

Part 1: The Core Training

Phase 1- Connect (for all parents)

Day 1: Nora's Methodology + Your First Skill: Special Play Time

Welcome to your first day with Nora!

Today, you'll learn:

- The foundation behind Nora's approach.
- Why connection always comes before discipline.
- Your very first daily practice: Special Play Time.

Nora's Approach in a Nutshell

Nora blends decades of research from:

- **Play Therapy:** Connection through play.
- **Triple P:** Positive, strength-focused parenting.
- **Behavior Management Training:** Calm, clear guidance.

Our goal: Make parenting easier by building connections first, then teaching discipline that actually works.

Two Phases, One Goal: A Happier Home

- **Phase 1: Connect** Before kids listen, they need to feel understood, safe, seen, and connected. We build this through 5 minutes of daily Special Play Time—your foundation for better cooperation.
- **Phase 2: Discipline** Once the relationship is strong and steady, Nora teaches you how to give instructions kids follow, set boundaries without yelling, and respond calmly to challenging moments.

Connection first makes discipline smoother and more effective.

Your First Practice: Special Play Time

This is your “homework” for Phase 1. It’s simple, powerful, and takes just 5 minutes a day. Think of it as your child’s emotional gym—a small daily dose of positive attention that builds trust and cooperation.

The 3 Rules of Special Play Time

1. **Time:** 5 minutes every day. Consistency is more important than length.
2. **Child Leads, Parent Follows:** Your child is the “boss.” They choose the activity, guide the play, and you follow along—no questioning, commands, or criticizing.

3. **Choose the Right Toys:** Choose toys that encourage imagination and natural interaction (blocks, cars, dolls, Play-Doh). **Avoid** toys that tempt you to lead (board games, books, puzzles).

Sample Script to Start Special Play Time

"It's time for our Special Play Time! For the next 5 minutes, you get to be the boss. You can choose any of these toys for us to play with—blocks, cars, or dolls."

Ending Special Time After Five Minutes of Play

Five minutes of practicing the PEN skills can feel exhausting, but this therapeutic dose of special time daily is highly effective for improving your relationship.

You can choose to continue playing with your child after five minutes, but you are still going to tell your child that Special Time is over. This releases you from the pressure to continue to use the PEN skills at the intensity level you do during Special Time. Continuing to sprinkle in some positive skills throughout the rest of the day is highly encouraged because that is where even more change can happen!

Handling the End: For some children, they have a hard time accepting that Special Time is over. If this is the case, use prompts to give your child a heads-up:

- "Special Time will be over in three minutes." (Return to using PEN skills.)
- "Special Time will be over in two minutes." (Return to using PEN skills.)
- "Special Time will be over in one more minute." (Return to using PEN skills.)

The End Script: When you are ready to end Special Time, please say the following: "Special Time is now over. I wanted to tell you that I really liked how you (insert labeled praises about your child's behavior during Special Time)."

Daily Quiz

Q: Why does Nora start with the Connect phase before teaching discipline? Choose the BEST answer:

- Because kids only behave well when they're happy all the time.
- Because a strong parent-child connection builds trust, which makes kids more willing to listen and follow instructions.
- Because playtime is more fun than learning rules.
- Because young children don't understand boundaries yet.

B is the correct answer. In early childhood, *relationship drives cooperation*

Day 2: The 3 Core Skills You'll Use in Special Play Time

Welcome back!

Now that you know how Special Play Time works, today you'll learn the 3 simple skills that make this time truly powerful. These skills help your child feel:

- understood
- confident
- calm
- connected to you

And when kids feel these things, they listen better outside of playtime too.

The 3 Core Skills: Praise • Echo • Narrate

These are adapted from evidence-based approaches—but rewritten to be super easy for real parents.

1 Praise Tell your child exactly what they're doing well. What it does:

Builds confidence, increases positive behavior. Examples:

- "I love how gently you're playing."
- "Great job sharing the blocks."
- "You're being so creative with your drawing!"
- Tip: Praise the specific action, not the child's personality.

2 Echo Repeat or reflect what your child says. What it does:

Shows you're listening and builds language skills. Examples:

- Child: "The car is fast!"
- You: "The car is fast!"
- Child: "I'm making a big tower."
- You: "You're making a big tower!"
- Tip: This makes your child feel heard—and kids who feel heard cooperate more.

3 Narrate Describe what your child is doing, like a sports commentator. What it does:

Helps your child stay calm, focused, and engaged. Examples:

- "You're stacking the blue block on the red one."
- "You're pushing the car slowly across the road."
- "You're feeding the baby doll."
- Tip: Narration works even if your child isn't talking much yet.

Why These 3 Skills Work

These skills strengthen:

- connection (your child feels seen and valued)
- attention (your child stays focused longer)

- cooperation (children follow instructions more easily later)

Think of them as the “ingredients” that make Special Play Time effective.

Sample Script to Use Today

During play, try a mix of praise, echo, and narrate:

“You’re lining up all the cars.” (Narrate) Child: “This one is the fastest!” You: “The fastest one!” (Echo) “I love how focused you are.” (Praise) “Now you’re building a garage for the cars.” (Narrate) You don’t need to use perfect sentences—just be warm, present, and follow your child’s lead.

Daily Quiz

Daily Quiz

Q: What is the main purpose of the “Echo” skill?

- A) To correct what your child says
- B) To show your child you’re listening and build their language skills
- C) To give instructions
- D) To speed up playtime

Correct Answer: B

Echoing makes your child feel heard—and builds trust.

Day 3: What NOT to Do in Special Play Time (and Why)

To help connections grow, we avoid 3 common habits during Special Play Time.

These aren’t “bad” behaviors — they’re simply things that pull your child out of feeling connected, confident, and in charge. Here’s what to avoid and why it matters 

 1. No Commands What it means: Don’t tell your child what to do during Special Play Time. Why we avoid them:

- Commands shift control back to the parent and break the “You’re the leader” experience.
- When kids feel controlled, their creativity shrinks — and so does their willingness to cooperate later. Child benefit:
- Your child feels trusted and capable, which strengthens the bond. Instead of:
- “Put the blue block here.” Try:
- “I see you’re choosing the green block!”

 2. No Questions What it means: Avoid asking questions like “What’s that?” “Why?” or “What are you doing?” Why we avoid them:

- Questions feel like little tests — even harmless ones.
- They pull your child out of imaginative play and make them shift focus back to you instead of staying in their creative flow. Questions also tempt the parent to lead instead of follow. Child benefit:

- Your child stays deeply absorbed and in charge of the play. Instead of:
- "What are you drawing?" Try:
- "You're drawing something with lots of circles!"

 3. No Corrections / Criticism What it means: No pointing out mistakes, fixing things, or teaching during this time. Why we avoid them:

- Corrections — even gentle ones — can make a child feel judged or "not good enough."
- This breaks the sense of safety and freedom that Special Play Time is meant to create. Special Play Time is not about skill-building; it's about relationship-building. Child benefit:
- Your child feels fully accepted, which boosts confidence and warmth between you. Instead of:
- "That's not how you hold the crayon." Try:
- "You're holding the crayon your way."

Daily Quiz

Why do we avoid questions during Special Play Time?

- A) They interrupt your child's lead and feel like little tests.
- B) Kids don't like questions.
- C) Parents get tired of asking.

Correct Answer: A , Questions interrupt your child's flow — and make them feel like they're being tested.

Day 4: Why Special Time Feels Like a Practice Gym

Core Content: High-Intensity Skill Practice

When you start practicing the PEN skills for 5 minutes a day, you might find yourself thinking, "This feels so unnatural!" or "I would never talk like this normally." This is completely normal and expected.

Think of Special Time as a Mental Gym: The 5 minutes of Special Time is not meant to reflect your spontaneous reality; it's designed to be a **high-intensity workout** for your parenting skills.

- **Gym Analogy:** In the gym, you isolate muscles (e.g., biceps curls) to strengthen them before integrating them into complex movements (e.g., lifting groceries).
- **Nora Model Analogy:** In Special Time, you isolate positive skills (Praise, Echo, Narrate) and practice them at a high density (e.g., 10-15 positive interactions per minute) while completely *avoiding* the "Don't" skills.

The Purpose of the Intensity: We use this artificial intensity because:

1. **It Builds Muscle Memory:** Practicing skills intentionally helps you use them reflexively outside of Special Time.

2. **It Overwrites Old Habits:** It forces you to consciously replace old habits (commands, questions, criticism) with positive ones.

The goal isn't to be a "sports commentator" all day; the goal is to practice so effectively that you naturally **sprinkle** PEN skills throughout your daily life, making all interactions more positive and effective.

Sample Script: Transitioning Out of "Gym Mode"

Practice the transition to show your child that while the focused time is over, the love and connection continue, just with less intensity.

Parent: (Looks at timer) "Wow, Special Time is over now! I really loved **how much fun we had** and **how creative you were** with the blocks! Now let's go make lunch, and I'll keep an eye out for how well you cooperate." (Return to normal communication, maybe sprinkling a few Praise statements later.)

Daily Quiz

Q: Why does Special Time often feel unnatural or "fake" to parents initially? A) Because the child is not being spontaneous or real during the session. B) Because it is designed to be an intense, isolated skill-building practice that doesn't reflect spontaneous daily life. C) Because the 5-minute time limit is too short to be effective. D) Because the parent is using too many "Don't" skills accidentally. Correct Answer: B. Special Time is intentionally an intense practice session to build skill density and muscle memory before integrating the skills into daily life.

Day 5: Handling Whining or Testing in Special Time

Special Play Time is sacred, but sometimes kids test the boundaries with whining, nagging, or pouting to see if you'll cave. This requires a specific, calm technique called **Selective Ignoring**.

What is Selective Ignoring?

This is the only tool we use for minor, attention-seeking misbehaviors (like whining, silly noises, or pouting) that happen *during* Special Play Time. It works because the currency of connection is positive attention, and you are temporarily withdrawing it.

- **Action:** Immediately withdraw *all* attention (eye contact, verbal, physical). Turn your body slightly away and focus on a neutral object (like a spot on the wall).
- **Rule:** Ignore the behavior, not the child. Remain calm, neutral, and show no frustration.

The Immediate Return

The critical step: The moment the whining stops and the child returns to neutral or positive behavior (even a moment of silence), you must **immediately** return attention with a Labeled Praise (P).

- **Misbehavior:** Child whines, "I don't want to play blocks!"
- **Parent:** (Silent, looks away)
- **Child:** (Stops whining, picks up a block silently)
- **Parent (Immediate Praise):** "Thank you for *using your quiet hands!*"

Daily Quiz

Q: During Special Play Time, if your child starts whining to get a certain toy, what is the best immediate response? A) Ask them calmly what toy they want. B) Immediately give a Clear Command to stop whining. C) Withdraw all attention (Selective Ignoring) until the whining stops. D) Use a Labeled Praise to distract them. Correct Answer: C. Selective Ignoring is the only effective tool for minor attention-seeking behavior, followed by immediate praise when the whining stops.

Day 6: Handling Chaos and Destruction in Special Play Time (Connect)

What if Special Play Time turns destructive (throwing toys, rough play, etc.)? Since we avoid Commands in phase 1, we rely on **Descriptive Redirection** and **Session End** as boundary tools.

1. Descriptive Redirection (First Defense)

If the play is just getting too chaotic or rough, use Narrate (N) and Echo (E) to describe the **appropriate** or **gentle** alternative.

- **Chaos:** Child throws a block hard across the room.
- **Parent (Redirection):** "Wow, you are throwing that block hard! Let's see you put the block *gently* on the table, like this." (Use Copy/Imitation of the gentle action).

2. Ending the Session (Final Boundary)

If Descriptive Redirection fails, or if the child is aggressive (hitting, biting) or destructive (breaking toys), the session must end immediately. This is the ultimate boundary of Connect.

- **Action:** Calmly state, "Special Play Time is over now. We will try again tomorrow."
- **Rule:** Do not argue or lecture. This teaches the child that destructive behavior automatically ends access to positive attention.

Daily Quiz

Q: If Descriptive Redirection fails and your child continues to throw blocks violently during Special Play Time, what is the correct next step? A) Give a Time-Out warning and escort them. B) Immediately yell "STOP THAT!" C) Calmly end the Special Play Time session immediately. D) Continue to Narrate the throwing action. Correct Answer: C. Since commands are avoided in Connect, ending the session is the firm boundary that teaches the child that destructive or aggressive behavior immediately ends access to positive attention.

Day 7: The Parent is the Most Important Ingredient

Parents often ask why they must change their behaviors for their child's behavior to improve. The reality is improving parenting skills is the best way to improve children's behavior problems.

The Take-Home Message: You Are the Key

The take-home message here is that **YOU, the parent, are the most important ingredient to your child's success**. While it may not feel like it at times, you are the most important and influential person in your child's life.

It is an incredible honor, and you have a unique opportunity to help mold your child's future. The positive attention and clear direction you provide shape their sense of safety, their self-esteem, and their ability to cooperate.

Why We Teach Parents, Not Just Kids

The Nora Model teaches parents relationship-building skills that are like those used by a play therapist. What differs is that we teach **you, the parent, to use these skills with your own child**.

While a therapist would only be with your child for about an hour a week, you are with your child far more often than that. This gives you, the parent, many chances to practice these skills! If a therapist was to work with just your child for one hour a week without you present, the therapist could improve your child's behavior for that one hour, but this would not result in big, lasting improvements once the therapist returned your child to you.

Within the Nora Model, you will learn skills to improve your child's behaviors at home and in public places (e.g., restaurants, grocery stores) because you are the one present in those moments.

Sample Script for Reflection

Take a moment to simply observe your child today and reflect on this idea:

"It's amazing how much my calm reaction shapes how my child responds to challenges."

Daily Quiz

Q: According to the Nora Model, who is the most important ingredient to a child's successful behavior change? A) The school teacher. B) The child's peers. C) The parent. D) The doctor or therapist. Correct Answer: C. The parent is the most influential and consistent person in the child's life, making their learned skills the primary driver of lasting change.

Day 8: Beyond Instinct: Working Together for Lasting Change

Most parents that try out the Nora Model have already tried out several strategies to improve their child's behavior. They relied on how they were raised by their own parents, they read

parenting books, and they got advice from other parents, doctors, religious organizations, blogs, and the internet.

The Strategy Overload

Quite frankly, there are tons of great ideas and strategies out there about how to raise your children. In fact, many of the things you will learn during the Nora Model may look a lot like parenting skills you have already tried or heard about.

The difference in this program is not just *what* you learn, but **how consistently and precisely you apply it**. The Nora Model gives you an evidence-based structure and coaching to ensure you use the most effective skills (like PEN and the Discipline sequence) in the right moment.

Working Together in New Ways

You will learn to work together with your child in new and wonderful ways. As you begin to practice these skills, you will naturally begin to use these skills as part of your daily routines with your child.

In this way, we have seen many families make positive life-changes through our program by replacing negative interaction cycles with positive, predictable ones. The power of the Nora Model is in its consistency and its focus on replacing old habits with new, effective ones.

Sample Script for Practice

Choose one task today (e.g., getting dressed, eating breakfast) and consciously replace a question or command with a Praise, Echo, or Narrate statement.

Example: Instead of, "Hurry up and eat your eggs!" (Command), try: "I see you're using your fork to get those scrambled eggs!" (Narrate)

Daily Quiz

Q: The main difference between the Nora Model and general parenting advice is: A) It uses entirely new and unique skills no one has heard of. B) It focuses on precise, consistent application of skills in a structured sequence. C) It only works with younger children. D) It relies heavily on punishment. Correct Answer: B. The power of the Nora Model lies in the precise, consistent application of structured, evidence-based skills in the right context (Connect or Discipline).

Day 9: Skill Deep Dive: Praise (The P in PEN)

Praise is the first core skill, designed to be the most powerful tool you have for increasing behavior you want to see more of. It's also known as Labeled Praise (P).

What is Labeled Praise?

It means telling your child **exactly what** they did well. This skill is critical because it gives clear guidance on what specific actions to repeat next time.

- **Unlabeled Praise:** Vague and ineffective ("Good job!").
- **Labeled Praise:** Specific and powerful ("Great job *putting away the block!*").

Why it Works

- **Clear Guidance:** It tells the child specifically what action to repeat next time.
- **Validation:** It shows the child you notice their effort and hard work.

Practice Tip

Always try to use a phrase like: "That was wonderful how you [Describe specific action]

Sample Script for Labeled Praise

- **Child:** *Drawing carefully.* **Parent:** "I love how careful you are *using the red crayon.*"
- **Child:** *Waiting patiently.* **Parent:** "Thank you for *waiting so nicely for your turn.*"

Daily Quiz

Q: Labeled Praise is the main tool used to achieve what goal in parenting? A) To stop unwanted behaviors immediately. B) To increase desired behaviors so they happen more often. C) To distract the child from difficult emotions. D) To teach the child new vocabulary.
Correct Answer: B. By specifically labeling the good behavior, you tell the child exactly what action you want them to repeat.

Day 10: Skill Deep Dive: Echo (The E in PEN)

Echo is your way of verbally demonstrating active listening.

What is Echo (Reflections)?

Repeating or slightly rephrasing what your child says. Think of it as narrating their thoughts.

- **Example:** Child: "The dinosaur is sleeping now." Parent: "The dinosaur is sleeping now, I see!"

Why it Works

- **Verbal Hug:** It makes your child feel heard and validates their feelings or thoughts.
- **Language Builder:** It models correct grammar and pronunciation without correcting them.
- **Conversation Starter:** It keeps the play moving without resorting to questions.

Practice Tip

When reflecting, try to match your child's enthusiasm and energy to make the reflection feel genuine.

Sample Script for Echo

- **Child:** "I can't reach that!" **Parent:** "You can't reach it." (Matching their tone of frustration/effort)
- **Child:** "My block tower is crooked." **Parent:** "Your block tower is crooked!"

Daily Quiz

Q: What is the main benefit of using the "Echo" skill (Reflections)? A) It allows the parent to give a hidden command. B) It models correct language and makes the child feel heard. C) It gives the parent time to plan the next activity. D) It teaches the child to speak louder. Correct Answer: B. Echoing shows interest, validates the child's feelings/thoughts, and helps build their language skills.

Day 11: Skill Deep Dive: Narrate (The N in PEN)

Narrating is your job as a non-judgmental sports commentator for your child's actions. This skill combines the PCIT techniques of Descriptions (D) and Imitations (I).

What is Narrate (Descriptions/Imitations)?

Describing your child's actions and what they are interacting with. If they are moving an object, you are verbally describing that movement. If they crash cars, you imitate the crash and narrate it.

- **Example (Description):** "You picked up the triangle and now you are placing it in the blue section."
- **Example (Imitation):** Child drives a car. Parent drives their car right next to them and narrates: "Vroom! I am driving my car up the wall right next to yours, just like you!"

Why it Works

- **Teaches Vocabulary:** You label objects and actions, expanding their language skills.
- **Non-Judgmental Attention:** It provides attention without judging, giving advice, or leading.
- **Sustains Focus:** It keeps you focused on the child's activity, which prevents you from accidentally giving a command or asking a question.

Practice Tip

Avoid "Why" questions. If you are tempted to ask a question, replace it with a Description of what you see.

Sample Script for Narrate

- **Child:** *Is stacking cups.* **Parent:** "Stacking the cups high, high up! That's a lot of cups."
- **Child:** *Pushes the dollhouse furniture around.* **Parent:** "You are moving the tiny chair over to the table."

Daily Quiz

Q: When you "Narrate" your child's play, you are acting like a: A) Coach, telling them how to improve. B) Teacher, giving them new facts. C) Sports commentator, describing the action non-judgmentally. D) Director, giving them scene instructions. Correct Answer: C. Narration is a non-judgmental description of the action, showing interest without attempting to lead or correct.

Day 12: Enhancing PEN: Power Tips for Connection

The three core skills (Praise, Echo, Narrate) are the foundation, but two powerful techniques turn PEN practice into magic. We call these Power Tips.

Power Tip 1: Enthusiasm (The Glue)

Enthusiasm is the warm, positive tone and body language you use with all the PEN skills. It's the glue that makes them feel authentic and fun.

- **The Affect:** Use a positive, warm, and inviting tone of voice and body language (smiling, leaning in).
- **Why it Works:** It ensures that your Praise, Echoes, and Narrations feel genuine and rewarding, strengthening the positive association with you.

Power Tip 2: Copy/Imitation

Imitation is the ultimate form of Narrate—you literally join your child's play by copying their actions.

- **The Action:** If they crash cars, you crash yours. If they use a puppet, you use one too.
- **Why it Works:** It sends a powerful non-verbal message: "Your ideas are great, and I love playing exactly how you want to play."

Practice Tip

Combine Enthusiasm with Imitation: (Use a soft smile and lean in while copying their block tower) "Wow, I am building my tower with a red block, **just like you are!**"

Sample Script for Enthusiasm

- **Parent:** (With a big smile) "That is such a **creative** way to use that block!"
- **Parent:** (Warm tone) "Oh my goodness, you look like you are having **so much fun** with that car!"

Daily Quiz

Q: What is the main purpose of the "Copy/Imitation" power tip? A) To secretly take the lead of the play session. B) To teach the child a better way to play with the toy. C) To non-verbally validate the child's ideas and strengthen the bond. D) To introduce a new toy into the session. Correct Answer: C. Imitation is a powerful non-verbal form of Narrate that shows the child you value their play and ideas.

Day 13: The Don't Skill: Why We Avoid Commands

Now that you know the PEN "Do" skills, we must learn the "Don't" skills—the talk to avoid during your 5-minute Special Play Time. Today we focus on **Commands**.

Why We Avoid Commands

A command is any time you tell your child what to do ("Put the block here," "Hand me the blue one").

- **Breaks the Lead:** The entire point of Connect is for the child to lead. The instant you give a command, you take back the lead.
- **Creates Negative Interaction:** This risks a "negative interaction" and ends the positive, child-led experience.

The best way to get your child to do what you want later is to practice letting them lead now.

💬 Sample Script

Child: (Building a tower.) **Parent (Don't - Command):** "Put the red block on top." **Parent (Do - Description):** "You are putting a blue block on the tower."

🧠 Daily Quiz

Q: Why must parents strictly avoid giving commands during Special Play Time? A) Because commands are reserved only for Discipline (Discipline Phase). B) Because commands take the lead away from the child, risking a negative interaction. C) Because the parent risks being ignored by the child. D) Because the child will complain the playtime is too structured. Correct Answer: B. Commands break the fundamental rule of Connect (child-led play) by shifting control back to the parent, which compromises the positive relationship-building focus.

Day 14: The Don't Skill: Why We Avoid Questions

The second major "Don't" skill to master is avoiding Questions during Special Play Time.

Why We Avoid Questions

This is often the hardest habit for parents to break. Questions ("What are you building?" "What color is that?") seem harmless, but they are not neutral.

- **Takes the Lead:** Questions pull the child out of their imaginative play and force them to shift focus back to you, the parent.

- **Hidden Commands:** They are often hidden commands ("Can you share?" "Why don't you use the green one?").
- **Feel Like Tests:** They can feel like tests ("What sound does a cow make?"), which turns the fun of play into work or "quizzing."

Your job in Special Time is to be a reflector (like a mirror), not an interrogator.

Sample Script

Child: (Pretending to feed a doll.) **Parent (Don't - Question):** "What are you feeding your baby?" **Parent (Do - Narrate):** "You are holding the little bottle up to the baby's mouth."

Daily Quiz

Q: Asking "What are you building?" is a "Don't" skill because... A) It is a rude question. B) It can take the lead away from the child and can feel like a test. C) It is a form of negative attention. D) Children often do not know the answers. Correct Answer: B. Questions, even innocent-sounding ones, interrupt the child's creative flow and change play into a task or test.

Day 15: The Final Don't Skill: Why We Avoid Criticism

Today we cover the final and most important "Don't" skill: Avoiding Criticism.

Definition of Criticism

Criticism is any statement that shows disapproval. This includes obvious criticism ("That's a messy drawing") but also subtle criticism, like using the words "No," "Stop," "Don't," "Quit," or "Not".

The Negative Attention Trap

Your child might do a behavior (like whining or tapping a toy) to get your attention. When you say, "Stop that!" or "Don't whine!"... you just gave them exactly what they wanted: Your attention.

In PCIT, we learn that any attention, even negative attention, can reinforce a behavior and make it happen more often. During Special Play Time, we break this negative cycle. We ignore minor misbehaviors (like whining) and only give our "gold" (our PEN skills) to the good behaviors. This teaches your child that positive behavior is the only way to get your attention.

Sample Script

Child: (Puts a doll's hat on its foot.) **Parent (Don't - Criticism):** "No, the hat doesn't go there. It goes on the head." **Parent (Do - Description):** "You are putting the hat on the doll's foot." Child: (Scribbles on the paper.) **Parent (Don't - Criticism):** "That's not how you draw. That's just a scribble." **Parent (Do - Reflection):** "You are making a lot of marks on the paper!"

Daily Quiz

Q: What is the main reason we avoid correcting a child's mistakes (criticism) during Special Play Time? A) Because the child will get angry and end the play session early. B) Because correcting is a form of criticism that lowers self-esteem and shifts the play from relationship-building to teaching. C) Because the parent should not be paying attention to mistakes. D) Because the parent does not know the right way to play either. Correct Answer: B. Special Play Time is for relationship-building and acceptance; correction, even subtle, feels like criticism and takes the lead away from the child.

Booster Package for Phase 1- Connect (Those for parents who are not able to pass the connect phase)

Praise Booster 1 : Deep Dive: Praising Positive Opposites

Core Content: Become a Praise Detective

Praising the **positive opposite** is a powerful way to use praise to increase your child's positive behaviors. By actively looking for behaviors that are the **opposite** or incompatible with the behaviors you don't want, you will naturally decrease those unwanted behaviors!

The best part about using positive opposite praises is that you avoid all the negatives that come with punishment. Decreasing unwanted behaviors by praising the positive opposites feels better for you and your child. We want you to become an expert at noticing those positive opposites!

How to Find the Opposite

The first step is to identify the positive behavior you are looking for.

- **Example 1 (Whining):** If your child sometimes speaks in a whiny voice, you should be on the lookout for times when they are using a **nice, soft voice**. Chances are good they are using a soft voice most of the time, so there should be plenty of opportunity for you to notice and praise the positive opposites.
- **Example 2 (Distraction):** If your child is easily distracted during homework, look for times they **focus on a task**.

Once you learn to start looking for these positive behaviors, you can praise them and watch them grow, grow, grow!

Examples of Praising Positive Opposites

Undesirable Behavior	Opposite Behavior to Look For	Labeled Praise to Use
Attention Seeking	Playing independently with a toy.	"You are really good at having fun by yourself while I am cooking dinner."
Easily Distracted	Focuses on a task, such as doing homework.	"I'm impressed with how you are sticking with that math worksheet!"
Yelling/Loud Voice	Speaking to you softly or calmly.	"Thank you for telling me that so softly!"
Defiance/Arguing	Obeys cooperatively when told to do something.	"It makes me so happy when you listen so quickly!"
Interrupting	Waiting patiently for a turn to talk.	"Thank you for waiting until I was finished to ask me."

Sample Script

Scenario: Your child often interrupts your adult conversations.

- **Action:** Your child quietly approaches you and waits for a gap in the conversation.
- **Parent:** (Immediately turn to them and praise) "I love talking with you when we **take turns** saying things! Thank you for waiting so politely for your turn."

Daily Quiz

Q: What is the main benefit of using "Praising Positive Opposites"? A) It teaches the child that negative behavior will always be punished later. B) It

allows the parent to avoid using Time-Out for minor misbehaviors. C) It actively reinforces and increases desired behaviors without resorting to criticism or punishment. D) It makes the child feel smarter than their siblings. Correct Answer: C. Praising the positive opposite uses reinforcement to increase positive behaviors, which naturally makes the incompatible unwanted behaviors decrease.

Echo booster: Deep Dive: The Psychology of Echo

Today, we take a closer look at the **Echo** skill (E in PEN) and why simply repeating your child's words is so powerful for their developing mind.

Core Content: The Power of Verbal Mirroring

From a psychological perspective rooted in play therapy, the Echo skill is a form of **verbal mirroring** or **validation**. When you repeat your child's words or describe their expressed feelings, their brain registers one powerful message: "My thoughts and feelings are understood and accepted by the most important person in my life."

This feeling of being heard is the foundation of emotional security and self-esteem.

- **It Builds Emotional Security:** When a child's internal world (their thoughts, emotions, and ideas) is reflected accurately by the parent, it validates their experience. This teaches them that their feelings are acceptable, not something to hide or fear.
- **It Strengthens the Bond:** By consistently "joining the child's world" through Echo, you reinforce trust. The child learns that you are their partner in play and understanding, not just their leader or corrector.
- **It Models Emotional Literacy:** When you Echo a feeling (e.g., "You sound excited about that!"), you are labeling their internal state, which is crucial for the child to learn how to manage and communicate their emotions later.

The "Echo" Mindset

Think of yourself as a detective seeking to understand and reflect, not analyze or test. If your child says, "This block tower is wobbling!"—your job isn't to ask, "Why is it wobbling?" (a Don't skill), but to **Echo:** "The block tower is wobbling!"

This simple act keeps the focus on their idea and their feeling, affirming their role as the leader of the play.

Sample Script

Scenario 1: Reflecting an Idea

- **Child:** "My race car is going to fly to the moon!"

- **Parent (Echo):** "Your race car is going to fly all the way to the moon! That's a fun idea."

Scenario 2: Reflecting a Feeling

- **Child:** (Sighs loudly after a block tower falls) "I can't do it."
- **Parent (Echo/Reflection):** "You sound really **frustrated** that your tower fell down."

Daily Quiz

Q: From a psychological perspective, why is the Echo skill so important in building a child's confidence? A) It teaches the child new facts about the world. B) It tests the child's memory and vocabulary. C) It serves as "verbal mirroring," which validates the child's feelings and thoughts, building emotional security. D) It helps the parent secretly plan the next activity.
 Correct Answer: C. Verbal mirroring confirms to the child that their inner thoughts and feelings are understood and accepted by the parent, which is essential for emotional security.

Narrate booster: The Psychology of Narrate (Sports Broadcasting)

Today, we dive into the **Narrate** skill (N in PEN), often called "sports broadcasting," and explore its profound effect on your child's brain and behavior.

Core Content: Narrate as Joint Attention

Narrate is when you describe what your child is doing without judgment, questions, or commands.

The Sports Broadcasting Analogy: You are the commentator, and your child is the star athlete. You simply describe the action: "*She picks up the blue block... she carefully places it on the very top of the tower... a victory!*" You don't coach; you observe.

Psychological Importance (Joint Attention): From a psychological perspective, Narrate is the single best way to create **Joint Attention** (or shared focus).

- When you describe the action, the child hears you and looks at the object you are describing. This links your words to their activity.
- **Result:** This process helps the child learn that their own actions are meaningful, predictable, and worthy of observation. By keeping the child focused on the task at hand, Narrate is a powerful, non-directive tool for increasing **attention span** and **reducing impulsive behavior**.

Connection to Play Therapy: By focusing intensely on the child's actions, you prove you are truly **present** and **following their lead**. This non-judgmental attention acts as fuel for their self-esteem and makes them feel capable in their own world.

Sample Script

Scenario 1: Narrating Movement

- **Child:** *Runs a toy car across the floor quickly.*
- **Parent (Narrate):** "Vroom! The red car is speeding across the wooden floor and is now making a sharp turn near the couch!"

Scenario 2: Narrating Fine Motor Skills

- **Child:** *Carefully attempts to tie a shoe.*
- **Parent (Narrate):** "You are holding the two laces very tight, and now you are looping the right one under the left. That's hard work!"

Daily Quiz

Q: The Narrate skill is psychologically important because it primarily helps the child develop what key cognitive function? A) The ability to follow difficult instructions immediately. B) The ability to perform math problems without help. C) The ability to sustain focus (joint attention) and reduce impulsive actions. D) The ability to understand complex social situations. Correct Answer: C. Narrating links the child's actions to the parent's voice, which strengthens joint attention and helps the child organize their play behavior.

Do not question booster: Deep Dive: The Psychology of "No Questions"

Today, we delve into the **No Questions** rule—one of the hardest habits for parents to break—and uncover why this "Don't Skill" is crucial for emotional growth from a psychological and play therapy perspective.

Core Content: Questions as Control and Testing

In daily life, questions are a primary tool for gathering information, teaching, and managing logistics. However, during Special Time, they subtly undermine the child-led environment.

The Psychological Impact of Questions:

1. **Shift of Control (The Test):** Even innocent questions like, "What color is that block?" instantly change the dynamic. They shift the focus from the child's imaginative play to the parent's agenda. The child is pulled out of their flow state and put into "test mode," where they must answer correctly to please the parent.
2. **Hidden Commands:** Many questions are actually disguised commands. "*Can you share that with your sister?*" is not a question; it's a directive. This confuses the child and violates the "No Commands" rule.
3. **Breaks the Flow State:** Play therapy emphasizes allowing the child to enter a deep state of absorption (flow). Questions act as speed bumps, forcing the child to verbalize and analyze their action, which breaks the cognitive focus and reduces the therapeutic benefit of uninterrupted, self-directed play.

The Alternative: Echo and Narrate By replacing questions with **Echo** and **Narrate**, you prove you are present without demanding an answer or directing the outcome. This ensures the child's self-esteem is built on their own capability, not their ability to pass a parental quiz.

Sample Script

Scenario 1: Temptation to Test

- **Child:** *Drawing a colorful picture.*
- **Temptation (Question):** "What is that purple shape supposed to be?"
- **Parent (Narrate/Echo):** "Wow, I see you are making a beautiful, big purple shape right next to the red one! That's excellent focus."

Scenario 2: Temptation to Lead

- **Child:** *Plays with a doll and a truck.*
- **Temptation (Question):** "Are you going to drive the doll to the store?"
- **Parent (Narrate):** "The doll is climbing into the driver's seat of the big truck."

Daily Quiz

Q: From a play therapy perspective, what is the primary negative effect of asking questions during Special Time? A) It makes the child feel confused about the rules. B) It subtly shifts control from the child to the parent and forces the child into a distracting "test mode." C) It prevents the parent from using the Echo skill effectively. D) It makes the child rely too much on the parent for vocabulary. Correct Answer: B. Questions derail the child-led focus by making the child feel tested or directed, which undermines their feeling of competence and control over the play session.

Do not command booster: Deep Dive: The Psychology of "No Commands"

Today, we analyze the **No Commands** rule—the core mandate of the Connect Phase—and understand its deep psychological importance from a play therapy perspective.

Core Content: Commands as Power Transfer

A command is any statement that directs your child's action ("Put the doll here," "Make the car stop"). Commands are necessary in the Discipline Phase (Discipline), but they are strictly avoided during Special Time.

The Psychological Impact of Commands:

1. **Undermining Competence:** The Connect Phase is designed to build the child's sense of **competence** and **self-reliance**. When you give a command, you signal, "My idea is better than your idea," or "You need me to direct your success." This undermines their ability to problem-solve and direct their own world.
2. **Shifting the Power Dynamic:** Commands instantly change the relationship from a partnership (child-led) to a hierarchy (parent-led). This prevents the child from experiencing their crucial daily dose of being "the boss," which is essential for emotional development and overall cooperation.
3. **Stopping Exploration:** In play therapy, undirected play is the child's language for processing the world. A command stops this internal processing, forcing them to execute an external task rather than engage in self-directed exploration.

The Alternative: Narrate and Imitate By replacing commands with **Narrate** and **Imitate** (Copy), you validate their actions without controlling them. This sends the message: "I see what you are doing, I value it, and I want to join you," which maximizes the therapeutic benefit of Special Time.

Sample Script

Scenario 1: Temptation to Control Structure

- **Child:** *Building a wobbly tower.*
- **Temptation (Command):** "Hold the bottom block still!" or "Put a flat piece there."
- **Parent (Narrate):** "Wow, you are stacking those very tall blocks! I see the whole tower is swaying a bit!" (Acknowledges the situation without telling them how to fix it.)

Scenario 2: Temptation to Direct Play

- **Child:** *Playing with two animal figures.*
- **Temptation (Command):** "Now make the fox run over to the house."
- **Parent (Imitate/Narrate):** "I am running my tiger right up to your fox. The fox is getting ready for a big adventure!"

Daily Quiz

Q: From a play therapy perspective, the most damaging effect of using commands during Special Time is that it: A) Makes the child angry and yell. B) Encourages the child to give commands back to the parent. C) Undermines the child's feeling of competence and shifts the powerful, child-led dynamic to a parent-led hierarchy. D) Prevents the child from learning new vocabulary words. Correct Answer: C. Commands steal the lead, preventing the child from developing their self-confidence and sense of control during their dedicated time.

Do not criticism booster: Deep Dive: The Psychology of "No Criticism"

Today, we address the final and most important "Don't Skill": Avoiding Criticism. We will examine why both blatant and subtle forms of disapproval harm the relationship built during Special Time.

Core Content: Criticism as Judgment

Criticism includes not just obvious negative statements ("That drawing is messy"), but also the use of words like **"No,"** **"Stop,"** **"Don't,"** or **"Wrong."** During the Connect Phase, any statement that shows disapproval or attempts to correct your child's action is criticism.

The Psychological Impact of Criticism:

1. **Damage to Self-Esteem:** Special Time is meant to be a daily dose of unconditional acceptance. Criticism—even gentle teaching—turns this safe space into a classroom where the child is constantly being evaluated. This can lower the child's self-esteem and make them resistant to trying new things.

2. **The Negative Attention Trap:** This is the most crucial lesson: When a child seeks attention (even subconsciously, through whining or tapping), and you respond with "Stop that!" you have successfully reinforced the negative behavior with your attention. The child learns, "Negative behavior gets Dad/Mom to talk to me."
3. **Breaks Emotional Safety:** Criticism introduces fear of judgment. To build a strong, obedient child, they first need to feel safe and fully accepted. Criticism instantly breaks that sense of emotional safety.

The Alternative: Acceptance and Selective Ignoring When confronted with a minor misbehavior, you have two positive alternatives:

- **For Minor Annoyances (Whining, Pouting):** Use **Selective Ignoring** (withdrawing attention) to teach the child that the unwanted behavior does not work.
- **For Mistakes (Play):** Use **Narrate** or **Echo** to show acceptance, focusing on the action without judgment (e.g., "You are using the yellow and green crayons now," instead of "Don't scribble!").

Sample Script

Scenario 1: Temptation to Correct

- **Child:** *Tries to put a shape in the wrong hole.*
- **Temptation (Criticism):** "No, that doesn't fit! You need the square one."
- **Parent (Narrate/Acceptance):** "You are pushing that triangle into the round hole. That's a great effort! I see it is almost fitting." (Allows the child to solve the problem independently.)

Scenario 2: The Negative Attention Trap

- **Child:** *Makes a loud, repetitive noise to get your attention.*
- **Temptation (Criticism):** "Stop making that noise right now!"
- **Parent (Selective Ignoring):** (Calmly turns head away, then immediately turns back and praises an appropriate action) "I love how **quietly** you picked up that doll!"

Daily Quiz

Q: Why must parents avoid using statements like "No," "Stop," or "Don't" for minor misbehaviors during Special Time? A) Because the child will simply ignore all commands. B) Because negative attention, even criticism, accidentally reinforces the misbehavior, teaching the child to repeat it for attention. C) Because the parent risks giving a hidden command. D) Because the child may cry and end the session early. Correct Answer: B. The Negative Attention Trap means that any attention given to an unwanted behavior increases the chance that the behavior will happen again.

Overall Booster: Connect Mastery: Your Readiness Checkpoint

Today, we focus on what it means to be fully ready to move from the Connect Phase to the Discipline Phase.

Core Content: Building a Solid Foundation

We want to make sure that using the PEN skills (Praise, Echo, Narrate) feels natural before starting the Discipline phase .

- **The Naturalization Process:** At first, the use of the PEN skills may feel awkward to you. However, with consistent practice, they will start to feel natural and rewarding as you see them help your relationship with your child.
- **Connect is the Key to Discipline Success:** While you may be tempted to jump to the discipline phase, mastering the Connect skills leads to significant improvements in your children's behaviors *before* any discipline is introduced. Further, the use of good Connect skills is even more important *during* the Discipline phase, as positive attention must always outweigh negative consequences.

The Mastery Goal: Become a PEN Expert

Before graduating from Connect, the Nora Model asks you to demonstrate mastery of the PEN and Don't skills during 5 minutes of Special Time.

As a part of this practice, you should record yourself conducting Special Time and count your skills. It is ideal to aim for:

- **Praise (P):** 10 Labeled Praises
- **Echo (E) :** 10 Echos
- **Narrate (N):** 10 Narrates
- **Don't Skills:** 3 or fewer total Questions, Commands, and Criticisms

Caregiver Teamwork

If more than one caregiver in your family is using the Nora Model, it is best if both parents show Connect mastery before moving to Discipline. While parents may master skills at different times, it is important for caregivers to be supportive of each other's efforts in moving toward Connect mastery.

We are very excited for you to meet Connect mastery, as these skills truly serve as the foundation for everything you will be learning during Parent-Directed Interaction (Discipline), where you will learn effective discipline strategies.

Sample Script

Parent (Self-Check): "I need 2 more Echos and 1 more Praise to hit my goal. I see my child stacking blocks... (Narrate) She is stacking the tall red blocks! (Echos) She stacked them all the way to the top!"

Daily Quiz

Q: Why is it crucial to achieve Connect mastery (PEN skills) before moving on to the Discipline Phase (Discipline)? A) The child's behavior problems cannot be solved without Discipline first. B) Mastery ensures the parent is comfortable enough with positive attention to make the discipline strategies effective and easy for the child to accept. C) The Connect

phase is strictly required by all therapists. D) The skills learned in Discipline are completely separate from those in Connect. Correct Answer: B. The positive attention (PEN skills) builds the relationship foundation, making the child much more willing to listen and cooperate when discipline (Discipline) is introduced.

Phase 2 - Discipline (for all parents)

Phase 2 Day 1: Introducing the Discipline Phase

Congratulations on mastering the Connect Phase! Today, we begin the Discipline Phase, where you learn powerful, calm strategies for setting limits and gaining compliance.

Core Content: From Relationship to Structure

If the Connect Phase was about building the relationship foundation, the Discipline Phase is about installing the necessary **structure and roof** to keep the house safe and sound.

- **The Shift in Focus:** The goal changes from **relationship-building** (following your child's lead) to **compliance** (teaching your child to follow your instructions).
- **The Golden Rule Remains:** Even in the Discipline Phase, you must continue to use your PEN skills (Praise, Echo, Narrate) during non-command times. The ratio of positive attention to negative consequence must always be high to maintain a strong relationship.
- **The Discipline Motto:** Consistent follow-through is more important than the specific punishment. We focus on teaching the child that cooperation is the easiest path.

Discipline Tools: Commands and Consequences

The Discipline Phase introduces two critical tools we strictly avoided in the Connect Phase:

1. **Clear Commands:** Instructions that are direct, positive, and specific. They are the initial test of compliance.
2. **Consistent Consequences:** A structured plan (like Time-Out or redirection) that is immediately and calmly delivered when a command is not followed.

If you jump straight to consequences without clear, specific commands, the child doesn't know what they were supposed to do—just feels like nagging or punishment. The Discipline Phase removes the guesswork.



Practice Tip

Before giving any command today, pause and use a Labeled Praise (P) first. This sets a positive tone for the interaction.

- **Example:** (Child is standing near the dinner table.) **Parent:** "I love how **calmly** you are standing right now. Now, please sit down at the table."



Sample Script: Transitioning to Command Mode

You need a clear transition from the free-flowing Connect Phase mindset to the command-driven Discipline mindset.

Scenario: It's time to clean up, which requires a Clear Command. **Parent (Transition):** "Our relaxed time is over, and now it's time for us to work together." **Parent (Command):** "Please put the blue teddy bear on the shelf now." (Wait 5 seconds for compliance.)

Daily Quiz

Q: What is the primary focus and ultimate goal of the Discipline Phase? A) To make the child fear Time-Out. B) To teach the child what to do using questions. C) To gain consistent compliance through clear structure and predictable follow-through. D) To punish the child for all misbehaviors. Correct Answer: C. The Discipline Phase focuses on providing structure and predictable consequences to teach the child that following instructions calmly is the fastest and easiest way to end an interaction.

Phase 2 Day 2: Practicing Play-Based Commands

Now that you have set up your home environment, it is time to start practicing the Discipline Phase! We start by having you practice **play-based commands**, because they are typically the easiest commands for your child to follow.

Core Content: Easy Wins with Play

Play-based commands are commands that you give related to what you and your child are already playing with together. They are not essential "must-do" commands (like cleanup or bedtime), which makes the compliance test lower-stakes and easier for both of you.

- **Example 1 (Blocks):** "I like the red blocks. Please put the red block in my hand."
- **Example 2 (Cars):** "I love playing with that fast black car. Please give me the black car."
- **Example 3 (Coloring):** "I would love to color in the sun I drew. Please pass me the yellow crayon."

How to Practice Play-Based Commands

- **When:** Begin practicing play-based commands right at the end of your 5-minute Connect Phase Special Time practice (as long as you have time to follow through with the Discipline sequence).
- **Duration:** This Practice Session should last between 5 and 10 minutes, unless your child has to go to Time-Out.
- **Density:** During this practice, you should only give between **5-7 play-based commands** so that your child does not get tired or frustrated.
- **Balance:** In between play-based commands, try to use between **5-10 PEN skills** like Descriptions, Reflections, and Labeled Praises to keep the play fun.

Introducing the Practice Session

Introduce the Discipline Practice Session to your child the first few times you practice. For example, you can say:

"Our Special Time was fun! Now we are going to practice listening and minding. I'm going to tell you lots of little things to do like "hand me a block" or "draw with the red crayon." It is very important for you to listen and mind really fast. If you mind really quickly, I will be very proud of you and we can keep playing. If you don't mind, you will have to go to Time-Out. Remember, if you mind very quickly, we can keep playing together."

Follow-Through

If your child has to go to Time-Out, follow through with the last command you gave. As soon as the Time-Out is over and your child has obeyed the original command, acknowledge that he obeyed ("fine"). Then, quickly give another similar, simple command (e.g., "Now give me the red car."). After you have praised your child for obeying, switch back to the Connect Phase for a minute or two before ending the practice session.

Daily Quiz

Q: Why are play-based commands introduced before cleanup or self-care commands in the Discipline Phase? A) Cleanup commands often involve too many steps. B) Play-based commands are typically the easiest for a child to follow, building initial confidence and compliance habits. C) Cleanup commands are too important to fail. D) The parent gets bored during cleanup. Correct Answer: B. Starting with easy, low-stakes play commands builds positive compliance habits and makes the transition to harder commands smoother.

Phase 2 Day 3: Practicing Clean-Up Commands

Once you and your child are used to practicing play-based commands, you will start practicing **clean-up commands** at home. These are the next step because they are a little more difficult and realistic than play-based commands for kids to accomplish.

Core Content: Graduating to Responsibility

Clean-up commands are commands that tell your child to clean a toy up or put it away. This is a great next step in slowly incorporating more "real-life" commands.

- **Example 1:** "I like it when the cars are in the bin. Please put the two red cars in the bin."
- **Example 2:** "I want to put all the crayons away. Please put the purple crayon in the box."
- **Example 3:** "I like when blocks are neatly in the bag. Please put the yellow block in the bag."

Keep it Specific: It is important to keep clean-up commands specific enough for your child to accomplish them. Instead of telling your child to "Clean-up the trains" (which might be too general), tell your child to "**Put the red train in the bin,**" then praise them for listening, and move on to the next clean-up command.

Quick Tip: Clean-Up Excitement

Often, you can start clean-up by issuing a command, but once your child starts to clean, you can use your **PEN skills** to encourage them to keep cleaning!

- **Example Praise:** “Great job cleaning-up so quickly!” and “Wow, you are the world’s fastest cleaner-upper!” and “Oh my goodness, now you are putting the red train in the box so fast, and the yellow train.”

We often find that if you use PEN skills to get excited about cleaning-up, your child will get excited too, and will clean up with few commands needed!

How to Practice Clean-Up Commands

Just like with play-based commands, you can begin to practice clean-up commands at the end of your 5-minute Connect Phase Special Time (as long as you have time to follow through with Time-Out if needed).

You can introduce this practice time by saying something like:

“Okay, Special Time is over! I had so much fun playing with you today though! Now it is time to practice listening and minding by cleaning-up. I will tell you what to do, and as long as you listen the very first time, I will be so proud of you and tell you what a great job you are doing. But, if you don’t listen, you will have to sit on the Time-Out chair. I think you are going to be a great listener and listen the very first time though!”

Daily Quiz

Q: When giving a clean-up command, which approach is best to ensure compliance? A) Tell the child, "Clean up all of these toys right now!" B) Tell the child, "Please put the two red cars in the bin," and use PEN skills to praise subsequent cleaning. C) Ask the child, "Do you want to clean up?" to give them a choice. D) Do not give commands; just wait for the child to start cleaning. Correct Answer: B. Clean-up commands must be specific and single-step ("Put the two red cars in the bin"), followed by positive reinforcement (PEN skills) to maintain motivation.

Phase 2 Day 4: The 6 Rules of Clear Commands

Today is the most important skill in the Discipline Phase: giving a command your child can actually follow. If the command is unclear, the non-compliance is *your fault*.

Core Content: The Test of Compliance

A command is a **test of compliance**. If the child passes, they get immediate Labeled Praise. If they fail, they immediately encounter a consistent consequence. For this to be fair, the command must be perfect.

The 6 Rules of a Clear Command:

1. **Direct:** Say it once, clearly and confidently.

2. **Positive:** State what to **DO**, not what *not* to do (e.g., "Feet on the floor," not "Don't jump").
3. **Single-step:** Focus on only one action at a time.
4. **Specific:** Use clear, observable language (e.g., "Put the teddy in the basket," not "Clean up this mess").
5. **Age-appropriate:** Ensure your child is physically and mentally capable of the task.
6. **Used only when necessary:** Save commands for important safety or cooperation moments.

Practice Tip

Practice converting common negative commands into positive, specific commands.

- **Bad:** "Stop running!"
- **Good:** "Walk to the chair now, please."

Sample Script

Poor Command: "Could you please go get ready for bed soon, we're going to be late?" (Question-based, multiple steps, vague) **Clear Command:** "Put your pajamas on now, please." (Direct, Positive, Single-step, Specific)

Daily Quiz

Q: Why is it crucial to use Positive commands (stating what to do) instead of Negative commands (stating what not to do)? A) Negative commands confuse the child about what action is expected. B) Negative commands are always yelled by the parent. C) Positive commands allow the child to choose whether to comply. D) Children learn better when they are told "no." Correct Answer: A. A Positive command clearly directs the child to the appropriate, desired action, reducing confusion and increasing the likelihood of compliance.

Phase 2 Day 5: Practice: Positive Commands (The "Do" vs "Don't")

We continue our deep dive into the most challenging rule of command-giving: the Positive Command.

Core Content: The Language of Action

In the Discipline Phase, we want our language to guide the child toward correct action, not merely highlight their misstep.

Negative (Don't Say)

"Don't interrupt me!"

Positive (Say)

"Wait until I finish talking, please."

Why It Works

Teaches them **Patience**.

"Stop throwing!" "Keep the blocks on the floor." Teaches them
Gentleness/Safety.

"Quit whining!" "Use your normal voice to ask me." Teaches them **Calm Communication.**

Avoiding Hidden Commands

Make sure your command is clear and direct, not a *plea* or *suggestion*. Avoid starting with: "Would you mind...", "Can you...", or "Let's try to..."

- **Hidden Command:** "Can you please sit down now?"
- **Clear Command:** "Sit down now, please."



Practice Tip

Identify five behaviors that frustrate you most (e.g., leaving shoes in the middle of the room). Write out the current Negative Command, and then rewrite it as a Clear, Positive Command.



Sample Script

Scenario: Your child is jumping on the couch. **Parent (Avoid):** "Stop jumping!" **Parent (Clear/Positive):** "Feet on the floor, please." (Wait 5 seconds.)



Daily Quiz

Q: A parent says, "Can you hurry up and put on your socks and shoes?" What are the two major mistakes in this command? A) It is too quiet and too short. B) It is a hidden question and a multi-step command. C) It is too positive and too specific. D) It doesn't use enough praise. Correct Answer: B. "Can you..." makes it optional, and "socks and shoes" is two steps, making non-compliance more likely.

Phase 2 Day 6: The 5-Second Wait & The Compliance Cycle

You've given a perfect Clear Command. What happens next is crucial: the waiting period and the initial reward.

Core Content: The 5-Second Window

After you give a Clear Command, you must remain silent and neutral for **5 seconds**.

- **Do NOT:** Repeat the command, raise your voice, nag, sigh, or use non-verbal cues.
- **Do:** Maintain a neutral expression and be ready to execute the next step (Praise or Warning).

Why 5 Seconds? It gives the child time to process the instruction and decide to comply, without being rushed or nagged. This teaches them that the first command is the only command.

The Compliance Cycle (The Reward)

If your child complies within the 5 seconds, the cycle ends immediately with **Praise for Compliance**.

The Cycle: Clear Command → Wait 5 Seconds → **Compliance** → **Immediate Labeled Praise**

Practice Tip

Use a silent 5-second countdown in your head after giving a command today. Practice maintaining a neutral, silent expression throughout the wait.

Sample Script

Parent (Command): "Please put the book on the table now." (**5 seconds of silent waiting**)
Child: *Puts the book on the table.* **Parent (Immediate Praise):** "Fantastic! That was great listening to my direction!" (Cycle ends.)

Daily Quiz

Q: What must the parent do during the 5-second wait period after giving a Clear Command?
A) Count to five aloud and then repeat the command if the child hasn't moved. B) Remain silent and neutral, giving the child time to process and comply. C) Tell the child why the command is important. D) Use a soft voice to encourage the child to listen. Correct Answer: B. Remaining silent and neutral is essential to teach the child that the command is non-negotiable and will not be repeated.

Phase 2 Day 7: Deep Dive: Praise for Compliance (Reinforcement)

The most important step in the Discipline Phase is what happens *after* the command is followed: the Labeled Praise.

Core Content: Reinforcing Obedience

When your child complies, you must instantly reinforce that action with Labeled Praise. This step is the "gold" that makes the whole system work.

- **Why Instant?** The praise must be delivered instantly so the child clearly links their obedience (putting the block away) with the positive feeling (your attention and approval).
- **Why Labeled?** "Good job" doesn't specify the behavior. Labeled Praise confirms *exactly* what they did well: "I like how quickly you put the block away!"

The Power of Positive Reinforcement: Your praise makes the child more likely to comply with the next command because they learned compliance is rewarding, and non-compliance is boring or leads to extra work.

Rule

Never follow compliance with a question or another command—only with praise. The goal is complete, reinforced compliance.

Sample Script

Scenario: Command was "Please bring me your shoes now." **Child:** *Brings shoes immediately.* **Parent (Praise):** "Excellent! That was wonderful *how quickly you brought your shoes!* Thank Благодарю!"

Daily Quiz

Q: If a child complies with a command, why is the immediate Labeled Praise more effective than any other type of reward? A) It avoids the need to buy physical rewards like stickers. B) It specifically targets and reinforces the act of **listening and following instructions**. C) It allows the parent to ask the child a follow-up question. D) It helps the child feel good about their appearance. Correct Answer: B. The praise reinforces the specific behavior of compliance, increasing the likelihood that they will comply with future commands.

Phase 2 Day 8: Explanations: When to Give Reasons (And When to Wait)

As a parent, you will often want to give explanations or reasons for what you tell your child to do. Giving these explanations will help your child succeed in listening to you as he will understand why you are giving him commands.

Core Content: Timing is Everything

The timing of these explanations is crucial. They should be stated either **before** or **after** you give your child a command.

1. Explanation Before Command (Preferred)

- **Why it works:** Explanations given beforehand prevent a child from dawdling by asking "why" several times before complying. It also prevents negotiation and argument, as the child knows exactly why the action is needed. This is likely to increase good listening behavior.
- **Example:** "Putting your homework away helps you be sure to bring it to school tomorrow. **Please put your homework into your backpack now.**"

2. Explanation After Compliance

- **Why it works:** Stating your explanation after your child obeys a command is a good choice as you can provide some teaching at that time while reinforcing their obedience.

- **Example: Command:** "Please put your jacket on now." **Compliance + Praise:** "Great job putting your jacket on! That's because **now we can leave right on time!**"

The Critical Rule: Never Explain During Non-Compliance

Explanations should **not** be made after you have given a command, if your child has **not yet complied**. Arguing or giving reasons *after* the command is given but *before* compliance distracts both you and your child from the direct line of command-to-response, enabling dawdling and negotiation.

Practice Tip

Make your explanations short and stated in a way that your child can easily understand. Practice turning a post-command explanation into a pre-command statement today.

Sample Script

Poor Timing (Avoid): "Put your shoes on! (Child refuses.) Come on, you have to, or you'll be late!" **Good Timing (Before):** "We need to leave right now to get to the park. **Please put your shoes on now.**"

Daily Quiz

Q: Why should a parent avoid giving a full explanation immediately after giving a command if the child has not yet complied? A) It delays the Time-Out consequence unnecessarily. B) Explaining during non-compliance distracts from the command, encourages dawdling, and introduces negotiation. C) The child is already frustrated and won't listen anyway. D) Explanations should only be given by the other parent. Correct Answer: B. The Discipline Phase requires a direct line from command to response; explanations should not interrupt the compliance process.

Phase 2 Day 9: Practicing Running Commands

At this point, you have mastered easy play-based and clean-up commands and the foundational rules. Congratulations! Now, you will start practicing **Running Commands**, which are the most realistic and frequently used commands throughout the day.

Core Content: Real-Life Application

Running commands are direct commands you would use at any time there is a task or chore that you think is important for your child to do. They are the final, most important phase of command practice because they require immediate obedience during real-life routines (like hygiene, meals, or safety).

- **Example 1 (Hygiene):** "Brushing teeth is important to keep them strong. Please go brush your teeth."
- **Example 2 (Bedtime):** "Getting a full night's sleep makes us healthy. Please go get into your bed."

How to Practice Running Commands

You can practice running commands as situations come up during each day. All real-life direct commands should be:

1. **Given only for important tasks:** Otherwise, avoid using a command or make it an indirect command (i.e., a choice).
2. **Used only every now and then:** You don't want to overwhelm your child or constantly "boss them."
3. **Given only when you have the time and energy to follow through.**
4. **Followed by** either a Labeled Praise ("Thank you so much for listening!") or the Time-Out warning ("If you don't _____ you will have to sit on the Time-Out chair.").

Work to identify 2-4 specific running commands you will practice consistently this week.

Sample Script

Parent (Command with Explanation): "We need to keep the floor clear so no one trips.

Please put your shoes in the closet now." (5 seconds wait) **Child:** Puts shoes away.

Parent (Praise): "Excellent job! That was great *how quickly you took care of those shoes!*"

Daily Quiz

Q: Why are Running Commands considered the last and most realistic commands to practice in the Discipline Phase? A) They are the simplest commands, so they require less practice time. B) They are used frequently throughout the day for critical real-life routines like hygiene, safety, and chores. C) They should only be used in public places. D) They do not require a Time-Out consequence if the child fails. Correct Answer: B. Running Commands are the application of compliance skills to essential, everyday routines where immediate obedience is most necessary.

Phase 2 Day 10: Dealing with Non-Compliance: Selective Ignoring

What happens when you give a Clear Command, wait 5 seconds, and the child starts whining, arguing, or pouting instead of complying?

Core Content: Ignoring Non-Compliance

If the child is non-compliant AND starts exhibiting minor, attention-seeking misbehavior (like whining or pouting), you switch to **Selective Ignoring**.

- **Goal:** To deny attention to the attention-seeking behavior *while waiting for compliance to the command.*
- **Action:** Withdraw all attention (no eye contact, no verbal response, neutral face). This is the same skill used in the Connect Phase.

Critical Point: You are ignoring the **whining**, but you are **not ignoring the command**. If the non-compliance continues, you must escalate to Time-Out (covered tomorrow).

The Immediate Return

The instant the arguing or whining stops, you have two options:

1. **Praise the return to calm:** "Thank you for *using your quiet voice*."
2. **Re-issue the command calmly:** If compliance is still the goal.



Practice Tip

Selective Ignoring is a holding pattern. Use it to deny reinforcement for the argument, but be ready to move to the consequence (Time-Out) if non-compliance continues.



Sample Script

Parent (Command): "Put your plate in the sink now, please." (5 seconds pass.) **Child:** "No! That's boring! I don't want to!" (Whining) **Parent (Action):** (Neutral face, turns head away. Silence.) **Child:** (Stops whining, starts moving toward the sink.) **Parent (Praise):** "That was a great choice to *move toward the sink*."



Daily Quiz

Q: When a child whines after a command, the parent should use Selective Ignoring to deny attention to which specific behavior? A) The fact that the child is still not complying with the command. B) The child's emotions or feelings. C) The whining, arguing, or pouting behavior itself. D) The fact that the child is being defiant. Correct Answer: C. Selective Ignoring is used only to deny attention (reinforcement) to minor, attention-seeking misbehaviors like whining or pouting.

Phase 2 Day 11: Deep Dive: Ignoring the Extinction Burst

Consistent ignoring is incredibly powerful, but you must be prepared for the temporary behavioral backlash: the **Extinction Burst**.

Core Content: The Last Stand of Misbehavior

The Extinction Burst is the temporary escalation of the misbehavior *just before* it disappears.

- **The Scenario:** You start successfully ignoring whining (Day 10). The child has learned that whining used to work, but now it doesn't. They panic and try harder: the whining turns into loud yelling, stomping, or crying.
- **The Test:** This is the child's final test to see if you will break. If you give in now (by yelling, explaining, or giving attention), you teach them: "Next time, I just have to yell *louder* to get what I want."
- **The Promise:** If you remain consistent and neutral through the burst, the behavior will decrease quickly afterward.



Practice Tip

Your Strategy During the Burst:

1. **Stay Calm & Neutral:** Your voice and face must remain flat.
2. **Increase Distance:** If the noise gets too intense, physically move slightly away (but stay in the room) while maintaining the ignoring action.

3. **Wait for Silence:** Only return attention with Labeled Praise the moment the escalation stops, even if it's just for 2 seconds.

Sample Script

Child (Bursting): (Screaming loudly, stamping feet after being ignored.) **Parent (Action):** (Neutral expression, looking at phone/laundry. No eye contact.) **Child:** (Takes a deep breath and quietly sits.) **Parent (Immediate Praise):** "I appreciate *how quickly you calmed your body down.*" (Reinforces the calm behavior.)

Daily Quiz

Q: What is the Extinction Burst, and why is it important to stay consistent when it happens?
A) It is the child's attempt to use praise against the parent. B) It is a temporary escalation of misbehavior just before it disappears, and giving in reinforces the need to escalate further next time. C) It is the sign that the parent should move immediately to Time-Out. D) It means the parent is using too much Labeled Praise. Correct Answer: B. Staying consistent is essential because breaking the ignoring teaches the child that extreme behavior is required to get attention.

Phase 2 Day 12: Introduction to Time-Out: Consequence vs. Punishment

If the non-compliance to a Clear Command continues for too long (e.g., 5 seconds of non-compliance, followed by prolonged arguing/non-compliance), you must execute the Time-Out consequence.

Core Content: Time-Out is a Consequence

For many parents, Time-Out has already been tried and failed. The Nora Model describes a very specialized approach to increase the likelihood that it is fail-proof.

- **Time-Out Duration:** The time-out period is **3 minutes plus 5 seconds of quiet**. Three minutes is long enough to be effective for children aged 2-7. There is no evidence to support that longer times are necessary (e.g., the myth of 1 minute per age). Longer times increase the likelihood of children forgetting why they were in Time-Out.
- **Goal:** To remove the child temporarily from all sources of positive attention and interaction (including yours) so they can regain calm and focus.
- **The Rule:** Time-Out is used **only** for non-compliance to a Clear Command or for dangerous behaviors (aggression/destruction).

Preparation is Key

To avoid struggle, the Time-Out process must be pre-taught and prepared when the child is happy:

1. **Identify a Safe, Dull Location:** A chair in a corner or a safe area (not a dark room).

2. **Pre-Practice Bathroom Break:** We recommend that you have your child use the bathroom before you practice Discipline skills at home so that you know he probably does not really need to go during Time-Out.
3. **Explain the Rule:** "When you choose not to listen to my clear directions, you will have a 3-minute Time-Out. You must be quiet and calm to finish."



Practice Tip

Review the 6 Rules of a Clear Command. If you have to issue Time-Out, first ensure the command you gave was 100% clear.



Sample Script for Pre-Teaching

"We are going to practice sitting calmly for just 15 seconds. Great job sitting calmly!"
(Practice when they are happy.)



Daily Quiz

Q: According to the Nora Model, what is the exact duration of a Time-Out for children aged 2-7? A) One minute per the child's age. B) 3 minutes plus 5 seconds of quiet. C) 10 minutes, no matter what. D) Until the child says they are sorry. Correct Answer: B. The Time-Out duration is precisely 3 minutes plus 5 seconds of quiet, which is proven effective without being so long that the child forgets the reason for the consequence.

Phase 2 Day 13: Time-Out Prep: Location and Parent Neutrality

We prepare for the three steps of the Time-Out process by ensuring the environment and the parent are ready.

Core Content: The Rules of the Chair

The Time-Out location must be safe and boring. The child must stay on the chair/spot for the specified time.

The Rules of the Chair:

- The child may move around in the chair, place their feet on the floor, sit backwards, or lie down as long as they remain on the chair. **If the child tips or rocks the chair, treat it as getting off the chair.**

The Chair Instruction Script: After you place your child on the chair, take a step back and calmly say: "**Stay on the chair until I say you can get off.**" These words let your child know that **YOU** determine the amount of time he stays on the chair, not him, and not a timer.

The Parent's Master Skill: Emotional Neutrality

This is the most challenging requirement: the parent must be a **neutral robot** during the entire Time-Out process.

- **Avoid:** Arguing, scolding, lecturing, making eye contact, showing anger, or engaging in any way.
- **Why Neutrality?** If you show anger, you are still giving the child powerful negative attention, which reinforces the cycle of defiance. Your calm removes all reinforcement.



Practice Tip

Practice the Neutral Face: Stand in front of a mirror and say the Chair Instruction Script with a completely neutral, calm face.



Sample Script for Setup

Parent (Rule Review): "We use the Time-Out chair when you choose not to listen to my directions. You must be quiet and calm to finish your time."



Daily Quiz

Q: What must the parent remain during the entire Time-Out process? A) Visible and talking, to coach the child. B) Perfectly calm and neutral (a "neutral robot"). C) Angry, to show disapproval of the behavior. D) Absent, to avoid interfering with the child's calm. Correct Answer: B. The parent must remain neutral to remove the emotional reinforcement that fuels defiance.

Phase 2 Day 14: Managing Your Emotions During Time-Out

It is completely common for parents to have a variety of emotional reactions to Time-Out. This is a difficult, high-stakes moment, and managing your own feelings is critical to the process working.

Core Content: Ignoring All Defiance

While your child is on the chair, your job is to **ignore him, no matter what he does** (as long as he is still on the chair).

- **The Test:** Your child will try very hard to get your attention. He may say things that usually get your attention, such as "**I'll be good now**," "**You are so mean**," or "**I hate you**." He may cry and tantrum.
- **The Rule:** You must ignore all these requests. Even if he says he has to go to the bathroom, you still need to ignore this if Time-Out is to be effective. Eventually, your child will quiet down.

Time-Out is Self-Regulation Practice

It is helpful to remember that your child is learning to regulate his or her own emotions during Time-Out. Your child has the ability to soothe himself or herself and will get better at calming down through practice.

- **Your Model Role:** Remember that you are a **model** for your child. By responding consistently and calmly, you teach them how *they* should respond to frustration and limits.



Practice Tip

If you feel your emotions overwhelming you during Time-Out, step out of the room momentarily (staying close enough to monitor) and take three deep breaths to reset your neutral state before returning.



Sample Script: Internal Dialogue

Parent (Internal Thought): "It is hard to hear the crying, but they are safe, and this is teaching them how to calm their body so they can succeed outside of home."



Daily Quiz

Q: While your child is successfully on the Time-Out chair, what is the correct response if they say, "I have to go to the bathroom!"? A) Immediately let them off to go to the bathroom. B) Explain to them why they are in Time-Out. C) Ignore the request, as it is likely an attempt to gain attention and interrupt the consequence. D) Ask them if they said "sorry." Correct Answer: C. All verbal requests and attempts at negotiation (including bathroom requests, provided a pre-practice break was taken) must be ignored during the time-in-chair segment to ensure the consequence is effective.

Phase 2 Day 15: Time-Out Step 1: The Calm Warning

If the child does not comply after the 5-second wait, you move to the first official step of the Time-Out procedure: the calm, final warning.

Core Content: The Final Choice

The warning is short, calm, and states the consequence. It gives the child one last opportunity to choose compliance before facing the consequence.

The Warning Script: "You didn't

\$\$original command\$\$

. You need to

\$\$original command\$\$

or you will go to Time-Out."

- **Rule:** This is your last verbal interaction before the Time-Out consequence begins. Deliver it calmly, without emotion.
- **The Focus:** The warning must reference the **original Clear Command** so the child knows exactly what they failed to do.

The 3-Step Non-Compliance Path

1. Clear Command given.
2. Wait 5 seconds.
3. **Time-Out Warning** given.
4. Wait 5 seconds (to see if they choose to comply now).
5. If still non-compliant, proceed to the Time-Out consequence.

Sample Script for Warning (Calm Tone)

Parent (Command): "Walk to the kitchen now, please." (5 seconds pass, child runs in place.) **Parent (Warning):** "You did not walk to the kitchen. You need to walk to the kitchen, or you will go to Time-Out."

Daily Quiz

Q: What is the primary purpose of giving the Time-Out Warning? A) To make the child apologize to the parent. B) To give the child one last chance to choose compliance before facing the consequence. C) To make the child angry so they are ready for Time-Out. D) To tell the child how long the Time-Out will last. Correct Answer: B. The warning emphasizes the child's choice and teaches them the consequence is predictable and avoidable.

Phase 2 Day 16: Time-Out Step 2: Follow-Through and Escort

If the child remains non-compliant after the warning, the consequence must be delivered immediately and calmly.

Core Content: Execution and Escort

The parent must be perfectly ready to act the moment the 5-second waiting period after the warning is over.

The Action Script: Calmly state: "**You didn't do what I told you to do so you have to sit on the time-out chair.**"

- **The Escort:** Immediately and physically escort the child to the Time-Out location. If your child resists, you will lift him gently from behind under his arms or around his chest and take him to the chair. Stay quiet except for the Time-Out script.
- **Neutrality:** If the child struggles or cries during the escort, your voice and face must remain flat. Do not engage with the struggle.

Start the Clock: The Time-Out period begins *only* when the child is sitting quietly and calmly in the chair. Any crying, yelling, or rocking resets the timer.

Handling Getting Off the Chair: If the child gets off the chair:

1. **First Offense:** Say: "**You got off the chair before I said you could, so your time-out starts over again. Stay on the chair until I say you can get off.**" Restart 3 min + 5 sec quiet.

2. **Subsequent Offenses:** Silently return the child to the chair without any further verbal warnings until they complete the required time.



Practice Tip

This step requires parental calm under pressure. If you feel your emotions rising, silently count to five and take a deep breath before executing the script.



Sample Script for Follow-Through

Child: *Still refuses to walk to the kitchen after the warning.* **Parent:** "You didn't do what I told you to do so you have to sit on the time-out chair." (Immediately and calmly escort the child.)



Daily Quiz

Q: If your child resists being taken to the Time-Out chair, what is the prescribed escort technique? A) Forcefully drag them to the chair. B) Lift him gently from behind under his arms or around his chest and take him calmly to the chair. C) Allow them to stay where they are and continue to negotiate. D) Give them a final warning and then leave the room. Correct Answer: B. The parent should gently but firmly lift the child from behind and escort them calmly, maintaining silence except for the Time-Out script.

Phase 2 Day 17: Time-Out Step 3: Re-issue Command and Praise (Closing the Loop)

The final step of the Discipline Phase cycle is the most critical for teaching lasting compliance. Time-Out is *not* over until this step is complete.

Core Content: The Cycle Must Close with a Positive Reinforcement

Once the child has completed the Time-Out (3 minutes + 5 seconds of calm), you must return and re-issue the original Clear Command.

1. **Re-issue Script:** Say to your child, "You're sitting quietly in the chair, are you ready to come back and
\$\$original command\$\$
?"
2. **Compliance Check:** If your child gets off the chair and **moves to obey your original command** within 5 seconds, this counts as compliance. If they say "Yes" but do not move to comply, it is considered disobeying.
3. **Acknowledge Compliance:** After they obey, simply acknowledge that he has listened by saying, "**Okay.**" It is important not to give Labeled Praise *immediately* after the Time-Out sequence.
4. **The Second Command (The Big Teach):** Immediately give him an **additional command** (e.g., "Now give me the red car.").
5. **Final Praise:** After he obeys this second command, **give him a Labeled Praise.** This is the crucial learning moment where your child directly sees the difference in consequences for when he obeys quickly (Praise) and when he doesn't (Time-Out).

Why Re-issue? If you skip this, you teach your child that they can avoid the task by going to Time-Out.



Rule

If the child fails to comply with the re-issued command, the Time-Out sequence starts over immediately. The cycle is complete only after the **final Labeled Praise** for the second command.



Sample Script for Closing the Loop

After TO (3 mins quiet): "You're sitting quietly in the chair, are you ready to come back and put the blocks in the bin?" **Child:** *Moves to put blocks in.* **Parent (Acknowledge):** "Okay." **Parent (Second Command):** "Now, please bring me the blue teddy bear." **Child:** *Brings bear.* **Parent (Final Praise):** "Fantastic! That was great *how quickly you brought the blue teddy bear!*" (Cycle ends.)



Daily Quiz

Q: What must happen *after* the child obeys the original command following Time-Out, but *before* the parent returns to normal interaction? A) The parent must immediately give a Labeled Praise for obedience. B) The parent must give an additional, simple command, which is then praised upon compliance. C) The child must apologize to the parent. D) The parent must ask why the child refused the first time. Correct Answer: B. The follow-up command and subsequent praise teaches the child that quick obedience is the ticket back to positive attention.

Phase 2 Day 18: Handling Public Misbehavior (Adapted Discipline)

The Discipline skills are transferable to public places, but require adaptations to the Time-Out consequence.

Core Content: Preparation and Discipline on the Go

As a parent, you will often want to give explanations or reasons for what you tell your child to do. Giving these explanations will help your child succeed in listening to you as he will understand why you are giving him commands.

Preparation is Key: Before you leave the house, try to prepare your child for what you will do and where you will go.

- **Prepare Expectations:** Tell your child where you are going and how you want them to act.
 - *Example:* "We are going to the park. I want you to hold my hand and walk right beside me when we are in the park."
- **Prepare Rewards & Consequences:** Tell your child that if they listen the very first time, you will praise them. But if they don't listen, you will use Time-Out.

- *Example:* “If you hold my hand the very first time I tell you to, I am going to tell you what a great listener you are! But, if you don’t hold my hand, I am going to have to put you in Time-Out in the park.”
- **Prepare the Trip:** Make the trip as short as necessary, and/or by planning breaks into the trip.
 - *Examples:* Plan the trip to be less than 2 hours; take a break if your child is getting tired, hungry, or bored; avoid going out past bedtime or during nap time.
- **Prepare Activities:** Think of activities that keep your child occupied and bring them with you.
 - *Examples:* Bringing a coloring book; playing games like “I spy something...”; having your child cross items off your grocery list.

By **preparing** before you leave, you set yourself and your child up for a great trip outside of the house.

Adapting Time-Out in Public

If your child is non-compliant after a warning, you use a **Public Time-Out**.

- **Action:** Immediately move the child to the designated Public Time-Out location (e.g., standing next to the shopping cart, sitting on a bench, or standing near the car).
- **Duration:** The Time-Out starts after a brief escort. The child must stand quietly for the duration (e.g., 2 minutes) before re-issuing the command.
- **Escalation:** If the non-compliance or defiance is severe, the ultimate consequence is: **"We are leaving now."** (Immediate departure from the public place).



Practice Tip

Practice giving two Clear Commands in public today (e.g., at the grocery store) and reinforcing compliance with Labeled Praise.



Sample Script

Parent (Command): "Stand by the cart now, please." **Child:** Starts running away. **Parent (Warning):** "You didn't stand by the cart. You need to stand by the cart, or we will leave now."



Daily Quiz

Q: In the Discipline Phase, what is the ultimate consequence for non-compliance or major misbehavior in a public setting? A) Yelling the command louder so the child is embarrassed. B) Ignoring the child until they comply. C) Immediate removal from the public place (e.g., leaving the store). D) Giving the child a reward for future compliance. Correct Answer: C. Immediate removal teaches the child that public misbehavior results in the loss of access to desired activities.

Phase 2 Day 19: Discipline Phase Summary & Graduation

Congratulations! You have completed the 14-day Discipline Phase curriculum and now have a complete, structured system for both connection and correction.

Core Content: The Complete Nora Model

You are now an expert in:

1. **Connect Phase:** Building self-esteem and cooperation through Praise, Echo, and Narrate.
2. **Discipline Phase:** Setting clear boundaries and gaining compliance through Clear Commands and Consistent Consequences.

The Balance: The key to long-term success is the balance. You must continue to use your PEN skills more often than your Discipline skills.

- **Praise First:** Always aim to catch your child being good! Use your Praise for Positive Opposites to reinforce the good behavior constantly.
- **Consistency:** The Discipline tools (Commands, Time-Out) only work if they are applied calmly, immediately, and consistently, every single time.

Your Path Forward

The Nora Model is now part of your parenting toolkit. Continue practicing Special Time daily and applying Clear Commands and Consequences whenever necessary. This consistency will solidify your relationship and your child's compliance.



Practice Tip

Record yourself giving a Command, waiting 5 seconds, and delivering the Labeled Praise for compliance. Review this interaction to ensure your tone was calm, specific, and positive.



Sample Script: Full Confidence

Parent: "I am so proud of the progress we've made. We now have a calm, clear plan for every challenge."



Daily Quiz

Q: The Nora Model emphasizes that for long-term behavior improvement, the parent must maintain what balance between the two phases? A) Use the Discipline Phase 80% of the time to maintain control. B) Use the Connect Phase skills more often than the Discipline Phase skills to maintain a positive relationship foundation. C) Use only Time-Out to enforce all rules. D) Use commands and questions equally throughout the day. Correct Answer: B. Maintaining a high ratio of positive interactions (Connect Phase) to discipline (Discipline Phase) is essential for a strong relationship and effective discipline.

Phase 2 Day 20: Understanding Stress Through Behavior

Core Content: When Behavior Changes, Something is Bothering Them

Upsetting or stressful things happen in every family's life. These can be big (illness, separation) or things that seem bigger to the child than the adult (a pet dies, starting a new school).

When adults are stressed, they can usually recognize, name, and explain their feelings ("I'm worried about my job"). Young children, however, often don't have the experience or the words to articulate their mixed-up feelings.

How Children Show Stress: Instead of saying, "I'm worried," young children often show their feelings by **changing their behavior**.

- **Aggression/Anger:** Little things (like not getting a favorite show) make them cry hard or become very angry.
- **Clinginess/Refusal:** They may start clinging to parents, refusing to leave them or go to school.
- **Regression:** They may start having trouble with things they used to master, like wetting pants after being potty trained, or starting to suck their thumb again.

The Takeaway: These behavior changes are your child's way of saying: "**Hey, Mom and Dad, something is bothering me!**"

Practice Tip: Notice the Change

Be a detective and **NOTICE** changes in your child's behavior. These changes are a signal that your child is upset and needs your support, even if the behavior itself is inappropriate (like lashing out).

Sample Script

Scenario: Your child, who was potty-trained, suddenly starts wetting their pants again (regression) after a recent stressful event. **Parent (Response):** "I notice you've been having accidents lately. That tells me that something big is bothering you, and you might need some extra time and help from me."

Daily Quiz

Q: Why do young children often show stress through changes in behavior (like being clingy or aggressive) rather than just saying they are upset? A) They are trying to manipulate the parent into giving them a toy. B) They lack the experience and words to clearly recognize and name their complex feelings. C) They are intentionally trying to annoy their parents. D) They only feel one emotion at a time. Correct Answer: B. Since young children cannot articulate complex feelings, they express stress and inner turmoil through observable changes in their actions and behaviors.

Phase 2 Day 21: Parent's Role: Labeling Feelings and Calming with Special Time

After you notice changes in your child's behavior due to stress, your role is to help them navigate those feelings using your connection skills.

Core Content: Teaching Emotional Literacy

One of the best ways you can help your child through hard times is by **teaching them the names for feelings** and modeling that it's okay to talk about them.

- **Modeling:** Talk to them about how *you* are feeling (even briefly).
 - *Example:* "I'm feeling sad right now because Grandpa is sick," or "I'm feeling nervous because I really want to get this job."
- **Validation:** When you tell kids how you are feeling, it lets them know that it is okay for them to talk about their feelings too.

A Note on Honesty: If you are upset about something you don't think they need to know about (like a private worry), it is better just to say, "I'm just a little sad (or angry) about something," than to tell them to leave you alone or pretend you aren't upset.

Special Time as a Calming Tool

Remember the Connect Phase Special Time? It is a wonderful way to calm kids down when they are upset. It helps them feel safe and loved no matter what the family is going through.

- **The Power of 5 Minutes:** Even just 5 minutes of one-on-one playtime, following your child's lead, talking about whatever they want (using PEN skills), is a therapeutic dose of connection. Sometimes this special playtime helps calm parents down too.

Sample Script

Scenario: Your child is struggling with strong emotions and doesn't know what to call them. **Parent (Labeling):** "It makes me feel **happy** when you are nice to your brother." (Modeling a feeling name). **Parent (Applying):** "I see you are hugging your teddy bear very tightly. You must be feeling **sad** about what happened at school today. Let's have our Special Time now."

Daily Quiz

Q: When a parent models talking about their own feelings (e.g., "I'm feeling worried right now"), what psychological benefit does this provide the child? A) It immediately solves the parent's problem. B) It teaches the child that it is okay and safe to talk about their own feelings. C) It gives the child an opportunity to take over the conversation. D) It shows the child that the parent is weak. Correct Answer: B. By modeling emotional literacy, the parent shows the child that feelings are normal and acceptable to express, encouraging the child to do the same.

Phase 2 Day 22: Modeling Good Behavior: You Are Their Teacher

Today, we focus on your critical role as a model for your child's behavior and emotional management.

Core Content: Children Learn by Imitation

Parents are the most important people and teachers in their children's lives. Children learn things you teach them on purpose (like how to tie their shoes) but they also learn by **constantly watching and imitating** your behavior.

- **The Imitation Trap:** Children notice every little thing. This includes undesirable behaviors like yelling, hitting, or swearing. This especially happens in frustrating situations when you are angry.
- **The Lesson Learned:** When parents argue loudly or swear when frustrated, they are teaching their children that *this* is how one should deal with conflict or frustrating feelings.

It is very confusing for children to watch their parents behave in a certain way (e.g., swearing when angry), and then be punished for swearing when *they* are angry. **You are a role model for your child, their example of how to act.**

Modeling the Positive

You can also use your modeling role to teach your children lots of good behaviors:

- **Praise and Affection:** Every time you use smiles, hugs, and praises with your child, you are teaching your child to use smiles, hugs, and praises with you and with others.
- **Conflict Resolution:** When you deal with conflict in a calm and rational manner, you teach your child to talk through conflict calmly and rationally. This helps your child get along with everyone in your family, relatives, and teachers.



Practice Tip

Reflect on your most common frustration behavior (e.g., loud sighing, yelling). Commit to replacing that with a calm, neutral response today.



Sample Script

Scenario: Your child sees you get frustrated when a key breaks in the lock. **Parent (Negative Model):** (Yells) "I hate this stupid lock!" **Parent (Positive Model):** (Takes a deep breath) "I am feeling frustrated right now. I need to take a quick break and think about how to solve this calmly."



Daily Quiz

Q: If a parent frequently yells when they are angry, what is the most likely behavior the child will learn from this modeling? A) The child will learn to never yell because it upsets the parent. B) The child will learn to ignore the parent when they are angry. C) The child will learn to handle their own anger and conflict by yelling and arguing loudly. D) The child will learn to seek support from neighbors. Correct Answer: C. Children learn how to deal with conflict and frustration by observing and imitating their parents' emotional responses.

Phase 2 Day 23: Managing Your Anger: The 60-Second Escape

Since children learn how to handle anger by watching you, managing your own emotional reactions is the most effective discipline tool.

Core Content: The Anger Reset Button

If you find yourself becoming angry, especially when your child is misbehaving, you must deal with your anger before you attempt to deal with the problem. Your anger will actually make the situation harder to handle.

The 60-Second Anger Reset:

1. **Recognize the Anger:** Recognize when you are becoming angry with your child.
2. **Leave for 60 Seconds:** Leave the situation immediately. Step away for 60 seconds (go to the kitchen, turn your back).
3. **Distract Yourself:** During that minute, distract yourself with something else (do not think about what your child did to make you angry).
4. **Remind Yourself:** Remind yourself that you do not have to be angry to handle the problem.
5. **Decide on Technique:** Decide how to deal with the situation (e.g., ignoring, Clear Command, Time-Out). Imagine yourself using the chosen technique in a calm manner.
6. **Return and Execute:** Return to your child and use the technique calmly.
Congratulate yourself for staying calm!

Helpful Things to Remember When Angry

- You do not need to show anger to let your child know that you disapprove of her behavior; showing moderate **disappointment** is enough.
- Your child's misbehavior does not mean that you are a bad parent.
- Your child's misbehavior does not mean that he does not love you or respect you.

Sample Script: The Calm Return

Scenario: You had to leave for 60 seconds because your child hit their sibling. You return having decided to use Time-Out. **Parent (Calm, Neutral):** (Returns) "I am ready to handle this now. Hitting is not okay. You need to tell your sister sorry, or you will go to Time-Out."

Daily Quiz

Q: If a parent recognizes they are angry with their child's misbehavior, what is the most productive first step according to the 60-Second Anger Reset? A) Immediately use Time-Out to enforce a consequence. B) Yell to get the child's immediate attention. C) Recognize the anger and physically leave the situation for 60 seconds to distract and calm down. D) Give a long lecture on why the behavior was wrong. Correct Answer: C. Leaving the situation for 60 seconds is a self-regulation tool that allows the parent to return calm and handle the problem effectively without anger.

Phase 2 Day 24: Advanced Behavior Boosters (Part 1)

You did it! At this point, you have mastered PEN skills and the Discipline sequence. Now, we introduce advanced strategies to handle minor problems and reinforce positive behaviors.

Core Content: Proactive Strategies for Mastery

Your skills are strong, but there might be times when your child still misbehaves without even meaning to (e.g., running in the house). These strategies give you proactive, positive, or preventative tools to use outside of the formal Time-Out procedure.

1. Strategy: Distraction/Redirection If your child is starting to act up, you can stop the negative behavior by distracting them. To do this, ignore the bad behavior and get your child's attention focused on something else.

- **Example:** If your child is banging or throwing toys, move to a quieter toy (like coloring), and try to get them interested in the new activity. You could say things like "I have so much fun coloring with you."

2. Strategy: Rewarding the Opposite of the Problem Behavior You are already a praise detective, now formalize it. Find the opposite good behavior and praise it frequently.

- **Decide the Opposite:** If the problem is making too much noise, the opposite is sitting quietly. If the problem is grabbing toys, the opposite is sharing toys.
- **Give Attention:** Give attention and Labeled Praise to the good opposite behavior as much as you can, often before the bad behavior even starts.
- **Example Praise:** "Great job playing so nicely with your sister," or "Wow! You guys got along the whole time since dinner! That deserves extra Special Time before bed!"

3. Strategy: Giving Two Acceptable Choices This strategy gives your child a sense of control by offering two acceptable choices for behavior or activities, often to prevent attention-seeking problems.

- **Example:** If your child tries to interrupt you while you are on the phone, you can provide the choice: "You can play quietly beside me, or go play quietly in the other room." Then, reinforce their choice with Labeled Praise.

4. Strategy: Increasing Special Time If your child seems angry or upset a lot of the time, it often helps to simply give your child more Special Time alone with you. When your child is getting lots of warm, good attention, they will be less likely to behave badly.

Practice Tip

Practice using the **Distraction/Redirection** skill by ignoring the negative behavior (e.g., whining) and enthusiastically describing a new activity to shift their focus.

Sample Script

Parent (Using Choices): "We need to leave the park now. Do you want to **hold my hand** on the way to the car, or do you want to **walk right beside** the stroller?" (Both are acceptable, compliant options.)

Daily Quiz

Q: When using the Distraction/Redirection strategy, what must the parent ignore while introducing a new activity? A) The parent must ignore the sibling who is causing the trouble. B) The parent must ignore the bad behavior (e.g., banging, whining) and focus only on the new activity. C) The parent must ignore the time limit. D) The parent must ignore the Connect Phase rules. Correct Answer: B. Ignoring the negative behavior while simultaneously reinforcing an alternative activity prevents the negative action from getting parental attention.

Phase 2 Day 25: Formal Behavior Systems (Part 2)

Today we cover formal systems designed to target specific, persistent behaviors and establish structured rewards and consequences.

Core Content: Contingency Management Tools

These tools require setting up clear rules and consequences ahead of time to motivate desired behavior.

1. Strategy: Using an If-Then Plan For school-aged children, create rewards for specific goals. This establishes **contingency management**—if they do the desired behavior, then they get the reward.

- **For Desired Behavior:** "If you finish your math homework, then you may ride your bike."
- **For Opposite Behavior:** If you want your child to stop eating snacks in the living room, say: "If you sit at the table, then you can have your snack." Stick with the rule: If they don't sit at the table, they don't get the snack now or later.

2. Strategy: Sticker Chart (Token Economy) Sticker charts work best for children ages 5 to 8, rewarding chores or behaviors you want to see every day.

- **Step 1: Make a Specific List:** Work with your child and be specific (e.g., "Put clothes away," not "Clean your bedroom").
- **Step 2: Set Sticker Goals:** Decide how many stickers they need daily to get a reward. Start with something achievable.
- **Step 3: Decide Rewards:** Use rewards your child truly enjoys (extra TV time, choosing dinner). Change rewards every week or two to maintain interest.
- **Rule:** Praise the earning of stickers, and avoid criticism when they have a hard day (Losing the reward is punishment enough).

3. Strategy: Removal of Privileges (Consequence) Loss of privileges means your child is not able to do something they enjoy because of bad behavior.

- **Choose Carefully:** Select an activity your child likes (Loss of TV/tablet time, bike riding, or a favorite toy).
- **Duration:** Don't take the activity away for too long. For young children, 1/2 hour to 1 hour is often enough. Teenagers should not lose privileges for longer than one week.

4. Strategy: Special Ignoring (The House Rule) This is a formal version of Selective Ignoring for persistent small problems.

- **Step 1: The Meeting:** Have a calm meeting. Tell your child exactly what behavior you want to stop (e.g., yelling when parents talk).
- **Step 2: Explain Consequence:** Explain that every time that behavior happens, you will either turn away or walk away (e.g., "We won't look at, talk to you, or play with you until you stop.")
- **Step 3: Practice:** Practice Special Ignoring every time the behavior happens. Once the behavior stops, give your child Labeled Praise for the positive opposite behavior.



Practice Tip

If setting up a Sticker Chart, remember the goal is not perfection. Focus on rewarding incremental effort and avoiding criticism when they fail to meet the sticker goal.



Sample Script

Parent (Using If-Then): "You have 30 minutes until we go out. If you **get dressed and put your socks on**, then you may watch 15 minutes of tablet time before we leave."



Daily Quiz

Q: When using the If-Then Plan (contingency management), why should the parent avoid giving the reward ("then") if the child does not complete the requirement ("if")? A) The parent will run out of rewards too quickly. B) It teaches the child that the requirement is negotiable and that non-compliance still leads to rewards. C) The reward is only for fun, not for behavior. D) The child will not like the reward if they didn't earn it. Correct Answer: B. Sticking to the contingency plan teaches the child that the reward must be earned, making the structure reliable and effective.

Phase 2 Day 26: Final Review & Special Time Benefits: The Social Skill Transfer

Today, we connect your daily Connect Phase practice (Special Time) directly to the powerful improvements in your child's social skills outside of the home.

Core Content: The Transfer of Skills

Your child learns crucial social behaviors during Special Time because you are the primary role model and interaction partner.

- **Learning Cooperation:** When you consistently **Imitate** and **Follow Your Child's Lead** (Narrate, Echo), you are non-verbally teaching them to be cooperative, flexible, and how to successfully manage another person's attention (yours!).
- **Empathy and Listening:** When you actively **Echo** your child's ideas and feelings, you model what it means to be a good listener and an empathetic friend. They internalize this behavior and use it when interacting with peers, siblings, and teachers.
- **Positive Peer Interaction:** Children who receive high rates of **Praise** (reinforcement) for appropriate behaviors at home are more likely to seek out positive interactions and use positive behavior when playing with others. They learn that cooperation and sharing are the most effective ways to get attention and positive outcomes.

Result: The daily 5-minute dose of positive, structured attention not only strengthens your bond but actively teaches your child the core skills needed to succeed socially in the classroom and on the playground.

Practice Tip

Look for a moment today where your child successfully resolves a conflict with a sibling or peer (e.g., sharing a toy, waiting for a turn). Use a powerful Labeled Praise focused on that social skill.

- **Example:** "That was a great job **taking turns** with your sister, you made a wonderful partner!"

Sample Script

Parent (Observing peer play): "I saw you let your friend choose the game first. That was very **flexible and cooperative**, I'm so proud of how well you get along with your friends."

Daily Quiz

Q: How does the daily practice of the Connect Phase (Special Time) directly improve a child's social skills outside the home? A) It teaches them to ask teachers for Time-Out when they are angry. B) By modeling listening (Echo) and cooperation (Imitation), it teaches the child core skills needed for positive peer and teacher interactions. C) It gives them more facts to share with friends. D) It teaches them to only listen to the parent. Correct Answer: B. The positive, non-directive skills modeled by the parent during Special Time transfer directly to the child's ability to listen, cooperate, and resolve conflicts with peers.

Overall Booster: - [those can be used if parents stop playing for more than 3 days.]

Why Play is Essential & Positive Parenting Style

Core Content: The Power of Play and Your Parenting Style

1. Play is Your Child's Work: Play is how children learn to process emotions, master physical skills, develop problem-solving strategies, and understand social rules. Your Special Time practice taps into this natural learning mechanism, allowing them to lead their own emotional growth.

2. Authoritative vs. Permissive Parenting: Effective parenting, like the Nora Model, lands squarely in the **Authoritative** style:

- **High Warmth/Responsiveness:** Using all your PEN skills.
- **High Demand/Structure:** Using Clear Commands and consistent Time-Out follow-through. This contrasts sharply with **Permissive** parenting (high warmth, low demand) or **Authoritarian** parenting (low warmth, high demand). You are both warm *and* firm.

3. Cheerleading for Yourself: You have built a new set of reflexes! This is incredibly hard work, and you should celebrate your commitment. Every time you successfully replace a question with an Echo or stay calm during a Time-Out, you are reshaping your family's future. **You are doing a fantastic job!**

Sample Script: Affirmation

Parent (Self-Talk): "That was hard, but I stayed neutral. I'm being the calm and confident model my child needs right now."

Daily Quiz

Q: The Nora Model is aligned with which scientifically supported parenting style? A) Permissive (high warmth, low demand). B) Authoritarian (low warmth, high demand). C) Authoritative (high warmth, high demand). D) Neglectful (low warmth, low demand). Correct Answer: C. The Authoritative style combines high responsiveness (Connect Phase) with clear boundaries (Discipline Phase).

Quality Time and Beating Parenting Guilt

Today, we focus on managing the pressure of being a busy parent and replacing guilt with confidence.

Core Content: Quality Over Quantity

If you are a busy parent, it is natural to feel guilt about not spending enough time with your children.

- **The Myth of Constant Availability:** Children do not need 24/7 engagement. They need **predictable, high-quality attention**. Your 5 minutes of Special Time, where you are 100% present (no phone, no distractions), is more valuable than hours of distracted, intermittent interaction.
- **The Power of PEN:** By using your Praise, Echo, and Narrate skills during Special Time, you fill your child's emotional tank so efficiently that they are better able to handle your absence during the rest of the day.

Positive Parenting is a Mindset

Positive parenting isn't about being perfectly happy or never saying "no." It's about maintaining a consistently positive mindset and approach:

- **Focus on the Good:** Using your Labeled Praise to catch your child being good (the positive opposite) 80% of the time.
- **Respond, Don't React:** Using your 60-Second Escape and neutral tone when setting limits.
- **Your Success is Permanent:** You have not just temporarily fixed behavior; you have changed the core relationship dynamics. These skills are now yours forever.

Keep Going! Relapses happen. If you have a bad day, simply commit to starting Special Time again tomorrow. You have the skills to recover and succeed.

Sample Script: Reframing Guilt

Parent (Self-Talk): "I only had 5 minutes for Special Time today, but I was fully present, and I used 15 praises. That was a high-quality interaction, and that is enough."

Daily Quiz

Q: For busy parents, why is the daily 5-minute Special Time practice so effective in reducing parenting guilt? A) It teaches the child to entertain themselves for the rest of the day. B) It proves that **quality** (focused, intentional PEN skills) is more important than **quantity** (hours of distracted time). C) It allows the parent to skip all discipline for the day. D) It only works if the child initiates the activity. Correct Answer: B. The high-quality, focused nature of Special Time efficiently meets the child's relational needs, alleviating guilt associated with lack of quantity.

The Value of Coaching and Consistency

Core Content: Maintaining Momentum

Your biggest enemy now isn't misbehavior; it's **inconsistency**. When you stop practicing, your old habits—questions, commands, and criticism—will creep back in.

- **The Skill Decay:** Just like missing gym days, your parenting skills will fade without regular use. Special Time is your mandatory 5-minute workout to keep your PEN skills sharp.
- **The AI Coach Advantage:** Our app's AI coaching feature is designed specifically to prevent skill decay. By continuing your 5-minute practice sessions with the coach, you receive immediate, objective feedback that helps you notice when you slip back into old habits, ensuring you stay in the "Authoritative" sweet spot (high warmth + high structure).

The Secret to Sustainable Success

The key to long-term success is integrating the skills naturally into your daily life *and* having an external check (the coach) to correct drift. The coaching is your insurance policy against regression.

- **Challenge:** Commit to doing at least two coached 5-minute Special Time sessions this week to keep your praise rate high and your command rate low.

Sample Script: Recommitment

Parent (To Self): "I know I rushed cleanup this morning and yelled. I'm going to run a short practice session with the AI coach tonight to reset my calmness and check my command rate."

Daily Quiz

Q: What is the biggest risk to parents' long-term success after mastering the Discipline Phase? A) The child's behavior getting too good. B) Inconsistency and the decay of positive parenting habits without structured practice. C) Running out of new command ideas. D) The child getting tired of the praise. Correct Answer: B. Without regular, structured practice like the 5-minute coached sessions, old habits (like using "Don't" skills) tend to return, compromising the relational foundation.

Celebrate Progress, Not Perfection

It is vital to shift your focus from solving every problem immediately to celebrating the cumulative, lasting changes you have created.

Core Content: The Compounding Effect of PEN

Think back to Phase 1. You started by struggling to use even three Praises in 5 minutes. Now, you achieve 10 Praises easily, and your child's compliance is routine. This is not luck—it is the result of thousands of tiny, positive interactions that have compounded over time.

- **The Mindset Shift:** Stop judging the isolated incident ("My child still argued about bedtime today") and start celebrating the daily average ("I used 50 Praises today, and last month I used 10").
- **Relapse is Normal:** Every expert parent has days where they yell or lose their cool. The difference is, you now have the tools (60-Second Escape, Clear Command sequence) to recover quickly and reset the cycle, preventing a bad moment from becoming a bad week.

The Power of Data: Using Your App's Metrics

Your app records your success! Use the metrics (like your weekly praise count or command compliance rate) as proof of your consistency and hard work.

- **Motivation:** Seeing your high praise ratio stay above 80% is the ultimate motivation to keep going.

 **Sample Script: Self-Compassion**

Parent (Self-Talk): "I messed up and yelled, but I apologized and immediately reset the situation with a Clear Command and follow-through. I recovered quickly, and that is a massive win."

 **Daily Quiz**

Q: If a parent has a "bad day" and yells at their child, what action, according to the Nora Model, is the most critical for maintaining long-term progress? A) Immediately giving the child a reward to make up for the yelling. B) Analyzing the situation to find who was at fault. C) Apologizing if necessary, quickly resetting the cycle with a PEN skill, and returning to consistent practice the next day. D) Giving up on the program. Correct Answer: C. Quick recovery, apologizing if appropriate, and returning immediately to consistent practice prevents the isolated incident from becoming a regression in habits.