

ABC's for Parents and Their Children Entering Kindergarten

Activities Manual for Parents

Sample Session Six

Session 6 Agenda

Activity	Time	Required Materials
6.1 Welcome and Check-In	15 Minutes	Parent Handbooks, flip chart, magic markers
6.2 This Hurts Me More Than It Hurts You	50 Minutes	Video titled, "This Hurts Me More Than It Hurts You" TV/VCR, Parent Handbooks, flip chart, magic markers, pencils
10 Minute Break		
6.3 Helping Children Manage Their Own Behavior	55 Minutes	Parent Handbooks, flip chart, magic markers
6.4 Home Practice Assignment, Evaluation and Closing	5 Minutes	Parent Handbooks, Program Evaluation Forms, Family Logs
6.5 Children's Parade	10 Minutes	Crowns, Yourself/Your Family Pictures

NOTES:

ACTIVITY 6.1 Welcome and Check-In**TIME 15 Minutes****MATERIALS Parent Handbook, flip chart, magic markers**

GOAL To involve parents in the process of listening and sharing.**OBJECTIVES**

1. To welcome the parents to Session 6.
2. To review successes and attempts in the Home Practice Assignments.
3. To share changes in self, children and family.

PROCEDURES

1. Welcome the parents to Session 6. Demonstrate your pleasure in their arriving on time and being ready to learn. Offer statements of praise remarking on the way they look or are dressed, or the fact they've come prepared.
2. Begin by reviewing last session's **Home Practice Assignment** located on page 65 of the Parent Handbook. Reinforce attempts, problem solve, role play, or review the concepts when necessary.
3. Ask parents to share any changes they've noticed in themselves, their children or their family.
4. Afterwards, review with the group the **ABC's Session Building Blocks** the parents and children will be learning today:
 - Strategies to help children manage their own behavior.
 - Alternatives to Spanking
 - Gentle Touch and Hurting Touch
 - Positive Self Talk (Children's Program)

NOTES AND SUGGESTIONS

Control with an authoritarian view is a touch practice to let go of. Be supportive and continue to make mental note that change is an evolutionary process, not a revolutionary one.

YOUR ADDITIONAL NOTES:

ACTIVITY 6.2	This Hurts Me More Than It Hurts You
TIME	50 Minutes
MATERIALS	Video titled, "This Hurts Me More Than It Hurts You," TV/VCR, Parent Handbooks, pencils, flip chart, magic markers

GOAL To teach parents alternative methods of behavior encouragement and management to physical/corporal punishment.

OBJECTIVES

1. To provide parents with a review of strategies to replace physical punishment.
2. To empower parents by brainstorming alternatives to hitting and spanking.
3. To increase parents' sense of competence with their children.

PROCEDURES

1. Remark that we have already learned a number of alternatives to spanking such as: Praise, time-out, appropriate expectations, choices and consequences.
2. Mention that for the next 50 minutes the group will watch a video that presents problem parent-child interactions. At the end of each of the three interactions, we will turn off the video and discuss what happened, and what alternatives the parents could have used instead of shaking, spanking, and yelling at their children.
3. Present the **Video** titled, "**This Hurts Me More Than It Hurts You.**" When instructed to do so, pause the video and discuss alternatives parents could have used instead of hitting, spanking and yelling at their children.

NOTES AND SUGGESTIONS

1. Parents should be familiar and knowledgeable of all the parenting techniques presented.
2. When completed, offer parents a 10 minute break.

YOUR ADDITIONAL NOTES:

ACTIVITY 6.3 Helping Children Manage Their Own Behavior**TIME** 55 Minutes**MATERIALS** Parent Handbooks, flip chart, magic markers

GOAL To increase the ability of parents to help children manage their own behavior.**OBJECTIVES**

1. To increase parents' use of appropriate disciplinary measures.
2. To reinforce nurturing parent-child interactions.
3. To reinforce personal power in children.

PROCEDURES

1. Share with the group that for the next hour, instruction will focus on some very useful techniques in getting children to manage their own behavior. The goal of behavior encouragement is to gradually increase the child's ability to manage their own behavior. Self-management takes power. The techniques that the group will be learning will be additional ways to empower children.
2. Review with the parents the concept of "personal power." Remind parents that children desire to have personal power and will express it in a positive or a negative way.
 - **Positive Use of Personal Power** - cooperating, coming to meals on time, following rules, etc.
 - **Negative Use of Personal Power** - temper tantrums, being uncooperative, hurting themselves or someone else, etc.
3. Mention that when children feel they don't have any power, that's when they use their personal power in a negative way. It's their way of proving to their parents that they are powerful. Ask parents to locate **Chapter 13 - Helping Children Manage Their Behavior** on pages 60 - 63 of their Parent Handbooks. Review the following strategies to encourage children to use their personal power in positive ways.
 1. **Giving Children Choices.** One way to provide children with power and to reduce power struggles and to teach them to manage their own behavior is to give them choices. Giving children choices provides them with a good way to use their power. Choices help children learn to take responsibility for their own behavior. Choices also let children know they have power which can defuse potential power struggles between parents and children.

Giving children choices can begin very early in life. Choices can be given in dressing, eating, bath time, and playtime. Brainstorm with the parents other areas and situations where they can provide children with choices.

Mention that choices should never be used when there aren't any. Giving a child a choice to get dressed when a parent really needs the child to cooperate and get dressed is

ACTIVITY 6.3 Helping Children Manage Their Own Behavior

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choice. Remind the parents that a choice is between two concepts (to eat beans or peas; to wear black or grey shoes; to brush teeth before or after washing hands, etc.) A good rule to remember is if a “no” or a refusal of something is not acceptable, it’s not a choice for a child.

Also mention that a request for a child to do something followed by an “ok?” is actually giving children the choice of “not ok!” Example: “Belinda, please close the door, ok?” It’s better to make the statement, “Belinda, please close the door.” without the “ok”.

2. **Using Humor.** Mention to the parents that without a doubt, happy children are easier to be with, manage, and encourage than children who are angry, resentful and oppositional. Humor is an outstanding strategy to help children learn to manage their own behavior, as well as an effective way to prevent arguments, rebellious behavior, and power struggles

- **Fooler Approach.** After telling children to do something, or requesting that they eat their food or brush their teeth, etc., try to “fool” the child into believing he or she “really can’t eat their food or brush their teeth. Of course, the statement is said in jest with a noticeable hint of laughter: “I bet you really can’t brush your teeth all by yourself.” The child, in an effort to utilize their power, performs the behavior and feels they can’t be fooled.
- **Reverse Psychology.** Another technique to help children accomplish a task is reverse psychology. The object is to say exactly what you don’t want, but mean exactly what you do want. A father attempting to get his children to the supper table says: “All right, food is on the table but I don’t want any of you here watching TV to come join us. You guys stay right here.” The children, knowing it’s a game, race to the table ahead of Dad. Another example could be with certain food items on a plate. “All right, I don’t want to see any children at this table eating their carrots. I better not catch anyone.” Like magic, carrots are eaten.
- **Talking Objects.** Talking bathtubs, ice cream bars, shoes, etc. are all helpful in getting children to cooperate. A shoe who says, “Put me on, put me on” is much more exciting than a parent telling her child, “Put your shoes on.” A bathtub calling a child to jump in is more fun than a parent telling a child to get in the bathtub.

3. **Transition Time.** Providing children with a transition time between activities and before requests is important. No one likes to be told they have to do something immediately. Mentioning to children, “Five more minutes and it will be time to eat”

helps children prepare to make the transition from what they are doing to what you want them to do.

4. **Choices and Consequences.** Providing children with choices for behavior and the consequences for each choice is an excellent way of empowering children and teaching them how to manage their own behavior. Children learn to logically associate “cause and effect;” that is, ‘If I do _____, then _____ will happen.
4. After the program, write the following formula on the flip chart:

(Child’s name), you have a choice: you can do either _____ or _____.

If you choose _____, then _____ will happen.

If you choose _____, then _____ will happen. What’s your choice?

Have the parents role play by identifying a choice they would like to practice. Have the parents form couples. Let one adult be the “parent,” the other be the “child.” Using the formula, have parents fill in the blanks with choices and consequences. Let the “child” respond to the choices and consequences with a check on clarity and reasonableness of the consequences.

Review the rules of giving children choices:

#1 Never use threats as choices. Parents either can’t carry them through or don’t want to. Example: “If you don’t leave your sister alone, I’m gonna break your neck.”

#2 Never give ultimatums as choices. Example: “I’ll never talk to you again if you don’t shut up!” Ultimatums can rarely be carried through and soon children learn your words are hot air.

#3 Never give choices when there aren’t any. Example: “Son, would you like to get your coat on now? We have to go.” If the child answers “no,” but he really has to get his coat on anyway, he never really had a choice.

NOTES AND SUGGESTIONS

1. Although this session contains a tremendous amount of information, make it practical and understandable. These verbal management strategies build parent-child communication patterns that last a lifetime.
2. Make the techniques work for the parents. When working with children, remember to stress the functional use of the techniques with expressive language.

ACTIVITY 6.4 Home Practice Assignment, Evaluation, and Closing**TIME** 5 minutes**MATERIALS** Parent Handbooks, Program Evaluation Forms and Family Logs

GOAL To increase parents' growth and development.**OBJECTIVES**

1. To help parents learn ways to help their children manage their behavior.
2. To maintain a warm supportive atmosphere.

PROCEDURES

1. Have parents locate their **Home Practice Assignment** for Session 6 located on page 65 in their Parent Handbook. Review the assignment.
2. Mention that parents are to complete their **Family Logs** before next week's session. Ask parents to notice changes going on in their children, families and self and jot them down. They can share these changes with their partner.
3. Mention that before the Children's Parade, **Program Evaluation Forms** need to be completed. Program evaluation is an important part in helping program staff meet parents' needs. Allow two minutes to fill out the evaluations.
4. Have parents close their session by forming a circle, holding hands with people on their left and right, and responding briefly to the following:

Today I learned _____ and will try _____.

5. When appropriate, prepare the parents to participate in the Children's Parade: Activity 6.5.

NOTES AND SUGGESTIONS

1. Keep reinforcing the completion of the Home Practice Assignments.
2. Next week is the final session. Make plans for a *Celebration of Participation*. Perhaps you want to arrange a pot luck dinner. Explore ideas with the families.

YOUR ADDITIONAL NOTES: