A major part of TheETG mission is to expand the area of what is possible in competent self-care in medicine and psychology. TheETG’s primary method of achieving that is to proliferate applied science based information by way of free packets containing plain language info for anyone seeking to move themselves or others forward in these areas.

As you continue to acquire and apply more information you continue to expand the area of what is possible. Data-less conclusions founded upon faulty assumptions are the mother of all screw-ups. They lead to human belief systems that quickly get set in stone. Put data ahead of dogma. Follow the data—not the crowd.

TheETG packets attempt to address the following:

"......the benefits that US health care currently deliver may not outweigh the aggregate health harm it imparts."
[Journal Of The American Medical Association...Volume 302 #1...July 1, 2009...page 89 - 91]

"Not enough doctors adapt appropriately to new scientific findings.....An insufficient number of medical faculty members are well prepared, effective educators, and too few medical schools prepare their students for a lifetime of learning and change."
[J.Hilliard,et al. -- The Lancet -- Volume 385 #9969 -- February 21, 2015 -- page 672]

".....takes an average of 17 years to translate 14% of original research into benefit.....average of 9 years for interventions recommended as evidence-based practices to be fully adopted."

"......1.5 million U.S. residents are harmed or killed each year because of medication errors, according to an Institute of Medicine report."
[Nature Medicine -- Volume 12 #9 -- September 2006 -- page 984 - 985....News In Brief]

"It is estimated that more than 700,000 individuals are seen in hospital emergency departments for adverse drug events each year in the United States."
[Centers For Disease Control -- 2015]

"Most drugs are only effective for a small percentage of people who take them."
[Michael Leavitt -- U.S. Secretary of Health & Human Services 2005 - 2009]

".....A recent study for example, found that only half of all cardiac guidelines are based on scientific evidence."</p>
[President Barack Obama -- Speech to the American Medical Association -- June 15, 2009]

"All the good things....they don't teach us in medical school, because the drug companies pay for our education."
[Dr. John Sessions M.D.]
Positive functioning in Life

competence
functional
independent
interdependent
effectiveness
powerful person
productive relationships

incompetence
dysfunction
dependent
compulsive
ineffective
self-sabotage
relationship sabotage

Establishment of the upper limit of your Comfort Zone

Level of esteem you have for yourself
self-esteem

Image you have of yourself
self-image

Perceived Competence Self-Efficacy
perceived level of competence and effectiveness as a person

positive support from environment
positive outcomes of exploratory behavior, and problem solving experiences
positive outcomes in friendships & romantic relationships

Dependency Needs
unconditional affection
attention
praise

Life Skills
Mastery Oriented
Logic Orientated
Solution Oriented

Character Strengths
integrity to behaviors of value
unconditional kindness
forgiveness
Impact Of Comfort Zones On Human Behavior

Humans maintain a psychological Comfort Zone that has a bottom threshold, and an upper limit. Generally, we seek to acquire, move toward, and allow to stay in our lives the kinds of life experiences, environments, relationships, and friendships that fit within the upper limit and bottom threshold of our Comfort Zones. The bottom threshold makes us seek to avoid or move away from people and experiences that are below that minimum threshold. The upper limit makes us seek to avoid or move away from people and experiences that are above that upper limit. How we are treated by parents, coaches, and family environment when growing up has an impact on how we see ourselves now. The bottom threshold and upper limit of our Comfort Zone is set by this image we have developed of ourselves (self-image), formed primarily by our parent/family environment between the ages of 1 - 16 years old......which determines what we are "used to" and "comfortable with". We are thus, products of how we were treated by our parents and other care takers when growing up. The intensity, frequency, and consistency of criticism and punishment experienced from parents and others causes long term damaging effects, lowering the Comfort Zone. The things that we now choose to believe and reinforce about ourselves combined with our daily self-talk and conditioning, continue to shape that image.
The brain is a computer.
The self-image is the programming.

If you aren't constantly and intentionally throughout your life improving it and moving it forward, it'll keep you where you are. Or worse, it'll return you to where you've been following an experience of a level of success or achievement that exceeds what your brain's programming will allow to stay in your life. In your life experiences, your job and career, your finances and money issues, your romantic relationships, it'll have you sabotaging, pushing away, or avoiding every bit of success and achievement that is beyond what your brain is programmed to acquire, accept, and embrace.

In sport, in business, in life in general, you'll see this phenomena occurring everywhere you look. There's a reason so many lottery winners and pro athletes end up back to where they were financially. There's a reason so many people get in, stay in, and/or return to bad or abusive relationships.

The brain is a computer.
The self-image is the programming.
Constantly and intentionally throughout your life improve it, move it forward so that you can acquire, accept, and embrace all the great things that can or do come into your life.
“The most dangerous place for a child in America is the American family.”

[John Bradshaw, Bradshaw On Home Coming]
Parenting is full time work for lifetime pay

“I came to know that each of my children was on earth for their own experiences.

That although I had thought of them as mine, I had been mistaken. They had only been placed in my care”.

Betty Eadie (Embraced By The Light)
A good leader.....

knows the way

shows the way

and goes the way

The hero is one who kindles a great light in the world, who sets up blazing torches in the dark street of life for men to see by.

The saint is the man who walks through the dark paths of the world, himself a light.

Felix Alder
"I'd Rather Watch A Winner" [author unknown]

I'd rather watch a winner, than hear one any day;  
I'd rather have one walk with me, than merely show the way.

The eye's a better pupil and more willing than the ear;  
Fine counsel is confusing, but examples always clear.

And best of all the coaches/players, are the ones who live their creeds;  
For to see the good in action is what everybody needs.

I can soon learn how to do it, if you'll let me see it done;  
I can watch your hands in action, but your tongue too fast may run.

And the lectures you deliver, may be very wise and true;  
But I'd rather get my lessons by observing what you do.

For I may misunderstand you, and high advice you give;  
But there's no misunderstanding, how you act and how you live.

I'd rather watch a winner, than hear one any day.

A good leader  
knows the way,  
shows the way,  
and goes the way.
The point of parenting is not to "watch" your kids grow up, but to "help" your kids grow.
A parent is a coach.....a coach of life, rather than a coach of sport.

Just as in sport, there are good coaches, and not so good coaches.

There are coaches who make it their mission to improve themselves and their coaching ability, and there are those who do not.

When you choose to have a child, you must also choose to do the training to become a good coach.

The more effective a parent is as a coach, the greater will be the positive influence that parent can have on their child’s behavior.

"Train up a child in the way he should go and when he is old, he will not depart from it."
Proverbs
21rst century parenting......

Kids have some set in stone developmental dependency needs. Fail to meet them at your kid's peril. They are;
unconditional....
1. affection
2. attention
3. praise

Kids are not your possessions. They have been entrusted to your care. The objective isn't to watch them grow up but to help them grow. Train up a child in the way he should go and when he is old he will not depart from it.

The word "unconditional" means you don't hold affection, attention, and praise hostage to your moods or theirs, your emotions or theirs, or their behavior. Its unconditional meeting of their dependency needs.

Their self-image depends on your behavior in this area.

Their self-image is their brain's programming. That will impact their behavior, decision making, the type of friends they will get in with, the type of people with whom they will seek romantic relationships, what treatment from others they will seek or reject [good or bad].

Make good choices in this area of your parenting life.

If you didn't get your dependency needs met by your parents or caretakers when you were a kid you'll likely have some issues.

As an adult, grant yourself permission to re-parent yourself.

Deal with those issues so your kids won't have to. Keep your issues, your issues. Don't let them become a virus you pass on to your kids.

Dependency needs set the self-image.
The self-image is the programming for the brain.
The brain acts on it's programming until one chooses to change it.
Humans are not like robots in this area, they -are- robots in this area.

Set your kids programming appropriately and they will behave accordingly. Dependency needs set the self-image.
Aggressively pursue meeting your kids dependency needs.

An accurate measure of the degree to which you've met their dependency needs is the level of respect for you that your kids display. Meeting their dependency needs --earns-- their respect. Therefore you won't find yourself in situations where you are demanding it from them and losing more of it as a result.

They either display respect for you or display little or no respect for you. When you ask them to stop doing something.

They'll either stop doing it or ignore you.

Respect or no respect. That is an accurate measure of the degree to which you are meeting their dependency needs.

Don't go into denial. Move forward so they don't leave you behind.

"When we affirm the very best of and for our children, they have a very different view of their place and position in the world. Don't call them anything you don't want them to be. Speak seeds of greatness in their minds, and they will grow into strong, sturdy plants."
[Iyanla Vanzant]
21rst century parenting......

Unless a parent is a stand-up comic, it's not a parent's job to entertain their kids. Thus it's not a parent's job to fill every minute of a kid's day with activities.

A 12 year old that can't sit still because they've been taught that it's not allowed is an adult that will suffer from relaxation induced anxiety, and will be standing in the early onset dementia/Alzheimer's/Parkinson's line when they hit 50 or 60 years old. A kid isn't going to join a gang and go to jail for murder or end up a homeless adult because you didn't sign them up to fill that 60th hour of weekly activities with mandarin Chinese or their 5th soccer team.

Let 21rst century kids have some 1970's time to themselves. And parents should consider exiting the mini-van and do the same.

Set aside the noise of the norm, the hypnosis of social conditioning. Let other people continue to run themselves and their kids into the ground. No need to join them.

The norm; piano lessons, soccer, ballet, gymnastics, violin lessons, taekwondo etc, etc.

Think bigger and broader. Put first things first. Meditation classes, yoga classes, autogenic relaxation classes.

Impact their health for the next 100 years.

Take care of the pretty important stuff. Jack up their brain function, immune function, learning ability, memory and recall ability. Keep your kids off the path of mind-body illness, disease, and death. And take your kids away from standing in the lines for Dementia/Alzheimer's/Parkinson's.
family chaos and teenager health.....

"Objective: To test whether family chaos influences adolescents’ inflammatory profiles and whether adolescents from low socioeconomic status environments are at higher risk for experiencing adverse inflammatory profiles from living in chaotic family environments."

"A total of 244 families with an adolescent aged 13 to 16 years participated. Parents completed measures of family socioeconomic status and family chaos. Both systemic inflammation and stimulated proinflammatory cytokine production in response to bacterial challenge were assessed in adolescents."

"Our results suggest that socioeconomic status moderates the detrimental effect of family chaos on systemic inflammation and interleukin-6.....and on stimulated proinflammatory cytokine production in adolescents, such that a chaotic family environment is positively associated with greater systemic inflammation and greater stimulated proinflammatory cytokine production in adolescents as family socioeconomic status declines."

"Conclusions: These findings indicate that living in chaotic family environments places youth who may be vulnerable based on socioeconomic factors at a potentially higher risk for inflammation-related diseases."

H. Schreier, Et al
Family Chaos and Adolescent Inflammatory Profiles: The Moderating Role of Socioeconomic Status
Psychosomatic Medicine......Volume 76 #6.......July/August 2014.....page 460 – 467

"Objective: We examined the association between childhood adversity and cumulative biological risk for a variety of chronic diseases in adulthood, and whether this association varied by neighborhood affluence."

"Data were drawn from the Chicago Community Adult Health Study (2001–2003), a cross-sectional probability sample that included interviews and blood collection (n = 550 adults)."

"......1-standard-deviation increase in the childhood adversity score was associated with a 9% increase in cumulative biological risk, after adjustment for demographic and behavioral characteristics."  

"This association was modified by neighborhood affluence."

"Stratified models indicated that childhood adversity was associated with elevated cumulative biological risk only among individuals who resided in low-affluence neighborhoods; there was no association in high-affluence neighborhoods."

"Conclusions: Childhood adversity is associated with elevated cumulative biological risk in adulthood, and neighborhood affluence may buffer this association. Results demonstrate the importance of neighborhood characteristics for associations between childhood adversity and disease risk, even after accounting for adult socioeconomic status."

N. Slopen, ea Al
Childhood Adversity, Adult Neighborhood Context, and Cumulative Biological Risk for Chronic Diseases in Adulthood
Psychosomatic Medicine......Volume 76 #7.......September 2014......page 481 – 489
Parent Development & Training

Show kindness and love to yourself and others through self-improvement. - Personal Growth, Self-Education, & Life Long Learning

What you sow into the minds/Hearts of your kids, you will reap.

Train up a child in the way he should go and when he gets old he will not depart from it.

Life Skill: Proactive
Focus on planning ahead, actioning ahead, taking prior action rather than procrastination or reaction. "Begin with the end in mind" [Stephen Covey].

".....violent abusive behaviors are learned from prior exposure.... Intervention efforts should target parents and guardians of young children as well as young adults contemplating having children.”

S.Chandler, J.Ramsey
Rate of Prior Verbal, Physical, Sexual Abuse Among College Students
Research Quarterly For Exercise & Sport; Vol. 69 #1 March 1998

Teach Your Kids The Character Strengths
A major part of contributing to a child’s development of positive functioning in life, is to teach them the 3 major character strengths. Train your kids to have integrity to behaviors of value, to show unconditional kindness, and to show forgiveness to people who mistreat them.

Character: Integrity To Behaviors Of Value
Identify behaviors you value and become a function of them. Give that priority over moods, feelings, and emotions. Allow yourself to be held to a set standard of behavior to which you are accountable.

Character: Unconditional Kindness
When someone “pushes your button”, take it as an opportunity to choose your response based on what you value, and to respond in a manner that is consistent with your value system. Never repay evil for evil. Make constant deposits into all relationships.

Character: Forgiveness
Forgive others. Grow to value the inner strength and security that comes from letting go of the need for the person to acknowledge that he/she has wronged you, or owes you an apology. Choose to be controlled by kindness and love, not hurt and frustration.

Teach Your Kids The Life Skills
A major part of contributing to a child’s development of positive functioning in life, is to teach them the 3 major life skills. Train your kids to become centered, logic oriented, and proactive people.

Life Skill: Centered
Inner-strength --- Invest no energy into worry. Provide down time each day to have silence in the mind. Patience --- Patience is a trainable skill to be developed in an intentional manner. It is a value to hold in high esteem and worth.

Life Skill: Logic Oriented
Make logic, reason, and rationality a healthfully valued way of life. Develop logical thought processes by focussing on identifying the underlying mechanisms of a set topic/issue especially in highly emotional situations. Place a high value on being able to adapt to change quickly, and easily.

Consequences Of The Training
The consequence of the training is that the child gets his/her dependency needs met and is taught the 3 major life skills and character strengths. Parents know they have succeeded in these tasks when they can see that the child has positive support from his/her environment, positive outcomes of exploratory behavior and problem solving experiences, and positive outcomes in friendships and romantic relationships. From these things the child develops a positive image of him/herself, and develops a strong belief of being a highly competent and effective person. The net result is the child having a high level of esteem for him/herself, thus being fully capable of positive functioning in life.
ETG Parent Training

Children go through stages of psychological growth and development that can be identified through their behavior. One of the major tasks of parenting is to be a positive contributor to a child’s progression from one stage to the next. There are specific things a child needs to get from the people on whom he/she is dependent, in order to move from one development stage to the next. Parents must be aware of these "developmental dependency needs", and plan to purposefully provide them to their kids.

The four major developmental dependency needs that the parent must provide are; unconditional love, attention, affection, and appreciation. Parents who never got these needs met when they were children tend to be unable to be consistent in providing them for their kids. Thus there is a high need to do the self-training and self-development necessary to provide for the major psychological needs of one’s kids.

We are psychological and physiological products of how we are treated, how we treat ourselves, and how we treat others. In childhood, how we are treated affects how we treat ourselves later in life, and how we treat others.

We know that 1 - 5 year olds who are not consistently shown kindness and love, will become self-destructive to some relative degree. In extreme cases they will become “psycho-paths”, destructive towards themselves and others, if left un-helped.

Parents who never got their dependency needs met when they were children tend to be inconsistent in providing them for their kids. Long term exposure to this type of environment results in relatively consistent shaming experiences, and a self-image of being flawed, defective, and inadequate.

These problems manifest themselves in the lowering of one’s “comfort zone” later in life, causing one to engage in self-handicapping, self sabotage, relationship sabotage, and varying degrees of other self destructive and self mutilating behaviors. Childhood issues are associated with many psychosocial problems including, low self-esteem, emotional distress, problems with interpersonal relations, depression, substance abuse, posttraumatic stress disorder, anxiety disorders, and sexual disorders.

Children must be able to feel safe and that their caretaker is trustworthy. Parents must be consistent, predictable, and patient.

<table>
<thead>
<tr>
<th>Children need to know:</th>
<th>Love from a parent is a VERB</th>
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<tbody>
<tr>
<td>– that they matter</td>
<td>Love is an act of kindness,</td>
</tr>
<tr>
<td>– that they are accepted</td>
<td>an investment of energy into your kids,</td>
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<tr>
<td>– that they are lovable</td>
<td>the giving of attention,</td>
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<tr>
<td>– that they are taken seriously</td>
<td>the giving of appreciation,</td>
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<tr>
<td>– that their parent’s love can be depended on</td>
<td>the showing of affection.</td>
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<td></td>
<td>Love is the giving of self.</td>
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</table>
Parent Development & Training

"Train up a child in the way he should go and when he is old he will not depart from it."

Proverbs

The main goal in parenting is not to "watch" your kids grow up, but to help your kids grow. How kids are treated affects how they see themselves, and determines the level of esteem they will have for themselves. How kids are treated will affect how they treat themselves and others. How they treat others will affect how they are treated. How kids are treated will affect their long term thoughts, choices, behaviors, and actions. The way kids are treated most often by their parents impacts what they become "used to", and sets their Comfort Zone.

Comfort Zones
Humans are conditioned/programmed to keep experiences, achievements, and relationships within "learned" (established) Comfort Zones. These Comfort Zones determine what type of experiences, levels of achievements, and quality of relationships we will seek out and allow to stay in our lives. Everyone's Comfort Zone has a bottom threshold, and an upper limit. We seek to acquire or move toward experiences, achievements, and relationships that fit within Comfort Zones. The bottom threshold makes us avoid or move away from things that are below that minimum threshold. The upper limit makes us avoid or move away from things that are above that upper limit. A child's Comfort Zone is set by the image she/he has developed of her/himself (self-image), formed primarily by the parent/family environment and experiences between the ages of 1 - 16 years old. All the things the child has heard about him/herself the most from you, contribute to that image.

A child's Comfort Zone can be set at a high level such that positive experiences, achievements, and relationships are sought after and negative ones are avoided or pushed away. A child's Comfort Zone can be set at such a low level that negative experiences, achievements, and relationships are sought after. Self-destructive behaviors will be prevalent. In teenage years, destructive relationships with friends and romantic partners will be sought out because they fit within the Comfort Zone. Self-sabotage will also be a consistent behavior pattern. They will sabotage their friendships and relationships with people who treat them well because those are outside of their Comfort Zone. The intensity, frequency, and consistency of criticism and punishment experienced from you causes long term damaging effects, lowering the Comfort Zone. This creates lowered expectations of self, beliefs of being inadequate and incompetent. The child will gravitate towards people who are "Facilitators", those who reinforce or do not object to the sabotaging and handicapping. There will be feelings of frustration or rage toward those who attempt to stop the self-sabotaging behaviors. Friends and romantic partners who won't cooperate will be pushed away. They will be covertly manipulated by your child to react to her/him in a manner that is consistent with how he/she is used to being treated (the Comfort Zone). She/he may be very caring but paradoxically insensitive to how she/he treats others. Kids "learn" to be unresponsible for how they treat others by way of how they have been treated by their parents.

Attachment Disorder
Poorly developed attachment to parents during childhood can lead to difficulty with attachment in relationships later in life. When the child gets older and enters into romantic relationships, as the level of security and stability increase within the relationship, the need to "create" insecurity and instability may increase as well....since security and stability are outside their Comfort Zone. This is called Relationship Sabotage. It is highly likely to lead to turmoil and dissolution of what might otherwise be a strong and productive relationship. Parents who had difficulty establishing attachment with their parents, may pass it along, creating poor attachment with their kids. Make sure you get right with yourself, so you can do right by your kids.

I'd Rather Watch A Winner
I'd rather watch a winner, than hear one any day. I'd rather have one walk with me, than merely show the way. The eye's a better pupil and more willing than the ear; Fine counsel is confusing, but example's always clear. And the best of all the coaches and players, are the ones who live their creeds. For to see the good in action is what everybody needs. I can soon learn how to do it if you'll let me see it done; I can watch your hands in action, but your tongue too fast may run. And the lectures you deliver may be very wise and true; But I'd rather get my lessons by observing what you do. For I may misunderstand you and high advice you give; But there is no misunderstanding how you act and how you live. I'd rather watch a winner, than hear one any day!

Your true wealth is the good you do in the world-- We must be the change we wish to see in the world
Impact Of Comfort Zones On Human Behavior

Humans maintain a psychological Comfort Zone that has a bottom threshold, and an upper limit. Generally, we seek to acquire, move toward, and allow to stay in our lives the kinds of life experiences, environments, relationships, and friendships that fit within the upper limit and bottom threshold of our Comfort Zones. The bottom threshold makes us seek to avoid or move away from people and experiences that are below that minimum threshold. The upper limit makes us seek to avoid or move away from people and experiences that are above that upper limit. How we are treated by parents, coaches, and family environment when growing up has an impact on how we see ourselves now. The bottom threshold and upper limit of our Comfort Zone is set by this image we have developed of ourselves (self-image), formed primarily by our parent/family environment between the ages of 1 - 16 years old......which determines what we are “used to” and “comfortable with”. We are thus, products of how we were treated by our parents and other care takers when growing up. The intensity, frequency, and consistency of criticism and punishment experienced from parents and others causes long term damaging effects, lowering the Comfort Zone. The things that we now choose to believe and reinforce about ourselves combined with our daily self-talk and conditioning, continue to shape that image.

Comfort Zone Scale

Comfort Zone Set High
Accepting of high levels of achievement into your life,
low to no levels of self-sabotage,
Accepting of abundant happiness in relationships,
low to no levels of relationship sabotage,
low to no levels of instability and distrust created by you,
low to no levels of turmoil and stress created by you

Upper limit

Comfort Zone

Lower limit

Comfort Zone Set Low
Rejecting of high levels of achievement in your life,
Relatively high levels of self-sabotage,
Rejecting of abundant happiness in relationships,
Relatively high levels of relationship sabotage,
Relatively high levels of instability and distrust created by you,
Relatively high levels of insecurity and poor attachment created by you,
Relatively high levels of turmoil and stress created by you
Relatively high levels of attraction to being in an abusive environment

Upper limit

The upper limit makes us seek to avoid or move away from people and experiences that are above that upper limit.

Lower limit

The bottom threshold makes us seek to avoid or move away from people and experiences that are below that minimum threshold.
Positive functioning in Life

competence
functional
independent
interdependent
effectiveness
powerful person
productive relationships

- incompetent
dysfunction
dependent
compulsive
ineffective
self-sabotage
relationship sabotage

Establishment of the upper limit of your Comfort Zone

Level of esteem you have for yourself
self-esteem

Image you have of yourself
self-image

Perceived Competence Self-Efficacy
perceived level of competence and effectiveness as a person

- positive support from environment
- positive outcomes of exploratory behavior, and problem solving experiences
- positive outcomes in friendships & romantic relationships

Dependency Needs
unconditional affection
attention
praise

Life Skills
Mastery Oriented
Logic Orientated
Solution Oriented

Character Strengths
integrity to behaviors of value
unconditional kindness
forgiveness
Skills & Characteristics of The Ultimate Parent

-- Support encourage, and praise your kids.
-- Display and draw attention to your child's successes.
-- Be positive, avoid conveying difficulty of any future task.
-- Avoid putting down or speaking negatively to your kids.
-- Show care and concern, express affection, touch often.
-- Ask yourself often; what can I do to give my kids more personal gain. Am I pleasant to be with. Am I approachable
-- Think motivation rather than reprimand.
-- Make learning an opportunity, use frequent review.
-- Avoid placing your kids in no-win situations.
-- Avoid using guilt as a motivator or manipulator.
-- Never convey to your kids that you will place them in an unprotected situation where they must fend for themselves.
-- Be autonomy supporting, allow kids a role in decision making processes that affect their development.
-- Be informational, provide educational information.
-- Avoid labeling your kids (lazy, stupid, slow, etc.). They will live up to their label, and will measure their self-worth based on their ability to live up to the label.
-- Avoid setting goals for your kids. Allow them to set their own personalized and internalized goals.
-- Provide positive competence feedback and focus your praise on their ability, in competitive situations where there are "winners" and "losers".
-- ALWAYS remember......the frequency, intensity, and consistency of criticism and punishment from you, directly contributes to fear of evaluation, which determines their level of fear of failure, trait anxiety, and state anxiety.
-- In difficult situations, show calm and empathy. Avoid conveying anxiety, anger, impatience, or disgust.
-- Emotional violence will wound emotionally. To create emotionally healthy kids, avoid wounding them emotionally. Be "there" for them in all ways necessary, and let them go when the time comes.
Unless or until we gain control over our own behavior, we can have no hope of being a consistently positive influence on the behavior of others”.

Stephen Covey

A good leader…
knows the way,
shows the way,
and goes the way
The Parent Character Strengths

Chaning diapers, finding daycare, making a living...
these things come last...not first.

Get right with yourself, so you can do right by your kids.

A parent’s character strengths create the environment for their children which can influence their behavior in a positive and productive manner. A parent’s character weaknesses reinforce undesired behaviors their children. Improve your relationship with your kids by improving yourself. Develop the Character Strengths of;

1. Emotional Independence
   -- Identify the things you value in yourself behaviorally, and become a function of them. When your kid “pushes your button”, take it as an opportunity to choose your response based on what you value, and to respond in a manner that is consistent with your value system.
   -- Direct yourself and no longer be directed by the behaviors of your kids, the conditions you’re in, or your old programming.
   -- Let go of being reactive to your kid’s behavior. In letting go of attempting to change or control your kids, you claim the power and develop the inner-strength to improve the situation by taking a new and more productive action.
   -- Accept responsibility to choose your actions, behaviors, and thoughts. Give that priority over your moods, feelings, and emotions. Be proactive rather than reactive, and stay out of the stimulus--response pattern of behavior.

2. Empathic Awareness
   -- Value, and make it a priority, to be aware of your kid’s needs. Develop the skill of being aware of and decoding non-verbal messages. Listen....with ears for verbal messages, with eyes for non-verbal messages, with heart for emotional messages.
   -- Increase your level of responsiveness....immediate action to make deposits into your kid’s “emotional bank account”. Be aware of and limit the number of withdrawals. Acknowledge when you have taken withdrawals and make immediate deposits to cover them.

3. Communication in Conflict Resolution
   Be solution oriented and focus on creating win/win situations. Focus on solving conflicts...fix problem rather than blame. Drop defenses and establish rationality as a set in stone boundary that you are not allowed to cross during discussion/argument over a problem. Use a healthy expression of anger....... tell your kids what you interpreted, what you feel, and what you want. Use “I” messages -- I perceive, I feel -- rather than “you” messages -- you did this, you did that. Avoid using shaming adjectives. Let your kids finish their own sentences.
Children are products of how they are treated.

How you treat them does matter!
How they are treated by their parents and their family environment affects how they see themselves.

How they are treated affects how they will treat themselves, and how they will treat others.

Emotionally wounded parents raise up emotionally wounded kids.
Love

[Unconditional]

My love for you is greater than anything you do that bugs me.

Stephen Covey

Unconditional love requires an ability to Trust. There is no how, who, if, or when.

The extent to which we can Trust other people is equal to the extent that we Trust ourselves with the ability to deal with their fallibility. Dr. Phil McGraw

Love is a way of treating people.

Love the feeling...is the fruit of love...the verb.

Stephen Covey
Parent Development & Training

Between spanking and time out, exist things that work.....the building of a powerfully functional relationship between parent and child. If you want to see improved behavior of a kid, seek first the improved behavior of the parent.

Prior to seeing physical violence in a kid, you’ll first see (at the very least) emotional violence/neglect in the parent. Behavior of children is a reflection of behaviors of the adults around them. When parents model and reward behaviors they want to see in their kids, they will see them. When parents model and reward behaviors they would not like to see in their kids, they will see them as well.

If you want kids to be responsible for the choices they make, and the actions they take, then first seek that same level of responsibility from their parents. Discipline and self-control, are both functions of self-worth and esteem. Where you see high levels of self-worth and esteem, you see high levels of self-discipline and control.

There are no gang members with high self-esteem. There is no one on drugs who has an enormous level of self-worth. If you want a kid to get off drugs or out of gangs, get his/her parents to be more effective “love/care” givers.

Disobedience is a reflection of the status of the relationship between the parent and the child. Kids are small “people”, and it is best to treat them that way. People have little respect for those who make them feel worth “less”.

Yelling, spanking, and time out fail to address this. If your friend did something wrong, you might say something to them about it. You probably would not threaten or spank them, or try to put them in time out. The current status of our country’s prison system is testimony to the fact that fear and punishment are inconsistent motivators. Fear and respect, are two different things. Fear of a parent undermines respect, and further damages the relationship between child and parent.

A parent is a coach.... a coach of life, rather than a coach of sport. Just as in sport, there are good coaches, and not so good coaches. There are coaches who make it their mission to improve themselves and their coaching ability, and there are those who do not. When you choose to have a child, you must also choose to do the training to become a good coach. The more effective a parent is as a coach, the greater will be the positive influence that parent can have on their child’s behavior.
Establish and Develop a Functional Family Group

Make your home a place of order, love, happiness, and relaxation, where everyone in the home can be responsibly independent.

The role of members of the family group is to offer encouragement, provide recognition of effort, and to applaud achievement. Everyone helps everyone. Create an environment where failure is not fatal, where goals and expectations can be shared openly without fear of evaluation. Everyone can be themselves -- unconditional acceptance. Family members offer unconditional attention, affection, and praise.

Characteristics of a Functional Family Group
- logic and rationality are of major importance, and adherence to them is viewed as a necessary way of life
- encouraged verbal expression of feelings and emotions
- separation between thoughts and emotions, rationality more important than emotionality
- high development of conflict resolution skills
- low value placed on rigid conformity to traditional behaviors and norms
- low value placed on dependent behaviors
- encouraged interpersonal involvement, and social support
- highest value placed on mastery rather than competitiveness

Behavioral norms within a dysfunctional family environment gain acceptance as being "normal", and go unchallenged by those entrenched in them.

Fear of evaluation by parents is caused by past intensity, frequency, and consistency of criticism and punishment which increases the expectation of negative evaluation. This leads to Fear Of Failure in your kids. They develop a low expectancy of performing well, expect to be inadequate, and expect that poor performance will result in considerable negative consequences that will be emotionally aversive. Children will also develop distorted perceptions; perceive that demands of a performance situation exceeds what they can produce.
"Train up a child in the way he should go and when he is old he will not depart from it."

Proverbs
Kids who are hurting will hurt themselves & others

May a finger poke in the eye of every parent who does not "see" the hurt they have passed on to their own children.

If you won't, or can't show unconditional attention, affection, praise, and kindness to your kids...give them to someone who will. In parenting, nothing is free......someone will pay for your failure. There is nothing one can experience during childhood, that allows an excuse to perpetuate dysfunction as an adult (a parent), and pass it on to one's kids.

The result of self-improvement is a higher love for oneself. Self-improvement provides more things about yourself to love. Parents must implement the process of purposely programming themselves with the beliefs, philosophy, and values they want guiding their behavior patterns and determing the quality of their kid's childhood.

That which was in your great grand parents was passed to your grandparents, which was passed to your parents, which was passed to you. Get right with yourself so you can do right by your kids.

You are not the worst things your parents have ever said to you, about you. You are not required to be the negative things they said to you most frequently. As an adult now, you are no longer your environment. You have the responsibility at this point in your life to "re-parent" yourself. The process of truly becoming a mature person is to overcome the experiences that have taken power from you, convinced you that you are less than your are.

Develop a strong sense of "I".

When confronted with a negative truth about ourselves, it is not for us to take the position that change is not an option. It is for us to take the position that change....is the "only" option. When confronted with themselves, many people will run away, or push others away, rather than choose to change. This is an act of self/relationship-sabatage, in an attempt to maintain the boundaries of one's comfort zone. Two assumptions that can be made about life in the context of Human Psychology;

1. The purpose of life is not to see how many "inner-child" personal problems we can choose to deny or do nothing about as adults.
2. The purpose of life is not to see how many limitations we can set or accept for ourselves.
“......attributes violent and abusive behaviors displayed by adults to learning through direct or vicarious prior exposure to such behaviors during youth.”

S. Chandler
Rate Of Prior Verbal, Physical, Sexual Abuse Among College Students
Research Quarterly For Exercise & Sport......Volume 69 #1......March 1998

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“......violent abusive behaviors are learned from prior exposure......Intervention efforts should target parents and guardians of young children as well as young adults contemplating having children.”

S. Chandler, J. Ramsey
Rate Of Prior Verbal, Physical, Sexual Abuse Among College Students
Research Quarterly For Exercise & Sport......Volume 69 #1......March 1998

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“Adolescents maltreated early in life......had levels of aggression, anxiety/depression, dissociation, post-traumatic stress disorder symptoms, social problems, thought problems, and social withdrawal that were........higher than those of their non-maltreated counterparts.”

“......maltreatment predicts adolescent psychological and behavioral problems, beyond the effects of other factors associated with maltreatment. Undetected early physical maltreatment in community populations represents a major problem worthy of prevention.”

J.E. Landsford, et al.
A 12 Year Prospective Study Of The Long-Term Effects Of Early Child Physical Maltreatment On Psychological Behavioral And Academic Problems In Adolescence
Archives Of Pediatrics & Adolescent Medicine......Volume 156......2002......page 824-830
".....about 4% - 16% of children are physically abused and 1 in 10 is neglected or psychologically abused."

"During childhood between 5% and 10% of girls and up to 5% of boys are exposed to penetrative sexual abuse."

"Child maltreatment substantially contributes to child mortality and morbidity and has long lasting effects on mental health, drug and alcohol misuse, risky sexual behavior, obesity, and criminal behavior, which persist into adulthood."

"Neglect is at least as damaging as physical or sexual abuse......"

R. Gilbert, et al
Burden and consequences of child maltreatment in high income countries
Lancet --Volume 373 #9657 -- January 3, 2009 -- page 68
Mechanisms Of
“Psycho-path/Socio-path
Behavior

Psychological Programming ---- Children go through stages of psychological growth. There are specific things a child needs to get from the people on whom he/she is dependent, in order to move from one development stage to the next. The four major developmental dependency needs are: unconditional love, attention, affection, and appreciation. Parents who never got their dependency needs met when they were children tend to be inconsistent or unable to provide them for their kids. Long term exposure to this type of environment results in relatively consistent shaming experiences, and a self-image of being flawed, defective, and inadequate. These problems manifest themselves in the lowering of one’s “comfort zone”....in that the child becomes “used to” being treated poorly. Being treated poorly is the norm from his/her perspective, and is considered by them to be normal. Being treated well falls outside his/her “comfort zone”, and is therefore something that will be rejected, unless it is until their comfort zone is changed. A Comfort Zone is set by the image your child has developed of him/herself, formed primarily by the family environment and life experiences he/she had between the ages of 1 - 16 years old. All the things a child has heard about him/herself the most and has accepted as truth during this time period, contribute to that image. The intensity, frequency, and consistency of criticism and punishment experienced from parents and caregivers causes long term damaging effects, and a lowering of one’s comfort zone.

We are psychological and physiological products of how we are treated, how we treat ourselves, and how we treat others. We know that 1 - 5 year olds who are not consistently shown kindness and love, will become self-destructive to some relative degree. In extreme cases they will become “psychopaths-sociopaths”, destructive towards themselves and others, if left un-helped.

Kids who are hurting will “eventually” hurt themselves and/or others. This may not occur till late adolescent or early adulthood, but it will happen at some point if things are not changed.

In parenting and care giving, nothing is free......someone will pay for their failure.

Children are products of how they are treated. How they are treated by parents and family environment affects how they see themselves.....and how they will treat themselves and others. If they have no respect for their own lives, they will have no respect for the lives of others. Their hatred of themselves can, and probably will, be easily projected onto others.

“In the case of the man we are considering, the irrationality to which he was exposed as a child was not the expression of intentional cruelty or ill-will. It was simply the “normal” manner of functioning, on the part of his parents, which most adults take for granted.

It was not the trauma of a single moment or episode, but a accumulation of blows delivered to a victim who was not yet able to know he was a victim, or of what.

Now as an adult, he has learned to “accept” human irrationality. “Acceptance”, in this context, does not mean the knowledge that a great many men behave irrationally and that he must be prepared to meet this problem; it means he accepts irrationality as the normal and natural, he ceases to regard it as an aberration, he does not condemn it.”

Nathaniel Branden
Psychology Of Self-Esteem
Your Obligation
The Fundamentals Of Parenting

Kids join Gangs as a substitute for attention, affection, praise
.......ie. Love.

Kids use Sex as a substitute for attention, affection, praise
.......ie. Love.

Kids have Babies to use as a way to receive attention, affection, praise
.......ie. Love.

Kids become angry/violent if they never get attention, affection, praise
.......ie. Love.

The average moron might pick-up on a developing pattern here.

The average wise man might blame the Parents whose sole obligation as a Parent is to provide
attention, affection, praise.......ie. Love.

A roof overhead, food on the table, a college education...any idiot with money can provide these things.
An abused child....gone unhelped, is likely to become an adult, who is in someway, an abuser.....who will have a child.....who, gone unhelped, is likely to become an adult, who is in someway, an abuser.....who will have a child......who, gone unhelped..................
"Psycho-path/Socio-path Behavior"

Psychological Programming ----
We are psychological and physiological products of how we are treated, how we treat ourselves, and how we treat others. We know that 1 - 5 year olds who are not consistently shown kindness and love, will become self-destructive to some relative degree. In extreme cases they will become “psychopaths-sociopaths”, destructive towards themselves and others, if left un-helped.

Kids who are hurting will “eventually” hurt themselves and/or others. This may not occur till late adolescent or early adulthood, but it will happen at some point if things are not changed.

“Normal” Behavior

Insecure Attachment

Emotional Problems

Psycho-path/Socio-path Behavior

Serial Killer/Serial Rapist/etc....
Social Attachment Disorder

- Confirmed Negativity Condition
  -- person attempts to alienate her/himself from people who show them unconditional love
  -- precedes anorexia/bulimia/obesity...each of these is a symptom of
  Confirmed Negativity Condition

- insecure persons who grow with insensitive attachment figures may experience recurrent bouts of dysfunctional anger
- insecure infants behave more aggressively toward their mothers than secure infants
  --- were rated as more aggressive in the classroom at age 5

- insecure adolescents reveal more dysfunctional anger during interactions with mothers than secure adolescents, and score higher on measures of hostility than secure adolescents
- insecure adults react to stressful events with higher symptoms of hostility than secure adults
  --- showed higher memory of anger episodes and use more violent imagery than secure adults

- Mothers of insecure infants are insensitive
- infant engages in "self-soothing" behavior while being ignored by parent
- when exploratory behavior is suppressed, anger and frustration results (expressed via crying)
  ---- characterized by insecurity concerning others' intentions
  ---- preference for emotional distance
  ---- adopt distancing strategies for coping with distress
  ---- parents of avoidant children are often
    - rejecting
    - aloof
    - uncomfortable with bodily contact
    - withdraw support when their children most need it in times of distress
  ---- defined by insecurity concerning others' responses
  ---- strong desire for intimacy
  ---- high fear of rejection
  ---- engage in ruminative worry in coping with distress
  ---- display signs of maladjustment
    ---- parents of anxious children are
      - self-preoccupied
      - more sensitive to their own needs
      - intrusive - inconsistent

- perceived social support = major predictor of future health
- perceptions of parental caring predict later physical health across a variety of disorders
- there is 60% difference in sickness rates observed between subjects who rated their parents both high in caring compared to
  subjects who rated both parents low in caring
- extent to which social relationships are perceived as strong and supportive.......related to health
- social support is related to duration of post heart attack survival
- social support reflects the size, structure, qualities, and intensities of loving, caring relationships in people's lives
- "feeling loved" is as predictive of future health than support network size, structure, and quality
Misc. Notes On Parent/Child Interaction

Attachment
- mental representations of self and others emerge from early relationships with caregivers and then act as guides for subsequent closeness relationships
- preference for a particular caregiver is based on
  --- responsiveness
  --- reliability
  --- availability
  --- familiarity
- nurturing parents...associated with kids who
  - perceive high levels of parental support for autonomy
  - have higher self-esteem
  - have higher perceived competence
  - have better social outcomes

Secure Attachment
- defined by confidence in availability of attachment figures in times of need
- comfort with closeness and interdependence
- rely on constructive strategies in coping with distress
- secure attachment experiences promote beliefs that
  --- others have good intentions
  --- others’ negative behaviors are temporary, reversible,
  --- one has suitable responses for successfully dealing with these behaviors
- secure persons have access to anger without being overwhelmed by negative emotions and cognitions
- parents of secure infants are more
  --- responsive
  --- available
  --- sensitive

Insecure Attachment
- insecure persons who grow with insensitive attachment figures may experience recurrent bouts of dysfunctional anger
- insecure infants behave more aggressively toward their mothers than secure infants
  --- were rated as more aggressive in the classroom at age 5
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- Mothers of insecure infants are insensitive
- infant engages in "self-soothing" behavior while being ignored by parent
- when exploratory behavior is suppressed, anger and frustration results (expressed via crying)
- Avoidant Attachment
  --- characterized by insecurity concerning others’ intentions
  --- preference for emotional distance
  --- adopt distancing strategies for coping with distress
  --- parents of avoidant children are often
    - rejecting
    - aloof
    - uncomfortable with bodily contact
    - withdraw support when their children most need it in times of distress

- Anxious-Ambivalent Attachment
  --- defined by insecurity concerning others responses
  --- strong desire for intimacy
  --- high fear of rejection
  --- engage in ruminative worry in coping with distress
  --- display signs of maladjustment
  --- parents of anxious children are
    - self-preoccupied
    - more sensitive to their own needs
    - intrusive - inconsistent
Adolescent Separation & Individuation
- process of characterized by
  -- increased autonomy
  -- independence
  -- detachment from family members

- individuation is facilitated by
  -- attachment rather than detachment
  -- parents who are supportive
  -- parents who are nurturing

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- Confirmed Negativity Condition
  -- person attempts to alienate her/himself from people who show them unconditional love
  -- precedes anorexia/bulimia/obesity........each of these is a symptom of Confirmed Negativity Condition

Communicating with Kids/Teenagers
Acknowledge their feelings. Reflect their feelings - be empathetic rather than denying their feelings (oh....I see). Give them in what they are lacking in reality. Identify their feelings (you sound angry, you seem upset). What they tell themselves is what they most likely to remember (giving them instructions to correct behavior). You telling them, may be less effective. Acknowledge feelings rather than lecture them. Avoid making them feel as though they must justify or give reasons for feeling the way they do so they will listen. Listen so they will talk. Let them make their own decisions, make their own mistakes. Wait to see if he/she to you for help.

Parenting
Display Self-Mastery as a way of life.
Logic, reason, and rationality are the main principles.
Inspire your kids by the way you live my life, and the way you treat others.
There is no misunderstanding how you act and how you live.
Be an empowering parent.
Show love unconditionally.
I am accountable to your kid's feelings, and responsible for your own.
Make constant deposits into your relationship with them.
Be sincere and trustworthy always. Never betray their trust.
Never repay evil for evil.
Always do what is good for building up.
Be responsible for the choices you make, and the actions you take.
Project a peaceful presence.
Be emotionally independent, response-able, and empathic.
Be proactive, always begin with the end in mind in all disciplinary actions you take.
Be solution oriented. Seek first to understand then to be understood.
Be positive always.

"It is the birthright of a child to expect unconditional love from his parents".

"To be a good parent, you need to be mentally healthy, you need to be getting your own needs met through your own resources.
"Using your children to get your needs met is wrong. Use is abuse".

John Bradshaw

I'm convinced that too often parents are also trapped in the management paradigm, thinking of control, efficiency, and rules instead of direction, purpose and family feeling.

Stephen Covey
Childhood psychological abuse or neglect is a subtle occurrence in our society since it is usually the product of parental behavior that is considered to be "normal", or socially acceptable.

“A child getting beaten, a child getting jerked by the neck, a child being told to get his own weapons to torture, can hardly believe that he is special, wonderful, and unique. How can he when he is being hurt physically by his caretaker”.

John Bradshaw

In children, family functioning can influence the frequency of respiratory illness and precipitate the onset of auto-immune and neoplastic (cancer) process.

New England Journal Of Medicine

“It is reported in the attachment literature that parental caring plays a powerful role in shaping the biological as well as psychological health of infants, children, and adolescents.

Journal of Psychosomatic Medicine
"Perceptions of Parental Caring Predict Health Status in Midlife: A 35-Year Follow-up of the Harvard Mastery of Stress Study"

.....women who reported abuse as children...had higher scores for depression, anxiety, and low self-esteem; were more likely to be abusing drugs, or to have a history of alcohol abuse; were more likely to have attempted suicide; and were more likely to have had a psychiatric admission”.

Journal of The American Medical Association May 7, 1997 Vol 277 #17
"Clinical Characteristics of Women With a History Of Childhood Abuse
"Social Learning Theory attributes violent and abusive behaviors displayed by adults to learning through direct or vicarious prior exposure to such behaviors during youth."

"The results of this study support Bandura's contentions that violent and abusive behaviors are learned from prior exposure and emphasize the importance of prior family environment and modeling as determinants of future violent and abusive behaviors."

"Intervention efforts should target parents and guardians of young children as well as young adults contemplating parenting."

*Rate of Prior Verbal Physical, and Sexual Abuse Among College Students*  
[Research Quarterly For Exercise & Sport, March 1998]
Deal With Anger...Productively

Use a healthy expression of anger......tell the person

--- what you interpreted
--- what you feel
--- and what you want

Use “I” messages -- I perceive, I feel --
rather than “you” messages -- you did this, you did that.

Avoid using shaming adjectives.

Replace the word “Anger” in your vocabulary with the word

--- hurt
--- frustrated
--- or frightened

“Anger = an offense that is defending something. Experience it......without discharging it, repressing it, or covering it”.  [Gangaji]
"To assume responsibility for choosing the values that guide one's life, the principles by which to act, the goals in which to seek happiness--to make such judgements alone, relying solely upon one's own reason and understanding--is to practice the ultimate form of intellectual independence, the one most dreaded by the overwhelming majority..."

Nathaniel Brandon, Psychology Of Self-Esteem

"Competence at introspecting and identifying one's own mental processes has to be acquired; it has to be learned. Most people have not formed the habit of seeking to account to themselves for the reasons of their beliefs, emotions and desires; consequently, when they do attempt it, they frequently fail--and do not persevere."

Nathaniel Brandon, Psychology Of Self-Esteem

"Nothing is given automatically. Neither knowledge, nor self-confidence, nor inner serenity, nor the right way to use your mind. Every value you need or want has to be discovered, learned, and acquired."

Ayn Rand, Philosophy: Who Needs It

Implement the process of purposely programming yourself with the beliefs, philosophy, values, and self-image that you want guiding your behavior patterns and determining your quality of life.

Elite Training Group, Training To Live Training For Life Packet (Human Psychology)
"The meaning of the term "duty" is: the moral necessity to perform certain actions for no reason other than obedience to some higher authority, without regard to any personal goal, motive, desire or interest."

""Duty" destroys love: who could want to be loved not from "inclination," by from "duty"? "Duty" destroys self-esteem: it leaves no self to be esteemed."

"A Kantian sense of "duty" is inculcated by parents whenever they declare that a child must do something because he must. A child brought up under the constant battering of causeless, arbitrary, contradictory, inexplicable "musts" loses (or never acquires) the ability to grasp the distinction between realistic necessity and human whims---and spends his life abjectly, dutifully obeying the second and defying the first. In the full meaning of the term, he grows up without a clear grasp of reality."

Ayn Rand
"In the case of the man we are considering, the irrationality to which he was exposed as a child was not the expression of intentional cruelty or ill-will. It was simply the "normal" manner of functioning, on the part of his parents, which most adults take for granted.

It was not the trauma of a single moment or episode, but a accumulation of blows delivered to a victim who was not yet able to know he was a victim, or of what.

Now as an adult, he has learned to "accept" human irrationality. "Acceptance", in this context, does not mean the knowledge that a great many men behave irrationally and that he must be prepared to meet this problem; it means he accepts irrationality as the normal and natural, he ceases to regard it as an aberration, he does not condemn it."

Nathaniel Branden
Psychology Of Self-Esteem
Self-Image

Are you willing to improve it?

Comfort Zones & Self-Sabotage.....

In you're life, are you **willing** to let yourself have the things that you say you want.

If not, are you **willing** to do something about that.

---

-- Is the image you have of yourself, setting your comfort zone at a level where you will let yourself have the things that you say you want.

-- Is the image you have of yourself setting your comfort zone at a level where you will sabotage and reject the things that you say you want.
Pregnancy

Pregnancy is caused by a sperm from a male, penetrating into the egg of a female, which usually takes place in one of the two tubes (fallopian tubes) that go from the ovaries into the uterus (a sack where the fetus will develop).

The uterus flows into another tube, called the vagina.

In the female, approximately once each month, an egg is released by one of the two ovaries, in a process called ovulation.

No egg.......no pregnancy
Thus one method of preventing pregnancy focuses on preventing ovulation (preventing the release of the egg from the ovary)

No sperm.......no pregnancy
Thus one method of preventing pregnancy focuses on preventing the sperm from getting to the egg (catch or kill the sperm, or reduce their number and ability to propel themselves)

The egg can survive for approximately **24 hours** after it is released (ovulation) from the ovary. If it isn’t fertilized during this time.......no pregnancy.

Sperm can survive in the uterus/fallopian tubes for approximately **6 days** waiting for the egg to be released.

Thus....approximately once each month....there is about a **7 day time period in which pregnancy can occur**.

There are “home ovulation tests” sold in grocery stores to help women predict when they will ovulate and/or know if they are ovulating. They cost between $15 - $30.

Closely spaced ejaculations reduce the sperm count, sperm concentration in the ejaculate, and percentage of motile (able to swim) sperm.
Toddlers, Infants & Plane travel.....

Don't torture your kid [and your fellow passengers that may be sensitive to loud crying and/or screaming].

Unfortunately, ear pain is especially common in children since the eustachian tubes that help our ears adjust to changing air pressure are smaller in children. Don't wait until you board the plane to prepare for the possibility of very painful problems.

Get your kid chewing and swallowing something and drinking fluids prior to boarding the plane, continuing to eat and chew after taking a seat on the plane. Gummy bears and other chewy things that can be swallowed [no chewing gum].

Repeat several minutes prior to the plane descending for landing.

For smaller toddlers or infants have a bottle or pacifier ready.

If you have difficultly finding something that works, don't torture your kid [and your fellow passengers that may be sensitive to loud crying and/or screaming]. The train, car, or bus will have to do, otherwise stay home.

Consider leaving your kid with a friend, or telling grandma and grandpa they'll need to travel to your house until your kid gets older.