



# Raising Beautiful Kids

Recipes for **parents**  
on when to say 'yes'

and how to say 'no'



By Mark Le Messurier

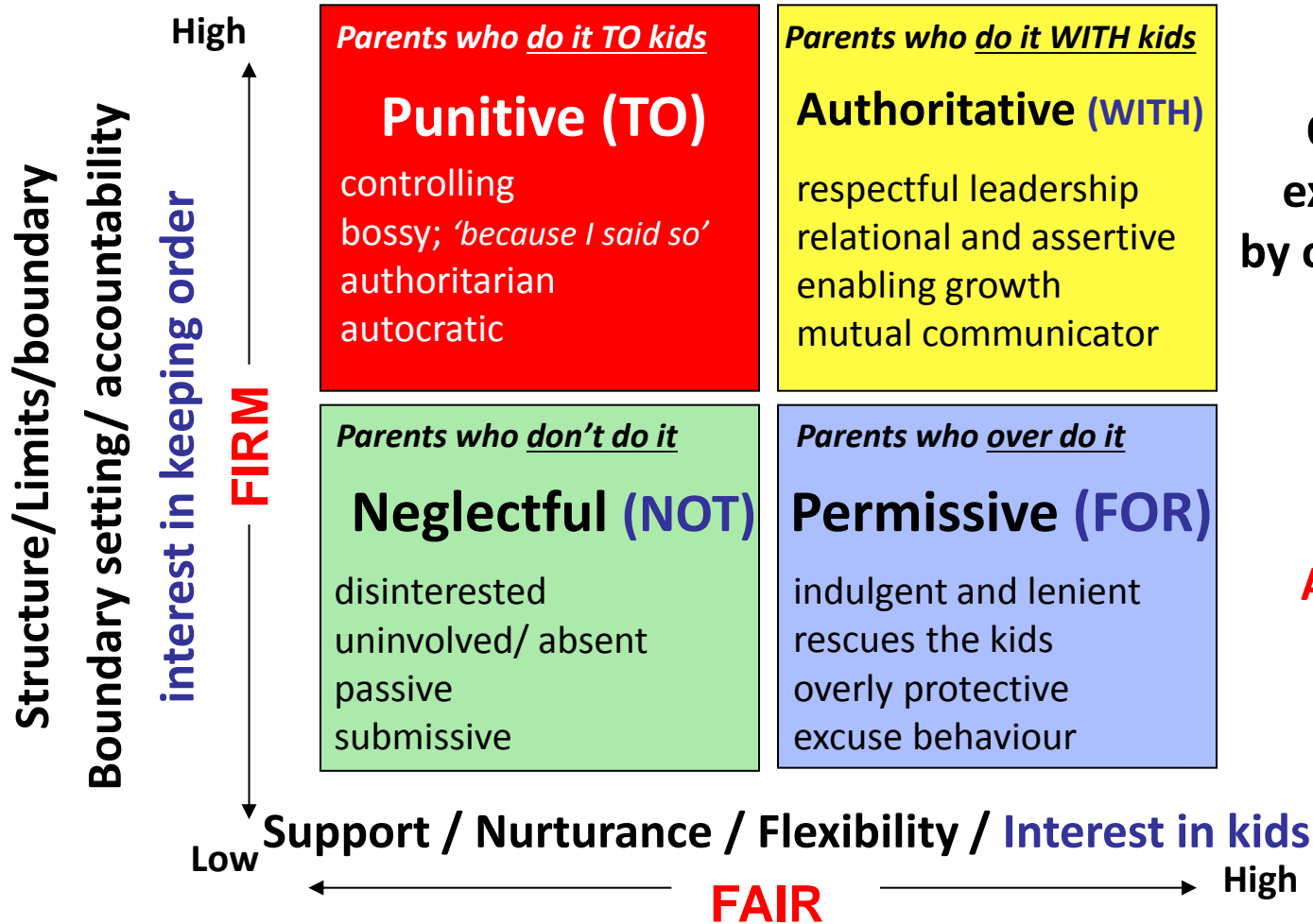
and Bill Hansberry

# THE SOCIAL CONTROL WINDOW

*how do you manage the kids?*

Adapted by Blood (2004), from Wachtel (1999), Glaser (1969)

**Restorative**



Our style is experienced by our kids as;

**Punitive**  
**Neglectful**  
**Permissive**  
**Authoritative**

Oh, what's yours?

# Chat time

*Which is your instinctive management quadrant at home / work?*

*Where do you snap back to when under pressure?*

*Is it working for you now?*

*Is it likely to work for you in the future?*

*do it **TO** kids*

## **Punitive**

Controlling  
Bossy  
Autocratic  
harsh

*do it **WITH** kids*

## **Restorative Authoritative**

respectful leader  
relational *but* assertive  
enabling growth  
Clear on expectations...

*do **NOT** do it for kids*

## **Neglectful**

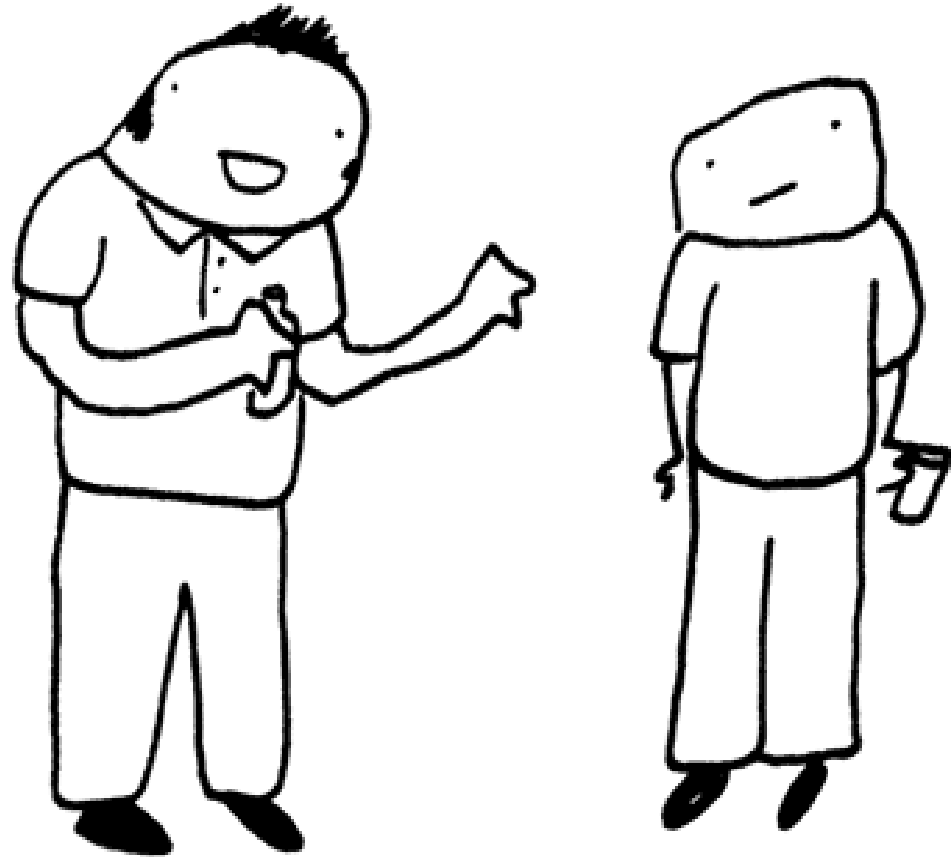
Exhausted  
disinterested  
Passive

*over do it **FOR** kids*

## **Permissive**

rescuer  
defender  
Nagger *then* excuser  
Soft & lenient

i love role-playing games,  
dude! i can go online as  
an introverted guy with  
anxiety + people don't have  
a clue what i'm  
really like



## Scenario

*“Max and Raeph are 8 years old; they’re twins. We also have Molly. She’s 12. She’s thoughtful and resourceful - thank goodness for Molly! Mostly it’s okay and we cope fairly well with the ‘wild boys’ - that’s what we call them! But, when we have guests over - especially other children - they lose the plot and run riot. Their behaviour skyrockets to ‘out of control’ in moments. Yet, this isn’t the case at school. Last time they had the hose on in the dining room and later we caught them dismantling the television to take into their bedroom. How should we deal with this?”*



## Scenario

*“Lately our 11 year old daughter has complained of being left out by some girls who she used to play nicely with. She’s reported seeing whispers and believes they have conspired to exclude her from break time activities and group work at school.*

*When she’s had a bad day, her mood after school has been filthy. Her reactions have soured family moments like dinner times.*

*She seems distressed and lonely.  
How should we respond?”*





## Scenario

*"I love our Jacinta - but, honestly, she's hard work and hard to like. She's so prickly, such a know all and always has to have the last say. She does control the emotional climate in our house. She especially presses my husband's buttons - he loses it over her. Fair enough, she's 11 going on 16! She keeps pushing the boundaries. Her demands are endless, but it's always been the same flavour. She picks on her younger brother (9 years) mercilessly, although she's good to her younger sisters - 6 and 4 years old. How do we moderate her demanding behaviours and take control of the emotional tone in 'our' house?"*

THE SC  
how do y

High  
Structure/Limits/boundary  
Boundary setting/accountability  
**FIRM**  
Low



OW

igh

# Scenario

*“What’s happened to our boy? He’s 15. He’s in year 9 and school doesn’t matter as much as it should - his attitude has nosedived into a ‘black hole’! Alright, to be fair learning at school hasn’t ever appealed to him, but he persevered. His grades are ‘average’, his work habits are poor and he gets into a bit of low level trouble too. Basically he’s a good kid, but it’s become all about his friends. They’ve become top priority. He sees them at school, after school and on weekends. When he’s with them he’s online with them. Now Saturday night parties have begun – that’s a new dimension. How should we deal with this?”*

