can simulate eating.” So, I called my daughter into the dining room and we discussed, in a very calm manner, that she chose not to eat that morning and that the consequence for not completing that step was to do that step for 15 minutes. I could see the confusion in her eyes when I placed an empty bowl in front of her and gave her a spoon and I told her to pretend like she was eating. She just looked at me. I said, “Pretend that there is soup in the bowl and you are going to take the next 15 minutes scooping the soup out of the bowl and eat it.” We never had another conversation about breakfast again.

Chapter 4

Parenting: Chaos to Compliant

The Results

Introducing the *Parenting: Chaos to Compliance* process to my family had a profound impact on us, not only in the short but in the long term as well. It is my experience that learning the process in the early stages of your child's life will result in better and more productive behavior as they get older. As I mentioned earlier we were able to carry the process into the education process of our children resulting in more classroom participation, better grades, and a more positive educational experience for both of our children. Chaos To Compliance resulted in a better relationship between my wife and our children because she did not feel the need to yell, spank, or punish the kids for not listening. The process improved my relationship with our children because they met me at the door again and they could expect to receive what they wanted most and what I want to give them most, hugs and kisses. Finally, it gave my wife and I what we wanted most sound minds and calm spirits around our children and with each other.

Both of our children are well adjusted adults working on the careers in education. Our daughter earned a Master Degree and is a High School teacher in North Carolina and our son earned his Bachelor Degree and is a 5th grade teacher in Colorado. My wife and I will celebrate our 30th wedding anniversary in April and enjoy watching our daughter mold our grandchildren using the Chaos To Compliance techniques we taught her years ago.

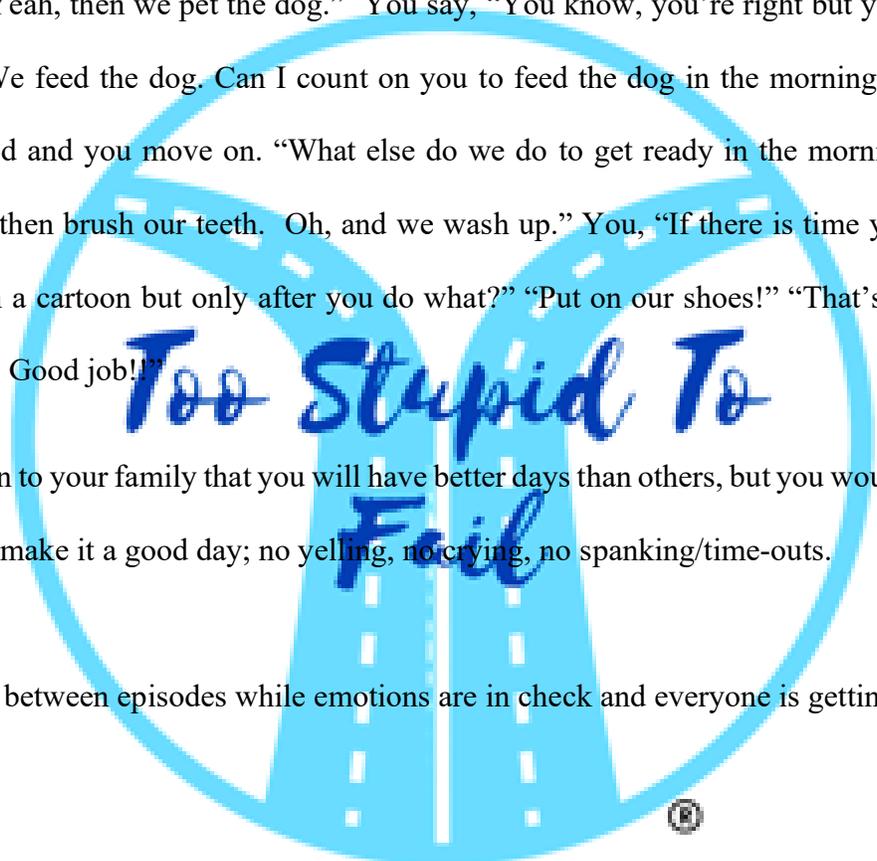
Step #1: Brainstorm:

- Sit with the entire family and brainstorm everything the kids need to accomplish in the morning prior to leaving for the day.

It may sound like this, “We get out of bed and make it. Then we change out of our pjs and get dressed. Yeah, then we pet the dog.” You say, “You know, you’re right but you know what else we do? We feed the dog. Can I count on you to feed the dog in the morning?” You get an affirmative nod and you move on. “What else do we do to get ready in the morning?” “We eat breakfast and then brush our teeth. Oh, and we wash up.” You, “If there is time you can read a book or watch a cartoon but only after you do what?” “Put on our shoes!” “That’s right! I think that’s about it. Good job!”

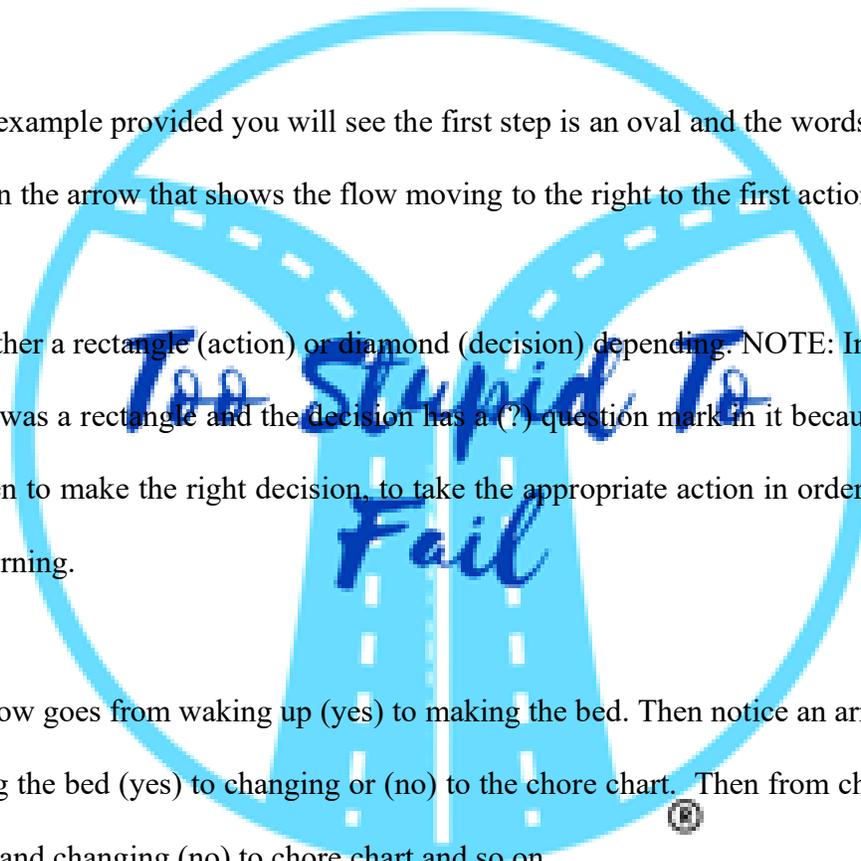
- Explain to your family that you will have better days than others, but you would work every day to make it a good day; no yelling, no crying, no spanking/time-outs.

(Do this between episodes while emotions are in check and everyone is getting along)

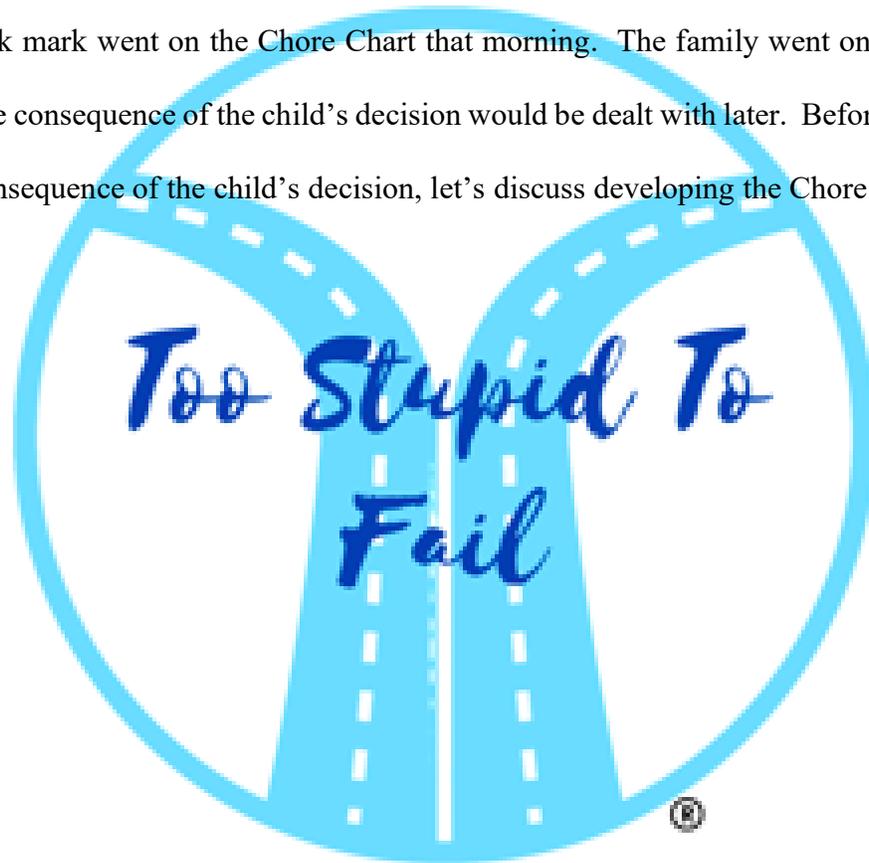


Step #2: Flowchart

- Keep the flow chart simple. Remember we want children as young as 3 to understand it. Each action to be taken is also a decision the child will make.
- Develop the Flowchart by using four basic flowchart shapes; oval (start and stop), square (action), diamond (decision), arrow (flow).
- In the example provided you will see the first step is an oval and the words “Wake Up” in it. Then the arrow that shows the flow moving to the right to the first action/decision.
- Use either a rectangle (action) or diamond (decision) depending. NOTE: In this case, each action was a rectangle and the decision has a (?) question mark in it because we want our children to make the right decision, to take the appropriate action in order to get ready in the morning.
- An arrow goes from waking up (yes) to making the bed. Then notice an arrow going from making the bed (yes) to changing or (no) to the chore chart. Then from changing (yes) to eating and changing (no) to chore chart and so on.
- If the child does everything they are supposed to do in the process they will simply flow from beginning, “waking up”, to end, “on our way”, but if they do not do everything they are supposed to, THE CHILD will make a check on the chore chart and the parent will address it with the consequences in the evening. (See Figure #1)

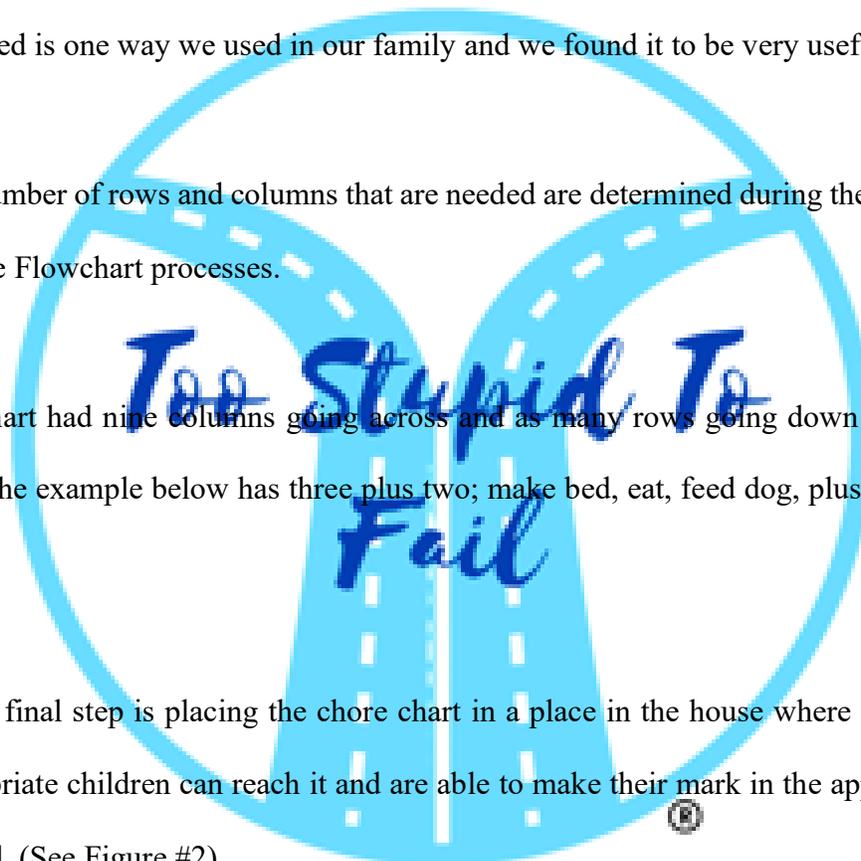


- Each decision the child will make has the potential of being a measurable step on the *Chore Chart*. For instance, in our home the first thing our child did when they woke up was make their bed. So, they had to decide if they were going to make their bed. If they decided yes, then they made it. If they decided no, then they did not make it. However, since it was an expectation in our family to make the bed, if they decided to not make the bed that morning a check mark went on the *Chore Chart* that morning. The family went on with their day and the consequence of the child's decision would be dealt with later. Before we discussed the consequence of the child's decision, let's discuss developing the *Chore Chart*.



Step #3: Chore Chart

- A chore chart is critical to the overall success of the *Fail Proof Way To Succeed...* at raising compliant children. It may seem basic but it is key. The main reason it is so critical is because this step in the process that solidifies personal responsibility.
- Creating a chore chart is very simple and can be done in several ways. The example provided is one way we used in our family and we found it to be very useful.
- The number of rows and columns that are needed are determined during the Brainstorming and the Flowchart processes.
- The chart had nine columns going across and as many rows going down as needed plus two. The example below has three plus two; make bed, eat, feed dog, plus; chore/day and name.
- **The final step is placing the chore chart in a place in the house where each of the age appropriate children can reach it and are able to make their mark in the appropriate box if needed. (See Figure #2)



Step #4: Consequence

- Whenever the child decides not to complete one of the steps in the morning process they will be required to place a mark on the Chore Chart they do not do when they will do it that step that evening for 15 minutes. This ensures ambiguity has been removed between what is expected and the corrective action.
- The key here is to connect the “what” that is not being done to the corrective action. For example, the parent might say, “If you don’t make your bed you won’t get to watch TV later.” There is no correlation between watching TV and making a bed. However, when you say, “Johnny, it looks like you didn’t make your bed this morning. Let’s go to your room and make your bed.” Then you watch him make his bed over and over again for 15 minutes there is a direct correlation to Johnny making his bed.

NOTE: A 3-year old is NOT going to make a bed with military corners, however, the comforter/bedspread should be in the general area of where it should be as the pillow and blankets, stuffed animals, dolls etc. Once they see and agree tear it down and let them know the clock has started and they have 15 minutes to make the bed.

- SUPERVISE the child!! Do not leave! Watch them. This is key. In this exercise, it might take them one minute to make the bed. Correct or congratulate as appropriate then tear it down again. Their feeling might get bruised and they may even be angry. That’s okay. Have them do it again, and again, and again until the 15 minutes are up. You will probably never have to ask them to make their bed again.

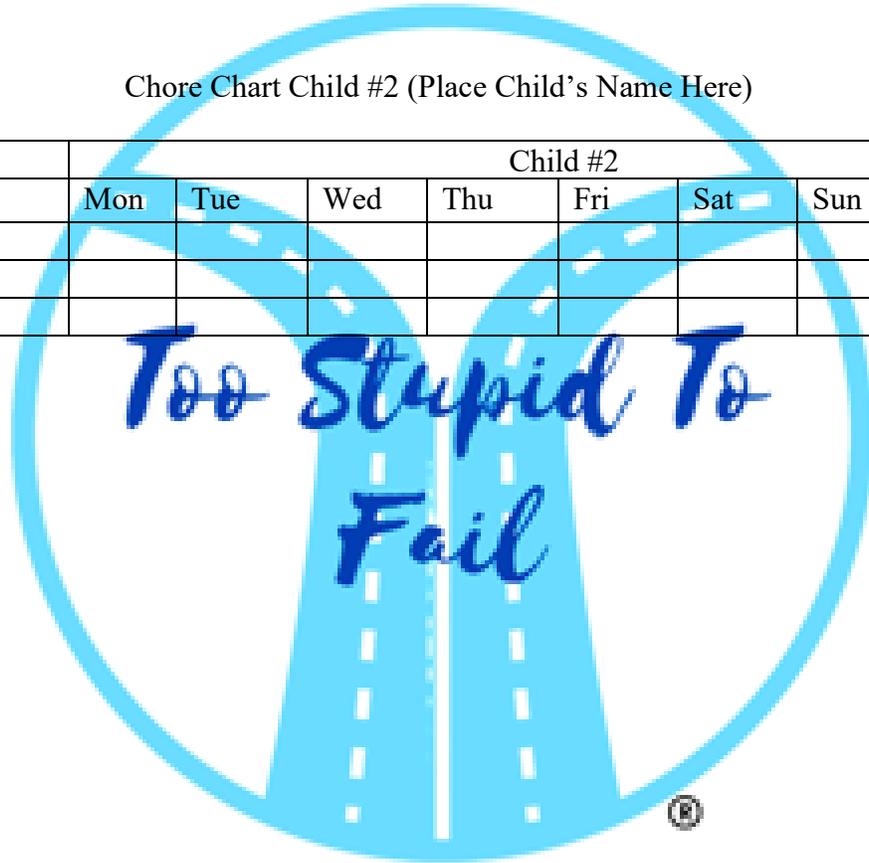
Figure #2

Chore Chart Child #1 (Place Child's Name Here)

Name	Child #1							
Chore/Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Com
Make Bed	x							
Eat								
Feed Dog								

Chore Chart Child #2 (Place Child's Name Here)

Name	Child #2							
Chore/Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Com
Make Bed								
Eat								
Feed Dog								



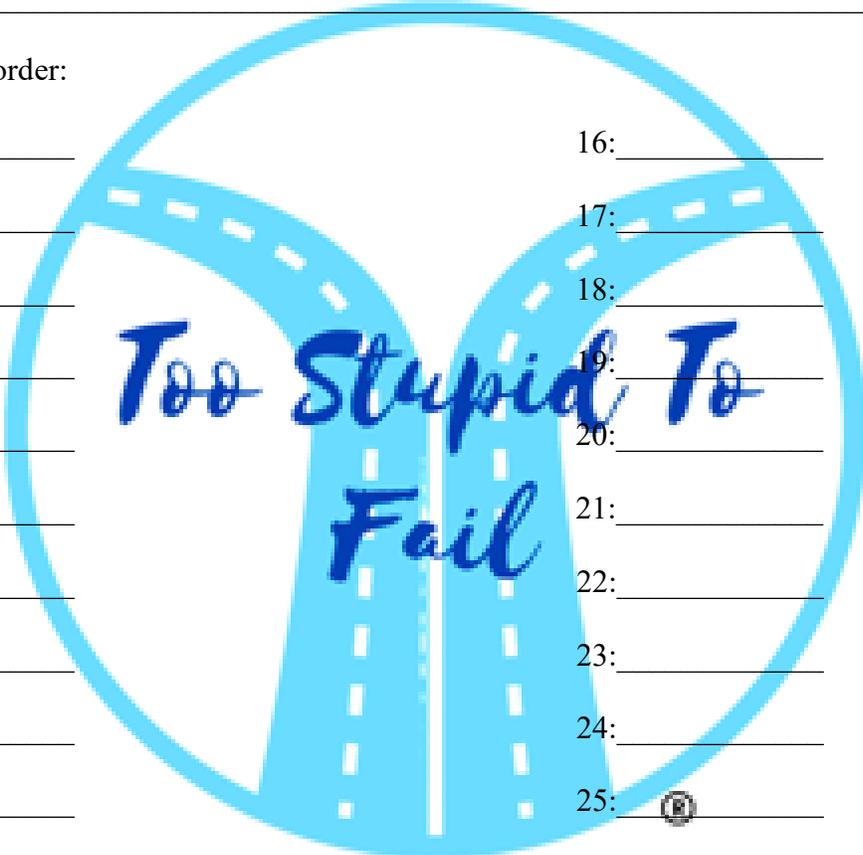
Worksheet #1

Brainstorming (Free flow. Let everyone provide input without judgement):

What steps does the child have to take to get ready to leave in the morning?

Place steps in order:

1: _____	16: _____
2: _____	17: _____
3: _____	18: _____
4: _____	19: _____
5: _____	20: _____
6: _____	21: _____
7: _____	22: _____
8: _____	23: _____
9: _____	24: _____
10: _____	25: _____
11: _____	26: _____
12: _____	27: _____
13: _____	28: _____
14: _____	29: _____
15: _____	30: _____



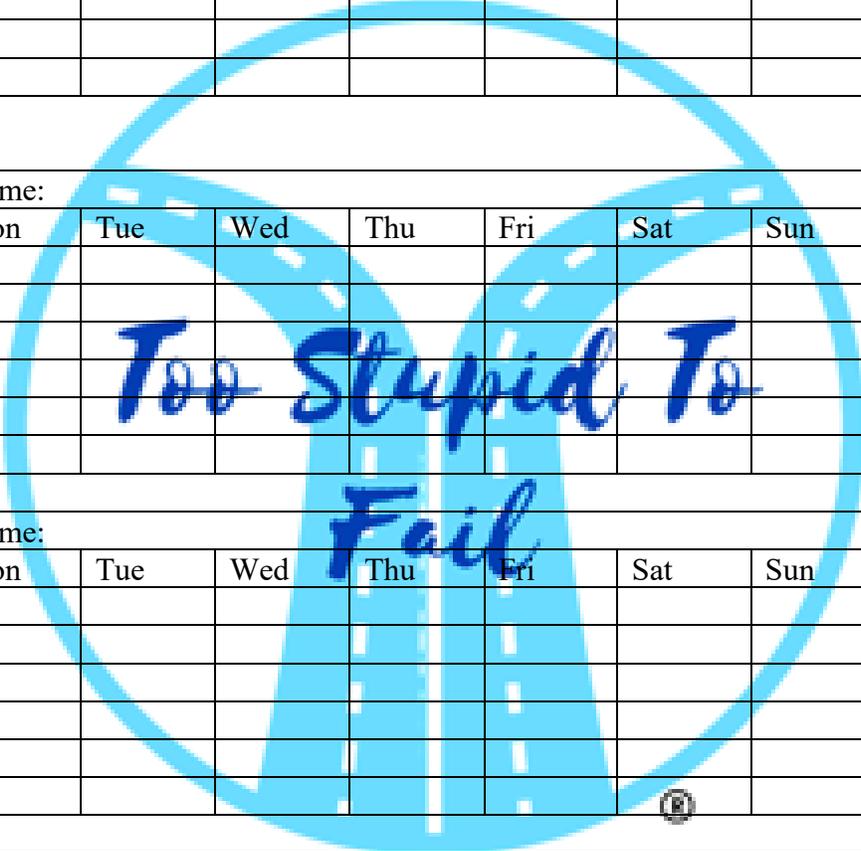
Worksheet #3

	Name:							
Chore	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Comments

	Name:							
Chore	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Comments

	Name:							
Chore	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Comments

	Name:							
Chore	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Comments



NOTES

