



Ronald Mah, M.A., Ph.D.

Licensed Marriage & Family Therapist, MFC32136

Psychotherapy, Parent Education, Consulting & Staff Development

433 Estudillo Ave., #305, San Leandro, CA 94577-4915

(510) 614-5641 Office - (510) 889-6553 fax - E-mail: Ronald@RonaldMah.com - Web: www.RonaldMah.com

Workshops on Siblings, Adolescents, Couples, and Family

"1 + 1 = 2 Much!?" A Guide to Healthy Couples Relationships

Don't Make A MESS

Out of Talking to Kids About Alcohol and Drugs

**"Blood is Thicker Than Water... So Stop Trying to Spill Your Brother's & Sister's!"
Understanding & Dealing with Sibling Rivalry**

Communication in Relationships

A Training to Build Constructive Relationships (& Preclude or Defuse Conflict)

**"Desperate in the Sanctuary-Prison of Adolescence" Keys to Successful Interactions With
Adolescents**

**Experiential Activities: Psychosocial and Cultural Issues for Preadolescents and
Adolescents**

**Family Dynamics and Emotional & Mental Health
Affecting Children, Parents, and Families**

Fatherhood for the New Millennium "Father" or "Dad"- What's the Difference?

**"I Don't Know What to Say... I Don't Know What They Want!" Parenting and
Communication with Adolescents**

"One Family - Many Cultures" Families in Cross-Generational Conflict

Your Turn Now- Taking Care of Mom & Dad, Developmental Principles of Elder Care



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"1 + 1 = 2 MUCH!?" A GUIDE TO HEALTHY COUPLES RELATIONSHIPS

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

The presentation brings together family life cycle theory, family systems theory, couples therapy principles, and communication skills as they apply to an healthy couples relationships. The presentation focuses on how a couple may develop (devolve) into negative patterns of relationship due to ignorance about temperamental differences, parenting demands, values confusion or differences, and poor communication skills. This theoretical knowledge is presented with practical techniques for keeping and/or restoring healthy relationships for couples, including the "Working It Out Plan"- a practical guide to healthy conflict resolution.

SUMMARY OF CONTENT:

1) GOALS FOR IMPROVING COUPLES RELATIONSHIPS

2) STAGES OF COUPLES RELATIONSHIP DEVOLUTION

COMMENTING, COMPLAINING, CRITICIZING- Crossing the Danger Line

CONTEMPT, DEFENSIVENESS- Deep in Danger

EMOTIONAL DISCONNECTION, DIVORCE- Endings

3) A DIAGNOSTIC ORDER FOR UNDERSTANDING BEHAVIOR-

Including Family Life Cycle Issues (Parents- Yes, Couple- We Forgot!)

4) PRINCIPLES OF FAMILY SYSTEMS THEORY APPLIED TO COUPLES

Family of Origin Dynamics Affecting the Current Relationship

5) HOW TEMPERAMENTAL DIFFERENCES AFFECT RELATIONSHIPS

Nine Key Traits- Match & Mismatch

6) ATTACK AND DEFENSIVENESS

Defensiveness & Loss vs. Validating Communication

7) "DON'T TAKE YOUR TURN!"

How To Break Negative Communication Cycles

8) THE FOUR HONORINGS OF COMMUNICATION

Dealing with Fear or Discomfort that Compromises Honest Expression

9) THE WORKING IT OUT PLAN- A Step by Step Practical Guide to Conflict Resolution Between Upset (but Caring) People



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**"Blood is Thicker Than Water...
So Stop Trying to Spill Your Brother's & Sister's!"
Understanding & Dealing with Sibling Rivalry**

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

The presentation brings together self-esteem theory, tantrum principles, developmental theory, family systems therapy principles, and communication skills as they apply to sibling relationships and rivalry. The presentation uses a family to illustrate how and why sibling rivalries develop due to birth order, temperament, parenting styles, and the family life cycle. Self-esteem among siblings is presented as a primary cause and cure for sibling rivalries. This theoretical knowledge is presented with practical techniques for prevention, mitigation, and resolution of sibling rivalries, including the "Working It Out Plan"- a practical guide to resolving conflict between siblings.

SUMMARY OF CONTENT:

- 1) Underlying Issues in the Development of Sibling Rivalry
- 2) Four Criteria for Self-Esteem and How It Affects Sibling Relationships
- 3) Tantrum Theory as It Relates to Siblings
- 4) Developmental Issues with Different Age Children
 Piaget and Erickson
 Adolescent Egocentrism & Sibling Rivalry
- 5) Family Systems: Roles & Structural Principles Affecting Relationships
- 6) Temperamental Differences & Issues Affecting Families & Siblings
- 7) Victim/Bully Theory
- 8) Principles of Discipline with Siblings
- 9) Step Family and Blended Family Considerations
 Cinderella- Fact or Fantasy?
 From Fantasy (The Brady Bunch) to Reality
 Recommended Approaches to Step-parenting
- 10) The Working It Out Plan-
 A Practical Guide to Better Communication and Conflict Resolution



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Don't Make A MESS Out of Talking to Kids About Alcohol and Drugs

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

Parents and other adults often make a mess out of talking to kids about alcohol and drugs. This training uses a mnemonic – A MESS to examine problematic approaches that lose adults credibility to a solid approach that resonates with children, pre-teens, and teens. In addition, the training includes the key three goals of parenting (or raising children), the big four concerns that amplify or reduce adult anxiety (and potentially free children from restrictive discipline), and more about alcohol use.

A-	Addiction
M-	Moral
E-	Education
S-	Social
S-	Self-Medication

The Key Three:

- 1) Sense of Excellence
- 2) Good Work Ethic
- 3) Sense of Responsibility to Others/Community

The BIG FOUR:

- 1) Sex
- 2) Alcohol & Drugs
- 3) Academic & Vocational Options
- 4) Hanging Out w/ Negative people

Six Ways to Kill Yourself w/ Alcohol:

- 1) Inhibition Depressed
- 2) Motor Coordination Depressed
- 3) Gag Reflex Depressed
- 4) Autonomic Nervous System Depressed
- 5) Cirrhosis
- 6) Association

Continuum of Alcohol/Drug Use

0-----X-----S-----P-----A-----D

Three Areas of Harm:

- 1) Health
- 2) Academic/Vocational
- 3) Emotional/Psychological/Relationships



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"Desperate in the Sanctuary-Prison of Adolescence Keys to Successful Interactions With Adolescents

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

The focus of this training is on applying underlying developmental & cross-cultural issues to impact psychological, interpersonal, & family dynamics in teaching, conducting therapy, working with, and/or communicating with adolescents, especially abuse victims. Social and cultural issues that apply to the teen lifestyle and expectations are examined and compared to adult and mainstream lifestyles and expectations. Aspects of four family systems therapies as applied to teens will be discussed. Participants will learn how to effectively apply the intervention and communication principles discussed.

SUMMARY OF CONTENT:

- 1) "Family Values" Failing Teens
Traditional Culture - Adult Culture - Teen Culture
The SANCTUARY - PRISON of Adolescence
- 2) Teenager- The Developmental Stage of Adolescence
Adolescent Egocentrism
- 3) Why Adolescents Don't (Can't) Invest
- 4) Child, Teen, Adult- Coming of Age Rituals & Improvisation
Adolescent Transition Rituals
- 5) Authoritative vs. Authoritarian vs. Permissive Parenting
The Principle of Scaffolding
From Regulation to Co-regulation to Self-regulation
- 6) When Attitude Begats Attitude...
Taking Your Turn "Wrong!"
- 7) The Four Honorings of Communication Applied to Adult-Teen Talk
- 8) Adult Gifts to Adolescents: Anger!?, Distrust!?, Abandonment!?
- 9) Who's the Sanest? Differentiation or Not?
- 10) The Four Keys to Adolescent Work- RIPS



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Experiential Activities: Psychosocial and Cultural Issues for Preadolescents and Adolescents

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions and actively participating.

DESCRIPTION:

Teachers who work with young people (primarily preadolescents and adolescents) who wish to help students examine introspectively and in a group process, the "deeper" or "hotter" issues of the students' emotional, social, cultural, economic, historical, and political worlds are often frustrated because of the resistance encountered. The presentation will begin with the presentation of "The Four Underlying Principles to Group Process." How each of these principles contribute to a positive and stimulating group process will be discussed. Then, each of these principles will be examined as to the developmental and/or cultural appropriateness or inappropriateness for the preadolescent and adolescent students (these principles are often difficult for young people to possess, and for individuals from certain cultures). The presentation will continue with how to address the developmental and cultural challenges to group process with young people. Developmentally and culturally appropriate alternate approaches and principles will be presented and applied to the group process.

The presentation will follow with examples of successful alternative approaches to facilitating the group process with young people: a successful program utilizing movie video excerpts with high school students and experiential series of activities conducted with middle school children. To conclude, successful activities presented by participants will be assessed for the underlying principles that led to positive results

SUMMARY OF CONTENT:

- 1) The Four Underlying Principles to Group Process
- 2) Developmental and Cultural Mismatch for PreAdolescents and Adolescents and the Introspective and Group Process
- 3) Developmentally and Culturally Approaches to Introspection and Group Process for PreAdolescents and Adolescents
- 4) Video Excerpts for Experiential Activities- High School Examples: - friendship/loyalty/games, family obligations, violence, and sexuality.
- 5) Middle School Experiential Activity Examples: Topics presented include cliques, entering into a new cultural situation, verbal and nonverbal communication, gender roles, friendship morality, and sexual harassment
- 6) Participants successful activities assessed for underlying success principles- Confirmation, extension, and challenge to presented principles



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Family Dynamics and Emotional & Mental Health Affecting Children, Parents, and Families

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

Children may present very difficult and challenging behavior that comes not from their own volition, learning issues (and disabilities), temperament, peer pressure, developmental challenges, and so forth, but from coming from and living in difficult family situations. This training borrows from family therapy theory for an overview of how family dynamics affect children, their parents, and the overall family.

- **FAMILY OF ORIGIN THEORY-** Individuals bring prior experiences (usually from their families of origin) into their own nuclear families. These expectations if unacknowledged can act as "scripts" that can cause parents to enforce and repeat negative patterns of behavior.
- **STRUCTURAL THEORY-** If a family has a logical consistent structure with appropriate roles for each member, appropriately permeable boundaries, healthy alignments within the family, and clear open communication channels, then the family will tend to be healthy.
- **STRATEGIC THEORY-** Negative behavior within a family happens in a sequence of behaviors that cycle over and over. Positive behavior results when members of a family can choose to or be lead to interrupt the toxic hierarchy of behaviors.
- **COMMUNICATION THEORY-** Healthy families communicate to each other in ways that validate and build each others self-esteem. Poor communication leads to self-esteem loss and subsequent negative behaviors in attempts to compensate.

INDICATORS for FAMILY of ORIGIN ISSUES

- **THE "X" FACTORS-**
 - Making Sense out of Nonsense (Logic out of Illogic)
 - When it doesn't seem to make sense; illogical
 - "How could s/he think/do that?"
 - $1 + 1 + 1 = 8$!?
 - $1 + 1 + 1 + "X" = 8$
- **PSEUDO-MATURITY-** Children taking on pseudo-adult roles
- **RIGIDITY OF ROLES-** despite pain needed to maintain roles



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- ILLOGICAL VALUES
- PREPONDERANCE OF IMPLICIT RULES
- INCORRECT AND/OR ILLOGICAL PERCEPTION
 - When "Or else what?" is answered with "Because!"

INDICATORS for STRATEGIC FAMILY ISSUES

- CYCLICAL BEHAVIOR PATTERNS
- "STUCK" PATTERNS OF BEHAVIOR
- STEREOTYPED PERCEPTION / LACK OF PERCEPTUAL FLEXIBILITY
- PRESENCE OF UNACKNOWLEDGED IMPLICIT VALUES
- AUTHORITARIAN/AUTHORITATIVE CULTURAL/SOCIAL TRADITIONS OR PATTERNS

Indicators For Paradoxical Interventions

- EXTREMELY "STUCK" PATTERNS OF BEHAVIOR
- LACK OF COGNITIVE INSIGHT
- EXTREME CONTROLLING BEHAVIOR
- AGE APPROPRIATENESS

INDICATORS for STRUCTURAL FAMILY ISSUES

- INEFFECTIVE HIERARCHY OF AUTHORITY
- INAPPROPRIATE/INEFFECTIVE POWER
- POORLY DEFINED ROLES
- POOR CHANNELS OF COMMUNICATION
- RIGID OR ENMESHED BOUNDARIES
- INAPPROPRIATE COALITIONS
- Triangulation, Detouring
- AUTHORITARIAN/AUTHORITATIVE CULTURAL/SOCIAL TRADITIONS OR PATTERNS

Family Situations Indicating Structural Therapy

- Physical, Emotional, & Sexual Abuse; Drug Abuse
- Blended Families, Step-families, Non-biological Adults or children in the household; Foster Homes
- Extended Family Homes-3 generation families; Aunts, Uncles, & Cousins in the household

INDICATORS for COMMUNICATION ISSUES

- BLOCKED OR INAPPROPRIATE EXPRESSION OF FEELINGS
- COVERT COMMUNICATION



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- CLOSED COMMUNICATION
- DYSFUNCTIONAL RULES & RITUALS
- SECRETS
- LOW SELF-ESTEEM
- GAMES:
 - Rescue, Coalition, Lethal
- STANCES:
 - Victim, Blamer, Computer, Distractor, Scapegoat, Superior



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Fatherhood for the New Millennium "Father" or "Dad"- What's the Difference?

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions and actively participating.

DESCRIPTION:

Society is changing. It takes a village to raise a child. But the village has changed as well. The families that used to make up the village have also changed. In some ways, fathers are more important than ever in the family. Due to economic and social changes, the roles of the mother and of the father (of the female and male authority figures) are changing from year to year. The roles for grandparents, uncles and aunts, and other members of the extended family have also changed. What does it mean to be a man? What does it mean to be a father? to be a dad?

SUMMARY OF CONTENT:

Changes in the Family -- Traditional Models:

The Multigenerational Extended Family

The Nuclear Family

The Patriarchal Family and the Matriarchial Family

Roles of Mothers, of Fathers, of Daughters, a Sons, of Seniors

Modern Families:

Immigrant Families

Split Families

Single Parent Families

Fatherless Families

The Role of Human and Social Services for Modern Families

Traditional Culture for Traditional Society --

Modern Culture for Modern Society --

New Culture for the New Society --

What Does Your Family Need?

What Does Your Partner Need?

What is the Difference between a "Father" and a "Dad?"

What Do Your Boys Need?

What Do Your Girls Need?



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"I Don't Know What to Say... I Don't Know What They Want" Parenting & Communication With Adolescents

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

Focus is on understanding dynamic issues in the parent-teen relationship: the intrapersonal, the interpersonal, developmental, and the system issues that can lead to conflict or cohesiveness between parent and teen. Addressed are the teen's emotional, psychological, social, and cultural needs as part of both the family community and of their adolescent community. Cultural failure and Family Values are examined as they fit and misfit the needs of teens. Effective and ineffective Parenting Styles and Communication are discussed.

SUMMARY OF CONTENT:

1) "FULFILLING OR FAILING?"

Identifying the Needs and Issues of Adolescence
How "Family Values" Fail Our Teens
Society - Adult Society - Teen Society
Traditional Culture - Adult Culture - Teen Culture

2) "YOU MEAN S/HE IS **SUPPOSED** TO ACT LIKE THIS!?"

Teenager- The Developmental Stage of Adolescence
Adolescent Egocentrism

3) "IT WAS SO DIFFERENT WHEN THEY WERE LITTLE!"

Family Dynamics With Teens in the House

4) "SO WHAT DO I DO?"

Authoritative vs. Authoritarian vs. Permissive Parenting
The Principle of Scaffolding
From Regulation to Co-regulation to Self-regulation

5) TAKING TURNS, SKIPPING TURNS, **NOT** TAKING YOUR TURN

When Attitude Begats Attitude...
that Instigates Attitude that Incites Attitude.....
Principles of Strategic Family Therapy

6) The Bottom Line

As Aretha Franklin sings it, "R-E-S-P-E-C-T"
Communications Theory Applied to Parent-Teen Talk



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"One Family – Many Cultures" **Families in Cross-Generational Conflict**

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

Focus is on helping participants learn the role of culture in their families. Seeing families as inherently multi-cultural helps break the pattern of empathetic and communication failure between parents and children. Examination of the development of different cultural values, patterns, and behavior in response to different social demands for adults versus children in middle childhood, pre-adolescence, and adolescence. Participants will learn how cultural diversity is appropriate and logical in response to needs, i.e. that family members are never "just" different or defiant. Individual, family of origin, and cohort experiences are considered to help participants become aware of their own attitudes with regard to values, including "family values".

SUMMARY OF CONTENT:

1) THE SURVIVAL PERSPECTIVE OF CULTURE AND VALUES

Culture in Society- Economic & Political Considerations

Workplace Culture- Values of the Work Community

2) CULTURE IN FAMILIES & ADULT CULTURE-

The Family Society & the Adult Society

"FAMILY VALUES"- Origins: Mainstream and Immigrant Social Principles

"When the Heat is ON!", Family Culture Response to Stress

3) CULTURE IN SCHOOL- The School Society & Values, An Historical Perspective

4) CULTURE IN THE OUTER WORLD- Children's Societies

Culture on the Playground, the Mall, in the Hood- Survival & Success Issues

Middle Childhood Society & Cultural Demands

Developmental Needs of Different Stages of Childhood

Preadolescent Society & Cultural Demands

Adolescent Society & Cultural Demands

Identifying the Needs and Issues of Adolescence

How "Family Values" Fail Our Teens

Adolescent Egocentrism

5) ADULTS & CHILDREN CONFLICT AS CROSS-CULTURAL CONFLICT

Principles of Multi-Cultural Sensitivity and Appreciation of

Diversity as Applied to Generational Conflict

Problem Area Identification & Solutions & Parental Prejudice/Family Values?



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Your Turn Now- Taking Care of Mom & Dad Developmental Principles of Elder Care

OVERVIEW: The focus of this workshop is on understanding the emotional and psychological challenges of elder care on all members of the family: the elder, the biological adult child, the daughter or son-in-law, and the kids; and on the family dynamics. Developmental and life cycle theory is made real, understandable, and applicable to life as a three-generation family.

1. DEVELOPMENT REVERSED AND TURNED UPSIDE DOWN

General Developmental Theory Applied to Families Facing Elder Care

Life Cycle Theory and the Families of Origin and the Nuclear Family

Adult Child Family Life Cycle stages; Work/Career Cycle stages

Tasks and Challenges Developmentally for the Family with Elder Care

2. LOSS AFTER LOSS- PHYSICAL AND COGNITIVE ISSUES FOR ELDERS

Loss of Physical Mobility; Loss and Decreases in Sensory Acuity; Sex?...Sexy? Old Ain't Sexy; Getting Sick, Staying Sick, Living Sick

Changes in Memory- Alzheimers, Dementia, and Senility

Difficulty in Dx of Depression, Illness, Substance Abuse

3. EMOTIONAL AND PSYCHOLOGICAL ISSUES FOR ELDERS

"Real Tired" or Retired? The Impact of Retirement on Elders Self-Image

"Now What?" Preventing Depression with the Loss of Purpose

Losing Spouses, Losing Friends, Losing the Familiar Community

Facing Imminent Mortality- Coming to Terms with Death

4. EMOTIONAL AND PSYCHOLOGICAL ISSUES FOR ADULT CHILDREN PARENTING THEIR PARENTS

Historical and Cultural Traditions for Elder Care in Modern Reality

Unfinished Business Intrudes- Ghosts From Childhood

Obligation, Shame, Guilt, Anger, Helplessness, and Responsibility

"I Knew How to be the Kid, I Saw How to be the Parent...But How does the Grown Up Kid (me!) Parent the Grown Old Parent!?" And Still be a Couple?

5. EMOTIONAL AND PSYCHOLOGICAL ISSUES FOR CHILDREN WHEN GRANDMA OR GRANDPA LIVE IN THE HOME

"I Wanna Play! Why do I have to watch Poppi?"

When Parents and Grandparents Both Parent the Kids

Consistency and Inconsistency- Rules for Kids/Rules for Granny

Anger, Guilt, and Shame for Kids about Nana - Teen Egocentrism & Elder conflict

6. STRESS ON THE FAMILY SYSTEM- "Is this working for ANYONE!?"

Balance, Respite, & Lessons From the Serenity Prayer