

Balancing Work and Family



Presented by

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The Task of Juggling



How to be a better juggler:

Find juggling partners

Think sequence

Ask yourself the right questions

Is this working?

What do I need?

What do I want?

How can I learn more?

How can I get some of what I need and/or want?

Where does my time go?

Who decides where my time goes?

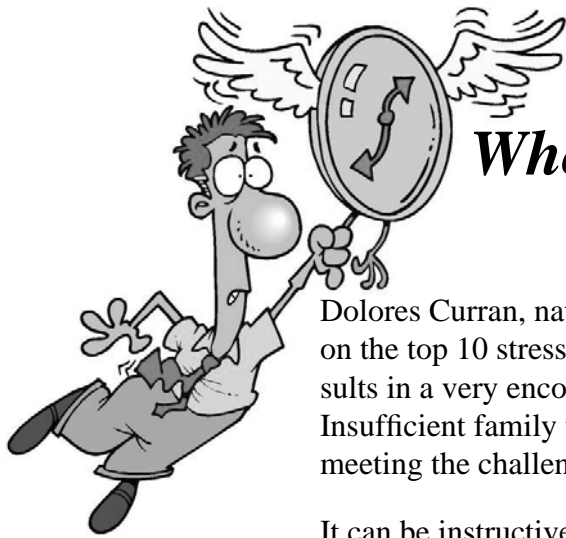
Monitor your energy bank

Give yourself the gift of time

Give your family the gift of time

Notes





Who Knows Where the Time Goes?

Dolores Curran, nationally known parent educator, conducted a survey on the top 10 stresses of healthy families, and then published the results in a very encouraging book called *Stress and the Healthy Family*. Insufficient family time was a problem for most families, and they are meeting the challenge of togetherness in some very creative ways.

It can be instructive to monitor our daily activities to look for how satisfactory a balance we are managing of time spent alone and with others, at work and with family, crossing the “shoulds” off our lists or taking time for play.

Directions:

Underneath each time of day listed below, jot down what you were doing, and who you were with. Use yesterday if yesterday was a typical day.

7:00 AM

9:00 AM

11:00 AM

12:00 PM

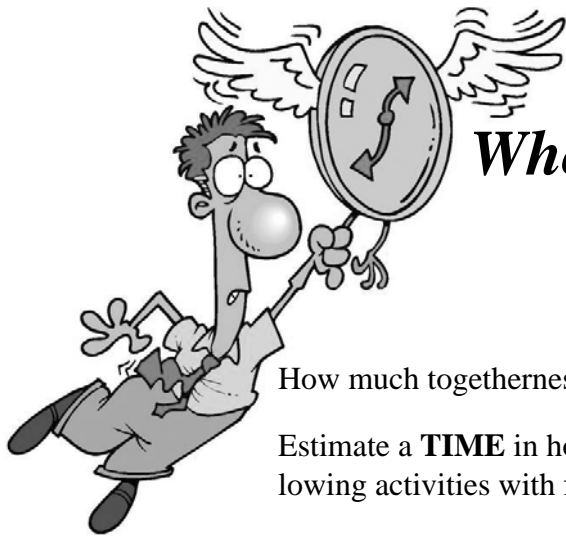
3:00 PM

6:00 PM

8:00 PM

10:00 PM

4:00 AM



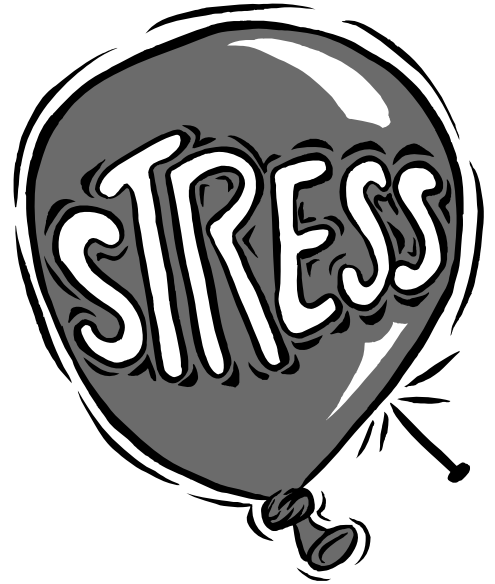
Who Knows Where the Time Goes?

How much togetherness does your family have?

Estimate a **TIME** in hours or minutes **PER WEEK** spent doing the following activities with family or significant people in your life.

<u>Together We</u>	<u>Time Per Week</u>
Read stories or books	_____
Tell jokes or funny stories.....	_____
Eat and run	_____
Watch TV	_____
Talk about the TV we watch	_____
Clean the house.....	_____
Find things to do alone.....	_____
Talk about problems or feelings	_____
Call up our friends and stay on the phone	_____
Spend a long time at meals	_____
Forget about family and hang out with friends	_____
Argue and badger each other	_____
Go shopping.....	_____
Enjoy nature.....	_____
Practice patience and kindness	_____
Have fun at home.....	_____
Have fun that costs money	_____
Work on projects	_____
Take breaks from work and laugh	_____
Yell, scream and fight.....	_____
Negotiate a problem situation successfully.....	_____
Enjoy guests	_____
Cook or bake.....	_____

STRESS BUSTERS



Share feelings - Talk it out.

Take quiet time for self — find a hermit spot and use it daily, even if it's just for 15 minutes.

Relax — Practice deep breathing, stretching, meditation, listen to calming music or guided imagery on CD.

Eat nutritious food.

Set realistic goals with attainable deadlines. Inaugurate regular family meetings and use a family calendar.

Sleep 7-8 hours every night. Nap when you can, or quietly sit and stroke your cat, dog or hamster for 10 minutes.

Be a resource for yourself. Get creative—try new things. Take advantage of the riches at your public library!

Use the buddy system as a source of support.

Say “I choose to” rather than “I have to.”

Take time for activities and hobbies you find pleasurable.

Exercise regularly. If you don't enjoy gym-style exercise, try to garden, walk, jump rope or Hula Hoop!

Reconsider how you view stress. We cannot eliminate stress — But we CAN choose our reaction to it...

“This too shall pass.”

“How can I make this the best problem I've ever had?”

“What's the opportunity to learn here?”

Seek the humor in daily life. Laughter is good medicine for stress.

Periodically Ask Yourself Some Questions...

- If I could wave a magic wand, what would help me to get a better life balance?
- What holes are punched in the bottom of my “psychic bucket” and how can I patch them?
- A year from now, what will I wish I had taken care of, carved out time for, or been more present to?

Children Alone at Home

Millions of children aged 6 to 13 are alone—or with brothers and sisters—after school for several hours each day. And projections indicate the number of such “latchkey” children will continue to increase. While working parents would much prefer not to leave their school aged children alone, alternatives—such as child care centers, relatives, or neighborhood babysitters—aren’t always available and may be out of the question financially.

How to decide if your children are able to stay home alone:

Assess whether your children are old enough, confident, responsible, and have good judgment. Are they frightened being alone? How would they handle emergencies? How much time alone could they handle? Could they follow the rules you set? Pose some real problem situations for your children to see if their reactions are sound. For instance—“What would you do if: The power goes out? The dog gets over the fence and you aren’t allowed to go out in the neighborhood? Your sister cuts her finger? Your big brother doesn’t get home when he’s expected? You miss your school bus home?”

Discuss your child with the school staff. The teacher, counselor, or principal may recommend materials—books or pamphlets from the library—to help you and your child structure this time alone. At any rate, schools should know if children are expected to be unsupervised after (or before) school on a regular basis.

Plan very carefully. For safety. For emergencies. For friends and siblings. For responsibilities. Children are more comfortable if they know exactly *how long* they will be alone, *what is expected* of them when they are alone, *how to handle problems*, and *where to get help* if they need it. Be sure to practice together locking and unlocking the doors before your child has to do it alone.

All children should know their full names, address, phone number (plus area code), their parent’s full names, exact name of work places, and work phone numbers.

Checking system. Children should call a parent or leave a message at their parent’s work place as soon as they reach home every day. Parents who are difficult to track down or unavailable by phone should call their child at a designated time. If there’s no phone, try to find a neighbor your child can check in with—and make sure the neighbor knows how

to get in touch with you. Always let your children know if you will be late. If they are allowed to leave home, make sure they let you know where they are going and for how long. Clearly written notes (or tape-recorded messages)—about snacks, chores, or clarifications—can welcome kids coming into an empty home.

Safety and emergency system. Set up logical, concise rules for personal, household, and fire safety. Don’t allow the use of dangerous utensils. Discourage the use of the stove or hazardous appliances like heaters. Leave snacks that don’t require any heating. Teach children how to GET OUT safely in case of smoke or fire. Make sure children know elementary first aid, and have a well-supplied first aid kit within their reach.

Keep an updated list of important phone numbers: parents, doctor, poison control center, police, fire, and nearest relative or neighbor by every phone. Make sure children know how to call 911, or the operator for help. Tell them what to say—their name and age, the problem, the street address, and/or the apartment number.

Check with your school for block parent programs or emergency hot lines children may call. Practice with children *exactly what to say* over the phone so they won’t let callers know they are alone. Teach them never to open the door to someone they don’t know, and not to go inside if their door is open, there’s a broken window, or a strange car is parked in the driveway.

Keep an emergency pack. Put together an emergency kit in your child’s schoolbag with an extra key, money, and important phone numbers.

Responsibility system. Make firm rules about whether or not friends may visit, and whether or not your child may leave home. It’s easier for children to fill their time when they know what’s expected in ways of watching TV, doing chores, eating, using the telephone, doing homework, going outside, taking care of pets, and sharing responsibilities with siblings. Plan the rules together; write them down; and keep them sensible and flexible. Don’t forget to compliment your children often. Let them know how proud you are of their accomplishment—staying home alone and being responsible.

Parenting Quiz:

Are each of these statements Usually True or Usually False?

- | Usually TRUE | Usually FALSE | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Throughout the day, I give my child choices, instead of giving orders. |
| <input type="checkbox"/> | <input type="checkbox"/> | Our house is a gathering place for the neighborhood kids. |
| <input type="checkbox"/> | <input type="checkbox"/> | My children have daily chores. |
| <input type="checkbox"/> | <input type="checkbox"/> | My kids are in bed about the same time every night. |
| <input type="checkbox"/> | <input type="checkbox"/> | My kids use “please” and “thank you” when they talk to me. |
| <input type="checkbox"/> | <input type="checkbox"/> | I use “please” and “thank you” when I talk to my kids. |
| <input type="checkbox"/> | <input type="checkbox"/> | My instructions tend to be brief and specific (I don’t lecture). |
| <input type="checkbox"/> | <input type="checkbox"/> | I don’t give in to a child’s nagging, whining, and pleading. |
| <input type="checkbox"/> | <input type="checkbox"/> | We have specific family rules. |
| <input type="checkbox"/> | <input type="checkbox"/> | When I say, “I mean it,” my kids know this and they do as I ask. |
| <input type="checkbox"/> | <input type="checkbox"/> | My kids clean up their own messes. |
| <input type="checkbox"/> | <input type="checkbox"/> | Our family eats dinner together. |
| <input type="checkbox"/> | <input type="checkbox"/> | I trust my children. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am consistent in the things that I say “yes” or “no” to. |
| <input type="checkbox"/> | <input type="checkbox"/> | When a problem occurs, we address it, and then it’s over. |
| <input type="checkbox"/> | <input type="checkbox"/> | I compliment my children twice as often as I criticize them. |
| <input type="checkbox"/> | <input type="checkbox"/> | I’m involved in PTA or other school activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | The last words I say to my children at night are pleasant and loving. |
| <input type="checkbox"/> | <input type="checkbox"/> | I learn about parenting by reading books and articles or by taking classes. |

Scoring: Take some time to ponder any statement to which you have answered “Usually False.” Ask yourself why the preferred answer is True.

Determine what changes you can make in your family to better reflect the concepts presented in each statement. Where can you learn how to become a more effective and supportive parent—the public library’s resources, an experienced parent who is willing to act as a mentor, parenting classes, listening to books on tape in a car or watching videos on stress for yourself all help give new ideas!

Adapted from Source:

Family Services Saint John, Inc.

www.familyservicesj.com

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Stress Management Quiz

Take the following quiz to determine how vulnerable you are then read on for ways to understand and deal with stress. Score each item from 1 (almost always) to 5 (never) according to how much of the time each statement applies to you.

- I eat at least one hot balanced meal a day.
- I get seven to eight hours sleep at least four nights a week.
- I give and receive affection regularly.
- I have at least one relative within 50 miles on whom I can rely.
- I exercise to the point of perspiration at least twice a week.
- I smoke less than half a pack of cigarettes a day.
- I take fewer than five alcoholic drinks a week.
- I am the appropriate weight for my height.
- I have an income adequate to meet basic expenses.
- I get strength from my religious beliefs.
- I regularly attend club or social activities.
- I have a network of friends and acquaintances.
- I have one or more friends to confide in about personal matters.
- I am in good health (including eyesight, hearing, teeth).
- I am able to speak openly about my feelings when angry or worried.

Stress Management Quiz

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Scoring:

To get your score, add up the figures and subtract 20. Any number over 30 indicates a vulnerability to stress. You are seriously vulnerable if your score is between 50 and 75, and extremely vulnerable if it is over 75.

Regardless of your score, parenthood is stressful, it's easy to feel overwhelmed. To be able to cope we need to learn how to handle stress. Listed below are 10 ways to relieve tension.



1. Go to another room, count to 10.
2. Go to another room close the door and let it out - cry or pace a bit. Then do something that relaxes you for 10 minutes.
3. Lie on the couch, put your feet up, and place a cool washcloth over your eyes and forehead. Take a couple of breaths and think of a peaceful scene. Lie there for at least five minutes.
4. Call someone who cares about you. Tell them what's bothering you and get the support you need.
5. Designate a quiet space for you and a separate one for your child. When you're upset and feel as if you may lose your temper, tell your child you need a break and go to your designated space for a few minutes to calm down.
6. Talk to your child about your anger, be specific. For example, you might say, "I get angry when you..."
7. If your children are young, take some time for yourself while they're napping. Do what ever relaxes you - take a bath, sleep or listen to music.
8. Remember children feel stress and tension too. Dolls, make-believe games or puppets can help children express feelings in a safe way.
9. Change your routine. Take a walk, take the children to the park go outside and play a game, talk to a friend, watch a special program on television or take a cool bath on a hot day. It's important for you and your children to change your daily routine.
10. Do something physical. Physical activity is good for both you and your kids; it lets off steam. Reward yourself and your children when things are going well: hug your kids and tell them you love them. Compliment your kids for the good things. Do something fun together. Treat the kids and yourself to something special for doing so well. Give yourself a pat on the back!

Source: http://mothersclub.com/nashua/newsletter/stress_management.html

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PAUSE - The Voice of Sanity In A Speed Crazy World

REFLECTION:

There's been a real shift over the last few decades in how organizations respond to calls for balance.

In the 1970's, life balance (a term that was just barely emerging) was seen mainly as a female concern. With women moving en masse into the workplace, and starting families at the same time, access to maternity leave was supposed to resolve women's conflicts between work and family responsibilities.

In the 1980's, handling life's stresses and pressures was still seen as an individual's problem. Employee and Family Assistance programs blossomed - to support individuals (both men and women) again with a primary focus on solving THEIR problems.

The 1990's saw organizations design policies and programs to address broader concerns. We saw the advent of flex time and many organizational wellness initiatives - from stress management programs to nutrition, fitness and stop smoking campaigns.

In the early 2000's, organizations are recognizing that workplace culture is both part of the problem and a key to the solution. How we design the work and manage the loads has a strong impact on our ability to juggle our life roles.

Over time, life balance has come to be seen as far more than just a women's issue. A 2007 study by the Association of Executive Search Consultants, reports that nearly 50% of male senior executives are more likely now than they were five years ago to ask for less travel when they are negotiating their jobs. The men's main concern is the impact of travel and time away on their family relationships.

Organizations are responding in varied ways. They allow managers to schedule their travel and time around family events, or occasionally take family members with them when they travel. They are substituting technology (webcam conversations, webinars, and video-conferencing) for face to face meetings.

ACTION:

In interviewing several senior managers lately (all men, incidentally), many of them have talked openly about their own struggles with balance, and their desire to support their colleagues and employees on this front.

A recurring theme in the conversations is their wish that individuals would speak up about their conflicts and make their needs known. As one senior manager said, "I can't help solve a problem that I don't know exists." That's true. It's also true, that when senior managers share their struggles, and make their needs known, it goes a long way towards making it safe for others to do the same.

We've made advances in this whole arena, because individuals have spoken up, pinpointed problems, and suggested solutions.

Are you using your voice when and where it counts?

QUOTES OF THE WEEK:

Here are a couple of quotes for Dads. Both are credited to 'Author Unknown'. I'd be guessing AU was a loving father to someone.

"A truly rich man is one whose children run into his arms when his hands are empty."

"A father carries pictures where his money used to be."

PAUSE - The Voice of Sanity In A Speed Crazy World is a weekly electronic newsletter published midway between Monday's Expectations and Friday's Frustrations. It is FREE, short and to the point.

Volume 7, Number 11 - April 4, 2007

Publisher: Patricia Katz - info@patkatz.com

<http://www.patkatz.com> - <http://www.pauseworks.com>

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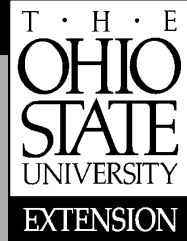
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Senior Series

*The Ohio
Department of
Aging*



For more information, visit the Ohio Department of Aging web site at: <http://www.state.oh.us/age/>
and Ohio State University Extension's "Aging in Ohio" web site at: <http://www.ag.ohio-state.edu/~seniors/>

SS-145-98

Caregiver Burnout

I'm feeling overwhelmed and guilty, what should I do? How often do those thoughts pop up in the course of a caregiver's day or week? People today are feeling tremendous pressure to "do it all," taking care of children and aging parents while maintaining career and home. Instead of having a sense of accomplishment, many people feel guilt when they run out of energy to handle all of the tasks. "Being a member of the 'sandwich generation' is like being a slice of bologna, expected to give taste and meaning to two slices of bread ... your children on one side, and your parents on the other side."

The great myth of our time is that we should be able to "do it all," like previous generations seem to have done. The truth is that some of our parents and grandparents did care for their parents at home, however, the reality is that there was a close extended family available to pitch in and share the care.

Pablo Casals, the world renowned cellist said, "The capacity to care is the thing that gives life its deepest

significance and meaning." Learning your potential for caregiver burnout and developing a plan of action will help you avoid the frustration, depression, and despair that comes with losing that capacity to care.

Causes of Caregiver Burnout

One of the most common causes of caregiver burnout is the changing of roles that happens between adult children and their aging parents. The dynamics that keep a family together suddenly change, and the line that separates parental and child roles becomes blurred.

Another cause of caregiver burnout is the expectations the caregiver has for the outcome of the caregiving. Often the rewards are intangible and far off, and the lack of control he or she feels over the situation is compounded by other factors such as lack of finances, little or no family support, or poor management and planning skills. When the caregiver places unrealistic goals on the outcome, there is no solid sense of direction.

Feelings of isolation become more prevalent as the caregiver sees himself or herself spiraling downward into a pool of frustration and despair.

Preventing Caregiver Burnout

You can prevent caregiver burnout by taking the following actions.

- Know yourself and take a reality check of your situation. Recognize your potential for caregiver burnout. If you can recall an instance of attitude change because of stress, then you're a candidate for burnout.
- Know how to be a caregiver. The more you know about the illness of the person you're caring for and strategies for caregiving, the more effective you will be.
- Develop new tools for coping. Remember to lighten up and accentuate the positive. Stay healthy by eating right, and getting plenty of exercise and sleep. Take an occasional break from caregiving and don't be afraid to ask for help. Take advantage of support groups made up of other care-givers who have experienced what you are going through. Their knowledge and experience can provide invaluable support.

- Plan your days by assigning priorities. Don't forget to take some time to reward yourself. Have hope and live in the moment. Remember the saying, "by the yard it's hard, but by the inch it's a cinch."

Resources that you can use to assist you in your search for assistance are your local Area Agency on Aging, Ohio State University Extension, Senior Center, Ombudsman Program, and the Eldercare Locator Service. Area Agencies on Aging can give you information on the types and locations of local in-home respite services, home delivered meal programs, support groups, adult day care, and other services. The Eldercare Locator Service is a free national service that can link you with local information and referral services throughout the United States. To access this service call 1-800-677-1116. If your employer has an Employee Assistance Program, you may want to find out if they offer an Eldercare Information and Referral Service.

References

- Wexler, Nancy. (1996). *Caring for Caregivers Newsletter*, Issue 1.
- Sherman, James R. (1994) *Preventing Caregiver Burnout*.

Adapted by: Terri M. Tallman, Ohio District 5 Area Agency on Aging, Inc.; and Patricia H. Holmes, Ohio State University Extension, Preble County.

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Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Keith L. Smith, Director, Ohio State University Extension.

TDD # 1 (800) 589-8292 (Ohio only) or (614) 292-1868

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Ohio State University Fact Sheet

Family and Consumer Sciences, Campbell Hall, 1787 Neil Avenue, Columbus, Ohio 43210

Why Happy Families are Different

Joan Garrett, Extension Agent, Family and Consumer Sciences, Clermont County

Leo Tolstoy said: “All happy families are alike; every unhappy family is unhappy in its own way.” What did he mean? Certainly, there are many causes for unhappiness in families, but in what way are happy families different in their ability to successfully handle adversity?

Define Your Flight Plan

In his bestselling book, *7 Habits of Highly Effective Families*, Stephen Covey compares a successful family to an airplane pilot with a flight plan. For the pilot, the flight plan identifies the destination and outlines the path to getting there. But during the course of the flight, wind, rain, turbulence, air traffic, human error and other factors act upon that plane. Throughout the trip, there are slight deviations from the flight plan. But barring anything too major, the plane will arrive at its destination. Likewise, happy families have unique “flight plans” that reflect values and principles that enable them to successfully handle problems and reach the desired “destination.”

The Seven Habits Reviewed

The first habit, **being proactive**, can be defined as being responsible for our own choices and having the freedom to choose based on values rather than moods or circumstances. Covey uses the analogy of the Emotional Bank Account to describe the concept of proactivity. The Emotional Bank Account represents the quality of the relationship a person has with family members. It’s like a financial bank account in that “deposits and withdrawals” are made that impact the trust levels between family members. Successful families strive to maintain high balances in the Emotional Bank Accounts. Even when mistakes are made in a relationship, the “emotional reserves” will compensate for it. Every problem encountered is seen as an opportunity to make another deposit.

Habit two—**begin with the end in mind**—involves creating a clear vision of what you and your family are all about. Habit two is about “destination.” Covey suggests that families develop a family mission statement that describes what kind of family you really want to be and identifies the principles that will help you get there. Here’s one example:

Our Family Mission

To always be kind, respectful and supportive of each other,
To be honest and open with each other,
To keep a spiritual feeling in the home,
To love each other unconditionally,
To be responsible to live a happy, healthy, and fulfilling life,
To make this house a place we want to come home to.

Put first things first is the third habit. This habit involves focusing on priorities—namely, the importance of family. Covey cautions that, “Things which matter most must never be at the mercy of things which matter least.”

Habit four—**think “win-win”**—encourages family members to think in terms of mutual benefit. Happy families foster support and mutual respect. They think in terms of “we” not “me” in order to make agreements.

Seek first to understand . . . then to be understood is the fifth habit. Family members seek first to listen with the intent to understand the thoughts and feelings of others, then seek to effectively communicate their own thoughts and feelings. Successful families build deep relationships of trust and love by providing helpful feedback.

Habit six—**synergize**—is about two or more people working together to produce more than the sum of what they could produce separately. In other words, one plus one equals three or more. The family builds a mutual problem-solving atmosphere based on the dynamics of loving, learning, contributing, and creative cooperation.

The final habit—**sharpen the saw**—recognizes that a family increases its effectiveness through personal and family renewal in four basic areas of life: physical, social/emotional, spiritual and mental. Traditions play a key role in nurturing the renewal of family spirit.

Concurring Insights

Much of what Covey has written about building a happy family life is supported by the work of researchers in the field of family life studies. In her book *Traits of a Healthy Family*, Dolores Curran identifies numerous positive characteristics of “healthy” families. These include: good communication skills, support and affirmation of family members, respect, trust, family interaction, sense of shared responsibility, abundance of rituals and traditions, and a shared religious core.

H. Wallace Goddard, former Extension Family and Child Development Specialist from Auburn University, outlines the following six fundamental characteristics of strong families:

- 1) caring and appreciation
- 2) commitment
- 3) communication
- 4) community and family ties
- 5) working together
- 6) flexibility and openness to change

The Challenge

Happy families are our greatest national resource. It is in them that we find our meaning, our strength, and our future. Spend some time identifying your family’s strengths. From that foundation, choose additional qualities that you can add to your family dynamics. Become involved in activities that will help your family build those strengths.

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Goddard, H. W. *Building family strengths*. Auburn University.

Rosemond, J. (1995). *A family of value*. Andrews and McMeel Publishing.

For more information, visit the Human Development and Family Life website at: <http://www.hec.ohio-state.edu/famlife/>

Bibliography

Fresh ideas about living:

Life Makeovers: 52 Practical Ways to Improve your Life One Week at a Time and *Take Time for your Life: A Personal Coach's 7 Step Plan for Creating the Life You Want*, both by Cheryl Richardson.

Repacking Your Bags: Lighten your Load for the Rest of your Life, Richard J. Leider and David A. Shapiro.

For help with Stress and Burnout:

The Relaxation and Stress Reduction Workbook, 5th edition, by Martha Davis, Elizabeth Eshelman, and Matthew McKay.
Other excellent titles from the New Harbinger Press self-help workbook can help you with the life/work balancing act.
Visit them at www.newharbinger.com.

Stress and the Healthy Family, by Dolores Curran.

Stand Like Mountain, Flow Like Water: Reflections on Stress and Human Spirituality, Brian Luke Seaward, Ph.D.

Loretta La Roche's DVDs and CDs—Try *The Joy of Stress* (DVD), *Humor Your Stress: Jest for the Fun of It* (DVD) and *Relax, You May Only have a Few Minutes Left* (CD).

For Support with Parenting:

Survival Tips for Working Moms, by Linda Goodman Pillsbury, Perspective Publishing.

401 Ways to Get Kids to Help at Home, Bonnie McCullough and Susan Monson, St. Martin's Press.

Battles, Hassles, Tantrums and Tears: Strategies for coping with Conflict and Making Peace at Home, Susan Beekman and Jeanne Holmes.

www.qualityparenting.com - Practical guidelines for turning your ideals into concrete action, with communication that demonstrates and fosters mutual respect.

www.parenting.ivillage.com

“Sandwich Generation” Responsibilities:

How to Care for Aging Parents, by Virginia Morris.

Caring for Yourself While Caring for Your Aging Parent: How to Help, How to Survive, by Claire Berman.

Boomerang Kids...When Adult Children Return Home, WorkLife Publications.

Kim's Favorite Skill-Building Books on Parenting, Discipline and Communication:

How to Talk so Kids will Listen and Listen so Kids will Talk, by Adele Faber and Elaine Mazlish.

Siblings Without Rivalry, by Adele Faber and Elaine Mazlish.

The Positive Discipline Books, by Jane Nelson and others. Titles include *Positive Discipline for Single Parents*, *Positive Discipline for Parents of Preschoolers*, *Positive Discipline A To Z* (this is a terrific reference arranged by topic: what to do about lying, tantrums, curfew violations, etc.) *Positive Discipline for Teenagers*.

Stepfamily Realities: How to Overcome Difficulties and Have a Happy Family, by Margaret Newman.

Battles, Hassles, Tantrums and Tears, by Susan Beekman and Jeanne Holmes.

Guided Imagery

Health Journeys guided imagery CDs by Bellaruth Naparstek. The one that we listened to was called *General Wellness*. These materials are the “gold standard” for guided imagery and are in use at hospitals around the nation including the Cleveland Clinic's Alternative Medicine Department. They are available through bookstores or at www.healthjourneys.com or call 1-800-800-8661