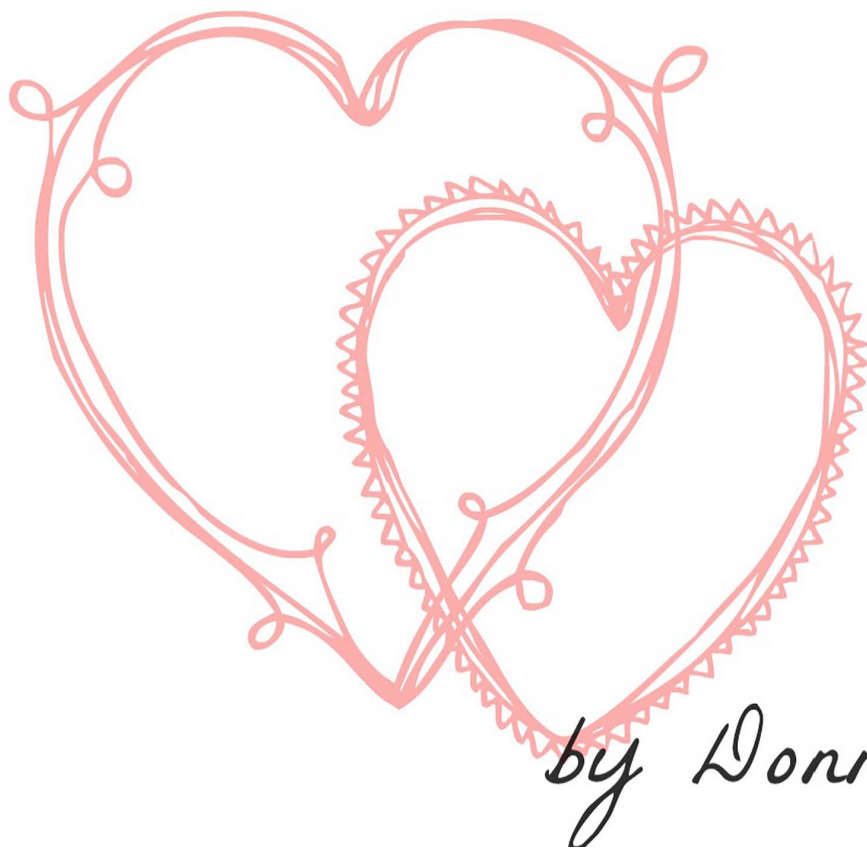


Handling Heart Behaviors

4D Behaviors Poster &
Worksheet Pack



by Donna Reish

Handling Heart Behaviors/4 D Behaviors Worksheet and Poster Pack and Publication Page

In this helpful parenting packet, Donna Reish (of Raising Kids With Character seminar, Homeschooling With Character seminar, and Character Ink Press and blog) offers three worksheets to help parents of tweens and teens work through some of the difficult heart behaviors (described in The Four D's of Behavior podcast episode and Handling Heart Behaviors of Tweens podcast episode).

The worksheets included are designed to be used first by the parents (to determine ahead of time the behaviors that need changed and the way these behaviors will be handled) and then by the parents with the child. They help parents take these behaviors (disrespect, fighting, and disobedience) from gray (“Don’t talk to Mom like that”; “Quit fighting”; and “I’m not telling you again...go do it!”) to black and white (where everybody knows what is expected and what the consequences will be for infractions).

All of the worksheets have the same general steps (with spaces to fill in) to begin with:

- (1) Make a list of unacceptable behaviors
- (2) Make the list of consequences/plan for carrying them out
- (3) Choose signaling words and phrases to be used when the offense is committed
- (4) Determine what the appropriate/acceptable response from the child will be.

Additionally, each page has its own signaling words laid out for parents and child. The Disrespect Sheet has the “changing tone” signaling words in order to give the child a chance to change his tone and realize how he is speaking. The Disobedience Sheet has the “no response rule” with appropriate signaling words for that rule. Finally, the Fighting Sheet has the “no accusing signaling words” to help children change how they “tell on someone” and the “will you stop” signaling words to keep the request civil and circumvent potential fighting. These worksheets were developed after thirty-three years of Christian parenting—and they really work!

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Our Book-Movie-Book Writing Series: *Write On!*

The *Write On!* series of books is from Character Ink Press' Book-Movie-Book line of publications that are coming out in spring 2016. The *Write On!* books are writing/composition books of **three to four lengthy lessons each, between 80 and 120 pages per book** (depend-ing on the level), that contain writing projects based on old books/current movies that children and adults love. The program **contains all types of writing**, especially focusing on **research reports, essays, and stories**.

The projects in the series all use the author's signature "**Directed Writing Approach,**" which takes students by the hand **every step of the way** from prewriting (brainstorming, character and plot development, research, etc.) to skill building (for projects requiring certain skills, such as quotes or imagery or persuasion, etc.) to outlining (based on the type of writing) to writing rough drafts to editing (via the Checklist Challenge) to final copy. **No vagueness.** No questions as to what to write or how to write.

Each series (Peter Pan, Mowgli, and Dumbo) contains five books:

- Level I: Early Elementary
- Level II: Upper Elementary
- Level III: Junior High
- Level IV: High School
- Level V: Advanced High School

These books in this *Write On!* series are **available as downloadable e-books** (at Character Ink Press and Teachers Pay Teachers) **and as print books** through Character Ink Press and Amazon. Current and upcoming titles (five books in each title) include the following:

- Write On, Mowgli* (April 2016)
- Write On, Peter Pan!* (June 2016)
- Write On, Dumbo!* (Fall 2016)

Write On, Mowgli



Write On, Peter Pan



Homeschoolers and Christian school teachers may also be interested in Character Ink Press' full-semester composition books, *Meaningful Composition*. This series contains two books per grade level for second through twelfth grade students. Each book is 200 to 400 pages long (depending on level). (See complete list on the following pages.) Two week samples of these books are available at the *Raising Kids With Character* blog and the Character Ink Press store. These books are currently only available in spiral-bound print format from Character Ink and other distributors.

About the Book-Movie-Book Series

My Book-Movie-Book series is a delightful set of books to teach and practice composition (research, essay, and story writing), coloring, and reading.

B-M-B Peter Pan

- *Write On, Peter Pan!*
(see levels below; print and download)
- *Color and Read, Peter Pan!*
(print and download; available summer 2016)
- *Read a Chapter, Peter Pan!*
(print and Kindle; available summer 2016)
- *Sound It Out, Peter Pan!*
(print and Kindle; summer 2016)

B-M-B Mowgli

- *Write On, Mowgli!*
(see levels below; print and download)
- *Color and Read, Mowgli!*
(print and download; available April 2016)
- *Read a Chapter, Mowgli!*
(print and Kindle; available April 2016)
- *Sound It Out, Mowgli!*
(print and Kindle; April 2016)

Write On, Peter Pan!

Level I: Early Elementary
 Level II: Upper Elementary
 Level III: Junior High
 Level IV: High School
 Level V: Advanced High School

- Available summer 2016
- Available in print form and as download

Write On, Mowgli!

Level I: Early Elementary
 Level II: Upper Elementary
 Level III: Junior High
 Level IV: High School
 Level V: Advanced High School

- Available April 2016
- Available in print form and as download



Scan or tap to view all of the BookMovieBook series!

- Print books are available at the Character Ink Store and Amazon
- Downloads are available at the Character Ink Store, Teachers Pay Teachers, and other retailers
- Readers and chapter books are available on Kindle as well
- Watch for our B-M-B Dumbo series (August 2016) and B-M-B Scrooge series (November 2016).



Meaningful Composition

The *Meaningful Composition* series is a multi-level writing program for students in grades two through twelve who desire to use character-based (and sometimes biblically-based) materials, themes, and subject matter, including, but not limited to, character stories, biographies, science and weather/nature topics, animal information, Bible stories, and much more. (You may see the types of papers and assignments and content by looking at the two-week samples of each book at our blog: characterinkblog.com.)

Additionally, MC uses many of our original methods that we have tested with one hundred to two hundred students every year for the past ten years. These methods work—whether they are Directed Brainstorming and Scene-by-Scene development for Story Writing or Outlining Cards and Bibliography Cards for Research Report writing or the Three P's of Persuasion for Essay Writing. We take students by the hand and leave nothing to chance! (These methods can also be found in our samples.)

Books in *The Meaningful Composition* Series

MC 2 I: Start Out Right (Summer 2016)
MC 2 II: Keep It (Summer 2016)
MC 3 I: Sentence and Paragraph Fun (Summer 2016)
MC 3 II: Create! (Summer 2016)
MC 4 I: Sentences, Paragraphs, and More
MC 4 II: Put Those Paragraphs Together!
MC 5 I: Writing for Real!
MC 5 II: Creative and Clever
MC 6 I: Long and Strong
MC 6 II: Junior High Essays
MC 7 I: Reports and Essays Galore
MC 7 II: Completely Creative

MC 8 I: Bridging the Gap
MC 8 II: Junior High Research Reports
MC 9 I: Writing for High School
MC 9 II: High School Creative Writing
MC 10 I: Essays Only
MC 10 II: Four Research Reports
MC 11 I: Timed Essays and Three P's of Persuasion
MC 11 II: Story Writing
MC 12 I: One of Everything, Please
MC 12 II: The BIG Research Paper
MC Bonus Book: Jump Start

Scan or tap to learn more and download free samples!



Bold Fonted Titles Above Are Currently Available as of January 2016. See blog for release dates of future books.

~All First Semester Books (I) for fifth through ninth grades may be used for remediation for older students too.

~(I) Designates First Semester; (II) Designates Second Semester—May Be Used In Order or Out of Order

*Note: If your student has not used any CI books, you may desire to use a first semester MC book first since these books (up to and including 9 I) teach how to do the S-by-S Outline Over Given Material and CI's Checklist Challenge.

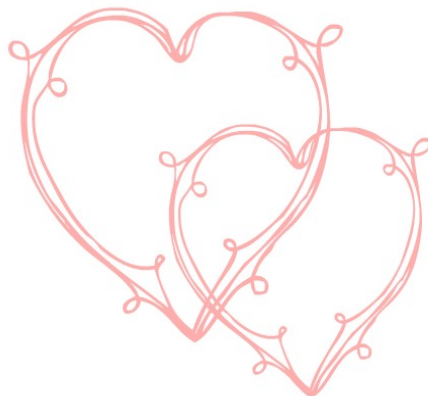
*MC 7's and 8's may be counted toward high school credits if student is twelve years or older and is writing at a high school level (according to the teacher's discretion)--as long as the student completes the Extension level assignments.



Donna Reish, of Raising Kids With Character parenting seminars, Homeschooling With Character blog and seminars, and Character Ink Press, has created the “Handling Heart Behaviors/4 D Behaviors Worksheet and Poster Pack to help parents solve the really important behavior problems that involve the heart—disrespect, disobedience, deceit, and destruction.

These posters and worksheets (along with the Four D’s Poster Pack and Three Steps of an Apology) will help parents, especially parents with tweens and teens, take behaviors from gray to black & white—where they are manageable. They will also help parents to help their children take responsibility for their actions ahead of time and know what the results of bad behaviors will be.

Lastly, Donna gives signaling words and phrases that alert the child (and parent!) that a disrespectful tone, disobedient act or response, or fighting instance is taking place. These signaling words and phrases give the child the opportunity to change his behavior—while taking responsibility if he does not.



FIRST TWO STEPS

in handling a

4D Behavior

1.

Humbly ask forgiveness for allowing these behaviors to be in your family.

Ask yourself how you can take the behavior from GRAY to BLACK & WHITE.

2.



GENERAL STEPS IN HANDLING A HEART BEHAVIOR

1. What will now be unacceptable?
Make a list.



2.

Make a list of consequences for behaviors.

a. Consequence list

b. How/when it will be carried out.

3. Choose signaling words
and phrases.



Determine appropriate
response from child.

4D'S OF BEHAVIOR

Heart-motivated behaviors that should not be grouped with childish behaviors by should be tended to in a consistent and heart-affecting manner.

1. disrespect

words, actions, tone, and/or expressions that do not show respect or submission to parents.

2. DISOBEDIENCE



Actions that are not fully obedient. Obedience means "Doing what you are told, when you are told, in the way you are told--with a good attitude.

3. Deceit

lying, stealing, "fibbing", speaking half truths, and covering for words and actions with "I was joking" or other concealment words.



4. destruction

purposely breaking things or harming others.

$$4 + 3 = \cancel{7} 7$$

OBEDIENCE MATRI

Obedience + Own Method = Disobedience

Obedience + Delay = Disobedience

Obedience + Incompleteness = Disobedience

Obedience + Bad Attitude = Disobedience

$$1 + 2 = \square$$



DISRESPECT: Disrespectful tone, words, and actions

1. Unacceptable behavior list.

_____	_____
_____	_____
_____	_____
_____	_____

2. Consequence lists.

a. What will the consequences be for unacceptable behaviors after the signaling words and phrases are used?

_____	_____
_____	_____

b. How and when will consequences be implemented?

HOW _____

WHEN _____

3. Signaling words and phrases:

- a. "Those are not respectful words. Do you want to re-word that?" OR
- b. "That is not a respectful tone. Do you want to say that differently?"

4. Acceptable response from the child (no other words allowed or it is black and white disobedience):

- a. "Yes, Mom....."
- b. "Yes, Ma'am...."
- c. "Yes, Dad...."
- d. Other: _____

5. Two choices

- a. Go on if child became respectful after this interchange
- b. Announce "You have chosen to be disrespectful even after the warning. We will institute a consequence from the consequence list _____" (when).
- c. Other: _____

DISOBEDIENCE: Implement the NO RESPONSE RULE

1. Unacceptable behavior list.

2. Consequence lists.

a. What will the consequences be for unacceptable behaviors after the signaling words and phrases are used?

b. How and when will consequences be implemented?

HOW _____

WHEN _____

3. Signaling words and phrases:

a. "We are following the No Response Rule. What did you mean to say since you can't respond?"

b. Other: _____

4. Acceptable response from the child (no other words allowed or it is black and white disobedience):

a. "Yes, Mom....."

b. "Yes, Ma'am...."

c. "Yes, Dad...."

d. Other: _____

5. Two choices

a. Go on if child obeyed at this point. OR

b. Announce "You have chosen to continue to respond even though we are following the No Response Rule. We will institute a consequence from the consequence list _____ (when). Go ahead and do what I told you to do." (Then separate yourself from him, leaving him to CHOOSE again to obey or not obey.)

6. Double disobedience: Child "double disobeyed" if he chose to respond after you warned him AND he still didn't do what you said. This should be treated like two disobedience instances. His decision to respond means he disobeyed once. It doesn't give him the choice to also not do what you said.

FIGHTING: Using the Accusing Word Signaling Phrase and Apology

1. Unacceptable behavior list.

_____	_____
_____	_____
_____	_____
_____	_____

2. Consequence lists.

a. What will the consequences be for unacceptable behaviors after the signaling words and phrases are used?

_____	_____
_____	_____

b. How and when will consequences be implemented?

HOW _____

WHEN _____

3. Signaling words and phrases:

a. When child says someone did something to him: "No Accusing Words Allowed. Say it peacefully."

b. Offended child: "Please stop flicking me."

c. Offender: "I'm sorry. Please forgive me." OR Continue behavior.

4. If offender continues the behavior, separate him and remind him: "We have the no fighting rule. Since you broke that, we will decide on the consequence _____" (when).

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Classic Stories

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Teaching Services



Donna Reish, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty years ago. Following the completion of those thirty books

over ten years, she and her husband started a small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teacher parents, about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach*.

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