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Workshops Descriptions

STAFF DEVELOPMENT, RELATIONSHIP TRAINING, & PARENT EDUCATION

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THESE TRAININGS ARE ABOUT RELATIONSHIPS IN THEIR MANY FORMS. They are about people, whether they are about clients, associates, parents, children, or family. The trainings will help individuals understand that who and what they are, is the result of understandable and logical forces and experiences. The recognition and understanding of these forces and experiences that comes through the trainings will empower professionals, individuals, adults, or the family to move toward more productive relationships, and to empower them toward more healthy emotional and psychosocial development.

PSYCHOLOGICAL, EDUCATIONAL, SOCIAL, AND CULTURAL CONCEPTS will be discussed to help participants make sense of all of their lives and relationships:

- to learn how you, your child, your family, the other person (be he/she a relative, client, customer, peer, colleague, supervisor, or supervisee) came to be;
- to help you become more aware of yourself and your child, and/or the other person; to become more aware of your and your child's and/or the other person's feelings, thoughts, and behavior; and
- to integrate this into healthier development and more productive and/or profitable relationships.

PSYCHODYNAMIC ISSUES DETERMINE EFFECTIVE OR INEFFECTIVE BEHAVIOR is a principle of relationships that the trainings teach. The techniques of relationships are made learnable and applicable through better understanding of how and why ones intrapersonal issues often sabotage otherwise excellent interpersonal skills training done in most workshops or seminars.

WORKSHOP SECTIONS

Children's Behavior, Discipline, Temperament, and Tantrums

Self-Esteem, Stress, Peace, and the Dynamics of Bullies and Victims

Child Development, Play, and the Therapeutic Role of Play

Siblings, Adolescents, Couples, and Family

Adults: Staff, Teachers, & Parents or Clients & Conflict, Work Dynamics, Burnout

Anti-Bias Curriculum, Multi-Culturalism, Diversity, Social Justice, & Institutional Change

Other Workshops for Human Services Professionals



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Workshops on Children's Behavior, Discipline, Temperament, and Tantrums

"WHAT DO YOU DO WHEN.....?"

A Consultation/Training Workshop Based on Participant Needs

"OUT OF THE TWILIGHT ZONE"- DISCIPLINE FROM THE INSIDE OUT

"IT'S A ZOO IN HERE!"

PRINCIPLES OF CLASSROOM MANAGEMENT

**"WHAT IS WITH THIS KID!?" UNDERSTANDING TEMPERAMENT
FOR MORE EFFECTIVE MANAGEMENT AND DISCIPLINE**

THE ONE-MINUTE TEMPER TANTRUM SOLUTION

"WHEN ALL HELL BREAKS LOOSE"

INTRODUCING THE FOSTER CHILD INTO THE FAMILY SYSTEM

CONFLICT RESOLUTION W/ YOUNG CHILDREN

including Issues Around Victims, Abusers/Bullies, & Survivors

SETTING BOUNDARIES

WHEN IT'S NECESSARY, HOW IT WORKS, CREATING THE CONTAINER

SPECIAL NEEDS & SPECIAL CHALLENGES

STUDENT DIVERSITY (NON-ETHNIC) IN THE CLASSROOM



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"WHAT DO YOU DO WHEN.....?"

A Consultation/Training Workshop Based on Participant Needs

OVERVIEW: This workshop is entirely built from the participants curiosity, questions, urgencies, dilemmas, concerns, crises, and challenges. Material from any of the trainings that, Ronald Mah, M.A., Licensed Marriage Family Therapist, credentialed elementary and high school teacher, ECE instructor, and consultant may be presented in the framework of responding to direct questions from participants. Topics may include (but are not limited to) questions that draw from the many subjects of the workshops the presenter has conducted from 1991 to parents, foster parents, adoptive parents, Early Childhood Education, Kindergarten, elementary, middle and high school teachers and administrators from private, public, religious schools, therapists, social workers, vocational and other human services professionals.

Learning Objectives:

- Participants will learn a process to problem-solve challenging issues.
- Participants will present specific issues or challenges to both problem-solve and learn underlying concepts.
- Participants will learn to be more analytical and professional in assessments and interventions. Potential foci include material from workshops such as:

DISCIPLINE FROM THE INSIDE OUT

SETTING BOUNDARIES

CONFLICT RESOLUTION W/ YOUNG CHILDREN

PRINCIPLES OF CLASSROOM MANAGEMENT

UNDERSTANDING TEMPERAMENT for More Effective Management and Discipline

TEMPER TANTRUM SOLUTIONS

INTRODUCING FOSTER CHILDREN INTO THE FAMILY SYSTEM

✧ BUILDING SELF-ESTEEM IN THE ADULT/CHILD SYSTEM

✧ BUILDING PEACE

✧ VICTIMS, ABUSERS/BULLIES, & SURVIVORS:
The Dynamics of Self-Esteem in Aggression and/or Violence

✧ CHILDHOOD STRESS—Including Dealing w/
Transitions and Change

BUILDING CONSTRUCTIVE ALLIANCES with Parents or Clients

STAYING PHYSICALLY AND EMOTIONALLY

FAMILY DYNAMICS AT HOME (& AT WORK!!) for Creating Healthy Relationships & Teams

BALANCING PROFESSIONALISM, SENSITIVITY, & FRIENDSHIP IN THE WORKPLACE

• SELF-ESTEEM AND DEVELOPMENTALLY APPROPRIATE PRACTICE

• DEVELOPMENTALLY APPROPRIATE PRINCIPLES FOR PRESCHOOLERS

• DEVELOPMENTAL PLAY THEORY TO PLAY THERAPY

MULTI-CULTURAL/DIVERSITY SENSITIVITY

INTEGRATING SOCIAL JUSTICE INTO SCHOOLS

✧ KEYS TO SUCCESSFUL INTERACTIONS WITH ADOLESCENTS

✧ UNDERSTANDING & DEALING WITH SIBLING RIVALRY

✧ HEALTHY COUPLES RELATIONSHIPS

✧ FATHERHOOD FOR THE NEW MILLENIUM

✧ FAMILIES IN CROSS-GENERATIONAL CONFLICT

✧ DEVELOPMENTAL PRINCIPLES OF ELDER CARE

ASSESSMENTS IN INTERVENTION & TREATMENT PLANNING

UNDERSTANDING CHILD ABUSE AND MANDATED REPORTING

FACILITATING CHANGE IN INSTITUTIONS

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"OUT OF THE TWILIGHT ZONE"- DISCIPLINE FROM THE INSIDE OUT**FORMAT:**

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

DESCRIPTION:

Focus is on understanding and addressing the underlying emotional and psychological issues that arise in children & adults in discipline situations; and how adults use their understanding of their own feelings and needs (& insecurities) to more effectively and appropriately discipline children. Participants will learn how to make accurate diagnoses of the discipline situation so they may be able to effectively apply the discipline techniques discussed.

Learning Objectives:

- Participants will learn how to recognize the four types of temper tantrums, and their different underlying causes.
- Participants will learn about and how to handle each type of tantrum, and what to do when you don't recognize what type it is.
- Participants will learn about how tantrums are ignited.

SUMMARY OF CONTENT:**1) The WHY's of Discipline: Socialization, Sanity, & Security**

The underlying emotional and psychological needs of the child; societal, community, and family needs; and parental needs.

2) Communication- Overt & covert, Surface messages & metamessages

How children are damaged by frustrated and unaware adults.

3) Diagnosing the Discipline Situation- A Hierarchy of Discipline

A step by step approach to dealing with discipline- from the simple to the complicated.

4) The Responsibility and the Vulnerability of the Discipliner

How the adult gets frustrated, diverted, and overwhelmed in the situation; how the adult can reduce his/her vulnerability and discipline more responsibly.

5) Temperamental Differences & Learning Style Differences

Normal differences in children and how they affect interaction and discipline.

6) Family systems theory

How the family affects the child and his/her responses to the family dynamics.

7) Is your child after you?

How to recognize control and power issues in adult-child interactions; how to avoid getting into power struggles with children.



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"IT'S A ZOO IN HERE!"

PRINCIPLES OF CLASSROOM MANAGEMENT

FORMAT:

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

DESCRIPTION:

Focus is on making an academic but pragmatic distinction between effective management (interventions that prevent from problems arising) and discipline (interventions that address problem solving). By recognizing the underlying emotional and psychological issues that arise in children & adults prior to and in discipline situations, adults can use effective techniques to properly manage potential discipline situations and crises before they erupt and/or as they erupt. Participants will learn how to make accurate diagnoses of themselves as the discipliner, of the child, and of the discipline situation so that they may be able to effectively apply the management/discipline techniques discussed.

Learning Objectives:

- Participants will learn about the relationship among discipline, learning, and socialization for future success.
- Participants will learn about the relationship between verbal and non-verbal communication.
- Participants will learn about the role of boundaries in individuals and the community, including the classroom community.

SUMMARY OF CONTENT:

1. WHY MANAGEMENT & DISCIPLINE

HOW COME- for the kids; Socialization- PLUS & MINUS; Deviants & the Inept

2. THE MANAGER- How You Affect the Discipline

3. THE CHILD

From the kid's perspective- the experiential perspective

Attention is different from Validation

4. THE DISCIPLINE OF DISCIPLINE

A HIERARCHY OF DISCIPLINE

5. COMMUNICATION

Surface messages & metamessages; Affirmative vs. Negative messages

The Question that Destroys Children

6. PITFALLS

Power struggles

Blame and Responsibility- A Vital Distinction

Conditional Positive Regard vs. Unconditional Positive Regard

Demands and Expectations

7. THE MANAGER, part II

Foolish, Average, or Wise

Practical matters

On being effective



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**"WHAT IS WITH THIS KID!?" UNDERSTANDING TEMPERAMENT
FOR MORE EFFECTIVE MANAGEMENT AND DISCIPLINE**

FORMAT:

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

DESCRIPTION:

As participants understand temperament, many of the negative judgements and fears about their children's behavior can be set aside. Participants will learn nine temperamental traits and how to make a temperamental evaluations of children and of themselves. How to use the temperamental evaluation to create constructive experiences with the child; to minimize difficulties; and to empower the adult with logical and effective strategies for interactions. How to diagnose learning styles of children; and how to diagnose adult's teaching/parenting styles.

Learning Objectives:

- Participants will learn how to recognize the enduring temperamental traits that children are born with.
- Participants will learn about different temperamental traits create strengths and challenges.
- Participants will learn about particular problematic temperamental profiles and how to handle them.

SUMMARY OF CONTENT:

1) "I got this wild kid! What the heck is going on? (What the heck is wrong?)"

Recognizing what active, disruptive, and wild behavior is in the range of normal children's behavior; and what is not.

2) Assumptions and implications with various diagnoses.

Each diagnosis (from physical fatigue to temperament to pathology to moral weakness) of the reasons for a child's behavior carries assumptions and implications that have impact on how adults see the child.

3) PATHOLOGY- What is "Hyperactivity?"

A DIAGNOSTIC ORDER FOR APPROACHING "Hyper" ACTIVITY

4) Nine Temperamental Traits and how to use them to make Temperamental Evaluations.

5) "Goodness of Fit" between adult and child (theory and exercise)

How to use the theory to regain adult authority and better help the child make appropriate adaptations and compensations.

6) Learning Styles & Teaching-Living Styles

Visual

Auditory

Motor-Kinesthetic

Match and Mismatch

Tell, Show, Do

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THE ONE MINUTE TEMPER TANTRUM SOLUTION**FORMAT:**

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

DESCRIPTION:

Focus is on using participants awareness of their own emotional and psychological needs to create understanding of the child's emotional and psychological needs when he or she is in a tantrum state. This knowledge is then translated into practical technique that the participants can use to effectively prevent and resolve children's temper tantrums.

Learning Objectives:

- Participants will learn how to recognize the four types of temper tantrums, and their different underlying causes.
- Participants will learn about and how to handle each type of tantrum, and what to do when you don't recognize what type it is.
- Participants will learn about how tantrums are ignited.

SUMMARY OF CONTENT:

1) Child & adult correlation of needs

An understanding of basic human needs illustrates the logic behind tantrums.

2) Folk remedies for tantrums

Why "ignoring" is often absolutely the wrong thing to do; how and why "ignoring the tantrum" intensifies the tantrum.

3) Types of Tantrums: Manipulative, Temperamental, & Helpless Tantrums

4) Prevention - Tantrum Ignitors

What causes or what is behind the tantrum?

A Diagnostic Order

Prevention of Manipulative tantrums

Conditional tantrums

Physical Environmental tantrums

Social Environmental tantrums

5A) Prevention of Temperamental Tantrums

5B) Response to Temperamental Tantrums- Dealing w/ a raging tantrum.

Psycho/emotional diagnosis/evaluation

Psycho/emotional connection/validation

Making the touch, show, tone, verbal connections.

The Socialization Message- why it works and when it works.

6) Prevention of & Response to Helpless Tantrums

7) Preventing Self-Sabotage

Learning how to foster the emotional and psychological awareness that enables the adult to follow through with the technique.



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"WHEN ALL HELL BREAKS LOOSE"
INTRODUCING THE FOSTER CHILD INTO THE FAMILY SYSTEM,

FORMAT:

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

DESCRIPTION:

Focus is on creating practical understanding of the biological child's and family's emotional and psychological needs when a foster child is introduced to into the family system. Theories of diagnosis, family systems, cognitive development, and moral development are combined to create understanding and to lead to practical strategies resolving the potential disruptions of becoming a foster family.

Learning Objectives:

- Participants will learn how familiar developmental and behavioral theories apply to foster children.
- Participants will learn a diagnostic orderly process to examine children, and especially foster children's behavior.
- Participants will learn how attachment and other losses affect foster children's behavior.

SUMMARY OF CONTENT:

- 1) Understanding the Behavior of Children -
Both Foster and Biological Children
A Diagnostic Order for Evaluating Behavior
Social Referencing
- 2) Introducing the Foster Child into the Biological Family Systems: Effects
Family Systems Theory
Characteristics of Functional & Dysfunctional Family Systems
- 3) Rescuing the Family System - Becoming the Identified Patient
Scapegoating or Sacrificing the Child
Rescuing the System- Self-Sacrifice by a Child
The Foster Child as the Old Identified Patient
and as the New Identified Patient
- 4) Effects on Individual Members in the Family System: The Parents
- 5) Effects on Individual Members in the Family System: The Children
Family System Disruption for the Children
Differential Developmental Effects on Children of Foster Siblings
- 6) Moral Commitment by Developmentally Different Children to Foster Care



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CONFLICT RESOLUTION W/ YOUNG CHILDREN
including Issues Around Victims, Abusers/Bullies, & Survivors

OVERVIEW: This workshop makes the connections between social and communication skills and conflict issues between children. The role of aggression, violence, and self-esteem as they develop in children. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims. Basic rules of communication and interaction are presented that facilitate positive conflict resolution skills and greater personal power and control/self-esteem.

Learning Objectives:

- Participants will learn about the social and communication skills necessary for conflict resolution.
- Participants will learn about the positive consequences of confrontation.
- Participants will learn about essential ingredients to positive conflict resolution

1) KEY ISSUES IN CONFLICT RESOLUTION

Rescuing versus Stressing; Allowance for Failure and Frustration

2) VIOLENCE as BULLYING

Repetition, Aggression, Negative Intent, and Power Difference

Behavior, Verbalization To, and Verbalization About

RELATIONAL AGGRESSION (gender differences)

3) WHAT IS SELF-ESTEEM MADE UP OF?

ACCEPTANCE, POWER & CONTROL, MORAL VIRTUE, & COMPETENCE

4) ABUSERS & BULLIES in terms of VIOLENCE/AGGRESSION

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

Problems; Causes, Characteristics

THE COERCION PARENTING MODEL

NONCONTINGENT PARENTING

RELATIONAL AGGRESSION

THE REACTIVE BULLY- Both Bully & Victim

5) VICTIMS in terms of VIOLENCE/AGGRESSION

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

ANXIOUS VULNERABILITY

NON-CONFLICT SUBMISSIVENESS

6) SURVIVORS in terms of VIOLENCE/AGGRESSION

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

VERBAL FLUENCY

7) ESSENTIAL INGREDIENTS TO POSITIVE CONFLICT RESOLUTION

GOALS IN ARGUMENTS/FIGHTS vs. WORKING THINGS OUT

ASSUMPTIONS IN ARGUMENTS/FIGHTS vs. WORKING THINGS OUT

RULES IN ARGUMENTS/FIGHTS vs. WORKING THINGS OUT



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SETTING BOUNDARIES, WHEN IT'S NECESSARY HOW IT WORKS, CREATING THE CONTAINER

OVERVIEW: This workshop examines when boundaries are necessary in children's lives and how they are effective...and when they are ineffective. The limitations to boundary setting for growth and change. Boundary setting as the foundation for the growth and change process. Implicit and explicit messages given in boundary setting that affirm or compromise effectiveness. In addition, the internal boundary distinctions adults need to understand in order to discipline appropriately. Developmental principles and adjustments to boundary setting from preschool to adolescence will also be examined.

Learning Objectives:

- Participants will learn the key role of boundaries for discipline.
- Participants will learn the relationships among, boundaries, consequences, follow-through, and consistency.
- Participants will learn the nurturing and security role of boundaries for child development and learning.

1. INTERVENTIONS— The Relationship of “The Hammer” to Assessment and Theory
2. TIMEOUT THEORY—FOUR THEORIES OF TIMEOUT
Three Problematic Theories and One Socially Sound Theory
3. PERMISSION FOR IRRESPONSIBILITY
Socialization—Individual and Community Concerns
4. POSITIVE & NEGATIVE CHOICES and POSITIVE & NEGATIVE CONSEQUENCES
TRUE CHOICE & LEARNING CONSEQUENCES
5. MESSAGES FROM BOUNDARIES
Distinctions Between Blame, Shame, Fault, Guilt, and Responsibility
6. COMMUNICATION BOUNDARIES AND ISSUES—“Fighting about the Garbage”
Verbal & Non-Verbal Communication
Overt & Covert Communication
Direct & Indirect Communication
7. LIMITS DERIVED FROM YOUR LEVEL OF FRUSTRATION
8. BOUNDARIES FROM SYMBOLISM FROM CULTURAL HERITAGE (including Family of Origin Issues)
9. BOUNDARIES AS EXCLUSION & DANGER vs. THE CONTAINER OF SAFETY
10. CONTEXT FOR BOUNDARIES- Time, “Now” & “Not Now,” Transitions
Developmental Differences & Distinctions
11. CLARIFYING THE ADULT ROLE
12. BOUNDARIES AND OPPORTUNITIES—“I Hate You!!”
13. “THE LAST COOKIE”



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**SPECIAL NEEDS & SPECIAL CHALLENGES
STUDENT DIVERSITY (NON-ETHNIC) IN THE CLASSROOM**

FORMAT:

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

DESCRIPTION:

Meeting the needs of at-risk, special needs (w/ physical disabilities, learning disabilities, and other challenges), foster, and adoptive children as well as the effects of family constellation, divorce, blended families, and same sex parents is another challenge of diversity and multiculturalism in the classroom. The training uses two theoretical orientations to help staff address the myriad issues that arise among children with diverse (and multiple challenges) that do not fit easily into mainstream classroom perspectives and expectations. Over and above a “how-to” training, this training seeks to help build a sound diagnostic understanding of the challenges faced by children with varying issues. With a sound theoretical orientation, staff can more successfully make appropriate interventions with children.

Learning Objectives:

- Participants will learn about how cross-cultural principles apply to diverse learners w/ special needs.
- Participants will learn how children w/ special needs or challenges attempt to survive in mainstream environments.
- Participants will learn how children w/ special needs or challenges are affected by mainstream dynamics.

SUMMARY OF CONTENT:

1. Distinctions between Diversity and Multi-culturalism
2. Survival as the basis of Culture
3. The Culture of Survival of Special Needs Children, of Children from Dysfunctional Families, of Abused Children, and so forth.
4. Diagnostic Order for Evaluating Problematic Behavior and Issues with Specific Applications to the Different or Diversely Challenged Children (for example, particular Developmental issues affecting Abused Children, particular Situational issues affecting Children w/ Learning Disabilities, particular Systemic/Environmental issues affecting Children in Blended Families, and so forth)
 - Developmental - Situational
 - Physical - Emotional Disruption
 - Temperamental - Systemic/Environmental
 - Pathological - Moral
5. Family Systems Theories Applicable to Understanding Children’s Behavior in the Classroom



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Workshops on Self-Esteem, Stress, Peace, and the Dynamics of Bullies and Victims

"ME AND YOU, KID"

BUILDING SELF-ESTEEM IN THE ADULT-CHILD SYSTEM

w/ "The 90 Second Child Self-Esteem Prescription Plan"

VICTIMS, ABUSERS/BULLIES, & SURVIVORS:

THE DYNAMICS OF SELF-ESTEEM IN AGGRESSION AND/OR VIOLENCE

CHILDHOOD STRESS

"INTRUSIONS INTO THE MAGIC KINGDOM"

BUILDING PEACE W/ CHILDREN, FAMILY, & COLLEAGUES

AT HOME, SCHOOL, & WORK



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"ME AND YOU, KID"
BUILDING SELF-ESTEEM IN THE ADULT-CHILD SYSTEM
w/ "The 90 Second Child Self-Esteem Prescription Plan"

FORMAT:

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

DESCRIPTION:

The presentation uses the building of a house as a metaphor for teaching how the adults' forming of their own self-esteem and psychological health are the foundation to building the self-esteem of children. Seven fundamentals to creating the foundation in the adult-child system to build self-esteem. Seven guidelines to building self-esteem in the child. This theoretical knowledge is presented with practical techniques.

Learning Objectives:

- Participants will learn about the four components of self-esteem.
- Participants will learn about 7 foundations for adults to acquire that are necessary to build self-esteem in their children.
- Participants will learn about 7 guidelines for building self-esteem in children.

SUMMARY OF CONTENT:

- 1) The role that Self-Esteem plays in our lives and society.
Abusers, Victims, & Survivors- The Differential Outcomes of Ineffective to Effective Self-Esteem Building.
- 2) Where Self-Esteem begins and Where and How it begins to be lost.
The self-concept, behavior, environment and feedback endless loop.
- 3) Acceptance, Power & Control, Moral Virtue, and Competence- The four cornerstones of Self-esteem.
- 4) THE FOUNDATION: Seven fundamentals to building Self-Esteem in the Adult-Child System.
Building the foundation as the hardest part of the process, but also as the most fundamental and vital part.
The sequence of building. The logic of the process as it relates to personal growth and psycho-developmental dynamics.
- 5) THE BUILDING: Seven guidelines to Building Self-Esteem in Children.
How Adults usually start the process without the foundation. The consequences of starting the process without the foundation.
The importance of handing over the task of building to the child.
- 6) The Trap & the Message of being the Perfect Parent or Perfect Teacher.
- 7) The 90 Second Child Self-Esteem Prescription Plan



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**VICTIMS, ABUSERS/BULLIES, & SURVIVORS:
THE DYNAMICS OF SELF-ESTEEM IN AGGRESSION AND/OR VIOLENCE**

OVERVIEW: This workshop makes the connections between aggression, violence, and self-esteem as they develop in children. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims. The 90 Second-A-Day Child Self-Esteem Prescription Plan brings together these principles in simple but powerful interactions between adults and children.

Learning Objectives:

- Participants will learn about the relationship among self-esteem and bullies, victims, and survivors.
- Participants will learn about common social difference between boys and girls and how male and female bullying styles.
- Participants will learn about how anxious vulnerability makes some children become targeted by bullies.

1) WHAT'S IMPORTANT ABOUT SELF-ESTEEM?

Abusers, Victims, Watchers (peer bullies), Survivors, and Activists

2) VIOLENCE as BULLYING

Repetition, Aggression, Negative Intent, and Power Difference

Behavior, Verbalization To, and Verbalization About

RELATIONAL AGGRESSION (gender differences)

3) WHAT IS SELF-ESTEEM MADE UP OF?

ACCEPTANCE, POWER & CONTROL, MORAL VIRTUE, & COMPETENCE

4) ABUSERS & BULLIES in terms of VIOLENCE/AGGRESSION

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

Problems; Causes, Characteristics

THE COERCION PARENTING MODEL

NONCONTINGENT PARENTING

RELATIONAL AGGRESSION

THE REACTIVE BULLY- Both Bully & Victim

5) VICTIMS in terms of VIOLENCE/AGGRESSION

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

ANXIOUS VULNERABILITY

NON-CONFLICT SUBMISSIVENESS

6) SURVIVORS in terms of VIOLENCE/AGGRESSION

and the Search for Acceptance, Power & Control, Moral Virtue, & Competence

VERBAL FLUENCY

7) WHERE & HOW IS SELF-ESTEEM (victims and bullies) CREATED?

8) HOW TO BUILD SELF-ESTEEM

AS AN ALTERNATIVE TO VIOLENCE (BULLY/ABUSER)

AS PREVENTION OF VICTIMIZATION-- TO CREATE SURVIVORS



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CHILDHOOD STRESS
"INTRUSIONS INTO THE MAGIC KINGDOM"

FORMAT:

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

DESCRIPTION:

Focus is on helping adults understand how stress is appropriate and essential to healthy development. What makes stress potentially harmful. How becoming stress "free" aborts opportunities for growth. The relationship between stress and self-esteem is explored. Developmental theory is used to illustrate the different stress issues at different ages. These concepts are made real, understandable, and applicable to the dynamics between adults and children through the use of examples. Implications for effective adult interactions with children are discussed.

Learning Objectives:

- Participants will learn about how to build a powerful child.
- Participants will learn about the positive and negative aspects of stress on individuals.
- Participants will learn about what behaviors build or release stress

SUMMARY OF CONTENT:

I. Stress- Concerns, Fears, & Effects

SELF-ESTEEM and Stress

The FLIGHT OR FIGHT PRINCIPLE

Maturity & Immaturity- Successful Stress & Stress Avoidance

II. The Development of a Child's World

III. Diagnostic Areas for Stress Evaluation and Treatment- The Diagnostic Hierarchy

Dangers from Misdiagnosis

A. Developmental Issues:

1) Piaget Cognitive Development

2) Erickson's Ages of Man

B. Situational Issues

C. Physical Issues

D. Emotional Disruptive Issues

E. Temperamental Issues

F. Systemic Issues: Family, School, Societal/Cultural

G. Pathological Issues

H. Moral Issues

IV. The Stress Process: Stress Builders and Stress Releasers

V. MODELING HEALTHY STRESS



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**BUILDING PEACE W/ CHILDREN, FAMILY, & COLLEAGUES
AT HOME, SCHOOL, & WORK**

OVERVIEW: This workshop makes the connections between individual self-esteem in children and their involvement in the peace process. Peace is examined from the perspective of consistency among all relationships from ones relationship with children (or with parents), with peers, friends, colleagues, the community and the world. The role of social and communication skills and conflict resolution skills in peace processes. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Lessons from successful adolescent interactions are incorporated into the peace building model. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims and to promote the development of peacemakers.

Learning Objectives:

- Participants will learn about the relationship between peace and conflict resolution skills.
- Participants will learn about the consequences of being a victim and of being a bully.
- Participants will learn about the relationship between self-esteem and conflict resolution skills, and peace.

1) CONSISTENCY AND THE PEACE PROCESS

Peace despite frustration and anger in the discipline process with children.

Peace as a couple; Peace as a family; Peace at work; Peace in the community; Peace in the world community.

2) PEACE AS MORE THAN THE ABSENCE OF VIOLENCE

Boundaries in the Process of Peace

Harmony versus Peace

Unity, Connection, Trust, and Intimacy in Peace

3) CONFLICT RESOLUTION AND THE PEACE PROCESS

4) ABUSERS & BULLIES & PERPETRATORS; VICTIMS; AND SURVIVORS

Violence between Individuals and Patterns of Behavior

5) FOUNDATIONS OF PEACE BETWEEN INDIVIDUALS- A model derived from Adolescent Work; **R.I.P.S., a communication model**

6) THE IDEAL SELF VERSUS THE REAL SELF

Invoking and Evoking – Challenging and Raising Internalized Standards of Behavior

7) PRINCIPLES OF PEACE FROM SELF-ESTEEM THEORY AND PRACTICE

Significance, Moral Virtue, Power & Control, and Competence

8) ADULT FOUNDATIONS TO SELF-ESTEEM AND PEACE- 7 KEYS

9) GUIDELINES TO BUILDING SELF-LOVING PEACEMAKERS

10) PEACE AND THE ACTIVIST- LESSONS FROM THE ANTI-BIAS CURRICULUM

11) CARING, CONSISTENCY, COURAGE, AND CRISIS



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Workshops on Child Development, Play, and the Therapeutic Role of Play

**PLAY TO LEARN, PLAY TO GROW, PLAY AS ESSENTIAL
FROM DEVELOPMENTAL PLAY THEORY TO PLAY THERAPY**

**"'JUST' PLAYING IS JUST GREAT!!"
DEVELOPMENTALLY APPROPRIATE PRINCIPLES FOR PRESCHOOLERS**

**WHEN "I CAN'T!" TURNS INTO "I'M BAD!"
SELF-ESTEEM AND DEVELOPMENTALLY APPROPRIATE PRACTICE**



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**PLAY TO LEARN, PLAY TO GROW, PLAY AS ESSENTIAL
FROM DEVELOPMENTAL PLAY THEORY TO PLAY THERAPY**

FORMAT:

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

DESCRIPTION:

Focus is on helping adults understand how play is essential to child development and psychological health. Play as the child's therapeutic method to process anxiety and frightening experiences. Healthy play as distinguished from compulsive acting out play. Developmental theory including the development of symbolic play is made real, understandable, and applicable to your interactions with your children. Implications for activities and appropriate learning materials, and for setting the learning environment developmentally and therapeutically, including seven interest areas foci.

Learning Objectives:

- Participants will learn about why children play.
- Participants will learn about the development of symbolic play and its relationship to cognitive development.
- Participants will learn how to articulate the importance of play to the less informed and less educated.

SUMMARY OF CONTENT:

1. WHY CHILDREN PLAY

Play to Learn & Grow: Exploration & Experimentation

Play to Process Oneself & the World: Assimilation, Mastery, Relatedness, Expression, Self-Esteem, Conflict, & Well Being

Play as Therapy & Play Therapy

2. CONCEPT OF DEVELOPMENTAL APPROPRIATENESS

Stages of Development- Example: Cognitive Development- Piaget

Sensorimotor (0-18/24 months); Preoperational (18/24 months-age 7); Concrete Operations (age 7-12); Formal Operations (12 to adult)

3. DEVELOPMENT OF SYMBOLIC PLAY

Stages of Symbolic Play: Pre-Pretense, Self-Pretend, Other Pretend, Other Substitution, Imaginary Objects & Beings, Active Agent, Sequence No-Story & Sequence Story, Planning

Adult Responses for Facilitating Development of Symbolic Play

4. SETTING ENVIRONMENT

Environmentally Based Learning

Indoor Space & Outdoor Space

Roles & Schedules

5. PLAY ISSUES FOR SPECIFIC STAGES OF DEVELOPMENT

Infant & Toddler Play; Early Childhood Play; Middle Childhood Play

Adolescent Play (Oh my!) & Adult Play(?)



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""JUST' PLAYING IS JUST GREAT!!!"

“JUST’ PLAYING IS JUST GREAT!!”

DEVELOPMENTALLY APPROPRIATE PRINCIPLES FOR PRESCHOOLERS

FORMAT:

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

DESCRIPTION:

Focus is on helping adults understand how play is appropriate and essential to early childhood development, i.e. that the children are never "just playing"; they are in fact always developing and learning. Developmental theory is made real, understandable, and applicable to your interactions with your children. Implications for activities and appropriate learning materials, and for setting the learning environment. Also, seven interest areas focuses for early childhood development.

Learning Objectives:

- Participants will learn about the relationship of self-esteem and developmentally appropriate practices.
- Participants will learn about the four foundations of self-esteem.
- Participants will learn the basic rules of developmental theories and how they affect ECE practice.

SUMMARY OF CONTENT:

1. CONCEPT OF DEVELOPMENTAL APPROPRIATENESS

Stages of Development- Example: Cognitive Development- Piaget
Sensorimotor (0-18 months)
Preoperational (18 months-age 7)
Concrete Operations (age 7-12)
Formal Operations (age 12 up)

2. IMPLICATIONS FOR PRACTICE AND INTERACTION

Appropriate Expectations
How Children Learn at Each Stage of Development
How Children Move From Stage to Stage
Appropriate Activities
Appropriate Learning Materials
Individualizing for Each Child
Relationship Between Teachers and Parents

3. SETTING ENVIRONMENT

Environmentally Based Learning
Indoor Space
Outdoor Space
Roles & Schedules

4. INTEREST AREA FOCUSES FOR EARLY CHILDHOOD DEVELOPMENT

Blocks	Library Corner	Art
House Corner	Outdoors	
Table Toys	Sand & Water	



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**WHEN "I CAN'T!" TURNS INTO "I'M BAD!"
SELF-ESTEEM AND DEVELOPMENTALLY APPROPRIATE PRACTICE**

FORMAT:

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

DESCRIPTION:

Focus is on helping adults understand how ignorance of developmentally appropriate practice with children leads to destruction of their self-esteem; and conversely, how this understanding can help adults create a nurturing esteem-building environment for children. Developmental and psychological theory is made real, understandable, and applicable for pragmatic techniques that will foster your children's self-esteem.

Learning Objectives:

- Participants will learn about the relationship of self-esteem and developmentally appropriate practices.
- Participants will learn about the four foundations of self-esteem.
- Participants will learn the basic rules of developmental theories and how they affect ECE practice.

SUMMARY OF CONTENT:

- 1) **WHAT'S IMPORTANT ABOUT SELF-ESTEEM-** abusers, victims, and survivors.
- 2) **Where does it begin and how is it gained and lost?**
- 3) **WHAT IS SELF-ESTEEM MADE UP OF?:**
ACCEPTANCE, POWER & CONTROL, MORAL VIRTUE, & COMPETENCE.
- 4) **CONCEPT OF DEVELOPMENTAL APPROPRIATENESS**
DEVELOPMENTALLY INAPPROPRIATE PRACTICES set up a child to be:
Incompetent; PowerLESS and OUT of Control; NONaccepted; Morally VirtueLESS
- 5) **PIAGET'S STAGES OF COGNITIVE DEVELOPMENT**
- 6) **IMPLICATIONS FOR PRACTICE AND INTERACTION**
- 7) **AINSWORTH'S PATTERNS OF ATTACHMENT THEORY**
- 8) **SELMAN'S FIVE STAGES OF ROLE TAKING**
- 9) **ERIK ERICKSON EIGHT AGES OF MAN**
- 10) **KOHLBERG'S SIX STAGES OF MORAL REASONING (THREE LEVELS)***
- 11) **EGOCENTRISM IN ADOLESCENTS' THOUGHTS**



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Workshops on Siblings, Adolescents, Couples, and Family

**"BLOOD IS THICKER THAN WATER...
SO STOP TRYING TO SPILL YOUR BROTHER'S & SISTER'S!"
UNDERSTANDING & DEALING WITH SIBLING RIVALRY**

**"I DON'T KNOW WHAT TO SAY...I DON'T KNOW WHAT THEY WANT"
Parenting & Communication With Adolescents**

**"DESPERATE IN THE SANCTUARY-PRISON OF ADOLESCENCE"
Keys to Successful Interactions With Adolescents**

**Experiential Activities: PSYCHOSOCIAL AND CULTURAL ISSUES
for Preadolescents and Adolescents**

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

**"ONE FAMILY - MANY CULTURES"
FAMILIES IN CROSS-GENERATIONAL CONFLICT**

**FATHERHOOD FOR THE NEW MILLENNIUM
"Father" or "Dad"- What's the Difference?**

**YOUR TURN NOW- TAKING CARE OF MOM & DAD
DEVELOPMENTAL PRINCIPLES OF ELDER CARE**



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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.

Learning Objectives:

- Participants will learn how self-esteem is affected through sibling dynamics.
- Participants will learn how sibling relationships vary at different developmental stages.
- Participants will learn conflict resolution techniques for sibling conflicts.

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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"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.

Learning Objectives:

- Participants will learn a cross-cultural approach to interacting w/ and communicating with teens.
- Participants will learn the "games" they play on adults, how to respond effectively and wisely.
- Participants will the four communication fundamentals to connect with teens.

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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E-mail: Ronald@RonaldMah.com Website: www.RonaldMah.com**"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.

Learning Objectives:

- Participants will learn how the sanctuary of acceptance by peers lead to a social prison of lost opportunities and options for teens.
- Participants will learn a cross-cultural approach to interacting w/ and communicating with conflictual teens.
- Participants will learn the "games" they play on adults, how to respond effectively and wisely.
- Participants will the four communication fundamentals to connect with teens.

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

Learning Objectives:

- Participants will learn how the four underlying principles to group process and building relationships are problematic to vulnerable pre-teens and teens.
- Participants will learn options to interacting w/ and communicating with conflictual teens despite missing the four underlying principles.
- Participants will learn experiential activities for use w/ pre-teens and teens to facilitate thoughtful discourse.

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: 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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E-mail: Ronald@RonaldMah.com Website: www.RonaldMah.com**"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.

Learning Objectives:

- Participants will learn to identify the emotional status of the couples relationship through the most challenged and severe.
- Participants will learn how family of origin dynamics create cross-cultural conflict in couples.
- Participants will learn how in-born temperament create potential conflict and compatibility in couples and how to meet challenging mismatches.
- Participants will learn core communication principles of positive vs. negative communication.

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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**"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".

Learning Objectives:

- Participants will learn to identify several simultaneous and potentially conflicting cultures within one family.
- Participants will learn how family values have evolved as society and family structure has changed.
- Participants will learn the principles of cross-cultural relationships as applied to improving family dynamics

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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E-mail: Ronald@RonaldMah.com Website: www.RonaldMah.com**FATHERHOOD FOR THE NEW MILLENIUM****"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?

Learning Objectives:

- Participants will learn about how the models of family units have evolved over the years.
- Participants will learn the reasons for traditional male and female models and how these models may negatively affect modern parenting and children.
- Participants will learn about children's needs that may be met or unmet by traditional and non-traditional gender parenting roles.

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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**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.

Learning Objectives:

- Participants will learn about developmental principles in aging and elder care affecting the family.
- Participants will learn issues, especially losses for elders.
- Participants will learn about and how to meet challenges for adult children and grandchildren of elders that need care..

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



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[<top>](#)

Workshops for Adults: Staff, Teachers, & Parents Clients & Conflict, Work Dynamics, Burnout

**BUILDING CONSTRUCTIVE ALLIANCES
WITH ANGRY, INSECURE, UNHAPPY, OVERLY-INVESTED,
OR SUSPICIOUS PARENTS OR CLIENTS**

**POSITIVE RESOLUTIONS WITH
HOSTILE, ANGRY, AND UNHAPPY CLIENTELE**

**BURNOUT DANGER!!
ON STAYING PHYSICALLY AND EMOTIONALLY HEALTHY
IN THE WORKPLACE**

**BALANCING PROFESSIONALISM, SENSITIVITY, & FRIENDSHIP
AS BOSS, (& BUDDY?), COLLEAGUE, CONFIDANT, & EMPLOYEE**

**"GETTING IT TOGETHER"
FAMILY DYNAMICS AT HOME (& AT WORK!!)
A Dual Training for Creating Healthy Relationships & Teams**

**"BOOGERS, TANTRUMS, HEAD LICE, and PIN WORMS...
JUST WHY DO WE DO THIS?"**

**FROM PERSONAL THROUGH MORAL & CULTURAL ISSUES TO
ETHICAL & LEGAL REQUIREMENTS--THE STORY OF THE "AL's"**



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**BUILDING CONSTRUCTIVE ALLIANCES
WITH ANGRY, INSECURE, UNHAPPY, OVERLY-INVESTED,
OR SUSPICIOUS PARENTS OR CLIENTS**

FORMAT:

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

DESCRIPTION:

Focus is on understanding and addressing the underlying emotional and psychological issues of parents or clients with issues with your program; and how staff can best meet their needs through this awareness combined with appropriate technique, without compromising their integrity and needs.

Learning Objectives:

- Participants will learn about the importance of building a positive alliance with abrasive or distant parents.
- Participants will learn about how to build positive relationships through a process of active interaction and goals.
- Participants will learn how to handle abrasive or angry parent interactions with professionalism and integrity.

SUMMARY OF CONTENT:

Part A - Lecture and Discussion

1) Professional Personal Relationship- Investing in a positive alliance with the parent.

2) Dealing with Parent or Client Complaints

Underlying Emotional and Psychological issues- Parents or Clients

Underlying Emotional and Psychological issues- Staff

Making the Psycho/emotional Diagnosis

Connection and Validation based on the Diagnosis

HOW TO MAKE EMPATHIC CONNECTION

THE VALIDATING MESSAGE, Message Part One

THE REALITY MESSAGE, Message Part Two

3) Preventing Self-Sabotage

Five Defensive Styles that Sabotage positive interaction/resolution

Renewing the Communication Contract w/ the Parent or Client

PART B - Advanced Experiential Training (optional)

1) Secrets and Motivation

2) Role Play Work

The trainer, with input from the program head, will provide role play scripts with psychodynamic descriptions of clients and typical staff-client interactions. Workshop participants role play both staff and client roles in confrontational situations. Participants playing staff roles try to discover their own defensive styles and try to implement theoretical training from Part A in dealing with hostile clients. Participants playing clients experience either the satisfaction or frustration of well handled or poorly handled response from staff. The empathic experience will serve them in subsequent actual interactions with clients. The trainer and the other workshop participants under the trainer's guidance observe and feedback analysis and suggestions for positive resolution.



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**POSITIVE RESOLUTIONS WITH
HOSTILE, ANGRY, AND UNHAPPY CLIENTELE**

FORMAT:

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

DESCRIPTION:

Focus is on understanding and addressing the underlying emotional and psychological issues of clientele with issues with your establishment or program; and how staff can best meet their needs through this awareness combined with appropriate technique, without compromising their integrity and needs, or management policies.

Learning Objectives:

- Participants will learn about the importance of building a positive alliance with abrasive or distant clients.
- Participants will learn about how to build positive relationships through a process of active interaction and goals.
- Participants will learn how to handle abrasive or angry client interactions with professionalism and integrity.

SUMMARY OF CONTENT:

Part A - Lecture and Discussion

- 1) The Professional Personal Relationship
Investing in a positive alliance with clientele.
- 2) Selling the Primary Product- Yourself
Underlying Emotional and Psychological issues- Clientele & Staff
- 3) The Complaint Versus the Psycho/emotional Issues
"Ignoring the Facts" to make the connection! - Making the Diagnosis
- 4) Connection and Validation based on the Diagnosis
HOW TO MAKE EMPATHIC CONNECTION
THE VALIDATING MESSAGE, Message Part One
THE REALITY MESSAGE, Message Part Two
- 5) Renewing the Contract w/ the Client
- 6) Staff Defensive Styles that Block Effective Resolution

PART B - Advanced Experiential Training

- 1) Secrets and Motivation
- 2) Role Play Work

The trainer, with input from the program head, will provide role play scripts with psychodynamic descriptions of clients and typical staff-client interactions. Workshop participants role play both staff and client roles in confrontational situations. Participants playing staff roles try to discover their own defensive styles and try to implement theoretical training from Part A in dealing with hostile clients. Participants playing clients experience either the satisfaction or frustration of well handled or poorly handled response from staff. The empathic experience will serve them in subsequent actual interactions with clients. The trainer and the other workshop participants under the trainer's guidance observe and feedback analysis and suggestions for positive resolution.



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**BURNOUT DANGER!!
BURNOUT DANGER!!
ON STAYING PHYSICALLY AND EMOTIONALLY HEALTHY
IN THE WORKPLACE**

FORMAT:

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

DESCRIPTION:

Focus is on creating practical understanding of both the intrapersonal (you) and the interpersonal (others) issues that can lead to tension, stress, frustration and eventual burnout in work and career. Addressed are the professional's and clients' and/or staff's and clients'/customers' emotional and psychological needs when a people interaction occurs. Theories of diagnosis, stress management, temperamental differences, and psycho-emotional needs are combined to create understanding and to lead to practical strategies for resolving personal/professional frustrations and stress in work situations.

Learning Objectives:

- Participants will learn about the positive and negative aspects of stress on individuals in life, relationships, and work.
- Participants will learn about how individuals tend to bring and project both positive and negative experiences into new relationships.
- Participants will learn positive and negative responses to stress: stress building responses and stress releasing responses.

SUMMARY OF CONTENT:

A. PHYSICAL ISSUES

B. PSYCHO-EMOTIONAL ISSUES

1. The Emotional-Psychological-Physical Relationship

2. Intra-personal Issues- On Knowing Yourself (You w/You)

Self-Esteem: Acceptance/Significance, Power & Control, Virtue, Competence.

3. Interpersonal Issues (You w/Others- especially Colleagues & Clients)

Boundary Problems; Communication Skills; Validation/Invalidation; Defensive Styles that preclude validation.

4. Management/Discipline Issues (You w/Others)

A DIAGNOSTIC HIERARCHY for approaching problem behavior.

C. TEMPERAMENTAL ANALYSIS of self & others - match and mismatch issues.

D. STRESS RESPONSE STYLES

Stress Building Responses

- 1) Denial; 2) Intensification; 3) Avoidance behavior; 4) Hypervigilance;
5) Passive-Aggressive Action; 6) Co-Dependent Behavior

Stress Releasing Responses

- 1) Proactive Action; 2) Cathartic Release; 3) Physical Release; 4) Breathing;
5) Rest; 6) Self-Nurturing; 7) Seeking Help; 8) Understanding/Insight



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**BALANCING PROFESSIONALISM, SENSITIVITY, & FRIENDSHIP
AS BOSS, (& BUDDY?), COLLEAGUE, CONFIDANT, & EMPLOYEE**

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 supervisor-supervisee relationship: the intrapersonal, the interpersonal, and the system issues that can lead to tension, stress, frustration, and eventually, morale problems, low productivity, and dysfunction in the agency, program, or workplace. Addressed are the staff's emotional and psychological needs as part of the workplace "family". Theories of personal & professional boundaries, role definitions, system theory, communication, temperamental differences, and psycho-emotional needs lead to practical strategies for a healthy work relationship.

Learning Objectives:

- Participants will learn about four different ways to look at health or dysfunction in families and the workplace team.
- Participants will learn about how personal and professional boundaries and roles create conflicting priorities in the workplace.
- Participants will learn how to use systems theories to heal, problem solve, and improve workplace relationships and dynamics.

SUMMARY OF CONTENT:

A. FAMILY SYSTEMS & WORK SYSTEMS

B. CHARACTERISTICS OF HEALTHY & UNHEALTHY AGENCIES, PROGRAMS, OR WORKPLACES.

UNIQUE CHARACTERISTICS & CHALLENGES of Specific Organizations, Programs, or Businesses

DEFINING THE ROLES: Boss, Mentor, Parent, Teacher, Colleague, Confidant, Ogre, or What? Employee, Disciple, Child, Partner, Irritant, or What?

THE WORKPLACE SYSTEM: Hierarchies, Role Definitions, Sub-systems, Lines of Responsibility, Alignments, Coalitions, Triangles, Communication

TEMPERAMENTAL ANALYSIS OF THE WORKPLACE STEW - Personality Match & Mismatch

C. SELF-ESTEEM IN THE WORKPLACE

THE FOUR CORNERSTONES OF SELF-ESTEEM for Yourself & Others: Acceptance/Significance, Power & Control, Virtue, Competence

COMMUNICATION SKILLS that Facilitate Self-Esteem

D. MANAGEMENT & DISCIPLINE ISSUES- Adult to Adult

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E-mail: Ronald@RonaldMah.com Website: www.RonaldMah.com**"GETTING IT TOGETHER"****FAMILY DYNAMICS AT HOME (& AT WORK!!)****A Dual Training for Creating Healthy Relationships & Teams****FORMAT:**

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

DESCRIPTION:

Focus is on creating practical understanding of both the intrapersonal (you), the interpersonal (others), and the system issues that can lead to tension, stress, frustration, and eventually, moral problems, low productivity, and dysfunction in the family, agency, program, or workplace. Dynamics of the family and of the workplace are compared and contrasted to foster greater understanding and health in both areas. Addressed are the family (or staff's) emotional and psychological needs as part of the family (or "workplace family"). Theories of role definitions, system theory, communication, temperamental differences, and psycho-emotional needs are combined to create understanding and to lead to practical strategies for resolving dysfunction in the family and workplace.

Learning Objectives:

- Participants will learn about four different ways to look at health or dysfunction in families and the workplace team.
- Participants will learn about how individuals tend to bring habits and attitudes both positive and negative into the workplace.
- Participants will learn how to use systems theories to heal, problem solve, and improve workplace relationships and dynamics.

SUMMARY OF CONTENT:**A. FAMILY SYSTEMS & WORK SYSTEMS****B. CHARACTERISTICS OF HEALTHY & UNHEALTHY AGENCIES, PROGRAMS, OR WORKPLACES.**

The Workplace System: Hierarchies, Role Definitions, Sub-systems, Lines of Responsibility, Alignments, Coalitions, Triangles, Communication.

C. PSYCHO-EMOTIONAL ISSUES

1. The Emotional-Psychological-Physical Relationship
2. Intra-personal Issues- On Knowing Yourself (You w/You)

On Developing Self-Esteem: Acceptance/Significance, Power & Control, Virtue, Competence.

3. Interpersonal Issues (You w/Others- especially Colleagues & Clients)

Boundary Problems; Communication Skills; Validation/Invalidation; Defensive Styles that preclude validation.

4. Management/Discipline Issues (You w/Others).

D. TEMPERAMENTAL ANALYSIS of self & others - match and mismatch issues.**E. STRESS RESPONSE STYLES- Negative & Positive**

- 1) Denial; 2) Intensification; 3) Avoidance behavior; 4) Hypervigilance;
- 5) Passive-Aggressive Action; 6) Co-Dependent Behavior
- 7) Proactive Action; 8) Cathartic Release & Other Types of Release;
- 9) Rest; 10) Self-Nurturing; 11) Seeking Help; 12) Understanding/Insight



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**"BOOGERS, TANTRUMS, HEAD LICE, and PIN WORMS...
JUST WHY DO WE DO THIS?"**

DESCRIPTION:

A humorous lecture that encourages participants to value both the challenges of working with young children and themselves as vital contributors to children and the community. From runny noses, to germs, to tantrums-- the frustrations of early childhood development work are balanced against the impact of good and great caregiving on children's development and community and social health.

Learning Objectives:

- Participants will learn about four different types of temper tantrums and how to handle each type.
- Participants will learn about professionalism versus losing integrity when working w/ children and responding to parents.
- Participants will learn to identify the importance and challenges of ECE work in modern society.

SUMMARY OF CONTENT:

Stuff my child development teacher forgot to tell me.

A little girl and a snail story.

The first two years... like the river in Brazil.

Tantrums: what are you supposed to do about a kid throwing a tantrum.

The tantrum in the sandbox..

From Preschool or Daycare to Princeton, UC Berkeley, UCLA, and Harvard.

The difference between a professional and a

Integrity and the ECD educator.

The Two Dirty Tricks of child development.

The Two Reasons I chose to become an ECE person.

What's worse than finding head lice in your kid's hair?

What's worse than head lice?

A Chinese folktale -- a fairy tale in the United States!

The Challenge (the Dilemma) of Teaching in America

Traits of resilient children.

Why you? Why him? Why her? When so many didn't?

The Epitaph on your tombstone?

The Legacy of quality ECD work.



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FROM PERSONAL THROUGH MORAL & CULTURAL ISSUES TO ETHICAL & LEGAL REQUIREMENTS--THE STORY OF THE "AL's"

FORMAT:

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

DESCRIPTION:

Description: How personal (individual, family, and societal) influences form the foundation for moral beliefs, and how they bring individuals to the field of early childhood education. Facing challenges in working with children (the talk will discuss dealing with temper tantrums as a concrete example) brings the individual's personal issues face to face with ethical and professional dilemmas (and sometimes legal requirements). Under ethical and legal requirements, how and why the work stays intensely personal.

Learning Objectives:

- Participants will learn about the relationships and evolution of personal values evolve into cultural values and eventually, into legal values or laws.
- Participants will learn about the role of professionals in the personal to legal progression of values around protecting children..
- Participants will learn why mandated child abuse became mandated, and has to be mandated despite good intentions as professionals had historically given permission for abuse.

SUMMARY OF CONTENT:

1. Why individuals become involved in child development/early childhood education.
Unexpected "benefits!"
2. Three Strands leading to Moral and Cultural Standards:
 - a) Individual
 - b) Familial
 - c) Social: historical, political, religious, economicHow Individual, familial and social experiences come together to create **moral** codes—individual's sense of what is right and wrong
Cross cultural issues that arise in the mix of culture and of peoples
3. How historical, political, religious, and economic experiences come together for a society to create the **cultural** framework for the society, i.e. the morality of the society
4. What being **professional** means
What differentiates a professional from another service provider or salesperson?
How Education, Training, Experience, Child Development Theory, and Ethics and Legalities define professionalism
5. An example—Dealing with Temper Tantrums professionally and effectively
Four types of tantrums, four underlying issues, and four approaches. Personal and emotional prejudices affecting approaching difficult behavior
6. Between Ethical and Legal -- the Chicken or the Egg?
The First Child Abuse Intervention - What professions claim to be and do
7. Why mandated child abuse reporting had to be mandated
6. Always Personal



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Workshops on Anti-Bias Curriculum, Multi-Culturalism, Diversity, Social Justice, & Institutional Change

**"SAME AND DIFFERENT"
DISCOVERY AND APPRECIATION
OF THE DIVERSE EXPRESSIONS OF OUR SHARED HUMANITY
A Multi-Cultural/Diversity Sensitivity Training**

**"CULTURAL JEOPARDY"
EXPRESSION AREAS OF CULTURAL DIFFERENCES AND SIMILARITIES
A Multi-Cultural/Diversity Awareness/Sophistication Training**

**INTEGRATING SOCIAL JUSTICE INTO SCHOOLS
Correlations between Social Justice
and Other Developmental and Social Theories**

**MULTICULTURAL & DIVERSITY SURVIVAL TRAINING-
Differing Cultural Values
Affecting the School Community**

**FACILITATING CHANGE IN INSTITUTIONS IN THE FACE OF RESISTANCE-
Reactionaries, the Ignorant, the Confused, and "Careful" Allies!**



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"SAME AND DIFFERENT"
DISCOVERY AND APPRECIATION
OF THE DIVERSE EXPRESSIONS OF OUR SHARED HUMANITY
A Multi-Cultural/Diversity Sensitivity Training

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 society and the reasons for the development of different cultural values, patterns, and behavior in response to societies demands. Participants will learn how cultural diversity is appropriate and logical in response to needs, i.e. that individuals never "just" are different. Participants will learn how diversity relates to the perceived mainstream culture. The roles that pre-prejudice, prejudice, bigotry, and racism play psychodynamically as well as developmentally will help participants become aware of their own attitudes with regard to diversity. Issues for people of color and for white individuals will be discussed. Using the participants' greater insight and awareness, pragmatic applications for healthy and respectful cross-cultural interaction will be introduced.

Learning Objectives:

- Participants will learn about five problematic approaches to diversity and multi-cultural trainings that cause divisiveness.
- Participants will learn a practical approach to diversity and multi-cultural trainings that leads to positive change.
- Participants will learn to identify the origins of stereotypes and be freed from their negative connotations.

SUMMARY OF CONTENT:

- 1) IDENTIFICATION of the areas where cultural differences may lead to problematic interaction. Information about similarities and differences between identified cultures will be introduced and used to identify these key areas.
- 2) UNDERLYING ISSUES: societal, economic, political
- 3) UNFAMILIAR CULTURAL EXPRESSION: the how-to's when you **don't** know what to do!
- 4) PREJUDICE: Acknowledging and identifying ones own tendencies
- 5) A BRIEF HISTORY of civil rights to diversity training;
distinguishing personality and temperament from cultural issues in relationships;
verbal and non-verbal communication;
ineffective and dysfunctional communication stances; including examples of
inadvertent culturally dysfunctional communication;
- 6) DISTINCT ISSUES FOR WHITE PARTICIPANTS
- 7) DISTINCT ISSUES FOR PARTICIPANTS WHO ARE PEOPLE OF COLOR
- 8) EXPERIENTIAL TRAINING & SELF-AWARENESS TRAINING



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"CULTURAL JEOPARDY"

EXPRESSION AREAS OF CULTURAL DIFFERENCES AND SIMILARITIES

A Multi-Cultural/Diversity Awareness/Sophistication Training

FORMAT:

Lecture and Discussion, and "Game" - Participants are encouraged to make the workshop more relevant to their concerns by asking questions and giving input.

DESCRIPTION:

This is a training on the expression areas where cultural differences occur. The lecture is presented around a playful multiple choice game checking participants' awareness of cultural distinctions. The introduction of cultural distinctions by themselves create the potential of cultural competency, and also, if the participants are not careful, of becoming vulnerable to advanced stereotyping.

Each answer is then used as an introduction to a discussion on an area of potential expression of common intra-personal, interpersonal, and societal issues: definitions of family, acceptable vs. unacceptable aggression, touch, communication styles, time, role of adolescents, and so forth. Through playing "Cultural Jeopardy" the participants safely experience the "jeopardy" of being multi-culturally unaware (failing to appropriately interpret and respond to culturally unfamiliar people), or experience the success of being multi-culturally sophisticated (respectfully interact and respond to unfamiliar others).

Learning Objectives:

- Participants will learn about five problematic approaches to diversity and multi-cultural trainings that cause divisiveness.
- Participants will learn a practical approach to diversity and multi-cultural trainings that leads to positive change.
- Participants will learn to identify the environmental demands that created stereotyped responses and whether the demands and thus the behaviors remain necessary.
- Participants will learn the relationship among cultural values, beliefs, and attitudes versus behavior.

SUMMARY OF CONTENT:

1) THE SOCIO-ECONOMIC DEFINITION OF CULTURE

2) UNDERLYING ISSUES: societal, economic, political

3) UNFAMILIAR CULTURAL EXPRESSION: the how-to's when you **don't** know what to do!

4) SUPERFICIAL ISSUES: Food, Music, Clothes, and other "Tourist" Issues

5) IDENTIFICATION of the areas where cultural differences may lead to problematic interaction. Information about similarities and differences between identified cultures will be introduced and used to identify these key areas.

INTRA-PERSONAL ISSUES: Cultural Distinctions

INTERPERSONAL ISSUES: Cultural Distinctions

SOCIAL/CULTURAL ISSUES: Cultural Distinctions

6) Definition & Distinctions: PRE-PREJUDICE, PREJUDICE, BIGOTRY, RACISM

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E-mail: Ronald@RonaldMah.com Website: www.RonaldMah.com**INTEGRATING SOCIAL JUSTICE INTO SCHOOLS****Correlations between Social Justice and Other Developmental and Social Theories****FORMAT:**

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

DESCRIPTION:

This is a training to aid participants in integrating the principles of a Social Justice Program (including principles drawn from the “Anti-Bias Curriculum”, Derman-Sparks, NAEYC) with other developmental and social theories. Understanding how such theories cross validate with each other and a Social Justice program allows for a more assertive and effective application of such theories to all areas of educational programs. Participants can better articulate the need for such approaches to skeptical colleagues, administrators, and parents in theoretical terms that are more familiar to them. Participants will gain greater sophistication in theories conducive to Social Justice: self-esteem theory, developmental theory, individual/community dynamics, bully/victim research & theory, attributes of children who thrive, communication theory, and the American Promise. Concrete plans for action will be discussed.

Learning Objectives:

- Participants will learn how to apply social justice concepts into school curriculum and activities.
- Participants will learn to recognize how many theories of development and learning are related to social justice concepts.
- Participants will learn to identify the relationships between classrooms and children and larger society and communities.

SUMMARY OF CONTENT:**A) Self-Esteem theory (Coopersmith) as it relates to Social Justice**

Significance, Moral Virtue, Power and Control, Competence

B) Developmental theory – 5 basic rules of development**C) Individual vs. Community Dynamic of the Education Process****D) Bully/Victim Research & Theory**

Definitions, Consequences for Bullies, Consequences for Victims

E) Ten core attributes of children who thrive, Ron Taffel, Ph.D.

Mood Mastery, Respect, Expressiveness, Passion, Peer Smarts, Focus, Body Comfort, Caution, Team Intelligence, Gratitude

F) Communication Theory -- Verbal and Nonverbal Communication

Matching Communication, Mis-matched Communication

Tone, Body Language, Facial Expressions, Action/Behavior, Lack of Action/Behavior

G) Feudalism and the American Promise

Basic human rights of life, security, educational, social, economic, and personal opportunity life, Liberty, and the pursuit of happiness; due process, protection from injustice, and a multitude of other individual rights.

H) Basic Premises of the Anti-Bias Curriculum and a Social Justice Program

Premises, Goals for Children, “The Practice of Freedom,” Approaches, Boundaries, Action

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E-mail: Ronald@RonaldMah.com Website: www.RonaldMah.com**MULTICULTURAL & DIVERSITY SURVIVAL TRAINING****Differing Cultural Values Affecting the School Community**

OVERVIEW: When one is aware of the cultural similarities and differences between oneself and another person, family, or community and makes an appropriate assessment of the situation, then cultural sensitive and appropriate behavior and communication follows (depending on the personal skills of the individual). Therefore, whenever possible, culturally sensitive and committed individuals and professionals need to research and integrate knowledge about such other persons and their communities. Although, such people may be committed to this end, time and energy and adequate resources may not always be available for efficient investment to happen. In addition, there may arise a need for relationships and interactions with individuals or families from heretofore unexperienced cultural communities or with individuals or family "non-normative" within a familiar cultural community.

Learning Objectives:

- Participants will learn about five problematic approaches to diversity and multi-cultural trainings that cause divisiveness historically in school interventions.
- Participants will learn a practical approach to diversity and multi-cultural trainings that leads to positive change.
- Participants will learn to identify and respond to unfamiliar cross-cultural situations by exploring expression areas of cultural differences.

OUTLINE**1) PROBLEMS WITH STRICTLY EDUCATIONAL APPROACHES****2) TOURIST ORIENTATIONS TO CULTURAL AWARENESS**

Cultural Deprivation Perspectives

3) UNIVERSALITIES & DIVERSE EXPRESSION**4) COMFORTABLE (ENOUGH) DISCOMFORT**

Integrity or Education-Awareness or Commitment?

Interferences to making Education-Awareness work.

Safety Issues- "Not an encounter group...not a Mau Mau!"

5) DEFINING CULTURE - DEFINING SOCIETY

Do Our Values Define Our Society? or Does Our Society Define Our Values?

Primary, Secondary, & Peripheral Purposes of Culture

Community & School Culture/Society

6) TEMPERAMENTAL DIFFERENCES

Distinguishing Personal & Cultural Differences

Communication Theory

7) PSYCHODYNAMIC ISSUES IN PREJUDICE AND RACISM**8) HOW WE PROCESS DIFFERENCES**

The Semantic Progression

Distinctions between Tolerance, Sensitivity, Acceptance, and Activism

The Color-Blind(?)

9) EXPRESSION AREAS OF CULTURAL DIFFERENCES



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FACILITATING CHANGE IN INSTITUTIONS
in the Face of Resistance-
Reactionaries, the Ignorant, the Confused, and “Careful” Allies!

FORMAT:

Lecture and Experiential- Participants are encouraged to make the workshop more relevant to their concerns by actively participating in experiential training.

DESCRIPTION:

Any person of color or other progressively multiculturally oriented individual working in a traditional institution who is interested in facilitating progressive growth and change, who is experiencing institutional and individual (administration, colleagues, Board of Directors, and/or clients -- white and of color, male or female, straight or gay) resistance. The presentation will begin with an examination of **ineffective ways** to present and promote progressive change and growth (such as multicultural and diversity growth) to traditional institutions such as schools, businesses, etc.) "The Five Lousy Ways to Present Growth and Change (or in a specific example, Multi-culturalism and Diversity)!" Understanding the baseline motivations for established institutions become the key to finding a powerful and pragmatic approach to facilitating growth and change. The presentation will continue with an interactive experiential process with the participants will be led in a problem solving process.

Learning Objectives:

- Participants will learn about five problematic approaches to diversity and multi-cultural trainings that cause divisiveness historically in school interventions.
- Participants will learn a practical approach to diversity and multi-cultural trainings that leads to positive change.
- Participants will learn to diagnosis and assess the foundational cultural values of institutions leading to successful interventions to promote cross-cultural and multi-cultural change.
- Participants will learn how to motivate and challenge “careful” allies that impede progress.

SUMMARY OF CONTENT:

- 1) Making sound DIAGNOSIS and ASSESSMENTS of the barriers and resistance to progressive growth in the organizations;
- 2) Exploring and examining the appropriateness of various THEORIES of resistance and theories to activate change;
- 3) Discussion and sharing STRATEGIES and INTERVENTIONS suggested by these theories to activate growth and change;
- 4) Aid participants to discover and work through the PERSONAL emotional, cultural, social, and political RESISTANCE against pursuing the strategies and interventions both among self professed "change agents" and well-meaning but aggravatingly "careful allies" (and, of course, rigid reactionaries to growth and change);
- 5) Examining the sequence of the GROWTH and CHANGE process and the role of SAFETY and BOUNDARIES for students of color, families of color, and staff of color, and the relationships to theories of resistance.



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Other Workshops for Human Services Professionals

"What First...Intervention Last"

**ASSESSMENTS IN INTERVENTION & TREATMENT PLANNING
IN THERAPY & OTHER HUMAN SERVICES WORK**

REASONABLE SUSPICION + MANDATED REPORTING =?

An Experiential Training to Understanding Child Abuse and Mandated Reporting

"I WANT TO DO THAT!"

DEVELOPING WORKSHOP PRESENTATIONS

From Idea to Conceptualization to Detail to Comprehensive Workshop



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"What First...Intervention Last"
ASSESSMENTS IN INTERVENTION & TREATMENT PLANNING
IN THERAPY & OTHER HUMAN SERVICES WORK

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, communication theory, developmental theories, and other psychological and sociological theories to aid in the assessment process that precludes intervention. Useful for both therapists and other human services professionals and paraprofessionals in determining how to best approach individuals and families in need.

Learning Objectives:

- Participants will learn a systematic process from assessment to change in working with people.
- Participants will learn about various potentially important assessments as they may apply to people that aid or interfere with the intervention or support process.
- Participants will learn basic principles to problem solve to avoid non-diagnostic approaches based on ignorance, false assumptions, preferred theories, or convenience.

SUMMARY OF CONTENT:

- 1) THE SIX STEP PROCESS FROM ASSESSMENT TO CHANGE
ASSESSMENT--> THEORY--> MODEL-->
STRATEGIES--> INTERVENTIONS--> CHANGE
- 2) THE BASIC DIAGNOSTIC HIERARCHY FOR ASSESSMENT
KISS
- 3) DEVELOPMENTAL ASSESSMENTS: Child, Adolescent, and Adult
Piaget, Erickson, Selman, Family Life Cycle, Regression, & Fixation
- 4) TEMPERAMENTAL ASSESSMENT
- 5) FAMILY ASSESSMENT
- 6) SELF-ESTEEM ASSESSMENT
- 7) RELATIONSHIP ASSESSMENT
- 8) STRESS RESPONSE ASSESSMENT
- 9) ATTACHMENT ASSESSMENT
- 10) MORALITY ASSESSMENT
- 11) HOPE ASSESSMENT



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REASONABLE SUSPICION + MANDATED REPORTING =? **An Experiential Training to Understanding Child Abuse and Mandated Reporting**

FORMAT:

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

DESCRIPTION:

The presentation starts with the basic Child Abuse Reporting Laws and then activates a conceptual process for mandated reporters such as teachers, therapists, social workers, and other human services providers to understand the criteria for distinguishing among Legal, Ethical, and Moral requirements; and among Legal, Ethical, and Practical/Program requirements. A series of simple experiential activities will help participants distinguish among ineffective discipline, poor discipline, harm, and child abuse- child abuse that mandates reporting. Definitions and guidance in recognizing the different categories of child abuse: physical, sexual, neglect, emotional, and so forth. Guidance in how to handle problematic discipline techniques of parents for child abuse prevention. Cross-cultural and multi-cultural issues in child abuse reporting and discipline issues will also be addressed. Historical and multi-cultural aspects of corporal punishment and sexual boundaries and relationship to legal child abuse definitions.

Learning Objectives:

- Participants will learn the limits and extent of child abuse reporting laws.
- Participants will learn specific criteria among legal corporal punishment to problematic, dangerous, and reportable unreasonably severe corporal punishment.
- Participants will learn criteria of different types of child abuse for prevention, parent education, and mandated reporting.

SUMMARY OF CONTENT:

- 1) Child Abuse Reporting Law
- 2) Mandated Reporters
- 3) Legal, Ethical, and Moral requirements and distinctions- Requirements from the Law, Professional Requirements, and Personal Values;
Differentiating among the following questions:
What are your legal mandates? What are your program guidelines? What is your agenda?
- 4) Legal, Ethical, and Practical/Program requirements- Another Set of Critical Distinctions
- 5) OK and Not OK- A decision making process for Mandated Reporters
- 6) Definitions and Considerations of Child Abuse Categories (Experiential Activities)
Physical Abuse resulting from **Unreasonable Severe Corporal Punishment**;
Physical Abuse resulting from **Unjustifiable Punishment**;
Shaken Infant Syndrome;
Physical Neglect;
Sexual Abuse- Assault; **Sexual Abuse- Exploitation**;
Emotional Abuse; **Emotional Deprivation**
- 7) Multi-cultural, Cross-cultural, and Historical Issues in Discipline, Boundaries, and Child Abuse



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"I WANT TO DO THAT!"

"I Want to Do That!"

DEVELOPING WORKSHOP PRESENTATIONS

From Idea to Conceptualization to Detail to Comprehensive Workshop

FORMAT:

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

DESCRIPTION:

Focus is on helping participants develop their ideas and messages through the different stages to create a fully comprehensive workshop for presentation (and profit!). How to expand upon an initial idea to create a complete structurally sound thesis. What processes to fill out the workshop concepts and issues. How to make the workshop interesting and entertaining as well as informative. Initial and subsequent presentation issues including goals for the first five minutes of the presentation. A presentation idea will be chosen from the participants to be taken through much of the process to illustrate how it works. Marketing issues also for those interested in using workshops for financial profit as well as professional fulfillment.

Learning Objectives:

- Participants will learn how to create a workshop from a basic idea or concept.
- Participants will learn how to create components of a workshop that will be cohesive and compelling.
- Participants will learn how to create a workshop that is stimulating and educational.

SUMMARY OF CONTENT:

- 1) GESTATION TO BIRTH-STEP ONE: Your Idea, Thesis, or Hypothesis
- 2) BRAINSTORMING: Expanding the Thesis
- 3) CATEGORIZATION: Identifying the Bones
- 4) SEQUENCING: Building the Skeleton- Basic Structure Issues
- 5) OVERVIEW & INSERTION: What's missing? Sending for Egor!
- 6) ELABORATION, ELABORATION, ELABORATION: The search for nuances and subtleties
- 7) CRITIQUE: Making sense? Logical? On track?
- 8) FLUFF & STUFF: Making it interesting and entertaining
- 9) SALE & SALESMAN: Presentation Principles and Issues
- 10) MARKETING ISSUES