Connie Bonner-Britt, MA LMHC **Chuck Britt, MA LMFT**
360-542-6895 **360-336-3882**
connie@selftimeout.org **chuck@selftimeout.org**
FAX 866-492-5137
924 South 11th Street, Mount Vernon, WA 98274

SELF CARE AND PARENTING LANGUAGE GLOSSARY

INTRODUCTION

The definitions in the following word list are based on the *EncartaÆ World English Dictionary © 1999 Microsoft Corporation. Developed for Microsoft by Bloomsbury Publishing Plc*. We have modified the definitions extensively; in order to define the **SELF CARE AND PARENTING LANGUAGE** as used in our work with families, in schools and in any situation where we are helping parents, professionals and young people become more effective in self-care and in any leadership situation. Many of the definitions are original.

The specialized definitions in this **SELF CARE AND PARENTING LANGUAGE GLOSSARY** are intended to provide a guide for language and communication that can help parents and authority figures choose to use language structures that are consistent with human development for themselves and for those whose safety and development they are responsible for protecting and serving. Language is how we put structure on human life.

These days in everyday life we all use manipulative and violating forms of speech with little awareness of the negative consequences we are choosing for ourselves and for those we are intending to serve. Examples of popular manipulative language: "You have to…" "You need to…" "You had better…" "I have to…" "I should have…" "I could have …" "They could have…" "They should have…" We are also generally unaware of unintended consequences when we use any word form that attempts to manipulate the feeling or actions of myself or another person or overcome the free will of myself or another person. In addition we are generally unaware of how the use of "Attitude" in our communication creates unintended power struggles and all the attached consequences.

I can choose to consciously or unconsciously confuse myself and others, and I can choose to manipulate myself and others, and I can choose to try to overcome myself and others… but people only give me trust and respect voluntarily. When it dawns upon them that I am violating their trust or their boundaries they will either test me, power struggle with me, or retaliate against me. When I use these approaches in my self-care the deeper parts of me (my identity, my core self, my original voice and my original face) are at first repelled and saddened. This develops into increasing mood volatility and a deepening sense of alienation.

We can choose to unconsciously use popular language forms that manipulate, compel and argue even when our intention is not to manipulate, compel or argue. We can unconsciously or consciously choose to use language that confuses boundaries, roles and structures even when that is not our intention. When I choose to overcome any person's free will and when I confuse boundaries, roles and structures I am choosing to loose self-respect, and the trust and respect of others. These choices carry consequences that include constant power struggle, ever decreasing trust and ever increasing alienation whatever my

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

Connie Bonner-Britt, MA LMHC Chuck Britt, MA LMFT
360-542-6895 360-336-3882
connie@selftimeout.org chuck@selftimeout.org
FAX 866-492-5137
924 South 11th Street, Mount Vernon, WA 98274

intention.

For these reasons we find the use of these popular manipulative language forms to be inconsistent with human development, successful self-care, mood self-management, successful leadership and especially successful human developmental healing. This finding has motivated us to provide tools like this **SELF CARE AND PARENTING LANGUAGE GLOSSARY** to help increase awareness so that we all can have more of what we intend.
We can choose to use language that respects boundaries, roles and family structures. We can choose to use language that profoundly respects the free will of every human being. There are two steps to developing effective self-care in relationships. These happen to be the same two steps in developing leadership skills.

1. I can remember to choose to use language to take care of my own feelings and needs and not expect others to take care of me.
2. I can remember to choose to use language to profoundly respect the free will of others.

Choosing to be more conscious of how we use language to put structure on human life will actually work to provide us with effective self-care and also help us educate, nurture and heal others.

SELF CARE AND PARENTING LANGUAGE GLOSSARY

Abuse

- the physical or psychological maltreatment of a person, animal or property
- the illegal, improper, or harmful use of something, or an illegal, improper, or harmful practice
- insulting or offensive language
- any threat to do the above
- any human choice (conscious or unconscious) that has a negative effect on my development or any other person's development.

Anger

- a feeling of extreme annoyance
- the feeling of Anger means, 'I need to have a boundary right now!' Or even; 'I needed to have a boundary some time ago and **I REALLY NEED A BOUNDARY NOW!**'
- I feel Anger when I forget to say, 'no' when I feel, 'no'. I feel Anger when feel I say, 'no' and do, 'no' and then the person I say, 'no' to does not respect my boundary and then I forget to create distance from that person.
- anger is energy that can be used to build a protective boundary such as: hesitating, choosing to take a *Five Step Self Time Out*, getting away, saying "no" clearly, setting limits, providing calm, clear consequences, choosing not to let immaturity change my mood etc.
- the purpose of Anger is not retaliation. The purpose of Anger is to provide the motivation and the urgent energy to do the very hard work of creating necessary boundaries.

Assumption

- Assumptions and guesses and impulses all are attempts to make Plans without actual information that can only come from sensate data that can only come from the physical body.
- plans based upon Assumptions about feelings and needs are Impulse Plans that are a lot like throwing the dice.

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

- when I know what I Feel then I can know what I Need. When I know what I Feel and Need I can make a Plan to take care of myself that might actually work. When I make a plan based upon what I actually feel and need my mood can shift from hopelessness to hopefulness.
- when I don't know what I Feel I cannot know what I Need. I am unable to make a plan that can work. I feel hopelessness.

Authority Figure

- somebody who occupies a role that carries influence and power, and is able, as part of that role, to command and influence others

Biosocial

- our genetic inheritance (the strengths and vulnerabilities of our physical body) combined with the effects of generations of social structures and family structures, both healthy and unhealthy

Boundaries

- social norms that define and clarify appropriate and safe personal contact
- the point at which my personal space ends and yours begins

Internal Boundaries

- the sense of entitlement to personal, physical, and emotional safety, and the right of choice, with which each human is born

Choice

- a decision to choose one course of action in preference to another
- a variety of possibilities from which to choose
- a course of action chosen by somebody from among a range of possibilities
- see Consequence

Poor Choice

- a choice that has a negative consequence physically or developmentally or in terms of social privilege.
- a conscious or unconscious mistake, either accidental or on purpose. In adult life Poor Choices almost always lead to some sort of negative consequence of which we may or may not be aware.

Choice Structure

- a way to administer privileges and privilege loss that does not coerce or manipulate or punish but simply indicates what is OK and what is not OK.
- a way for parents or authority figures to share their values, religion and culture with children without harm to the development of the child because it is an approach that is consistent with human free will and healthy human development.
- an economy of earned privileges (like TV or other media, play time, friends over, visiting friends, treats) used to provide a parental "yes" when a child is playing their role in the family as defined by their parents and consistent with their values. A child is playing their role in the family when they are following directions and accepting consequences based on the combined values of their parents.
- children can choose to earn fewer privileges (a parental "no") if they are choosing to refuse to follow directions, or accept consequences
- in order to be humane and to function successfully Choice Structures must be created with profound respect for the boundaries and free will of the child. Choice Structures work only when the child is free to choose the negative consequence. (Fewer privileges) Choice Structures work only when the parenting or authority figure is taking care of their own mood and not expecting the child to take care of their mood for them. (No attitude, guilt, shame, threat, coercion or force)

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

Connie Bonner-Britt, MA LMHC **Chuck Britt, MA LMFT**
360-542-6895 360-336-3882
connie@selftimeout.org chuck@selftimeout.org
FAX 866-492-5137
924 South 11th Street, Mount Vernon, WA 98274

- Choice Structures are true free will choices. They must be structured so that they represent a real choice with real consequences. Not a choice between two things both of which carry an increase of privilege or a loss of privilege or no change in privilege. Functional Choice Structures contain one option that is consistent with the values of the family or group (which will be rewarded with a small privilege increase) and a second option that is not consistent with the values of the family or group. (Which will carry a small privilege loss)

Coercion
- the use of manipulation, threats, guilt, shame, attitude, or force to make others do things against their will.

Consequence
- something that follows as a result of a choice
- the relation between a choice and the result
- the pleasant or unpleasant result of a choice
- necessary for children and group members to be aware of rules and boundaries and what is not OK

Consistency
- the ability to maintain a particular standard or repeat a particular task with minimal variation

Constancy
- the quality of remaining faithful to a person, belief, or decision, especially in the face of difficulties
- the quality or fact of remaining the same, despite change or variation in other things

Development
- sequences and patterns of physical, psychological, social and spiritual growth in human beings from conception through death
- changes in the interrelationship between the role of parent and the role of child as both parent and child move through stages of growth
- changing or growing as a child grows
- taking into account the age-related capacities of children
- Human DNA contains the map of human development. This map contains triggers for physical, psychological and social development through the human life cycle. These triggers initiate physical changes, feelings, needs, behaviors and human capabilities.

Earnbacks
- choice structure provided by a parent so that, as a result of a child's improved behavior, they can "earn back" a privilege they had chosen to loose by their earlier poor choices
- a way to intensify specific rewards for even slightly improved behavior to indicate to someone that the parent or authority figure notices the change and appreciates the change.
- necessary for children and group members to be aware of rules, boundaries and what is OK

Emotions
- agitation or disturbance caused by strong feelings or needs Emotional Injuries

Emotional Injury
- wounds to the way we identify, label and process our feelings and needs
- sometimes complicated by an actual injury to the body or nervous system

Escalation
- to become or cause a situation to become more dramatic, more serious, more intense and perhaps more dangerous
- to attempt to manipulate others in any way
- to change mood, body language, or tone of voice to attempt to manipulate others

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

Connie Bonner-Britt, MA LMHC **Chuck Britt, MA LMFT**
360-542-6895 360-336-3882
connie@selftimeout.org chuck@selftimeout.org
FAX 866-492-5137
924 South 11th Street, Mount Vernon, WA 98274

Family

- a group of people living together and functioning as a single household, usually consisting of parents and their children

Family Of Choice

- when an individual with limited or nonexistent healthy family connections seeks relationships to meet their needs for healthy family involvement

Family Roles

- the roles inherent in human family structure and human development. (Mother, Father, Sister, Brother etc.) There is a specific purpose in each role that is essential to the healthy development of each family member. The healthy development of each individual is essential to the healthy development of the each other individual. Roles serve us by helping us know what is possible for us right now. Understanding our current role helps us find success in moving into other roles as we progress developmentally.
- these roles are not accidental or arbitrary. They emanate from needs defined by human DNA. In order for every individual human to realize their current potential they can choose to learn how to live and develop successfully in the role or roles that they have at the current moment.

Combined Family

- may be the traditional extended family living in one home
- may be single parent families combining in one home
- may be children living with extended family members
- when families combine, each relationship will change

Fabric Of The Family

- the fundamental structure and values of the family
- the container and model for human development
- developmental strengths in family members indicate what is healthy in the Fabric Of The Family.
- developmental delays in family members indicate what is less healthy in the Fabric Of The Family.

Feelings

- the ability to perceive physical sensation in a part of the body
- a perceived physical or mental sensation
- when I know what I Feel then I can know what I Need. When I know what I Feel and Need I can make a Plan to take care of myself that might actually work. When I make a plan based upon what I actually feel and need my mood can shift from hopelessness to hopefulness.
- when I don't know what I Feel I cannot know what I Need. I am unable to make a plan that can work. I feel hopelessness.
- Plans based upon assumptions about feelings and needs are Impulse Plans that are a lot like throwing the dice.
- see http://www.selftimeout.org

Identify, Label and Process Feelings

- how humans orient themselves, know what boundaries they need, discover themselves and share themselves. How we fuel and motivate our healthy development. How we make plans that can work in the real physical world. Where all the data for successful thinking comes from. How we can find the answer to the question, "What am I feeling?" How we know when it is time to go to the bathroom, for example.

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

Connie Bonner-Britt, MA LMHC **Chuck Britt, MA LMFT**
360-542-6895 **360-336-3882**
connie@selftimeout.org **chuck@selftimeout.org**
FAX 866-492-5137
924 South 11th Street, Mount Vernon, WA 98274

Hesitate

- to wait before acting on impulse
- to provide time to take a *Five Step Time Out*
- to avoid impulsive acts so that feelings and needs can be incorporated into new, more effective plans

Impulse

- a sudden desire, urge, or inclination
- a drive or natural tendency
- a response based on genetics and conditioned by socialization

Language Of Parenting

- a specialized language based upon the definitions in this **PARENTING LANGUAGE GLOSSARY** intended to provide a guide for language that can help parents and authority figures choose to provide structure that is consistent with human development for themselves and those whose safety and development they have responsibility to protect and serve.
- a specialized parenting language is necessary because popular forms of speech are often manipulative and coercive and, when used by authority figures, create unnecessary and destructive power struggles that damage human development and create actual physical danger.

Love

- what promotes child development and of course human development at all ages
- adult Love is indicated in relationships where the motivation is to witness each other's development not to control each other or to get our needs met by someone else.
- Love is not getting our needs met by others. Love is learning how to do a good job of self-care so we can witness our own development and thereby learn how to witness the development of others. This is how we learn to have developmentally healthy relationships.
- parental Love meets the developmental needs of the child, not the needs of the parents themselves or other support people or strangers at the grocery
- "no" is half of Love
- Love is present when we feel 'no' and then we simply say 'no' and then, in return our boundary is respected without manipulation by the other. (In this example we are choosing to love and respect ourselves by setting a simple and clear boundary, this is likely to be received as 'respect' by the other, and then the other, not being threatened or lied to, shows respect for the boundary in a simple way.)

Malicious

- motivated by or resulting from a desire to cause harm or pain to others

Manipulation

- using clever, devious ways to control or influence somebody or something (can be conscious or unconscious)
- trying to get people to do things
- forming the thought, "How can I get him (or her) to_____".

Maturity

- the state of having all the physical, psychological, social and spiritual skills a human can have at any particular developmental stage
- the ability to interrupt impulsive thoughts, ideas or plans, take a **FIVE STEP SELF TIME OUT** and make a plan based upon actual feelings and needs.

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

- the ability to Identify, Label and Process feelings and needs and make more effective plans. This creates the possibility that I will choose to accept the fact that it is my job to do self-care to take care of my own feelings and needs and not expect others to somehow do it for me. This leads to life plans that work better and that promote my own development and the development of those who are around me.

Immaturity

- being in the state of having not yet completely developed the physical, social, mental and spiritual skills a human can have at any particular developmental stage. Not knowing how to take care of my own feelings and needs so I can make plans that work in real life.

Mistake

- an incorrect, unwise, or unfortunate act or decision caused by poor judgment or a lack of insight, information or care
- to misunderstand or misinterpret something
- to choose something incorrectly or injudiciously
- to choose to use behavior (consciously or unconsciously) outside of what is OK in a family or group.

Mood

- a state of mind that someone experiences at a particular time
- the way an individual or group of people are thinking and feeling at a particular time
- a mood may be more or less impulsive and more or less mature
- we cannot choose our physical mood but we can choose to improve our self care hygiene and our mood will improve.

Mood Change

- a shift in mood brought on by seen or unseen stimuli

Need

- an awareness that something is required to take care of a feeling
- essential or necessary to something
- something that is a requirement
- when I know what I Feel then I can know what I Need. When I know what I Feel and Need I can make a Plan to take care of myself that might actually work. When I make a plan based upon what I actually feel and need my mood can shift from hopelessness to hopefulness.
- when I don't know what I Feel I cannot know what I Need. I am unable to make a plan that can work. I feel hopelessness.
- Plans based upon assumptions about feelings and needs are Impulse Plans that are a lot like throwing the dice.
- see http://www.selftimeout .org

No

- an interjection used to indicate a negative response in order to refuse, deny, or disagree with something
- no is half of love
- is a Boundary

Parent

- someone's mother, father, or legal guardian
- to be or act as a parent to someone
- to be responsible for fostering the development of a child
- the act of modeling self-care skills that lead to healthy human development

Parenting

- the experiences, skills, qualities, and responsibilities involved in being a parent, and in teaching and caring for a child, and promoting the child's development

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

Connie Bonner-Britt, MA LMHC **Chuck Britt, MA LMFT**
360-542-6895 360-336-3882
connie@selftimeout.org chuck@selftimeout.org
FAX 866-492-5137
924 South 11th Street, Mount Vernon, WA 98274

Parenting Hat

- a way of remembering that, as a parent, I am responsible for the consequences of my own behavior, not for the choices my child makes
- a reminder that I am responsible for promoting the development of my child by providing negative consequences for poor choices and positive consequences for mature, developmental choices
- a reminder that when I take my own *Five Step Self Time Outs* my child will learn how to take *Five Step Self Time Outs*

Co-parenting

- two or more people who know how to make and keep agreements based upon what they **can** agree about instead of continuing power struggles because they are hyper-focused upon what they will **never** agree about. Also… people who do not say they agree until they actually do agree.
- two or more people who share responsibility for nurturing the physical, emotional, social and spiritual development of children
- individuals who agree to parent using the same values, tools, and skills
  Note: Successful co-parents share ideas and concerns, then make a plan that both can agree to. Children need parents to find agreement, instead of arguing until someone gives up and someone wins.

Patience

- the ability to tolerate being hurt, provoked, or annoyed while having the mistaken belief that I will not escalate in some way
- an often unconscious escalation
- delaying intervention leads to escalation and teaches children how to manipulate

Perpetrator

- to commit or be responsible for something criminally or morally wrong

Plan

- a method of doing something that is worked out, usually in some detail, before it is begun and that may be written down in some form or simply retained in memory
- to work out in advance and in some detail how something is to be done or organized
- to intend or to make arrangements to do something
- when I know what I Feel then I can know what I Need. When I know what I Feel and Need I can make a Plan to take care of myself that might actually work. When I make a plan based upon what I actually feel and need my mood can shift from hopelessness to hopefulness.
- when I don't know what I Feel I cannot know what I Need. I am unable to make a plan that can work. I feel hopelessness.
- see http://selftimeout.org

Impulse Plan

- Plans based upon assumptions about feelings and needs. Impulse Plans are a lot like throwing the dice.

Power

- the ability, skill, or capacity to provide emotional and physical safety for yourself and others
- relative physical force or strength
- a role, faculty, skill, or ability
- can easily be abused when making mistakes about self-care and boundaries

Empower

- to invite someone to have a sense of confidence or higher self-esteem
- to invite one's self to have a sense of confidence or higher self-esteem
- to use fine, developmentally consistent self-care around others

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

Connie Bonner-Britt, MA LMHC **Chuck Britt, MA LMFT**
360-542-6895 **360-336-3882**
connie@selftimeout.org **chuck@selftimeout.org**
FAX 866-492-5137
924 South 11th Street, Mount Vernon, WA 98274

Disempower

- to give one's own personal choice, power, or authority to someone else (often unconscious)
- to take personal choice, power, or authority from someone else (often unconscious)
- the choice to attempt to have control and influence over other people and their actions (often unconscious)

Power Struggle

- when two people have chosen to try to manipulate, and disempower each other
- in the process each person disempowers him/her self
- the process of trying to influence people's choices, judgment or emotions

Privilege

- an advantage, right, or benefit that is not available to everyone
- a special treat or honor
- always to be earned

Privilege Loss

- in Choice Structures a consequence for a poor choice or mistake
- always associated with *Five Step Time Outs*

Process

- a series of actions directed toward a particular aim
- a series of natural occurrences that produce change or development
- to deal with a situation according to an established procedure
- to discuss the interpersonal dynamics and emotional content of an event or situation

Reflect

- what can develop when I hesitate
- to be receptive to my own feelings, needs, insights and common sense
- thinking quietly, seriously, carefully, and relatively calmly
- occurs during Step 3 of a *Five Step Time Out*
- also referred to as "stewing"

Relentless

- never slackening, but continuing with the same, consistent structure
- not letting a child's manipulations change my mood or my plan to provide chosen consequences
- the willingness to take **FIVE STEP SELF TIMEOUTS** and get whatever help is needed in order to keep modeling successful self-care to my child who is acting like they don't know how to do it.

Respect

- a privilege that must be earned through mature choices
- must always be mutual
- is always voluntary
- the state of being admired
- consideration or thoughtfulness
- to feel or show admiration
- to refrain from violating someone or something
- to show consideration or thoughtfulness

Respite

- a brief period of rest and recovery between periods of exertion or after something disagreeable
- something all parents need

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

Connie Bonner-Britt, MA LMHC **Chuck Britt, MA LMFT**
360-542-6895 360-336-3882
connie@selftimeout.org chuck@selftimeout.org
FAX 866-492-5137
924 South 11th Street, Mount Vernon, WA 98274

Responsibility
- See "Family Roles"

Safety
- the choice to protect from risk of harm or injury
- is something that each person must learn how to choose
- a safe place where each person is taking responsibility for their own safety, in addition to the safety of the children and others in need of protection
- living in an environment that consistently models developmental self-care

Unsafe
- someone who is choosing, consciously or unconsciously, to place themselves or others at risk
- a situation where someone is choosing, consciously or unconsciously, to place themselves or others at risk
- a situation where there is an elevated likelihood that someone might get injured or something might get damaged
- a situation were the adults are note consistently modeling developmental self-care

Self Care
- the act of taking responsibility for my own feelings and needs
- making daily and life plans based upon my own feelings and needs

Self Care Hygiene
- a daily structure that uses all my skills to notice, interrupt and replace impulsive behavior with thoughtful and affirmative plans based upon my actual feelings and needs
- a daily structure that uses all my skills to notice, interrupt and replace impulsive self-talk with affirmative self-talk.
- see http://www.selftimeout.org

Self Defined
- to take responsibility for choosing my own values and living by them
- to choose not to allow other people or situations to choose my values
- to choose not to allow other people or situations to choose my mood

Other Defined
- to allow others to choose my values
- to choose to allow other people or situations to choose my values
- to choose to allow other people or situations to choose my mood

Splitting
- usually an unconscious process; when one person attempts to manipulate others and then others attempt to manipulate in return
- usually associated with attempts to get unearned privileges or to get out of chosen consequences
- when parents allow a child to create disagreement between the parents, serious psychological damage is done to the child
- when parents allow a child to manipulate them, serious psychological damage is done to the child

Strategy
- a carefully devised plan of action to achieve a goal, or the art of developing or carrying out such a plan

Support
- Parents and authority figures need enough support in their lives so that they can serve the healthy development of those who's development they are responsible to serve and protect. People in authority must feel safe and must have the skill to take care of their own feelings and needs and stay out of power

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt

struggles. Parents can choose to have enough support to remember to take self time outs and use their strengths, not their impulses, to make decisions. Parents can choose to take care of their own mood. All people in authority need protective and challenging social structures ready to provide respite, encouragement, ideas, praise and reminders about mood self care.

- see http://www.selftimeout.org

Victim

Note:
When a person has a physical trauma, there is often psychological trauma as well, which may be unconscious. The psychological trauma often takes the form of the traumatized person not being aware that they have chosen to give up their personal power to take responsibility for their own safety.

- someone who doesn't know how to take responsibility or make plans to take care of his or her own feelings and needs, due to conscious or unconscious traumatic experience
- someone who experiences trauma and unconsciously chooses to continue to feel helpless to do anything about it

Victimize

- to in any way abuse or disempower someone

Voluntary

- arising, acting, or resulting from someone's own choice or decision not because of external pressure or force
- having the capacity required to make conscious choices or decisions
- not involving, coercion, manipulation, or persuasion

Involuntary

- any situation where physical or emotional coercion, or manipulation is used with children as a form of control or punishment.

  Note:
  When a person has been court ordered to do something like therapy or Parenting Group, Skagit Family Study Center views this as a voluntary situation, because it is a direct consequence of the person's choices. Even if they feel they have been wrongly judged, when they choose to honor the court order and attend therapy, we view that as a voluntary choice to reduce further consequences and a voluntary choice to learn skills. Such choices are difficult and most honorable and deserve great respect.

Want

- to desire something
- to experience the lack of something
- not a need

© 2012 All rights reserved Chuck Britt and Connie Bonner-Britt