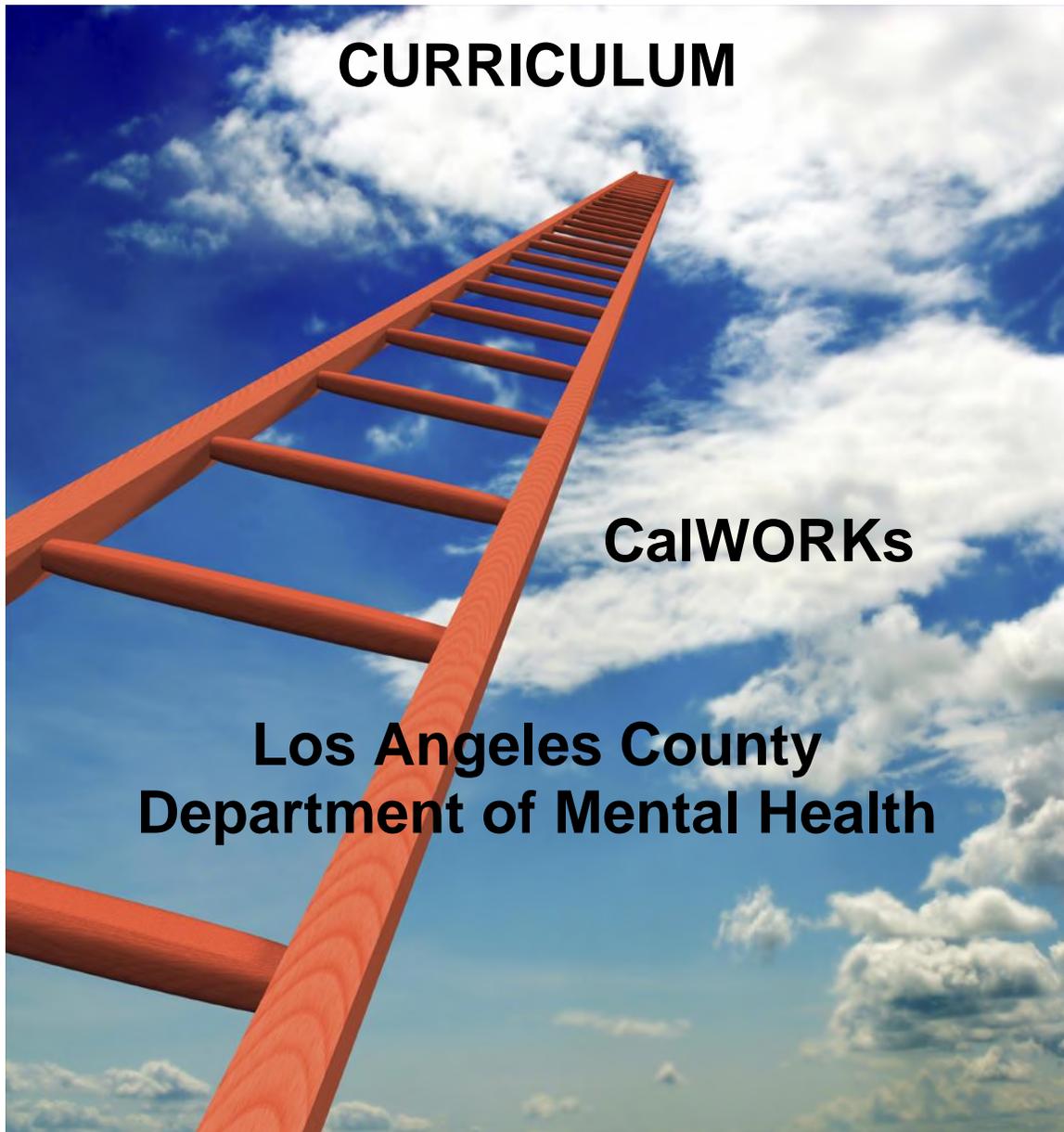


LIFE SKILLS SUPPORT GROUP



CaIWORKs Supportive Services

SUCCESS LADDER

CAREER



EDUCATION

← Entry Level Job

LIFE SKILLS SUPPORT GROUP
CURRICULUM

Developed by

CalWORKs Program Administration

County of Los Angeles Department of Mental Health

**LIFE SKILLS SUPPORT GROUP
CURRICULUM**

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LIFE SKILLS SUPPORT GROUP

CURRICULUM

PURPOSE:

CalWORKs Life Skills Support Groups combine the objectives of removing mental health barriers to employment with exercises that promote practical outcomes. Participants will learn coping strategies to deal with their emotional concerns, and gain knowledge about the culture of the work environment. Personal strengths will be identified in dealing with stress-related issues. Participants can expect to become empowered to pursue educational/employment goals while improving in the area of general life skills.

This will be an open-entry and open-exit group, which will meet two hours every week for six weeks.

The target population is CalWORKs participants who are identified by their treatment provider as not being fully ready for the mainstream WtW program activities, but are ready to work on life skills that may better prepare them for employment.

The Right Frame of Mind

MODULE 1A

LIFE SKILLS SUPPORT GROUP

THE RIGHT FRAME OF MIND

ATTITUDE

GOAL: This module is designed to help participants overcome barriers in thinking that prevent them from moving forward. Participants will learn to identify and correct negative views that lead to unproductive behavior.

OBJECTIVES: Participants will be able to:

- recognize negative thinking patterns
- understand how thinking is related to behavior
- have more control over negative behavior

MATERIALS: Handouts: Attitude is Key, Examples of Negative Thoughts

*This module selection (attitude) requires an LMHA Staff to conduct group

**ATTITUDE IS KEY!
AS A MAN THINKETH SO IS HE**

In order to gain more control over our emotions and behavior, we can become more aware of the negative destructive thoughts that enter our minds almost habitually. These negative thoughts have the power to control how we feel and how we process information in deciding how to behave.

The good news is that while we typically cannot control the way we feel about a person or a matter, we can control our thoughts! This becomes significant when we need to change the way we respond to certain situations.

The behaviors and feelings that we most often want to change are the ones that have negative consequences tied to them. High intensity feelings like rage, envy, sadness, and guilt can be debilitating, particularly if experienced often.

Let's look at an example where our feelings can change in response to a change in our thinking pattern.

EXAMPLE: A neighborhood fire breaks out and three family homes are burned down. There was no loss of life, but one woman who lost her home grieved so much she ended up in the hospital for stress-related illness.

What happened to the other homeowners? How did they manage to survive the fire without needing medical care?

In this narration, the other fire victims were relieved that there was no loss of life and that everyone in their family was safe. While they had normal feelings of grief and loss they managed to look toward building their lives again.

EXAMPLES OF NEGATIVE THOUGHTS AND HOW THEY MAKE YOU FEEL AND ACT

Please add examples of negative thoughts and their consequences:

Negative thoughts/attitude	Feelings	Behavior
1. I am stupid	Sadness	Avoid learning
2. I can't do anything right	Overwhelmed	Won't try
3. I must be perfect	Tense/No Joy	Limiting
4. I can't trust people	Suspicious	Avoid others
5. I am afraid	Fear	Won't live life
6.		
7.		
8.		
9.		
10.		

MODULE 1B

LIFE SKILLS SUPPORT GROUP

THE RIGHT FRAME OF MIND

MOTIVATION

GOALS: This module helps participants get started toward taking positive actions in their life. They will be able to set career related goals and reward themselves for making small steps.

OBJECTIVES: Participants will be able to:

- identify barriers and concerns that prevent taking action
- discover meaning in their life—what drives them to want to improve
- set self-reward system for each accomplishment

MATERIALS: Handouts: Motivation, Things That Interfere, My Life Has Meaning, Things I Really Enjoy

MOTIVATION

There are just some things that are hard to get motivated for, things like house cleaning, shopping, paying bills etc. Yet motivation is the wood that sets our lives aflame with meaning and focus. It keeps us going when the going gets tough. It “turns us on!” Have you thought about the things, people, places, situations that motivate you? Motivation is best when it comes from inside you, and you don’t have to have someone else motivating you. You do it because you want to. There may be only a few things that motivate you, but what ever they are they are powerful igniters. If you can find out what motivates a child for example, you can get that child to perform duties that otherwise would be difficult. If you are no longer motivated to act or accomplish something in your life, you may be discouraged, tired, or depressed. Be encouraged, it only takes a small fire to kindle a dream or pursuit! Once you tap into that thing that stirs your interests, and desires, you will find that it stayed there waiting on you. Just pick it up and start off where you left off.

THINGS THAT INTERFERE WITH MY GOALS

1. I have trouble taking the first step.
2. I need childcare.
3. I did not finish high school.
4. I am too old to go back to school.
5. I don't know where to start.
6. I don't have support.
7. I need clothes.
8. I don't know salary to ask for.
9. I don't have transportation.
10. I lack basic work skills.
11. I had a bad experience with my last job.
12. I am not physically able to work.
13. I want to wait until my kids are in school.
14. Other.....

MODULE 1B

MY LIFE HAS MEANING WHEN

I CAN.....

- 1.
- 2.
- 3.
- 4.
- 5.

I HAVE.....

- 1.
- 2.
- 3.
- 4.
- 5.

I WOULD BE MORE SATISFIED WITH MY LIFE IF

I COULD.....

- 1.
- 2.
- 3.
- 4.
- 5.

THINGS I REALLY ENJOY DOING

- 1.
- 2.
- 3.
- 4.
- 5.

IF I HAD TO REWARD MYSELF FOR DOING SOMETHING WELL

I WOULD.....

- 1.
- 2.
- 3.
- 4.
- 5.

MODULE 1C

LIFE SKILLS SUPPORT GROUP

THE RIGHT FRAME OF MIND

RESPONSIBILITY

GOALS: This module helps participants gain a sense of control over life outcomes by making informed choices. They will learn the value of admitting past mistakes. The consequences of decision-making will be highlighted.

OBJECTIVES: Participants will be able to:

- identify barriers to achieving past goals and come up with new remedies
- become more comfortable in making decisions
- accept credit and rewards for what is done well while admitting mistakes

MATERIALS: Handouts: Responsibility, Barriers in My Past/Present, Making Better Choices

RESPONSIBILITY

Have you noticed that few people want to take responsibility these days? There is trash on the front side walk. Who picks it up? You often hear, it's not my job! No, it's not your job, but you live there and it may reflect poorly on you. Not taking responsibility for what goes undone is one thing, but if you don't take responsibility for your life decisions you will pay. Just the thought of taking on one more responsibility is perhaps tiring to most people who are already over stressed with family and work duties. But, there is one positive way to think about it: being more responsible can also mean taking more control over what happens to you. The more you can determine the positive things in your life the more you will have them. If you leave control in the hands of someone else, or in the hands of the "system," you will no doubt find the outcome may not be what you want. So one way of getting more of what you want from life is to make sure that the outcome turns out in your favor. Take the responsibility!

BARRIERS IN MY PAST

List some of the things, situations, or people that have hindered you in the past from achieving your goals.

1.

2.

3.

4.

BARRIERS IN MY PRESENT

There are things, situations or people that are currently interfering with you reaching your goals.

1.

2.

3.

4.

MAKING BETTER CHOICES

Most mistakes in the past can be attributed to making poor choices. The good thing about past failures is the opportunity to learn from them. We learn what not to do, who to trust and why. We also learn that more help or information may be needed next time.

SOME THINGS I HAVE LEARNED FROM PAST MISTAKES

- 1.
- 2.
- 3.
- 4.
- 5.

WHEN I SUCCEED AT A GOAL I PLAN TO REWARD MYSELF BY

- 1.
- 2.
- 3.

ADDRESSING SUBSTANCE USE/ABUSE ISSUES

The art of making good choices and informed decisions is not an easy task. It takes time and thought. One has to consider how our actions affect others. Substance use alters one's ability to process information and make responsible action plans. Often things done under the influence of drugs or alcohol can have long term effects.

THINGS THAT I REGRET DONE UNDER THE INFLUENCE OF DRUGS OR ALCOHOL

- 1.
- 2.
- 3.

THINGS I CAN DO OR SAY TO TAKE RESPONSIBILITY FOR MY ACTIONS UNDER THE INFLUENCE

- 1.
- 2.
- 3.

How to Handle the Tough Stuff

MODULE 2A

LIFESKILLS SUPPORT GROUP

HOW TO HANDLE THE TOUGH STUFF

CONFLICT RESOLUTION

GOAL: This module is designed to help participants reduce conflict in relationships. They will learn techniques to help negotiate what they want.

OBJECTIVES: Participants will be able to:

- recognize how words and behavior can impact others
- learn at least one effective technique for managing negative behaviors
- develop strategies for dealing with difficult people and situations

MATERIALS: Handouts: Techniques For Managing Negative Behavior, Making “I” statements,” My Personal Strategy for Dealing With Difficult...”

TECHNIQUES FOR MANAGING NEGATIVE BEHAVIOR

We can best manage our behavior in conflicts by exercising some of the following techniques:

1. Try to focus on the facts and figure out what the other person actually said or did.
2. Don't talk before you are prepared to respond in a reasonable way.
3. Demonstrate continued good will by saying that you want to work things out.
4. Make sure that you have given your side and opinion accurately.
5. If necessary ask a mutually respected person to mediate.
6. Stay flexible; be open to change your mind after you hear more from the other side.
7. Don't fight the small stuff; figure out if the issue is important enough to pursue resolution.
8. Set another time to continue the talks if you feel you are not being understood.
9. Don't involve others who have nothing to do with the conflict.
10. Try not to over rehearse your anger before addressing the issue.

MAKING “I” STATEMENTS

The use of “I” statements (owning your own thoughts) helps to avoid criticizing or placing blame on others. Taking responsibility for what we understand, even if we are wrong, reduces defensiveness in those we are interacting with. Below are examples of “I” statements. The first statement is less inflammatory than the second statement. Practice making more “I” statements in your interactions.

Examples:

1. I would like to talk more.
You don't let me talk!
2. I am bothered by your being late.
You come in here late all of the time!
3. I am concerned about your drinking habits.
You drink too much!
4. I worry that something may happen to you when you stay out late.
You could care less how I feel when you stay out late!
5. I am angry when I feel that you don't care.
You don't care about me!
6. I am disappointed over not receiving that last promotion.
You did not give me the promotion I wanted!
7. I am afraid that I won't be able to please you.
No one will ever be able to please you!

MY PERSONAL STRATEGY FOR DEALING WITH DIFFICULT PEOPLE AND DIFFICULT SITUATIONS

Think of a situation or person that you are dealing with or have dealt with that has been problematic. How would you deal with the issue based upon what you have learned from this module?

The problem	What not to do	Ways to resolve

MODULE 2B

LIFESKILLS SUPPORT GROUP

HOW TO HANDLE THE TOUGH STUFF

DEALING WITH ANGER

GOAL: This module is designed to deal with anger before it gets out of control. Participants should be prepared to identify areas of sensitivity that tend to trigger an angry response.

OBJECTIVES: Participants will be able to:

- identify the physical effects of anger on the body
- see things from the view of others
- know when to remove oneself from the scene
- reframe from over-personalizing

MATERIALS: Handouts: Anger, Make a list of Times When Anger Got You in Trouble, What Makes You Angry, Things I Can Do to Cope Better

You can't tell the truth!



You can't talk to me like that!



ANGER

Anger is an emotion that helps to preserve the species. In years past, when humans had to live beside wild animals and learn to survive in a more hostile physical environment, the arousal of certain emotions like anger and fear was critical to survival. When strong emotions are aroused, the sympathetic nervous system is activated. It is also known as the “fight or flight” response. In the case of fear, our human biology was programmed to run from harm, and in the case of anger, we were programmed to fight.

Although we no longer have to exist in hostile physical environments, these intense arousal signals may still dominate our being. The problem is, a response of “fight or flight,” may not be the appropriate one in the civilized world, and indeed, in the case of “fight,” may get you in big trouble! So how do we manage these intense emotional responses that our old biology is programmed for?

Managing anger is an important and necessary skill in coping with life events. We can no longer just run away or fight our way through a threatening situation. For some, anger is a learned response in dealing with stress. When anger becomes a habitual response, it is very difficult to change this pattern of behavior. Some times it requires outside help from professionals in the mental health field. The good news is that this behavior pattern can change by learning better coping skills. Below are some tips and general guidelines for dealing with anger:

- Deliberately choose to remain calm by thinking rather than responding.
- Don't hold in frustrations until they build up. Speak up in an assertive manner to get your point across.
- If you feel overwhelmed, remove yourself from the scene and return to the matter when you feel more in control.
- Try to build up reserves by sleeping and eating well and doing things that you enjoy.

Module 2B

MAKE A LIST OF TIMES WHEN ANGER GOT YOU
IN TROUBLE

WHEN YOU SAID OR DID THINGS
THAT YOU NOW REGRET

In pairs discuss the situation:

Include who the person was. Describe the situation and what you said or did. What was the reaction or consequence from your anger? Why do you regret what happened

PERSON	SITUATION	OUTCOME	REGRET
--------	-----------	---------	--------

1.

2

3.

4.

WHAT MAKES YOU ANGRY?

List Your Triggers:

1.

2.

3.

4.

5.

6.

7.

8.

THINGS I CAN DO OR CHANGE TO COPE BETTER WITH MY ANGER

1.

2.

3.

4.

5.

6.

MODULE 2C

LIFESKILLS SUPPORT GROUP

HOW TO HANDLE THE TOUGH STUFF

STRESS REDUCTION

GOAL: This module is designed to help participants deal with stress in their daily living. They will learn stress reduction techniques that meet their personal style and comfort.

OBJECTIVES: Participants will be able to:

- list potential areas of stress in their lives
- learn how to use relaxation techniques
- develop a healthy eating and exercise plan
- identify possible supports in their environment

MATERIAL: Handouts: Stress Reduction, Relaxation, Exercise, Eating Right, Eating Right Reduces Stress, Things To Put In My Stress-Quake Bag

STRESS REDUCTION

In today's world who has been able to escape the effects of stress? Perhaps there are some good things to say about stress, but one has to really think hard to come up with it. One thing we know that when we are under stress, it sure feels good when the stress is relieved! The problem is, it goes away to return again another day. Life on the planet inevitably means we have to deal with stress. What matters then, is how we chose to deal with it. Yes, we have some choice. We can let it grow bigger, by not attending to it, and end up with more stress, or we can tackle it before it escalates.

There are a number of things we can do to prepare for stress and navigate through it once it is upon us. Preparing for stressful times may be as simple as having an earthquake bag prepared. Instead of an earthquake, we are preparing for a stress quake. What do we put in the bag? Perhaps we should start with things that have a calming effect upon you. How about a nice luxury bath with everything arranged and ready to be pulled out when needed? You could have your favorite magazines ready for that time when you don't want to think about the problems anymore and you just want to fade into a good book or magazine. Put that in the bag. Another suggestion would be to find your favorite photos and have them ready to pull out and enjoy in the quiet of an evening. These can bring fond memories of a time perhaps less stressful. There may be friends that are soothing and able to offer a good word, or sound advice; put a reminder of that person's telephone number in your bag. There must be more things you can think of that helps to settle your nerves, during stressful times. Jot it down and place in your stress-quake bag for times of emergencies. Mark "open with care."

Traditionally, we know that there are relaxation and breathing exercises that also help with stress reduction. Don't forget the part that exercise plays in the form of a walk. Lastly, eating right can us build reserves when our bodies are tired or weary. There are things to do to combat stress, and just knowing that somehow feels good. To not do anything, is a poor choice.

RELAXATION

We know that it is good for us to take time to relax, but we often don't know how to go about it if we have only a few precious minutes during the day. When we feel stressed, it is good to know some ways of relaxing. A good relaxation exercise is designed to help our bodies relax and reduce stress. Below, is an exercise of relaxation that can be done at work or when you can catch a few minutes in your day.

Breathing: It is important to breathe fully, from your stomach and not from your chest. In order to make sure you are breathing from your stomach, place one hand on your stomach and the other on your chest. Notice where your breathing originates; begin deep breathing exercises from the stomach.

Loosen Muscles: We may not be aware of muscle tightness in various parts of our bodies. In order to increase awareness and to know how to loosen tight muscles, it is recommended that we first tighten each muscle and then release the muscle.

Relax The Mind: It is helpful to take your mind off the stressors that you may be facing by relaxing your thoughts. It is typically recommended that you concentrate on a pleasant scene, one that is soothing and relaxing. Take a few minutes to concentrate on this positive image.

EXERCISE

Questions to answer before you begin:

(1): Think of different ways you would like to exercise if you could find the time; would it be biking, walking, jogging, swimming, or athletic games?

(A): Would you prefer to have a partner or go solo?

(B): What time of the day fits best with your schedule?

(C): Do you have any medical considerations?

(D): How long would you exercise (minutes/hours)?

Where would you exercise?

Lastly, in viewing your calendar and considering your health when do you think you could begin?

Remember, walking has been generally a safe way to begin an exercise program, if you have not had an established routine.

(2): Exercise not only helps our bodies to be stronger and function better, it is also a good stress reducer. Science has pointed out that we have opiate receptors in the brain that when released by exercise, makes us feel good; these hormones are called endorphins. These natural opiates are released in response to pain and vigorous exercise. They are jokingly called a “natural high.” Some people keep exercising in order to feel good from this endorphin release. This explains the “runners high,” and the indifference to pain some injured athlete’s have.

EATING RIGHT

Like relaxation and exercise, eating right is important for overall health and stress reduction. Our bodies are energized by the right kind of food, and we can often ward off some ailments with good eating choices. There are some differences in food preference that may be determined by ethnicity and culture. It is therefore important to design a good nutritional plan around foods that are not only healthy but also tailored to individual taste buds.

Food has many meanings that we learn as early as childhood, and some of these traditions have not served us well in our adulthood. For example, we are told “Eat everything on your plate, kids are starving in other countries.” While this advice meant well, it very well could contribute to overeating.

As a nation, Americans are experiencing a rise in the rate of obesity, and related health concerns such as type 2 diabetes. Conversely, we are a culture that promotes standards of beauty based upon youthfulness and slim figures. More pressure is placed on females to conform to this standard at younger ages. At the same time we have exploded in our offerings of junk food. Fast food eating establishments can be found on almost every corner of some neighborhoods. We are indeed in a conflict with our messages and reality when it comes to food.

In relation to stress levels, a proper diet can be an important key to feeling better. Sleeping better and eating properly will help our bodies to function better.

ADDRESSING SUBSTANCE USE/ABUSE ISSUES

Stress is an unpleasant experience and it requires that we do something to relieve it. Sometimes we try to ignore problems and at other times we may prematurely jump in and try to fix it. When drugs or alcohol enter the picture, the results are often more problematic. Escaping from our problems through altering our state of consciousness is a way of not dealing with the issues of life directly. When we are under the influence of drugs or alcohol we may feel better temporarily, but soon when the effects wear off, we find that the problem is still there. Perhaps under the influence we have said or done something that makes it worse; affecting our relationships, employment, our health, and finances. We may even incur legal problems that carry long term implications.

TIMES WHEN I HAVE USED ALCOHOL OR DRUGS TO DEAL WITH STRESS

- 1.
- 2.
- 3.
- 4.

THINGS TO PUT INTO MY STRESS-QUAKE BAG

1.

2.

3.

4.

5.

6.

7.

8.

How to Put Your Best Foot Forward

MODULE 3A

LIFESKILLS SUPPORT GROUP

HOW TO PUT YOUR BEST FOOT FOWARD

COMMUNICATION NON-VERBAL

GOAL: This module teaches how to make good impressions; a valuable skill in the workplace. Participants will discover the impact of first impressions and how not to stumble into giving false impressions.

OBJECTIVES: Participants will be able to:

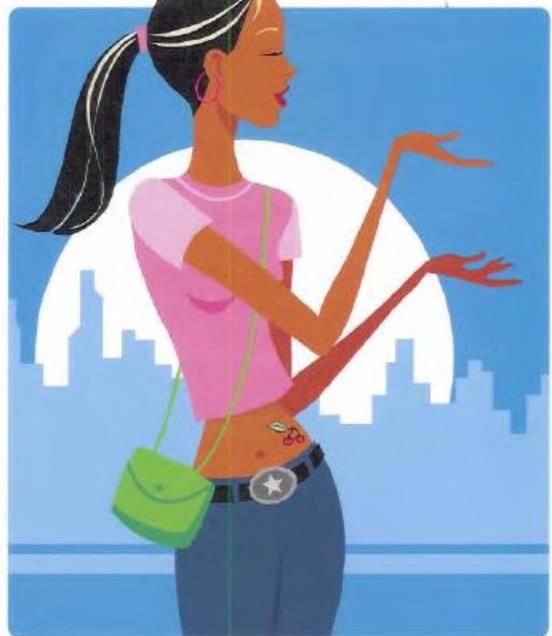
- understand the power of image
- learn to read body language
- identify the impression they would like to make

MATERIALS: Handouts: Non-verbal's: You Are Seen Before Heard, A Non-Verbal Sizing Up! Role Play Exercises with Body Language Speaks

Interview Room



Yes



No

NON-VERBALS YOU ARE SEEN BEFORE HEARD

Some people do not stop to think how they appear to others. They sort of go along their merry way and handle different social situations the same, without much thought. However, there are times when we need to be more thoughtful in how we are projecting ourselves. Often people make snap judgments about others and their first impressions are not easily changed. There are circumstances when it is to our advantage to make the best impression that we possibly can. In instances where we are competing for a special outcome, like employment; we need to be cognizant of how we want others to view us. Your success may make the difference between obtaining housing or paying some important debt. In such instances, it is important for you to put your best foot forward.

First of all, you want to project a good overall appearance, which includes your dress, your walk, your manner of greeting, your make-up, your accessories and your hair. Remember, before you are heard you are seen. Impressions are quickly formed. If you need to work on any of these visuals, try them out with a trusted friend who will give you honest feedback. Your mirror can also help here if you have an objective eye.

Secondly, become aware of your “typical” facial expression. This is the expression you carry when you are not thinking about it. Does it convey boredom? Do you look distracted? Is your expression angry, sullen or confused? See yourself as others see you. Once you know your typical style, you decide if you need to change. It may determine whether you are successful or not. Remember, during an interview you don’t want to overdo facial expressions by smiling too much, or looking too stern.

Thirdly, look at any mannerisms that you may have. Many are bad habits and are practiced without your awareness. Distracting mannerisms may be things like too many hand gestures, licking your lips, sucking your teeth, or gum chewing, head scratching, toe tapping, and leg shaking.

Establishing eye contact is also important and you may want to practice making good eye contact. It is usually a good idea to maintain eye contact without staring at the person you are talking to. A lack of eye contact may convey timidity or lack of interest.

Lastly, check out the personal space that is usually put between you and the person you are talking to. Different cultures may have different spatial distances where they are comfortable communicating. Most typical Americans stand between 30 and 36 inches apart. Remember not to invade someone's personal space. If you do, they will tend to step back. If they step back, don't close in further, or you may find yourselves waltzing around the room! In summary, keep your eyes open for the non-verbals!

A NON-VERBAL SIZING UP!

(1): Think of times when you correctly sized someone up without them talking to you directly.

SITUATION

PERSON OBSERVED

(2): Think of times when you incorrectly sized someone up, and had to change your mind.

SITUATION

PERSON OBSERVED

CHANGED

BODY LANGUAGE SPEAKS

Have participants role play pre-selected scenarios (such as role playing a bored person, an angry person, a lazy person etc.), without informing the group, and the group will guess what the non-verbal message conveyed.

Suggestions:

Role-plays a scared communicator

Role-play a bored communicator

Role-plays an angry communicator

Role-plays a naïve communicator

Role-plays a suspicious communicator

Role-plays a nervous communicator

MODULE 3B

LIFESKILLS SUPPORT GROUP

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION **VERBAL**

GOAL: This module emphasizes the value of good verbal communication. Participants will sharpen their listening skills and learn to make appropriate “I” statements. As a result of this training, there should be an increase in understanding in normal dialogs.

OBJECTIVES: Participants will be able to:

- practice skills that increase their ability to be understood and to understand what others are saying
- take responsibility for conveying messages more accurately
- ask for clarification when needed

MATERIALS: Handouts: Verbal Communication, Making “I” statements, Communication Skills

VERBAL COMMUNICATION

Basic Rules of Engagement:

- Good speakers do not have to be great orators. They do need to listen. They do not cut others off. They answer questions appropriately.
- Good verbal skills begin with good manners: We say excuse me, thank you, good morning, I'm sorry, see you later, may I, please and thank you.
- Having eye contact, showing interest in what the other person is saying, asking for clarification, and speaking honestly, enhances good verbal skills.
- Good verbal skills are nice to listen to. The voice is not too loud or too low. The words are not spoken too fast. There is no bad attitude in the speech of the speaker.
- Good verbal skills do not require a big vocabulary. Simply getting one's point across in a manner that is easily understood is all it takes.

MAKING “I” STATEMENTS

The use of “I” statements (owning your own thoughts) helps to avoid criticizing or placing blame on others. Taking responsibility for what we understand, even if we are wrong, reduces defensiveness in those we are interacting with. Below are examples of “I” statements. The first statement is less inflammatory than the second statement. Practice making more “I” statements.

Examples:

1. I would like to talk more.
You don't let me talk!
8. I am bothered by your frequent lateness.
You come in here late all of the time!
9. I am concerned about your drinking habits.
You drink too much!
10. I worry that something may happen to you when you stay out late.
You could care less how I feel when you stay out late!
11. I am angry when I feel that you don't care.
You don't care about me!
12. I am disappointed over not receiving that last promotion.
You did not give me the promotion I wanted!
13. I am afraid that I won't be able to please you.
No one will ever be able to please you!

COMMUNICATION SKILLS

Possible Topics for Discussion

- Conversation starters
- How to listen attentively
- How to let someone know in a nice way that you're not interested in talking to them.
- How to speak in a calm tone of voice
- How to initiate a conversation with a stranger
- How to ask for help/directions/assistance
- How to keep the conversation going
- How to end a conversation
- How to give constructive criticism or feedback
- How to respond to criticism or negative feedback
- How to disagree respectfully
- How to assert your point of view
- How to voice dissatisfaction
- How to ask the boss for a raise
- How to ask your supervisor for help
- How to discuss dissatisfaction with the job
- How to ask for a change of assignment
- How to politely state that you don't discuss your personal life at work
- How to ask the boss for a vacation
- How to give and receive praise/compliments
- How to invite someone out for coffee, lunch, etc.
- How to say "no"
- How to talk to doctors and other authority figures
- How to talk with your kids
- How to tell someone "thanks," but I am not interested.
- How to ask someone to stop yelling at you
- How to ask for clarification
- How to decline an unwanted offer
- How to discuss uncomfortable topics with others.

MODULE 3C

LIFESKILLS SUPPORT GROUP

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION INTERVIEWING

GOAL: This module allows each participant to role play an employer or potential employee who is being interviewed for a job. The wrong and right way to appear will be reviewed.

OBJECTIVES: Participants will be able to:

- identify appropriate interviewing skills
- express themselves with greater clarity
- prepare a list of questions for an interview
- be prepared to answer stock employer questions

MATERIALS: Handouts: The Job Interview, Interview Tips, The Mock Interview



THE JOB INTERVIEW

Few things are as frightening as public speaking and rock climbing, but going to a job interview has to rank pretty high. There is no escaping some anxiety around these activities. In fact some anxiety is good in that we are energized and ready for the challenge while experiencing some discomfort.

In terms of job interviewing, there is one main thing that we can do to help minimize the pressure of performance anxiety. Nothing is more reassuring than knowing something about the job or position that one is applying to. It is even better, if we know the duties and salary range for the position. It is therefore important to do some background checking and perhaps speak to others who may know something about the position. Being forearmed with as much information as possible will help in the competitive job market.

INTERVIEW TIPS

Things to do and not to do:

- Know something about the company
- Know exactly how to get there
- Be prepared to ask some questions
- Be prepared to answer tough questions
- Arrive at the interview on time
- Give a good handshake and smile
- Listen to the question and answer it only
- Do not answer in monosyllables
- If you can't answer a question be truthful
- Don't talk negative about your last employer
- Don't ask about money, vacation, benefits etc

THE MOCK INTERVIEW

Select pairs of one interviewer and one interviewee and role play an actual job interview. Some pairs should display inappropriate attire and behavior with poor responses.

1. Have the group select the types of jobs they would most likely be interviewing for.
2. Have them volunteer for each role.
3. Give them time to come up with questions that pertain to the job duties, and some answers to typical questions.

Interviewer Suggestions:

1. "Tell me about your work background?"
2. "I see a big gap between your employment periods, can you explain?"
3. "What interests you about this position?"
4. "What would you say are your strengths and weaknesses?"
5. "How well do you get along with others like supervisors, and peers?"
6. "Why should I consider you for this position?"
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

The Nuts and Bolts

MODULE 4A

LIFE SKILLS SUPPORT GROUP

THE NUTS AND BOLTS

MONEY MANAGEMENT

GOAL: This module is designed to deal with developing a financial budget. Participants can expect to gain a good perspective of their financial needs and resources. They will be able to determine if changes in spending patterns may help them.

OBJECTIVES: Participants will be able to:

- outline a monthly cash flow of income and expenses
- look at frequent/necessary expenses
- make decisions regarding savings/ purchases etc.
- develop a budget plan on a time frame
-

MATERIALS: Handouts: Money Management, Cash Flow, Savings, Creative Ways To Increase Income

MONEY MANAGEMENT

There are certain topics that tend to make us feel uncomfortable and money management is such a topic. The subject of money; how we use it, and abuse it, is closely related to our style of functioning and has many ramifications.

There are those who look at money as a tool for enjoyment and pleasure and therefore spend little time planning for the future. There are others who fear running out of money to the extent that they become penny pinchers and don't allow any expenses for self enjoyment without feeling guilty.

Most of us however, can relate to the anxiety around how we are managing our money. No matter how small our income may be, the ability to know what our expenditures are and how much can be saved or trimmed is important to know. We need to take a serious look at our income and determine our spending habits. We will then be able to decide where we can cut back, save, or expand. In other words, we can learn to take better control of the way we manage money.

CASH FLOW

At times it seems that money just slips through your hands and you don't know where it went. If this happens regularly, it indicates that you are not keeping track of expenditures. This leads to overspending and missing important payments. The suggestions below will help to lower frustration around money management and increase the sense of control in this area:

- Know your monthly income
- Write a list of your regular monthly expenses including food, gas, and clothing
- Know when you have special bills for insurance and taxes
- Are you spending less than you bring in?
- Work out a plan of savings

Income

Expenses

Savings

SAVINGS

If you completed your cash flow chart and there is no money left for a savings, use this sheet to look at your expenditures to see what can be cut or reduced until the desired amount is obtained.

THINGS THAT CAN BE CUT

Please list the item(s) that can be cut for the purpose of saving the desired or needed amount:

Categories:	Amount of Cost	Amount Saved
1. Junk food		
2. Clothing		
3. Entertainment		
4. Eating Out		
5. Hair Appointments		
6. Nail Appointments		
7. Other		
8.		
9.		
10.		Total Saved _____

CREATIVE WAYS TO STRETCH INCOME

Examples:

- Barter (exchange) for services with your neighbors or at your child's school
- Child care or drop off children at school
- Tutoring parents and children in your area of strength
- House cleaning, grocery shopping or running errands
- Hair cuts, manicures / pedicures
- Collect and exchange manufacturer's coupons with friends and acquaintances
- Shop at supermarkets that offer double coupons
- Shop at stores that offer good discounts
- Purchase clothes at thrift shops/ exchange with a friend
- Save aluminum cans and glass bottles
- Plant flowers in a neighbor's yard
- Paint house numbers on curbs using stencils for a price
- Save pennies in a piggy bank
- Wash cars for your neighbors and friends
- Seamstress services like hemming, mending and buttons
- Plan your daily driving route before you leave your home to accomplish more than one thing to save gas
- Advertise the above services by giving out flyers in your neighborhood and at school. Make your own business cards and pass them out to anyone who may need your service.

MODULE 4B

LIFE SKILLS SUPPORT GROUP

THE NUTS AND BOLTS

TIME MANAGEMENT

GOALS: This module is designed to help participants design a plan for the daily use of their time taking into account the schedules of their families. Participants will be able to have a realistic view of what their parameters are and how they can reasonably achieve their goals within a given time frame.

OBJECTIVES: Participants will be able to:

- outline their daily schedule
- determine how much time is needed for educational/vocational goals
- plan ahead for future needs

MATERIALS: Handouts: Your Time Is Important, Daily Planner, Tools To Start, Time Management

YOUR TIME IS IMPORTANT!

Time management is a carefully thought out plan of action aimed at engaging you in activities that are focused upon goal attainment. There are only so many hours in a day. But have you ever thought to consider that the same hours you are given in a day to accomplish things are the same hours it takes to be a doctor, writer, producer, or the president of a company? We are all CEO's over our lives. What are you doing with your given hours in a day? Do you find that time slips away from you? Are you wasting time with excessive TV viewing? Sleeping? Procrastinating? What are you accomplishing in your 24 hours? Are you following through on major projects? Are you satisfied with your leisure time? If you are like a lot of people, you can make improvements in the area of time management.

One of the problems in this area may be a lack of knowledge about the tools of management and how to use them. If you compare yourself to people that seem to get an enormous amount of things done in a short amount of time, you will find that their activities are typically focused and goal centered. They typically have a plan that is flexible and workable. In short, they pursue goals until the job is completed or the situation is resolved.

DAILY PLANNER (A)

Use this calendar to record your regular activities for each day of the week. To simplify your calendar use 1 or 2 word descriptions. Use down-point arrows to illustrate the same action for extended periods of time.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 AM							
6:30 AM							
7:00 AM							
7:30 AM							
8:00 AM							
8:30 AM							
9:00 AM							
9:30 AM							
10:00 AM							
10:30 AM							
11:00 AM							
11:30 AM							
12:00 PM							
12:30 PM							
1:00 PM							
1:30 PM							
2:00 PM							
2:30 PM							
3:00 PM							
3:30 PM							
4:00 PM							
4:30 PM							
5:00 PM							

TOOLS TO START

- Evaluate your use of time.
- Focus on your goal, what you want to accomplish.
- Write down your steps and realistic deadline dates.
- Put away distractions and focus upon the task.
- Build in rewards for yourself when you complete aspects of the project.
- Consult if necessary and seek advice.
- The more planning you put into it the better the outcome.
- Create more time for yourself and your project when possible.

TIME MANAGEMENT

Please discuss the following questions:

- Why is it important to manage time?
- How do you go about establishing goals?
- Why is it important to plan ahead? What can go wrong if you don't? Share a real life example.
- Why is it so important to write down what you need to do?
- Name three things that are your biggest "time wasters."
- Describe the last time you successfully organized something?
- What are the ingredients to a successful outcome?
- Why is it important to set a time frame and stick to it?
- Describe how you managed a baby, housework, if relevant—school and or work.

MODULE 4C:

LIFE SKILLS SUPPORT GROUP

THE NUTS AND BOLTS

DECISION MAKING

GOALS: This module is designed to make participants aware of the process of decision making, which takes place from moment to moment each day. They will learn helpful strategies in improving their ability to make better decisions. Participants will gain knowledge about how to prevent repeating past mistakes.

OBJECTIVES: Participants will be able to:

- increase decision-making awareness
- learn to use decision-making strategies
- evaluate decisions and examine outcomes
- reward themselves and learn from mistakes

MATERIALS: Handouts: Preparing for a Decision, After the Decision Has Been Made, and Decision Making Strategies, and Decision Exercise

PREPARING FOR A DECISION

The difference between you and someone who seems to succeed most of the time may just have a lot to do with preparation. People who habitually make bad decisions usually lack sufficient information, and make decisions based upon emotions or they may not be thinking clearly as a result of drug/alcohol use/abuse. Other causes may have to do with making spur of the moment decisions. Lastly, some people feel by not making a decision, they are prolonging the inevitable, not knowing that things not addressed can often get worse.

THINGS TO DO

1. Obtain as much information about the issue as you can.
2. Analyze the available information—learn as much as you can
3. Decide if the risk is too high
4. Determine what the opportunities would be and their value
5. Seek counsel if needed. Discuss your ideas with someone who can be objective.

AFTER THE DECISION HAS BEEN MADE

Once you have followed the steps of preparation and you have made a carefully thought out decision, you must learn to live with the consequences of that decision. If there are things you can do to change it and you so desire, follow the steps of decision-making and decide how to proceed. Making good decisions up front brings good outcomes and the good outcomes are experienced as rewarding. The more you make sound decisions the more pleased you will be with the outcomes.

When we make hasty and bad decisions the outcome tends to be less than desirable. However, when life throws us a curve ball and we make a bad decision, we may have to live with it. It is to our advantage, if we learn to accept the things that we cannot change. While we try to learn from our poor decisions, sometimes it takes us longer to change. We must be patient and remember, we are after all, only human!

DECISION MAKING STRATEGIES

Things to consider when making that next big decision:

1. Decide whether or not you need to make a decision at this time.
2. Rule out illegal, dangerous, or unethical options that can lead to trouble.
3. Consider the advantages and the disadvantages of your decision.
4. Determine how your decision will affect others
5. Consider the advantages and the disadvantages of your decision.
6. View more than one solution to the dilemma, you may have overlooked some things.
7. Compare the costs and potential gains as a result of your decision.
8. Know that once a decision has been made there is often little that can be done to change it.
9. Remember, no decision is a decision!
10. Try to make decisions you can live with based upon your views and values.
11. Learn from your decisions: Know what went right and what went wrong, for the next time around.

DECISION EXERCISE

Using the directives for “Decision Making Strategies” and “Things to Do,” partner in small groups to discuss important decisions that you have made in the past. Think about those decisions that had good outcomes and compare with those that had poor outcomes. Discuss in terms of the differences between the two.

The Balancing Act

MODULE 5A

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

SETTING PRIORITIES

GOAL: This module will focus upon the daily tasks and activities that need to be completed in order to achieve life goals. Participants will develop an activity list of goals and objectives to be done on a daily basis. They will learn to plan each day in advance.

OBJECTIVES: Participants will be able to:

- create a simple set of priorities each day
- develop three goals each day
- set priorities about what they want to complete
- focus upon keeping the “big picture in mind”

MATERIALS: Handouts: Setting Priorities, My Daily Schedule, Thing That Must Be Done

SETTING PRIORITIES

Gone are the days when we could take out time and make a few important decisions and feel confident that things are being taken care of. In today's world, we not only drive faster, eat our food by drive-by, and obtain vast amounts of information via the internet; we have many more options to consider. Our minds can quickly become overloaded with things to do, places to go, and issues to be addressed.

The stress level of today's society can be overwhelming. Worse yet, is to forget something very important like paying taxes, or paying a traffic ticket before it goes into a warrant, or getting that water bill in before the water is shut off. There are doctor visits and school appointments for our children, and countless other obligations that sweep quickly by. We are amazed that things get done at all! What's more curious is that we get to do many of these things over and over again; bills are to be paid every month and shopping has to be done on a regular basis etc.

In this morass of confusion, one might ask, "How Do I Balance All of This Stuff?" One way to get started is to organize, organize, and organize! The best way to organize is to set priorities. While there may be three big things competing for your attention, there is usually one of the three that has an early deadline. That's the one that gets the attention first. It is as simple as that. As you sit down and list the obligations that you have, we make priorities based upon (1) importance, (2) consequences, (3) resources and (4) self and family needs.

What is important to each person may differ because of our uniqueness, but we can all agree that monthly responsibilities such as bills, grocery shopping and making important appointments are a must. Indeed, if these things go unmet we suffer consequences, some of which are very devastating, such as a loss of housing and care of our children. Resources can determine our ability to meet many of our obligations. For example, if we don't pay our car registration when due, we very well may pay more when we are ticketed. If the citation is not taken care of in a timely manner, it goes into a warrant and oh my! How the trouble has escalated! We need to take the time to think about what is important to us, list the duties that we have, and prioritize.

MY DAILY SCHEDULE

Write in your daily schedule

6AM

8AM

10AM

12AM

2PM

3PM

4PM

6PM

8PM

10PM

THINGS THAT MUST BE DONE

(A): From **My Daily Schedule** check off the most important things that must be done.

(B): **List 3 things that are a priority.** There may be special bills to be paid, there may be important doctor's appointments, school visits, employment interviews, upcoming exams, help for a relative etc.

1.

2.

3.

(C): List 3 things that you could put off for another day if necessary.

1.

2.

3.

MODULE 5B

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

HOME/WORK/SCHOOL

GOAL: This module is designed to help participants sort out the often times overwhelming task of balancing the needs of the family with employment or educational commitments.

OBJECTIVES: Participants will be able to:

- discuss concerns around the topic of employment or school
- label barriers such as time, childcare, and support
- list responsibilities such as cooking, cleaning, childcare, transportation, and coordinating family schedules
- learn to delegate, organize and learn the value of staying flexible

MATERIALS: Handouts: Balancing Home, Work, and School, Organization and School, Organization and work, Helpful Tips For Home, Work and School



What do I
cook tonight?

When is
there
time for

We don't
want to go
to school!

BALANCING HOME WORK AND SCHOOL

Mary is divorced with an eighteen-month-old toddler and two grade school children. She was excited to find a part time job at the college that she attended. She wants to get a certificate in medical billing. She has a very hectic schedule but manages to get by with the help of a sitter who takes care of the toddler. The most stressful time for Mary is her mornings. She feeds and prepares the children for school, and herself for work, and school. Her evenings are a close second, because she has to prepare meals, help with homework, and get them all bathed down and ready for the bed. Even though Mary feels exhausted from her busy day, she takes the quiet time in the evening to pay bills and study for her school assignment. She hopes to get enough sleep so that she won't be too tired to get up and get everyone off and on time.

If this sounds like Mary could use some help. You are right! Will she get it? That's another story. She feels fortunate to have a reliable baby sitter and she lives close to her children's school. They have to ride the bus. She has also applied for housing assistance and is looking forward to a bigger place.

Mary copes with her hectic schedule, but feels overwhelmed when the unexpected hits her tight schedule. For example, she receives a call from her fourth grader's teacher, saying her son is being disruptive in class and there needs to be a teacher-parent meeting. In that same week she has two exams that she cannot afford to miss, and her toddler has not been sleeping well. She has been fighting off a sore throat. Balancing the needs of home, work, school, and self can certainly be challenging! It is an on-going process, and without help and support, it may mean that something will go undone. In Mary's case, she rescheduled her meeting with the school, after her mother agreed to go see the teacher in her place. She took her exams because she was near the end of the semester, and she made a doctor's appointment to find out why she was feeling sick. She needed some help with chores and the children in the evening, and she was able to get a friend to come over twice a week to help her. It is not easy balancing such competing demands, the miracle is that so many parents continue to do it, and many are successful.

ORGANIZATION AND SCHOOL

Answering these questions will help you decide if you have developed good habits:

1. Do you have a set time for daily study?
2. Do you have a set place where you study?
3. Do you make regular deadlines?
4. Do you plan ahead without procrastination?
5. Do you write a daily list of things to do?
6. Do you record when assignments are due?
7. Does your work interfere with your study?
8. Are you easily distracted?
9. Do you let others know that you need quiet time?
10. Do you reward/praise yourself for completing your assignments?

ORGANIZATION AND WORK

- Write it down—make a list—don't rely upon memory
- Remember that not all listed tasks have to be done at the same time
- Look at your To Do List and prioritize the task that are high priority. Tasks that don't have to be completed immediately, remove from your list
- Decide what day you want to complete the tasks that are important but are not urgent
- Divide up your tasks into segments and work on each piece of the larger tasks until completed
- Make sure that your focused upon completing tasks that are necessary and that lead directly to your goal completion

HELPFUL TIPS FOR HOME WORK AND SCHOOL

Below are some helpful suggestions in efforts to balance needs of home, work, or school:

- Obtain trustworthy childcare
- Have a can-do spirit to look for creative solutions
- Seek help
- Delegate responsibilities
- Have a good emergency system in place where you can be reached
- Develop a good work relationship with at least one other person whom you trust
- Be open with bosses or teachers when your are getting overwhelmed. They may be able to make helpful suggestions
- Stay flexible. You may have to wait to finish a class, or you may have to take time off to see to the needs of children
- Things you cannot change, you have to let go. There is always tomorrow

MODULE 5C

LIFE SKILLS SUPPORT GROUP

THE BALANCING ACT

FAMILY/FRIENDS/MYSELF

GOAL: This module is designed to assist participants in making time for the important people in their lives, including themselves.

OBJECTIVES: Participants will be able to:

- discuss the importance of having some family time together in making good memories
- learn to put time on the schedule to be with adult company for entertainment and enjoyment
- build in self- pleasures by making a list of things enjoyed, like reading, sewing, taking a luxury bath etc.

MATERIALS: Handouts: Family, Self And Friends, Things I Like To Do With My Family, With My Friends, Things I Like To Do By Myself

FAMILY SELF AND FRIENDS

When we stop to think about the balance we would like to create between our families, and friends, we can get discouraged and take the easy road of just dealing with our children and spouses. This kind of isolation from others may be at times comforting, but on a regular basis may not be best for our children or us. There are times when family demands are there and must be attended to because they are high on our priority list. Yet, there are times when we need adult company and intellectual stimulation. Since we only have a certain amount of time in a day, we have to be careful to plan both quality time and quantity time with those we care about, including ourselves. A useful concept that could help organize for quality and quantity is the idea of making good memories.

If you stop to think about it, we seldom do things with our family and loved ones in order to make good memories. We interact and travel together, and do many things without stopping to think about the memories that we are creating. To deliberately set out to plan something significant and fun for our families takes some forethought and imagination. There are some suggestions for building good family relations such as having family conferences, eating dinner together, sharing the trials and triumphs of the day, and asking for help and changes to be made. Projects can be planned together. Even small children can participate in things like putting a picture book together of old family photos. The key to the planning is making it memorable.

Last but not least is oneself. We have to learn to put self first in terms of our mental, physical, and spiritual health. We don't think about self until there is a breakdown in our system and we become debilitated in our ability to function and do the things that we typically take for granted. When for example, our health becomes affected we immediately notice that we can't do things the way we have always done them. We may experience depression. It is only when there is an interruption in the things that we take for granted, do we stop and think about self. Putting oneself on a schedule may be a smart way to ensure that personal needs are taken care of.

THINGS I LIKE TO DO
WITH MY FAMILY

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

THINGS I LIKE TO DO
WITH MY FRIENDS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

THINGS I LIKE TO DO

BY MYSELF

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Addressing Substance Use/Abuse Issues

Relationships are difficult! The balance between taking care of self and others can also be difficult at times. Yet it is important to work toward addressing our needs in light of the needs of others. We can't achieve our life goals when we become too consumed with ourselves as seen in alcohol and drug use. Likewise, if we ignore our needs for the needs of others on a consistent basis, we will find ourselves in a no-win situation, feeling angry and unappreciated.

TIMES WHEN MY FAMILY HAS BEEN AFFECTED BY DRUGS OR ALCOHOL USE

- 1.
- 2.
- 3.

HOW DRUGS OR ALCOHOL HAVE AFFECTED MY FRIENDSHIPS

- 1.
- 2.
- 3.

Time to Act/Stop Procrastinating

MODULE 6A

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

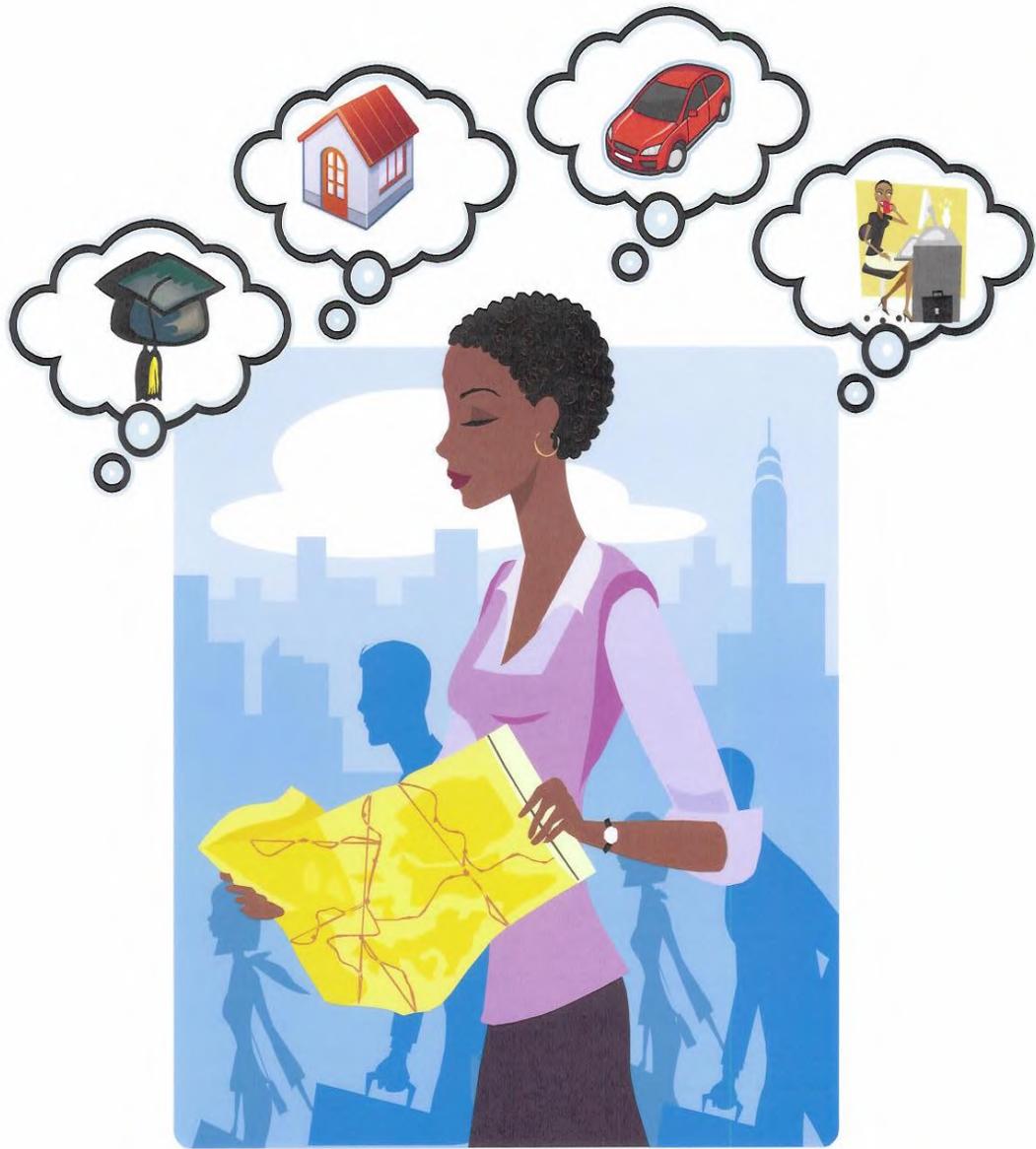
MY PERSONAL PLAN

GOAL: This module is designed to help participants design their own plan of action. They will prioritize their life goals and objectives. The plan of action will include educational and vocational goals along with needed social/emotional support systems

OBJECTIVES: Participants will be able to:

- write down their educational goals
- write down their occupational goals
- identify plan of action, including which site they will visit for additional information

MATERIALS: Handouts: Plan of Action, Plan of Action Resources, Employment Resources, Where Am I Going To Network, Employment, Search Log



Boy! Is It Nice To Have a Plan!

PLAN OF ACTION

Goals and dreams are one thing, but to see them come to fruition, we need a well thought out practical plan of action. This is especially true in the area of employment where there are so many options and requirements. In order to achieve your plan, begin to think of the steps involved. Ask a lot of questions of yourself and others. Is this plan practical? Will you be able to finance it? How long will it take to prepare for the job or the career? Will it involve returning to school for a certificate, or a degree? Do you have help or support to make this goal a reality, or are you basically on your own? What are some of the things that will hinder you and possibly interfere with your success? Is there a shorter way to get what you want? How much are you willing to compromise? What are the advantages and disadvantages to your family? Can you live with the consequence of your decision if it does not work out?

People that go from day dreams to actually accomplishing their desires are able to answer these questions. The first step is to ask the right questions, seek information and advice, and listen to your own sense of reason in how much you will be able to do. Perhaps your dream can be captured in a longer period of time than you initially thought. With additional information, you may even find that there is an even better idea than the one you had.

If you have to scrap the dream once you have investigated it, don't feel that all is lost. You have saved you and your family a lot of hard work, money and precious time on an endeavor that could not be completed at this time. Remember, the future holds a lot of surprises and only informed risk takers reach out to grab a hold of their dreams. Make sure you step out loaded with questions and answers. Good luck!

PLAN OF ACTION RESOURCES

Places I need to go for additional information:

For Example:

- Speak to coordinator of CalWORKs program at a local community college
- Stop by the One-Stop Center for employment information
- Interview a friend's contact to ask questions about the requirements of a particular job
-
-
-
-

EMPLOYMENT RESOURCES

To increase the likelihood of finding employment, pursue all employment sources. Below are some of those sources along with some helpful hints.

PERSONNEL AGENCIES

- Call in advance to schedule an appointment.
- Take photo identification, Social Security card, resume, and application.
- Plan to be there two to three hours in order to complete an application and other forms. You may have to take a spelling, math, typing or other specialized test, as well as watch a video on company rules and safety procedures.
- Most agencies will require you to take a physical examination, especially if you are applying for occupations requiring heavy lifting, repetitive bending and stooping.
- Some agencies will require you to take a drug test.
- Once registered, call agencies two to three times per week.

EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)

- It is best to call in advance for an appointment.
- Take photo identification, Social Security card and resume.
- You will complete an EDD application and possibly enter your data into a computer.
- Call EDD representative every day for job leads until you have a job.

CLASSIFIED ADS

- Thoroughly review the Sunday and midweek classifieds from A-Z to identify jobs which interest you.
- Circle or highlight the leads you plan to call, then cut out the ads before you get ready to call them or fax them your resume.
- Have pencil/pen and paper available to write notes.
- Prepare questions to ask about the advertised job and ask for an interview.

COLD CALLING USING THE TELEPHONE DIRECTORY

- The night before you do your cold calling, identify and make a list of the employers you plan to call. Set a goal of calling five employers within 15 minutes without interruptions.
- Before making your calls, have pens/pencils and "Job Lead" forms handy.
- Place a mirror in front of you and be sure to maintain a smile while you speak.
- Be courteous, friendly and professional.
- When calling large companies ask for their personnel department. When calling smaller companies ask to speak to the office manager.
- Have your script ready to share with the employer (see Telemarketing/Cold Calling Script).

NETWORKING

Networking is a way in which an individual reaches out to friends, resources, family, etc., for job leads and referrals. The more people and resources that are pulled in, the greater the number of job leads, interviews, and offers of employment.

- On your networking worksheet, write down the names and telephone numbers of friends, family, neighbors, etc., you plan to call.
- Set a goal of calling at least five of these personal contacts each day until you have reached everyone.
- Set a goal of approaching at least two non-personal contacts, i.e. check cashing center, beauty salon/barber, etc.

OTHER SOURCES

Nonprofit Organizations like the Salvation Army, Goodwill Industries, Veterans Administration, etc. provide placement services. Contact as many as possible to learn about the services they provide.

The Library can be a great source for job leads. Obtain a library card and ask the librarian to help you locate information on employment sources including the local Chamber of Commerce, Fortune magazine's list of the country's top 500 companies, etc. Take a note pad and pencil to write down the telephone numbers which you can include in your list of daily cold calls.

Colleges, Vocational Schools, Occupational and Skills Centers have placement departments and they are particularly helpful if you have taken classes at their school. They also have job bulletin boards with current job postings.

Job Fairs are a great way to meet employers who are recruiting personnel. Even though it is a fair, it is important to dress professionally, introduce yourself to each employer you would be interested in working for and ask questions about the company and the positions they have available. Take as many copies of your resume as possible and two black pens, as you may have to complete employment applications. Obtain the employer's business card and follow up on your application.

The Internet, if you have access to it, is a great source of job leads from job banks and even the Employment Development Department.

Trade Publications can also be a source of job leads for a specific field (i.e., Popular Mechanics, Trucker, Variety, etc.)

Bulletin Boards announcing job openings can be found in government agencies including City Halls, federal, county and city buildings.

	Name	Phone Number
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____
16.	_____	_____
17.	_____	_____
18.	_____	_____
19.	_____	_____
20.	_____	_____
21.	_____	_____
22.	_____	_____
23.	_____	_____

Networking

EMPLOYMENT

Company	Position Applied for	Contact Person	Application and Resume mailed or submitted in person
Name <i>Mom's Pies</i> Address <i>5151 Glenhurst Av.</i> <i>Los Angeles, CA 90039</i>	<i>Baker</i>	Name <i>Maria Galvan</i> Phone # <i>(213) 555-0101</i>	Date <i>5/6/___</i> <i>submitted</i> <i>resume</i>
Name		Name	Date
Address		Phone #	
Name		Name	Date
Address		Phone #	
Name		Name	Date
Address		Phone #	
Name		Name	Date
Address		Phone #	
Name		Name	Date
Address		Phone #	
Name		Name	Date
Address		Phone #	
Name		Name	Date
Address		Phone #	

Employment Search

SEARCH LOG

Job Interview	Planned Follow-up	Parking Info / Comments
Date 5/15/___ Time 9:00 AM Name Maria Galvan	Date 5/15/___ Send thank you note Date 5/18/___ Call Ms. Galvan	Parking is available in rear Bring resume and letter of recommendation
Date Time Name	Date Date	

Employment Search

MODULE 6B:

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

DESIGN A RESUME

GOAL: This module helps the participant design his or her own personal resume. The participant will be assisted in designing their own unique script even if they have no employment history. They will learn how to use creative and alternative ways to share information about their skills and interest.

OBJECTIVES: Participants will be able to:

- be creative in describing experiences and interests
- include coursework and certificates
- identify skills gained during volunteer work
- list positive personal characteristics
- include both paid and unpaid experience

MATERIALS: Handouts: Writing Your First Resume, A Fresh Review of Your Talents, Action Verbs, Chronological Worksheet, Chronological Resume, Functional Resume Worksheet, Functional Resume, Hybrid Resume Worksheet, Hybrid Resume, Cover Letter

WRITING YOUR FIRST RESUME JITTERS!

There are those of us who would hear about a good job prospect but immediately get cold feet when we learn that a resume is required. After all, a resume is a listing of all of our jobs, right? Well, yes and no! Of course if you have jobs and some of respectful duration, by all means include them in your resume. But, what about the person who does not have work experience and or may have only a short amount of time on several jobs? How about the person with big gaps in employment, where they have not worked at all? One can certainly get cold feet, when you think about exposing what seems to be glaring weaknesses to a prospective employer.

Given the anxious task of putting a resume together that displays our strengths and not our weaknesses can be a challenging and exciting task. Yes, with the proper tools and knowledge about what you want to display and how you want to highlight your talents and interests, you too can be competitive when it comes to designing your personal resume.

One way to view this process is to think about your own work history in a different light. Perhaps you have been a volunteer at your child's school. You did not think about this activity as work because it did not pay a salary. But, this experience can be emphasized to show your experience and talents in a creative way. Let's dissect all of the skills required for this position: one has to be prompt, dependable, cooperative, knowledgeable of school rules and discipline procedures. You would also be required to be patient, yet able to set limits and create activities that can be engaged in with a particular goal in mind. You are required to work well with supervisors, peers and parents. And oh yes! You should be able to relate well with young, energetic children. I think you get the picture!

Designing a resume may be surprisingly revealing of your life experiences. When you view it from this perspective, you may be a bit more excited about exploring this venture.

A FRESH REVIEW OF YOUR TALENTS

We learn skills in everything we do in life. Whether legal, illegal, or low paying, we gain talents and experiences that can be applied later in life. Sometimes we don't realize just how many skills we have and so we often speak from a point of 'less than'. Refer to your Data Base Worksheets. *List at least 10 duties or responsibilities for each job and other life experience that you listed.*

Title or Life Experience: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now you have a list of your skills and talents. Refer to your 'Career Interest Survey'. *Write below, the three duties from above that are most likely to be of interest to someone looking to hire someone in your career choice. Use words from your 'Action Verbs' handout.*

1. _____
2. _____
3. _____

ACTION VERBS

Short, direct statements are used to emphasize the skills that you used in your work experience. Also, each statement begins with an action verb. An action verb is a part of speech that states that some type of action is taking place. Use this list to relate your life experiences to work-related experiences and later to describe your work experiences on your resume.

accomplished	demonstrated	inspected	provided
achieved	designed	instructed	purchased
administered	determined	lead	ran
adjusted	developed	located	reduced
advised	diagnosed	maintained	reported
allocated	directed	managed	researched
analyzed	established	measured	responded
arranged	evaluated	mediated	reviewed
assigned	examined	modified	saved
attended	expanded	monitored	searched
bought	explained	moved	scheduled
budgeted	finalized	negotiated	sent
built	found	obtained	solved
changed	gathered	operated	supervised
circulated	generated	organized	supported
collected	guided	originated	supplied
communicated	handled	performed	trained
compared	helped	planned	transferred
completed	hired	prepared	updated
conducted	implemented	presented	used
constructed	improved	processed	utilized
controlled	increased	produced	validated
coordinated	initiated	programmed	worked
created	innovated	promoted	wrote

CHRONOLOGICAL WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number,

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

SKILLS AND ABILITIES

List all the skills you have acquired in your lifetime through training, experience, volunteer work, or vocational education.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

WORK EXPERIENCE

List your permanent employment or volunteer experience for the past ten years, including your job title.

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

Company Name: _____ Address (city & state only): _____
Dates of employment: _____ Job Title: _____
Description of duties: _____

ACCOMPLISHMENTS

List any accomplishments, such as awards for good attendance, recognition, community work, etc.

- _____
- _____
- _____

EDUCATION

High School, City, Year Graduated, Vocational Schools or College Courses you have completed.

- _____
- _____

CHRONOLOGICAL RESUME

ANITA DAVIS
11651 Highwood Drive
San Diego, CA 90021
(619) 555-5617

JOB OBJECTIVE

Seeking a position as a salesperson. Excellent skills in counting cash, operating cash register and customer relations. Dedicated and hardworking.

SKILLS & ABILITIES

- operate cash register
- handle cash
- translate for customers
- balance cash drawer
- open and close out register
- price merchandise
- stock shelves
- follow instructions
- work well alone and with others
- fluent in Cambodian

WORK EXPERIENCE

Self-employed,
June 2005 - present

San Diego, CA
In-Home Provider

Accounting, budgeting, child care, cleaning, marketing and nursing, planning and other responsibilities associated with family.

Big Lots
May 2001 - May 2004

San Diego, CA
Salesperson/Cashier

Cashiering, customer service, merchandising and problem solving.

A & A Lamps,
July 1999 - January 2001

West Covina, CA
Packer

Packing merchandise, loading and unloading, lifting inventory, inspecting products for quality control, and stocking shelves.

ACCOMPLISHMENTS

Los Angeles County Office of Education, Certificate of Completion,
March 2006

EDUCATION

Patrick Javier High School, San Diego, CA

FUNCTIONAL RESUME WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

WORK EXPERIENCE (Skills and Abilities, refer to skill assessment page 26)

Section Heading _____

- _____
- _____
- _____

Section Heading _____

- _____
- _____

Section Heading _____

- _____
- _____
- _____

EMPLOYMENT HISTORY

_____ M/Yr	to	_____ M/Yr	_____	Job Title, Company Name, City and State
_____ M/Yr	to	_____ M/Yr	_____	Job Title, Company Name, City and State
_____ M/Yr	to	_____ M/Yr	_____	Job Title, Company Name, City and State

EDUCATION AND/OR TRAINING

Name of School, Subject Studied/Degree or Certificate Received, Date

Name of School, Subject Studied/Degree or Certificate Received, Date

Resume

FUNCTIONAL RESUME

M. Alexander Uribe
1202 Wilson Avenue
Lancaster, CA 91754
(805) 555-5768

JOB OBJECTIVE

Offering excellent numerical, clerical, and courteous public contact skills. Seek to apply these skills as a bank teller.

WORK EXPERIENCE

Business

- Knowledge of general office systems, filing, and 10-key
- Ability to quickly assist customers with transactions such as deposits, check cashing, and loan payments
- Development of part-time typing business; accurately type 50 wpm, 30 letters/day

Planning and Organizing

- Assisted in developing program to train part-time clerks in food service
- Restocked merchandise, handled customer inquiries and transactions, operate cash register, and cleaned up work area
- Gained valuable experience working unsupervised and delegating responsibilities

Communication

- Greeted over 200 customers on a typical day
- Practiced effective listening skills
- Fluent in Spanish

EDUCATION AND TRAINING

San Gabriel High School - Diploma
Sun Valley Adult School - Data Entry, Word Processing, 2004

WORK EXPERIENCE

State Credit Union - Assistant Bank Teller, September 2004 to February 2006
San Gabriel High School - Clerk, May 1998 to September 2004
McDonald's Restaurant - Counter Clerk, June 1997 to May 1998

REFERENCES - Available upon request

HYBRID RESUME WORKSHEET

First Name, Middle Initial, Last Name (**bold face type**)

Street Address, Apartment Number,

City, State, ZIP

(Area Code) Telephone Number

JOB OBJECTIVE

QUALIFICATIONS

- _____
- _____
- _____
- _____

STRENGTHS and/or SKILLS AND ABILITIES

- _____
- _____
- _____
- _____

WORK EXPERIENCE

- _____
- _____
- _____
- _____

EMPLOYMENT HISTORY

M/Yr to M/Yr

Job Title, Company Name, City, State

M/Yr to M/Yr

Job Title, Company Name, City, State

EDUCATION and/or TRAINING

Name of School,

Subject Studied/Degree or Certificate Received,

Date

HYBRID RESUME

GRANT MCCULLEN SCHUMAKER

263 West Domingo
Long Beach, CA 90876
(562) 555-0932

Offering excellent skills in tending to the needs of children. Seeking a head teacher position.

SKILLS AND ABILITIES

- Excellent management/organizational skills
- Enthusiastic, self-motivated, and patient
- Specializing in creative activity planning
- Excellent conflict resolution manager
- Flexible in a variety of teaching situations

WORK EXPERIENCE

Day Care Management

- Assistant director of a family day care center
- Responsible for the daily supervision of 10 children
- Responsible for bookkeeping, hiring, training, coordinating, and scheduling
- Maintained formal and informal communications with parents
- Assisted in the management of a Little League program for 200 children and 15 staff

Teaching

- Developed daily social activities such as reading, music instruction, and arts and crafts
- Planned age-appropriate curriculum
- Researched range of subjects to teach students
- Coordinated scheduling and transportation/distribution of materials

EMPLOYMENT

Director, Suzie's Day Care, Long Beach, CA	June 2005 to present
Teacher, Kiddie World, Carson, CA	March 2003 to May 2005
Teacher, Community Day Care, Long Beach, CA	April 2002 to February 2003

EDUCATION

Long Beach Community College, Child Development-12 units, January 2002

COVER LETTER

When sending your resume to an employer through the mail, always include a cover letter. Your cover letter should be written to express interest in working with a specific employer.

- Target your letter to a specific employer and address a specific person by name (if possible).

Paragraph One

- Explain why you are contacting the employer, including the position for which you are applying.

Paragraph Two

- Express interest in the job as well as the company. You may mention how you learned about the position.
- Mention skills or qualifications that you possess that would be of particular interest to the company.

Paragraph Three

- Explain what you want to have happen.
- Ask for a response or mention how you will follow up.

Additional

- Your letter should be typed, well-organized, and grammatically correct. Have someone proofread it.
- Use the same color paper that you used for your resume.

Sample Cover Letter

August 18, 20____

Mrs. Frances Miller, Owner
Royal Industries
1345 Princess Ann Drive
Vallejo, CA 95064

Dear Mrs. Miller:

It is with interest and enthusiasm that I am applying for a position as an assistant sales representative.

I have acquired excellent retail and merchandising skills in a class I recently completed offered by the Los Angeles County Regional Occupational Program (ROP). I believe the hands-on experience I received will be of particular interest to you. I have enclosed my resume and a copy of my ROP certificate for your review.

I am impressed with the Royal Industries fashion line and hope that you can use someone with my particular background, skills, and abilities. I will telephone your secretary next week and, if possible, arrange a personal interview.

Thank you for your consideration.

Sincerely,

Amy Marcella

Amy Marcella
16436 Queenway
Monrovia, CA 91939
(818) 555-9291

Enclosure: Resume
 ROP Certificate

MODULE 6C

LIFE SKILLS SUPPORT GROUP

TIME TO ACT STOP PROCRASTINATING

BRING IN THE GUEST SPEAKERS

GOALS: This module will be informative in that various guest speakers will be present to talk about what their agency offers and answer questions from participants.

OBJECTIVES: Participants will be able to:

- hear guest speakers from different sites:
- talk to community college representatives
- get information on obtaining a GED
- attend a one-source center for orientation

MATERIALS: Handouts: City of L.A. WorkSource Centers by Region, City of L.A. WorkSource Centers, L.A. County One-Stop Delivery Career Centers, One-Stop Locations & General Information

City of LA WorkSource Centers by Region



SAN FERNANDO VALLEY & NORTH LOS ANGELES

Canoga Park-West Hills WorkSource Center
 Arbor Education & Training Tel: (818) 596-4448
 21010 Vanowen Street Fax: (818) 596-4140
 Canoga Park, CA 91303 TTY: (818) 596-4155
 Web Address: www.arboret.com

Chatsworth-Northridge WorkSource Center
 Build Rehabilitation Industries Tel: (818) 701-9800
 20500 Nordhoff Street Fax: (818) 701-9801
 Chatsworth, CA 91311 TTY: (818) 701-9850
 Web Address: www.buildonestop.com

Metro North WorkSource Center
 Goodwill Industries of Southern California Tel: (323) 539-2000
 342 San Fernando Road Fax: (323) 539-2022
 Los Angeles, CA 90031 TTY: (323) 539-2057
 Web Address: www.goodwillsocial.org

Van Nuys-North Sherman Oaks WorkSource Center
 Arbor Education & Training Tel: (818) 781-2522
 15400 Sherman Way, #140 Fax: (818) 781-3810
 Van Nuys, CA 91406 TTY: (818) 374-7024
 Web Address: www.worksourcecalifornia.com

Sun Valley WorkSource Center
 El Proyecto Del Barrio Tel: (818) 504-0334
 9024 Laurel Canyon Boulevard Fax: (818) 504-2625
 Sun Valley, CA 91352 TTY: (818) 504-1974
 Web Address: www.wscalnetwork.org



CENTRAL & EAST LOS ANGELES



Downtown WorkSource Center
 Chicana Service Action Center Tel: (213) 629-5800
 315 West 9th Street, #101 Fax: (213) 430-0657
 Los Angeles, CA 90014 TTY: (213) 430-0660
 Web Address: www.worksourcecalifornia.com

Hollywood North WorkSource Center
 Managed Career Solutions, Inc. Tel: (323) 960-1300
 PATHMALL Fax: (323) 960-1388
 340 North Madison Ave. TTY: (323) 769-9187
 Los Angeles, CA 90038

Additional Services available at:
 MCS Corporate Office
 3333 Wilshire Blvd., Suite 209
 Los Angeles, CA 90010
 Web Address: www.hollywoodworksource.com

Northeast LA WorkSource Center
 Arbor Educ. & Trng. Tel: (323) 352-5100
 3825 N Mission Rd Fax: (323) 352-5081
 Los Angeles, CA 90031 TTY: (323) 352-5103
 Web Address: www.arboret.com

Westlake WorkSource Center
 Pacific Asian Consortium in Employment Tel: (213) 353-1677
 1055 Wilshire Boulevard, #900-A Fax: (213) 353-1686
 Los Angeles, CA 90017 TTY: (213) 353-1685
 Web Address: www.westlake-worksource.org

Wilshire Metro WorkSource Center
 Community Career Development Tel: (213) 365-9829
 3550 Wilshire Blvd., #500 Fax: (213) 365-9839
 Los Angeles, CA 90010 TTY: (213) 368-0047
 Web Address: www.communitycareer.org

Chinatown WorkSource Center
 Chinatown Services Center Tel: (213) 808-1761
 767 N. Hill Street, #400 Fax: (213) 880-0787
 Los Angeles, CA 90012 TTY: (213) 808-1719
 Web Address: www.cscsa.org

Housing Authority WorkSource Portals
 Jordan Downs WorkSource Portal Tel: 323-249-7751
 2101 E. 101st Street Fax: 323-249-7754
 Los Angeles, CA 90002

Nickerson Gardens WorkSource Portal Tel: 323-357-3980
 1495 E. 114th Street, Unit #1106
 Los Angeles, CA 90059

Imperial Courts WorkSource Portal Tel: 323-249-2910
 11534-36 Croesus Avenue #413 Fax: 323-249-2917
 Los Angeles, CA 90059

WEST, SOUTH LOS ANGELES & HARBOR

Harbor WorkSource Center
 Carson, Lomita, Torrance WIN Tel: (310) 732-5700
 1851 N. Gaffey Street, #F Fax: (310) 732-5776
 San Pedro, CA 90731 TTY: (310) 732-5714
 Web Address: www.careerzonetomnet.com

Marina Del Rey-Mar Vista WorkSource Center
 Career Planning Center Tel: (310) 309-6000
 12160 Mindanao Way, #240 Fax: (310) 309-6032
 Marina Del Rey, CA 90292 TTY: (310) 309-6018
 Web Address: www.careerplanningcenter.com

South LA WorkSource Center
 Community Centers, Inc. Tel: (323) 752-2115
 7522 S. Vermont Avenue Fax: (323) 789-4574
 Los Angeles, CA 90044 TTY: (323) 752-9215
 Web Address: www.cciworksource.org

Southeast LA-Crenshaw WorkSource Center
 UAW-Labor Employment & Training Corp. Tel: (323) 730-7900
 3965 S. Vermont Ave. Fax: (323) 730-7934
 Los Angeles, CA 90037 TTY: (323) 730-7937
 Web Address: www.letc.com

Southeast LA-Watts WorkSource Center
 Watts Labor Community Action Committee Tel: (323) 563-4702
 or 563-5669
 10950 S. Central Avenue Fax: (323) 563-5636
 Los Angeles, CA 90059 TTY: (323) 563-5684
 Web Address: www.wlcac.org

West Adams-Baldwin Hills WorkSource Center
 Los Angeles Urban League Tel: (323) 732-7867
 2900 S. Crenshaw Blvd. Fax: (323) 732-2859
 Los Angeles, CA 90016 TTY: (323) 732-7877



City Of L.A. WorkSource Centers
<http://www.worksourcecalifornia.com/locations.html>

	WORKSOURCE CENTERS	DISABILITY COORDINATOR	PHONE NUMBER	FAX NUMBER	EMAIL
1	Canoga Park West Hills WSC 21010 Vanowen Street Canoga Park, CA 91303	Manuel Delgado	(818) 596-4115	(818) 596-4140	mandelgado@arboret.com
2	Downtown WSC 315 W. 9 th Street Suite 101 Los Angeles, CA 90015	Erle Spencer	(213) 629-5800	(213) 430-0658	Erle.spencer@lacsac.com
3	Chatsworth/Northridge WSC 20500 I. o'rhoff Street Chatsworth, CA 91311	Jorge Mier	(818) 701-9800 x122	(818) 701-9801	jmier@builddonestop.com
4	Chinatown Service Center WSC 767 North Hill Street, Suite 400 Los Angeles, CA 90012	Mayra Ornelas	(213) 808-1756	(213) 680-0787	mornelas@cscla.org
5	Harbor WSC 1851 N. Gaffey Street Suite F San Pedro, CA 90731		(310) 518-8242	(310) 518-8213	
6	Hollywood WSC 340 N. Madison Ave. Los Angeles, CA 90004	Margo Scoble	(323) 960-1300 x234	(323) 960-1388	mjscoble@mcsrehab.com
7	Jordan Downs WSC Satellite 2101 E. 101st Street Los Angeles, CA 90002	Melanie Larbie	(323) 249-7751	(323) 249-7751	mlarbie@hacla.org
8	Marina del Rey WSC 13160 Mindanao Way, Suite 240 Marina Del Rey, CA 90292	Lisa Aradeon	(310) 309-6000 x218	(310) 309-6032	laradeon@cpcla.com
9	Metro North WSC 342 North San Fernando Rd. Los Angeles, CA 90031	Cesar Perez	(323) 539-2089	(323) 539-2022	cperez@goodwillsocial.org

**City of Los Angeles
OneSource Centers**

	Name	Agency	Phone	Fax	Email
1		Boyle Heights-YOM Center 1505 E. 1 st Street Los Angeles, CA 90033	(323) 971-7648	(323) 569-5404	
2	Garner, Monisha	YOM: Watts- Center 1501 103 rd Street Los Angeles, CA 90002	(323) 971-7648	(323) 569-5404	Monisha.garner@lacity.org
3	Fekadu, Tirsit	Marriott Foundation Bridges 3200 Wilshire Blvd-S. Tower, Suite 1207 Los Angeles, CA 90010	(213) 381-1220 x22	(213) 381-3907	tirsit.fekadu@marriott.com
4	Kazarayan, Gayane	El Proyecto del Barrio-North Valley 9030 Laurel Canyon Blvd. Sun Valley, CA 91352	(818) 771-0184 x509	(818) 504-0357	gkazarayan@wscalnetwork.org
5	Miller, Mona	Archdiocesan Youth Employment Services 3250 Wilshire Blvd., Suite 1010 Los Angeles, CA 90010	(213) 736-5456 x229	(213) 736.5654	mona@ave-la.org
6	Morethead, Cloria	WLCAC Youth Program 958 E. 108 th Street Los Angeles, CA 90059	(323) 357-0804	(323) 566-7211	cmthead@wlcac.org
7	Brown-Schock, Brandi	Para Los Niños 845 East 6 th Street Los Angeles, CA 90021	(213) 623-8446 x574	(213) 572-0627	bbrown@paralosninos.org
8	Penniman, Kimberly	AYE South - Youth Center 3965 S. Vermont Avenue Los Angeles, CA 90037	(323) 731-8596	(323) 731-2905	kimberly@ave-la.org alt. jase@ave-la.org or Mona Miller
9	Rodriguez, Laura	UCLA Comm. Base Learning Program 405 Hilgard Ave., 70 Powell-Box 951635 Los Angeles, CA 90095-1635	(213) 202-5308	(310) 206-1455	lrodriguez@oid.ucla.edu
10	Shishmanyan, Sima	El Proyecto del Barrio-South Valley 20800 Sherman Way Winnetka, CA 91306	(818) 710-5239	(818) 587-4806	simashishmanyan@yahoo.com
11	Sommers, Adriane	Harbor OneSource (LAUSD) 1921 N. Gaffey Street, Suite J San Pedro, CA 90731	310-519-0801		agsommers@juno.com joel.okada@lausd.net alt. site contact

LOS ANGELES COUNTY ONE-STOP DELIVERY CAREER CENTERS

<http://wib.co.la.ca.us>

Antelope Valley One Stop Center
1420 West Avenue I
Lancaster, CA 93534
Phone: (661) 726-4128 Fax: (661) 945-5767
Pete Eskis

**Career Partners
One-Stop Career Center**
3505 North Hart Avenue
Rosemead, CA 91770
Phone: (626) 572-7272 Fax: (626) 572-9100
Raymond L. Gibbs

**CARSON-LOMITA TORRANCE
WORKFORCE DEVELOPMENT BOARD
One-Stop Career Center**
Serving the Residents of Palos Verdes & South Bay Area
One Civic Plaza, Suite 500
Carson, CA 90745
Phone: (310) 518-8200 FAX (310) 518-8215
Jim Olds

**CHICANA SERVICES ACTION LEAGUE
One-Stop Career Center**
315 West 9th Street
Los Angeles, CA 90015
Phone: (213) 629-5800 Fax: (213) 430-0658
Sophia Esparza

**CITY OF POMONA- LA URBAN LEAGUE
One-Stop Career Center**
264 East Monterey Avenue
Pomona, CA 91767
Phone: (909) 623-9741 Fax: (909) 622-4125
Babara Dent-Jiles

**COMPTON CAREERLINK
One-Stop Career Center**
700 North Bullis Road
Compton, CA 90221
Phone: (310) 605-3050 Fax: (310) 605-3067
Arlene Williams

**EAST LOS ANGELES ONE-STOP CENTER
One-Stop Career Center**
15 West Pomona Blvd., Suite 300
Monterey Park, CA 91754
Phone: (323) 887-7122 FAX (323) 887-8236
Manny Cons

**EL PROYECTO DEL BARRIO/SFV ONE
STOP CENTER** ★
One-Stop Career Center
Sun Valley One-Stop Workforce Industry Center
9024 Laurel Canyon Blvd
San Valley, CA 91352
Phone: (818) 540-0334 Fax (818) 504-2625
Magdalena Duran

**FOOTHILL
One-Stop Career Center**
Serving the Residents of Altadena
1207 East Green Street
Pasadena, CA 91106
Phone: (626) 796-5627 FAX (626) 304-7902
Dianne Russell

**HUB CITIES
One-Stop Career**
2677 Zoe Avenue, 2nd Floor
Huntington Park, CA 90255
Phone: (323) 586-4700 FAX (323) 588-4702

**JVS/WEST HOLLYWOOD
One-Stop Career Center**
8300 Santa Monica Blvd., 2nd Floor
Hollywood, CA 90069
Phone: (323) 761-8888 ext.8772 Fax: (323) 761-8575
Angie Cooper

**L.A. WORKS
One-Stop Career Center**
5200 Irwindale Avenue
Irwindale, CA 91706
Phone: (626) 960-3964 FAX (626) 960-6777
Sal Velasquez

MID-SAN GABRIEL VALLEY
One-Stop Career Center
10503 East Valley Boulevard
El Monte, CA 91731
Phone: (626) 258-0365 FAX (626) 258-0429

NORTHEAST SAN FERNANDO VALLEY
One-Stop Career Center
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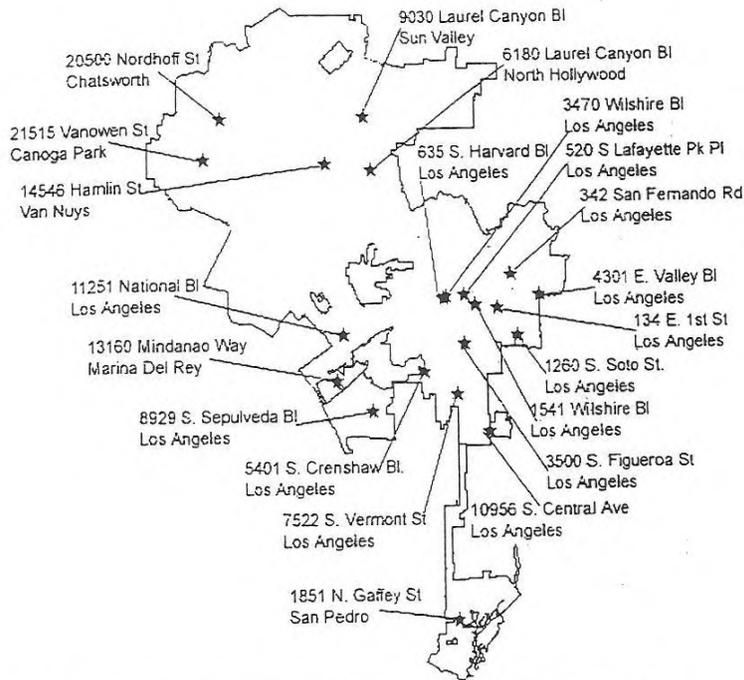
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Locations & General Information

To Locate the ONE-STOP Center nearest you
 Click on the map or the table below.
 Or call 1-800-FOR-A-JOB
<http://laonestop.org/agencies>



S.F. Valley	West L.A.	Los Angeles	East L.A.	South L.A.	Harbor
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Appendix

LIFE SKILLS SUPPORT GROUP CURRICULUM

INSTRUCTOR'S GUIDE

Modules 1A
Modules 1B
Modules 1C

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Modules 2C

Modules 3A
Modules 3B
Modules 3C

Modules 4A
Modules 4B
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Modules 5A
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Modules 5C

Modules 6A
Modules 6B
Modules 6C

Module 1A

INSTRUCTORS GUIDE

MODULE

THE RIGHT FRAME OF MIND

ATTITUDE

TOOLS: Copy handouts for the group: Attitude Is Key, Examples of Negative Thoughts...

ACTION PLAN: The first hour read and discusses the ideas and issue in the article entitled, Attitude Is Key. Talk about how negative thinking can affect the way we feel and determine behavior. Give examples of how different people can have the same experience but experience different feelings and engage in different behaviors. This is evidence that people process things in ways that are helpful or destructive.

HOMEWORK: Write down negative thoughts and come up with an alternative view that will be more helpful for you.

This module selection (attitude) requires an LPHA provider

Module 1B

INSTRUCTOR'S GUIDE

MODULE

THE RIGHT FRAME OF MIND

MOTIVATION

TOOLS: Copy handouts for the group: Things That Interfere with My Goals, My Life Has Meaning When..., Things I Really Enjoy Doing

ACTION PLAN: Read and discuss the article, "Motivation." Ask them if they know what or who makes them want to improve, and strive for goals. Have them read over The Things That Interfere With My goals. Ask them if they can identify with any items, and discuss. Have them complete the worksheets on My Life Has Meaning When, and Things I really Enjoy Doing. They can share in teams or with the group at large.

HOMWORK: Encourage participants to engage in motivating behavior and practice self rewards.

Module 1C

INSTRUCTOR'S GUIDE

MODULE

THE RIGHT FRAME OF MIND

RESPONSIBILITY

TOOLS: Copy handouts for the group: Barriers In My Past, Making Better Choices, and Addressing Substance Use/Abuse Issues

ACTION PLAN: In the first hour read and discuss the article, "Responsibility." Talk about how we at times try to avoid it and how we at times feel overwhelmed with it. Emphasize the payoffs involved in taking more responsibility for our lives.

Have participants complete each exercise and discuss in pairs, or small groups.

HOMEWORK: Pay attention to tendency to avoid talking responsibility. Put the ideas in this module into practice.

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

CONFLICT RESOLUTION

TOOLS: Copy handouts for the group: Techniques For Managing Negative Behavior, Making “I” Statements, My Personal Strategy For Dealing With Difficult People.

ACTION PLAN: Spend the first hour reading and discussing the handouts. The second hour involves getting the group to pair up to practice making “I” statements. On an individual basis they can complete the Personal Strategy for Dealing with Difficult People. If some have trouble with reading and writing, the group leader should help them through.

HOMEWORK: Practice making “I” statements when working to resolve conflicts

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

DEALING WITH ANGER

- TOOLS:** Copies of handouts for the group: Article on Anger, and Make A List Of Times When Anger. . ., What Makes You angry, Things I Can Do Or Change. . .
- ACTION PLAN:** The first 15 or 20 minutes read and discuss the article entitled Anger. Give enough time for participants to complete the three exercises and discuss in large or small groups.
- HOMEWORK:** Encourage participants to practice what they have learned in today's module.

INSTRUCTOR'S GUIDE

MODULE

HOW TO HANDLE THE TOUGH STUFF

STRESS REDUCTION

TOOLS: Copy handouts: Stress Reduction, Relaxation, Exercise, Eating Right, Addressing Substance Use/Abuse Issues, and Things to Put in My Stress-Quake Bag

ACTION PLAN: Read article on Stress Reduction and discuss. Make a decision about what material to share and have the group complete the form entitled, "Things That I Put in My Stress-Quake Bag." If you select the relaxation exercise, you may want to play soft music.

HOMEWORK: Participants should be encouraged to make changes in the way they respond to stress by using the knowledge gained in this module. They should prepare their stress-quake bag at home and have ready for use.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION NON-VERBAL

TOOLS: Copy handouts for the group: The interview cartoon, Non-Verbal's—You Are Seen Before Heard, A Non-Verbal Sizing Up, and Role Play Exercise, "Body Language Speaks."

ACTION PLAN: Group leader reads article, "You Are Seen Before Heard, and discuss issues with the group for the first half hour. The remainder of time should be used completing selected exercises. A Non-Verbal Sizing Up can be done individually and discussed in small groups. Body Language Speaks is a fun exercise for participants to do in front of the group.

HOMEWORK: Pay attention to the body language of those you communicate with. Turn the volume down on the TV set and read the non-verbal's.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION

VERBAL

TOOLS: Copy handouts for the group: Verbal Communication, Making "I" Statements, Communication Skills

ACTON PLAN: Spend the first hour discussing the handouts. The second hour will be a group exercise using the handout entitled, "Communication Skills-Possible Topics For Discussion." Have two people role play selected portions on the list.

HOMEWORK: Practice conversation starters in their circle of friends; let the participant decide what they would like to do on the list for homework.

INSTRUCTOR'S GUIDE

MODULE

HOW TO PUT YOUR BEST FOOT FORWARD

COMMUNICATION INTERVIEWING

TOOLS: Copy handouts for the group: The interview cartoon, The Job Interview, Interview Tips, and The Mock Interview

ACTION PLAN: Use the first 15 minutes of group to go over the article entitled, The Job Interview. Read and discuss the article, Interview Tips. Use the rest of the group time to select pairs of interviewers and interviewee's to role play an actual job interview. Listen to participants' experience in the role plays, and discuss the experience.

HOMEWORK: Participants can go over list of stock interview questions and answers in preparation of a job interview.

INSTRUCTOR'S GUIDE

MODULE

THE NUTS AND BOLTS

MONEY MANAGEMENT

TOOLS: Copy handouts for the group: Cartoon, Money Management, Cash Flow, Savings, Creative Ways to Stretch Income

ACTION PLAN: Read and discuss the article entitled, Money Management. Give participants enough time to complete the cash flow, and savings exercises. End by sharing the list of Creative Ways To Increase Income.

HOMEWORK: Put what they learned today in action by developing a budget and looking for additional money sources.

INSTRUCTOR'S GUIDE

MODULE

THE NUTS AND BOLTS

TIME MANAGEMENT

TOOLS: Copy handouts for the group: Your Time Is Important, Daily Planner, Tools to Start, Time Management.

ACTION PLAN: Read and discuss the article entitled, "Your Time is Important. Have participants complete the "Daily Planner" and discuss "Tools to Start," in pairs. Save time to read and discuss the article, "Time Management," and discuss in the big group.

HOMEWORK: Put at least two things learned today into practice.

INSTRUCTORS GUIDE

MODULE

THE NUTS AND BOLTS

DECISION MAKING

TOOLS: Copy handouts: Preparing for a Decision, After the Decision Has Been Made, Decision Making Strategies, and Decision Exercise

ACTION PLAN: Read and discuss the articles, Preparing for a Decision, After the Decision Has Been Made, and Decision Making Strategies. The last half hour put participants in pairs or small groups to discuss their own experiences around these issues.

HOMEWORK: Put into practice something learned from this exercise for their next big decision.

INSTRUCTOR'S GUIDE

MODULE

THE BALANCING ACT

SETTING PRIORITIES

TOOLS: Copy handouts for the group on Setting Priorities, My Daily Schedule, and Things That Must Be Done

ACTION PLAN: Read and discuss the article on Setting Priorities with group. Have them write out their daily schedule. They are to note the busiest times of the day, and the times when things are not so hectic. Next, participants should begin the process of prioritizing their time by completing the worksheet, Things That Must Be Done.

HOMEWORK Participants should begin to make plans around their daily time schedule, keeping in mind what can and cannot be changed.

INSTRUCTOR'S GUIDE

MODULE

THE BALANCING ACT

HOME/WORK/SCHOOL

TOOLS: Copy handouts for the group: Cartoon, Balancing Home, Work and School, Organization and School, Organization and Work, Helpful Tips For Home, Work and School.

ACTION PLAN: Spend the first hour reading the material and discussing it. Last hour, participants should answer the questions on the article entitled, School and Homework Organization. Even if they are not in school they can answer most of the questions. Discuss answers in the group.

HOMEWORK: Participants should use the suggestions in the Helpful Tips For Home, Work and School

INSTRUCTOR'S GUIDE

MODULE

FAMILY FRIENDS AND SELF

TOOLS: Copy handouts for the group: Family, Self And Friends, Things I Like To Do With My Family, With My Friends, and Things I Like To Do By Myself

ACTION PLAN: Spend the first hour reading and discussing the issues in the article. Have them complete the exercises on family, friends and self. Discuss the results in large group.

HOMEWORK: Encourage participants to put into practice the things they would like to do in each category.

INSTRUCTOR'S GUIDE

MODULE

TIME TO ACT STOP PROCRASTINATING

MY PERSONAL PLAN

- TOOLS:** Copy handouts for the group: Cartoon, Plan of Action, Plan Of Action Resources, Employment Resources, Where Am I Going To Network? Employment, Search Log. If the material is too much to copy, make one copy for the group in a notebook that can be shared.
- ACTION PLAN:** Group leader reads the article on Plan Of Action to the group and discuss the issues in the topic. Leave time for participants to complete the Plan Of Action Form, and complete the exercise entitled, Plan Of Action Resources.
- HOMEWORK:** Visit some of the sites, begin to network, collect information.

INSTRUCTOR'S GUIDE

MODULE

TIME TO ACT STOP THE PROCRASTINATION

DESIGN A RESUME

TOOLS: Copy handouts for participants: Writing Your First Resume, A Fresh Review of Your Talents, Action Verbs, Chronological Worksheet, Chronological Resume, Functional Worksheet, Functional Resume, Hybrid Resume Worksheet, Hybrid Resume, Cover Letter

ACTION PLAN: Group leader reads article, "Writing Your First Resume Jitters!" Discuss with the group briefly the typical experience of anxiety around resume preparation. Spend most of the time letting the participants complete the worksheets dealing with the type of resume they want to write. They should come up with a rough outline of how their resume should look. The group leader should help each participant.

HOMEWORK: Complete, or polish up the design of their resume and try it out by sending it or leaving it with prospective employers.

INSTRUCTOR'S GUIDE

MODULE

TIME TO ACT STOP PROCRASTINATING

BRING N THE SPEAKERS

TOOLS: Provide information regarding the various vendors in the field of employment. Make a booklet containing the handouts entitled, "City of L.A. WorkSource Centers, L.A. County One-Stop Delivery Career Centers, and One-Stop Locations & General Information. Be creative, you may have a local community college representative for CalWORKs attend. Make sure that your guest speakers will show up! A two hour group can have more than one speaker. Make sure it is a person or organization that your participants are interested in.

ACTION PLAN: If the worse happens, and your guest speakers don't show up. Go over each vendor in your packet. Some of your participants have visited these places and can add to the discussion. They could also go and visit the vendors.

HOMEWORK: Encourage participants to visit vendors and other sites on their own to find out more information.

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SUGGESTED READINGS

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Ellis, A., and Harper, R. A Guide to Rational Living. North Hollywood, California: Wilshire Books, 1961.

Los Angeles County Office of Education. Job Preparation Guide. Downey, California: L.A. County Office of Education, 1997.

The California Institute for Mental Health. Improving Mental Health Outcomes for CalWORKs Participants in Los Angeles County. Los Angeles, California: California Institute for Mental Health, 2007.

Mindful Parenting

Children Learn What They Live

*If children live with criticism,
they learn to condemn.
If children live with hostility,
they learn to fight.
If children live with fear,
they learn to be apprehensive.
If children live with pity,
they learn to feel sorry for themselves.
If children live with ridicule,
they learn to feel shy.
If children live with jealousy,
they learn to feel envy.
If children live with shame,
they learn to feel guilty.
If children live with encouragement,
they learn confidence.
If children live with tolerance,
they learn patience.
If children live with praise,
they learn appreciation.
If children live with acceptance,
they learn to love.
If children live with approval,
they learn to like themselves.
If children live with recognition,
they learn it is good to have a goal.
If children live with sharing,
they learn generosity.
If children live with honesty,
they learn truthfulness.
If children live with fairness,
they learn justice.
If children live with kindness and consideration,
they learn respect.
If children live with security,
they learn to have faith in themselves and in those about them.
If children live with friendliness,
they learn the world is a nice place in which to live.*

~ By Dorothy Law Nolte, Ph.D.

MODULE 7A

LIFE SKILLS SUPPORT GROUP

MINDFUL PARENTING

DEVELOPMENTAL MILESTONES

GOALS: This module is designed to educate and increase participants' knowledge of developmental stages (Physical Development, Social-Emotional Development, & Cognitive Development.)

OBJECTIVES: Participants will be able to:

- Interpret different developmental stages
- use every present moment to cultivate healthy development

MATERIALS: Handouts include: 1. Developmental Screening Fact Sheet, A Child's Developmental Milestones (0-6 months, 6-12 months, 12-18 months, 18-24 months, 2-3 years, & 4-5 years), Stages of Healthy Adolescent Development, How do I encourage active play?, Early Learning, How we view a child's growth, Positive Parenting Tips for Healthy Child Development (0-17 years)

Developmental Screening

FACT SHEET

What is child development?

A child's growth is more than just physical. Children grow, develop, and learn throughout their lives, starting at birth. A child's development can be followed by how they play, learn, speak, and behave.

What is a developmental delay? Will my child just grow out of it?

Skills such as taking a first step, smiling for the first time, and waving "bye bye" are called developmental milestones. Children reach milestones in playing, learning, speaking, behaving, and moving (crawling, walking, etc.). A developmental delay is when your child does not reach these milestones at the same time as other children the same age. If your child is not developing properly, there are things you can do that may help. Most of the time, a developmental problem is not something your child will "grow out of" on his or her own. But with help, your child could reach his or her full potential!

What is developmental screening?

Doctors and nurses use developmental screening to tell if children are learning basic skills when they should, or if they might have problems. Your child's doctor may ask you questions or talk and play with your child during an exam to see how he or she learns, speaks, behaves, and moves. Since there is no lab or blood test to tell if your child may have a delay, the developmental screening will help tell if your child needs to see a specialist.

Why is developmental screening important?

When a developmental delay is not recognized early, children must wait to get the help they need. This can make it hard for them to learn when they start school. In the United States, 17 percent of children have a developmental or behavioral disability such as autism, intellectual disability (also known as mental retardation), or Attention-Deficit/Hyperactivity Disorder (ADHD).

www.cdc.gov/actearly

In addition, many children have delays in language or other areas. But, less than half of children with problems are identified before starting school. During this time, the child could have received help for these problems and may even have entered school more ready to learn.

I have concerns that my child could have a developmental delay. Whom can I contact in my state to get a developmental assessment for my child?

Talk to your child's doctor or nurse if you have concerns about how your child is developing. If you or your doctor think there could be a problem, you can take your child to see a developmental pediatrician or other specialist, and you can contact your local early intervention agency (for children under 3) or public school (for children 3 and older) for help. To find out who to speak to in your area, you can contact the National Dissemination Center for Children with Disabilities by logging on to www.nichcy.org/states.htm. In addition, the Centers for Disease Control and Prevention (CDC) has links to information for families at (www.cdc.gov/actearly). If there is a problem, it is very important to get your child help as soon as possible.

How can I help my child's development?

Proper nutrition, exercise, and rest are very important for children's health and development. Providing a safe and loving home and spending time with your child – playing, singing, reading, and even just talking – can also make a big difference in his or her development.

For other ideas of activities to do with your child, and for child safety information, go to www.cdc.gov/ncbddd/child/ and look in the "developmental milestones" section.



Learn the Signs. Act Early.

Hoja informativa sobre el análisis del desarrollo

¿Qué es el desarrollo infantil?

El crecimiento de un niño no es solo de tipo físico. Desde su nacimiento y durante toda su vida los niños crecen, se desarrollan y aprenden. El desarrollo de un niño se puede seguir por la manera en que juega, aprende, habla y se comporta.

¿Qué es un retraso en el desarrollo? ¿Podrá mi hijo superarlo por sí solo?

Ciertas destrezas como dar el primer paso, sonreír por primera vez y mover la mano para decir adiós se denominan indicadores importantes en el desarrollo. Cada niño alcanza estos indicadores importantes en áreas como el juego, el aprendizaje, el habla, la conducta y el movimiento (gatear, caminar etc.). Un retraso en el desarrollo ocurre cuando su hijo no alcanza estos indicadores importantes más o menos al mismo tiempo que otros niños de su misma edad. Si su hijo no se está desarrollando debidamente hay algunas cosas que puede hacer para ayudarlo. Generalmente los niños no superan los problemas de desarrollo por sí solos pero con su ayuda podrá alcanzar su máximo potencial.

¿Qué es el análisis del desarrollo?

Los doctores y enfermeras analizan el desarrollo para determinar si los niños están aprendiendo las destrezas básicas a su debido tiempo o si tienen problemas. Durante el examen, el doctor de su hijo o pediatra puede hacerle preguntas a usted o conversar y jugar con su hijo para observar su forma de aprender, de hablar, de comportarse y de moverse. Como no existe un análisis de sangre o de laboratorio que indique si su hijo tiene un retraso, el análisis del desarrollo determinará si su hijo necesita ver a un especialista.

¿Por qué es importante el análisis del desarrollo?

Cuando no se identifica en un comienzo el retraso en el desarrollo, los niños deben esperar más tiempo para recibir ayuda, lo cual puede dificultar su aprendizaje al ingresar a la escuela. En los Estados Unidos, el 17% de los niños presenta discapacidades en el desarrollo o la conducta tales como: autismo, discapacidad intelectual (también conocido como retraso mental) o trastorno de déficit de atención con hiperactividad (ADHD por sus siglas en inglés). Adicionalmente, muchos niños presentan retraso en el lenguaje y otras áreas.

Sin embargo, menos de la mitad de los niños con problemas son identificados antes de entrar a la escuela y por consiguiente no reciben la ayuda necesaria que les podría preparar mejor para el ingreso a la escuela.

Me preocupa que mi hijo pueda tener un retraso en el desarrollo. ¿Con quién hablo en el estado en que vivo para que le hagan a mi hijo un análisis del desarrollo?

Hable con su doctor o enfermera si está preocupado por el desarrollo de su hijo. Si usted o su doctor piensan que existe algún problema, puede llevar a su hijo a un pediatra especializado en el desarrollo u otro especialista entrenado en este campo y puede llamar a su agencia local de intervención temprana (para niños menores de 3 años) o su escuela pública (para niños de 3 años o más) para que le presten ayuda. Para averiguar con quién puede hablar en su área puede comunicarse con el Centro Nacional de Información sobre Niños y Jóvenes con Discapacidades (NICHY por sus siglas en inglés) ya sea en la página de Internet www.nichcy.org/states.htm. Los Centros para el Control y la Prevención de Enfermedades (CDC por sus siglas en inglés) también tienen enlaces con información para las familias en el sitio electrónico www.cdc.gov/pronto. Si existe algún problema es de suma importancia buscar ayuda para su hijo lo más pronto posible.

¿Cómo puedo ayudar al desarrollo de mi hijo?

La nutrición, el ejercicio y el descanso apropiados son partes muy importantes en la salud y el desarrollo de los niños. Usted también puede tener una gran influencia en el desarrollo de su hijo si le brinda cariño, un hogar seguro y le dedica tiempo ya sea jugando, cantando, leyendo o simplemente platicando.

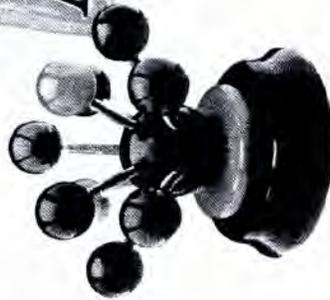
Para obtener otras ideas sobre actividades que puede realizar con su hijo, así como información sobre la seguridad infantil, vaya a www.cdc.gov/ncbddd/child/ y busque la sección de indicadores importantes ("developmental milestones").

www.cdc.gov/pronto



Aprenda los signos. Reaccione pronto.

A Child's Developmental Milestones



0-6 months

Cognitive Milestones	Language Milestones	Social/Emotional Milestones	Physical Milestones	Recommended Activities
<ul style="list-style-type: none"> • Listens attentively to sounds and voices (by 1 month) • Cries deliberately for assistance (by 1 month) • Coordinates eye movements (by 2 months) • Discovers hands and feet as extension of self (by 3 months) • Likes to repeat enjoyable acts (by 4 months) • Recognizes and responds to name (by 5 months) • Studies objects intently (by 6 months) 	<ul style="list-style-type: none"> • Makes some sounds other than crying (by 2 months) • Begins cooing one syllable (by 3 months) • Makes first consonant sounds (by 4 months) • Babbles spontaneously • Acquires sounds of native language (by 6 months) 	<ul style="list-style-type: none"> • Reacts to discomfort and pain • Recognizes parent's voice • Makes eye contact • Shows affection by looking, waving, kicking and smiling • Shows feelings of security when held or talked to • Expresses delight • May form attachment to one special object • Laughs when tickled • Builds trust when cries are answered • May begin to cling to primary caregiver 	<ul style="list-style-type: none"> • Usually responds to objects or faces as they move • Plays with fingers, hands and toes • Holds and manipulates objects; sucks on everything! • Reacts to sound of voices, rattle or bell • Vocalizes to him/herself, people and toys • Can raise him/herself up on forearms (while on tummy) and hold head up • Rolls from back to tummy (by 4-6 months) • Can smile at self in mirror (by 5 months) • Can grab at objects (by 6 months) 	<ul style="list-style-type: none"> • Talk with and hold baby. Give him/her interesting things to see. • Perform "the itty bitsy spider" or other fun finger plays. • Provide safe, washable toys for children to look at and suck on. • Place toys near and above baby, encouraging him/her to roll over for a better view. • Play instruments in the classroom. Talk about the instrument. • Respond quickly to a child's cry. Children at this age need to know they can trust you. • Use wall and floor mirrors to point out the beautiful baby.



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A Child's Developmental Milestones

6-12 months



Cognitive Milestones	Language Milestones	Social/Emotional Milestones	Physical Milestones	Recommended Activities
<ul style="list-style-type: none"> • Anticipates events (by 7 months) • Finds hidden objects (by 10 months) • Can point to body parts • Puts nesting toys together correctly • Develops expectations about familiar events • Waves bye-bye 	<ul style="list-style-type: none"> • Puts together long series of syllables • Responds appropriately to a few specific words (by 9 months) • Speaks a few recognizable words • Produces gestures to communicate (by 7 months) • Learns how to take turns making sounds in "conversation" 	<ul style="list-style-type: none"> • Enjoys being with other children • Has an increased drive for independence • Expresses anger more dramatically • Has a fear of strangers • Is aware of social approval or disapproval • Performs for others • Has pride in personal accomplishments 	<ul style="list-style-type: none"> • Learns to crawl, stand up and walk • Sits without support (by 8 months) • Transfers toys from hand to hand • Sees almost everything with good vision • Begins to cruise and eventually walk • Develops eye-hand coordination 	<ul style="list-style-type: none"> • Provide safe and steady furniture. • Place interesting things in the environment so the children will want to get them. • Play a mimic game. Put a toy in one hand and then transfer it to the other. Encourage baby to do the same. • Hold baby's hands as he/she takes steps. Be sure to cheer! • Play social games such as peek-a-boo and pat-a-cake. It helps develop social, language and physical skills.



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Department of Human Resources

A Child's Developmental Milestones

12-18 months



Cognitive Milestones	Language Milestones	Social/Emotional Milestones	Physical Milestones	Recommended Activities
<ul style="list-style-type: none"> • Identifies family members in photographs • Enjoys cause and effect relationship • Is able to make choices between clear alternatives • Begins to solve problems • Remembers more 	<ul style="list-style-type: none"> • Has expressive vocabulary of 4-10 words (by 13-15 months) • Has expressive vocabulary of 10-20 words (by 18 months) • Can listen and respond to simple directions 	<ul style="list-style-type: none"> • Prefers to keep caregiver in sight while exploring environment • Demands personal attention • May reveal stubbornness • Unable to share • Responds to simple requests 	<ul style="list-style-type: none"> • Picks up small objects with pointer finger and thumb • Can build a tower of cubes • Can throw a ball • Walks well • Turns pages in a book • Can walk while holding an object 	<ul style="list-style-type: none"> • Put small pieces of soft food on baby's high chair so he/she can practice picking up food. • Stick with daily routines to help children develop a sense of order. • Display toys clearly on low shelves. • Talk with the children. Read to them. • Gather family photos and create a classroom photo album. Talk about the pictures. • Use age-appropriate gross motor equipment, soft blocks, soft balls and beanbags in your classroom.

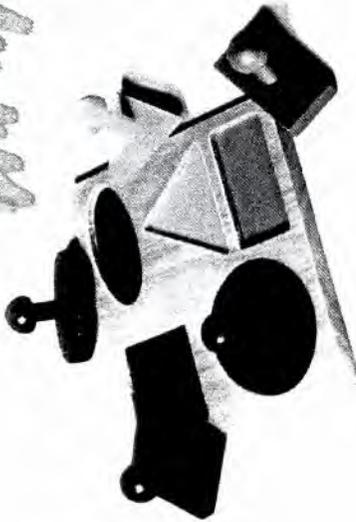


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Human Resources

A Child's Developmental Milestones



18-24 months

Cognitive Milestones	Language Milestones	Social/Emotional Milestones	Physical Milestones	Recommended Activities
<ul style="list-style-type: none"> • Sorts shapes and colors • Mimics adult behavior • Points to and names objects • Refers to self by name • Learns by helping • Learns concepts such as size, shape and weight as he/she moves and plays with objects in the environment. 	<ul style="list-style-type: none"> • Has expressive vocabulary of 20-25 words • Uses 2-word phrases to communicate • Uses gestures to communicate • Begins using courtesy words (please, thank you) occasionally 	<ul style="list-style-type: none"> • Is possessive • Begins to show empathy • Reveals a sense of trust • Begins to play next to children • Shows emotions of pride and embarrassment • May dawdle • Engages in imaginative play • Tests limits of behavior • Performs for an audience 	<ul style="list-style-type: none"> • Can draw scribbles • Kicks backward and forward • Stands on a balance beam • Walks up stairs with help • Runs well • Enjoys riding small-wheeled riding toys • Drinks from a straw 	<ul style="list-style-type: none"> • Let them help you prepare a snack or other task. • Try to expand their language. If a toddler says, "ball" say "Yes, this is a big, red ball!" • Stock art area with lots of crayons and paper. Encourage table drawing as well as easel drawing. • Have more than one of everything. Sharing is difficult at this age. • Encourage children to show off their skills. Include a big round of applause!



ACT • Quality Professional Development for Childhood Care and Education Professionals. Call 888-405-2238.

Department of
Human Resources

A Child's Developmental Milestones

2-3 years



Cognitive Milestones	Language Milestones	Social/Emotional Milestones	Physical Milestones	Recommended Activities
<ul style="list-style-type: none"> • Comprehends size • Beginning to understand time sequences (e.g. before lunch) • Matches shapes and colors • Counts and manipulates objects • Is beginning to think about consequences • Is able to concentrate for longer periods of time 	<ul style="list-style-type: none"> • Combines words to form short sentences • Uses plurals • Answers routine questions • Provides appropriate answers • Comprehends some pronouns • Follows two step directions 	<ul style="list-style-type: none"> • Has a strong sense of ownership • May begin cooperative play • May show need for security object • Is becoming more independent 	<ul style="list-style-type: none"> • Walks backwards • Can balance on one foot (by 3 years) • Strings large beads • Holds scissors correctly • Zips and snaps • Learns to use the potty • Walks up and down stairs independently 	<ul style="list-style-type: none"> • Provide dolls and simple props like cups and plates to encourage imagination and role play. • Stringing activities are great at this age! • Play games that require balancing. • Practice cutting with scissors on a one-on-one basis. • Help them snap and zip their own coats.



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4-5 years

A Child's Developmental Milestones

Cognitive Milestones	Language Milestones	Social/Emotional Milestones	Physical Milestones	Recommended Activities
<ul style="list-style-type: none"> • Comprehends special concepts (e.g. around, in front, high, next to) • Rote counts up to 20 • Can complete a 6-8 piece puzzle • Begins to understand time concepts • Understands simple math concepts • Recalls main details of a story 	<ul style="list-style-type: none"> • Uses possessives • Uses double negatives • Joins sentences • Can answer how, who, when questions • Follows up to 4 step directions • Uses third person • Tells simple jokes • Has a 2000 word vocabulary 	<ul style="list-style-type: none"> • Enjoys being with other children • Has an increased drive for independence • Expresses anger more dramatically • Is aware of social approval or disapproval • Performs for others • Has pride in personal accomplishments • Develops sex role identification • Begins taking turns and negotiating 	<ul style="list-style-type: none"> • Can hop on one foot, skip and jump • Can catch a ball with both hands • Can catch a beanbag • Dresses and undresses him/herself • Can copy a simple design • Uses scissors to cut a straight line 	<ul style="list-style-type: none"> • During circle time, engage children in conversation with you and each other. • Encourage dramatic play with puppets, dress up clothes, etc. • Tell children when things will happen. Give them warnings before time is up. • Add show and share time to weekly activities. • Add puzzles to manipulative area. Help them when they first try a new puzzle. • Develop a math area complete with cash register, money, sorting toys and calculators. • Provide books that encourage positive gender associations, rather than gender bias.



Department of Human Resources

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STAGES OF HEALTHY ADOLESCENT DEVELOPMENT

Stage with Age Range (Approx)	Early Adolescence (ages 10-14 years)	Middle Adolescence (ages 15-17 years)	Late Adolescence (ages 18-21 years)
Characteristic Developmental Milestones and Tasks			
Physical Growth	<ul style="list-style-type: none"> * Puberty: Rapid growth period * Secondary sexual characteristics appear * Shift in sleep patterns; stay up and sleep later. Need 9+ hours of sleep/day. 	<ul style="list-style-type: none"> * Secondary sexual characteristics advanced * 95% of adult height reached 	<ul style="list-style-type: none"> * Physical maturity and reproductive growth leveling off and ending
Intellectual/Cognition	<ul style="list-style-type: none"> * Concrete thought dominates "here and now" * Cause-effect relationships underdeveloped * Stronger "self" than "social awareness" * Reacts emotionally rather than logically under stress. 	<ul style="list-style-type: none"> * Growth in abstract thought; reverts to concrete thought under stress * Cause-effect relationships better understood * Very self-absorbed 	<ul style="list-style-type: none"> * Abstract thought established * Future oriented; able to understand, plan and pursue long range goals * Philosophical and idealistic
Autonomy	<ul style="list-style-type: none"> * Challenge authority, family; anti-parent * Loneliness * Wide mood swings * Things of childhood rejected * Argumentative and disobedient 	<ul style="list-style-type: none"> * Conflict with family predominates due to ambivalence about emerging independence 	<ul style="list-style-type: none"> * Emancipation: <ul style="list-style-type: none"> -- vocational/technical/college and/or work -- adult lifestyle
Body Image	<ul style="list-style-type: none"> * Pre-occupation with physical changes and critical of appearance * Anxieties about secondary sexual characteristic changes * Peers used as a standard for normal appearance (comparison of self to 	<ul style="list-style-type: none"> * Less concern about physical changes but increased interest in personal attractiveness * Excessive physical activity alternating with lethargy 	<ul style="list-style-type: none"> * Usually comfortable with body image

Peer Group	<p>peers)</p> <ul style="list-style-type: none"> * Serves a developmental purpose * Intense friendship with same sex * Contact with opposite sex in groups 	<ul style="list-style-type: none"> * Strong peer allegiances – fad behaviors * Sexual drives emerge and teens begin to explore ability to date and attract a partner * Experimentation – sex, drugs, friends, jobs, risk-taking behavior 	<ul style="list-style-type: none"> * Decisions/values less influenced by peers * Relates to individuals more than to peer group * Selection of partner based on individual preference
Identity Development	<ul style="list-style-type: none"> * "Am I normal?" * Daydreaming * Vocational goals change frequently * Begin to develop own value system * Emerging sexual feelings and sexual exploration * Imaginary audience * Desire for privacy * Magnify own problems: "no one understands" 		<ul style="list-style-type: none"> * Pursue realistic vocational goals with training or career employment * Relate to family as adult * Realizations of own limitations & mortality * Establishment of sexual identity, sexual activity is more common * Establishment of ethical and moral value system * More capable of intimate, complex relationships

How do I encourage active play?

What if my child does not appear to enjoy the activity?

Enjoyment of active play varies from child to child and getting them to participate is not always easy. Make sure you provide them with a positive, safe environment and give them plenty of encouragement and support. Simple, fun activities like playing with other children and using slower soft toys may help attract a child's interest. Repetition and other game-type challenges can also make a difference, especially if they don't involve too much competition. Skills take time to develop and children may need to try a number of play activities until they find one they like. Be a good, active role model.

Guide for active play development*

Age	Movement	Ideas To Encourage Active Play
3 Months	<ul style="list-style-type: none">Rolls to back from lying on his or her side.Can lie on stomach and lean on forearms.Head is in middle (that is, it is not always on one side.)	<ul style="list-style-type: none">Place child safely on the floor.
6 Months	<ul style="list-style-type: none">Rolls from back to stomach using arms crossing over the body.Brings feet to mouth.May begin to sit.When lying on stomach can push up on hands.	<ul style="list-style-type: none">Place child safely on the floor.If the child is beginning to sit, place him or her on the floor, supported with pillows.
9 Months	<ul style="list-style-type: none">Bears weight on hand and knees and rocks back and forth.Sits for longer time.May begin to crawl – some children begin to walk.	<ul style="list-style-type: none">Place child safely on floor.As the child gets active, ensure environment is safe by having gates on stairs and low windows shut.
1 Year	<ul style="list-style-type: none">Walks holding onto furniture.Lowers to sitting from furniture.Stands alone for a few seconds.Maybe walking a few steps by themselves.	<ul style="list-style-type: none">Place child on floor.Walking surface should be firm and even.
1.5 Years	<ul style="list-style-type: none">Walks backwards.Carries large toy while walking.Pushes large toys or boxes.Backs into chair.Throws ball in box.Beginning to run.	<ul style="list-style-type: none">Encourage child to walk on different surfaces such as floors, grassy areas, pathways.Roll a large ball near the child and encourage the child to bend and pick up and throw back.Have push toys in the settings so the child can walk and push an object (this helps with stability).
2 Years	<ul style="list-style-type: none">Goes up and down the slide.Stands on tiptoes.Squats in play.Jumps from bottom step.Runs without bumping into things.Walks downstairs two feet per step without help.	<ul style="list-style-type: none">Go on trips to the local park.Play run and chase.Encourage child to walk on lots of different surfaces such as floors, grass, footpaths, sand, uneven surfaces.Crawl over large cushions.
2.5 Years	<ul style="list-style-type: none">Jumps sideways and jumps backwards.Can jump on trampoline holding hands with an adult.Begins to hop on one foot.Begins to use pedals on trike.	<ul style="list-style-type: none">Go on trips to the local park.Provide a space for the child to play.Provide equipment such as a push-trike, tricycle, balls and large cushions.
3 Years	<ul style="list-style-type: none">Walks downstairs one step at a time with alternate feet.Climbs jungle gym and ladders.Runs on toes.Skilled at turning corners when running.Balances on one leg for short time.	<ul style="list-style-type: none">Go to the local park and encourage climbing on safe playground equipment.Play chase and jumping games.
3.5 Years	<ul style="list-style-type: none">Stands on tiptoes for 10 seconds.Walks in a circle.Kicks a ball from a standing position.Rides a tricycle with pedals.	<ul style="list-style-type: none">In play space, lay a plank of wood on the ground for the child to walk on to practise balancing and walking.Provide balls, tricycle, climbing opportunities.
4 Years	<ul style="list-style-type: none">Can perform a somersault.Maintains momentum on swing.Gallops.Kicks large rolling ball.Does lame duck skip (only one foot 'skips').	<ul style="list-style-type: none">Go to the local park and playground.Play animal games where child pretends to move like different animals.Play run and chase.Provide balls and a rope to jump over.
4.5 Years	<ul style="list-style-type: none">Throws a ball 3.5 metres overhand.Hangs from a bar using overhand grip.Hops forward.	<ul style="list-style-type: none">Go to the local playground and park.Encourage play with smaller balls (e.g. tennis ball).
5 Years	<ul style="list-style-type: none">Walks downstairs carrying an object.Runs through obstacle course avoiding objects.Skips forward.Maintains balance on a moveable platform.	<ul style="list-style-type: none">Go to local playground and park.Provide rope for skipping, planks of wood on ground to balance on, box tunnels to crawl through, balls to throw, and objects to run around.

*Please note: This is a guide only. If you have any concerns regarding the growth and development of your child please consult with your Maternal and Child Health Nurse or your General Practitioner.

For more activity ideas please visit www.kidsatplay.act.gov.au This website was funded by the Australian Government Department of Health and Ageing

Translating and Interpreter Service - 131 450

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To access the other factsheets in this series please visit www.kidsatplay.act.gov.au

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active play everyday

Factsheet No: 5



Active play: tips for parents and carers

Physical activity is vital for a child's development and lays the foundation for a healthy and active life. And when it comes to kids, the best form of physical activity is play!

What is active play?

Active play is essentially physical activity with spontaneous and occasional bursts of high energy. It can occur indoors or outdoors, alone or with friends and family. Even before children can walk, they can start playing. As they get older and learn more skills, opportunities for active play increase.

Why is active play so important?

Active play is important for your child's health, growth and development. Regular activity and play has many benefits for children. These include:

- building strong hearts, muscles and bones.
- fostering social interaction skills.
- developing movement and co-ordination.
- improving thinking skills.
- encouraging self-esteem.
- developing emotional skills.

The play environment

A positive, safe environment is very important for indoor or outdoor play. Being outdoors has the added benefit of providing children with space to carry out 'gross motor' activities such as jumping, running, climbing and leaping at different speeds. Outdoor play also allows children to get to know their environment and connect with nature. Parents and children should be sun smart when outdoors. For example, wear long-sleeved polo shirts, knee length shorts, and wide-brimmed hats. Also, make sure you regularly apply 30+ sunscreen.

How much activity?

Active play is essential for all children. The National Physical Activity Recommendations for children are that toddlers (1 to 3 years) and preschoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.¹

Active transport

Wherever possible, try to leave the car at home and instead walk or ride to your location. Young children should be encouraged to walk as much as possible, gradually increasing the distance. Children older than two years should not be completely dependent on a stroller. Try to make this the least preferred transport option, except when they are travelling long distances.

Role of parents and carers

Parents are important role models and should be active with their children every day. Try to also plan some opportunities for the whole family to be active on a weekly basis. Carers and other family members, such as grandparents, can also share in the fun and responsibility of planning activities. It's good to keep play items in your car and at home which assist in creating opportunities for play, such as blow-up beach balls, soccer balls, bats, and buckets and spades.

To access the other factsheets in this series, please visit:

www.kidsatplay.act.gov.au



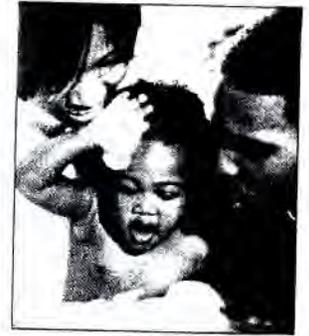
An ACT Government initiative delivered in partnership with Heart Foundation ACT

¹Get Up & Grow: healthy eating and physical activity for early childhood, Australian Government Department of Health and Ageing 2009



Everyday Ways to Support Your Baby's and Toddler's

Early Learning



Your baby is learning—about you, himself, and the world around him—from the moment he enters the world. The chart below gives you some ideas of the many ways you can support your child's early learning through your everyday activities.

What's Going On With Your Baby or Toddler	What You Can Do
<p>Language and Communication Babies express their needs and feelings through sounds and cries, body movements, and facial expressions. Your baby will begin using words sometime around 1 year. By the time she is 3, she will be speaking in short (3-5 word) sentences.</p>	<ul style="list-style-type: none"> • Watch and listen to see how your baby communicates what she is thinking and feeling. • Repeat the sounds and words your child uses and have back-and-forth conversations. • Read, sing, and tell stories. These are fun ways to help your child understand the meaning of new words and ideas. • Talk about what you do together as you play, do errands, or visit friends and family.
<p>Thinking Skills Your child is learning how the world works by playing and exploring. Through play, babies and toddlers learn about how things work and how to be good problem-solvers.</p> 	<ul style="list-style-type: none"> • Encourage your child to explore toys in different ways—by touching, banging, stacking, shaking. • Turn everyday routines into playful learning moments. For example bath time is a chance to learn about ideas like <i>sinking/floating</i> and <i>wet/dry</i>. • Follow your child's interests. Children learn best through activities that excite them. • Ask your child questions that get him thinking as he nears age 3. For example, when reading a book together, ask <i>Why do you think the girl is laughing?</i>
<p>Self-Control Over the first 3 years, your child is beginning to develop self-control—the ability to manage his feelings and actions in acceptable ways. He is also learning to wait, share, and work out problems with his friends.</p>	<ul style="list-style-type: none"> • Use words to help your child understand his feelings. <i>You are really mad because we have to leave the park.</i> • Give choices to older toddlers. <i>Would you like to read books before or after we brush teeth?</i> • Stay calm when your child is upset. This helps him feel safe and get back in control.
<p>Self-Confidence Your child is learning that she is a very special person; that she is loved, smart, fun, and capable. When children feel good about themselves, they are more confident and willing to take on new challenges.</p>	<ul style="list-style-type: none"> • Comment on what your child does well. <i>You found the button that makes the bear pop up!</i> • Help your child be a good problem-solver. Give her the support she needs to be successful without completely solving the problem for her. • Give your child the chance to do things for herself like pouring milk from a small plastic pitcher. • Encourage your child to keep trying. <i>You are working so hard to get the ball in the basket. Sometimes it takes lots of tries!</i>

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Visit www.zerotothree.org/schoolreadiness for more information on early learning and healthy development.

This handout was developed by ZERO TO THREE and made possible by the generous support of **MetLife Foundation**

Formas cotidianas de apoyar el Aprendizaje Temprano de su bebé y niño pequeño



Su bebé aprende—acerca de usted, de sí mismo, y del mundo que lo rodea—desde el momento que llega al mundo.. El cuadro a continuación le da algunas ideas de las muchas maneras en que usted puede apoyar el aprendizaje temprano de su hijo a través de actividades cotidianas.

Lo que está ocurriendo con su bebé o niño pequeño	Lo que usted puede hacer
<p>Lenguaje y Comunicación Los bebés expresan sus necesidades y sentimientos a través de sonidos y llantos, movimientos corporales, y expresiones faciales. Su bebé comenzará a usar palabras alrededor del primer año. Para cuando ella tenga 3 años, estará hablando en oraciones cortas (de 3 a 5 palabras).</p>	<ul style="list-style-type: none"> • Observe y escuche para ver cómo su bebé comunica lo que piensa y siente. • Repita los sonidos y palabras que su hijo utiliza y sostenga conversaciones con él. • Lea, cante, y cuente cuentos. Estas son maneras divertidas de ayudar a su hijo a entender el significado de palabras e ideas nuevas. • Hable acerca de lo que hacen juntos—mientras juegan, hacen mandados, o visitan amigos y familiares.
<p>Habilidades de Pensamiento Mientras él juega y explora, su hijo aprende cómo el mundo funciona. A través del juego, los bebés y niños pequeños aprenden cómo funcionan las cosas y cómo encontrar solución a los problemas.</p> 	<ul style="list-style-type: none"> • Anime a su hijo a explorar los juguetes en maneras diferentes—tocándolos, batiéndolos, apilándolos, sacudiéndolos. • Convierta las rutinas diarias en momentos de aprendizaje divertido. Por ejemplo, la hora del baño es una oportunidad para aprender acerca de ideas como <i>hundir/flotar</i> y <i>mojado/seco</i>. • Siga los intereses de su hijo. Los niños aprenden mejor a través de actividades que los entusiasman. • A medida que su hijo se aproxima a los 3 años, hágale preguntas que lo hagan pensar. Por ejemplo, cuando lean un libro juntos, pregúntele <i>¿Por qué crees que se está riendo la niña?</i>
<p>Auto Control Durante sus primeros 3 años, su hijo está comenzando a desarrollar su auto-control — la habilidad de manejar sus sentimientos y acciones en formas aceptables. Él también está aprendiendo a esperar, compartir, y resolver problemas con sus amigos.</p>	<ul style="list-style-type: none"> • Use palabras para ayudar a su hijo a entender sus sentimientos. <i>Estás enojado porque tenemos que irnos del parque.</i> • De opciones a los niños más grandecitos. <i>¿Prefieres leer antes o después de cepillarnos los dientes?</i> • Mantenga la calma cuando su hijo esté molesto. Esto lo ayuda a sentirse seguro y a retomar el control.
<p>Auto Confianza Su hija está aprendiendo que ella es una persona muy especial; que es amada, inteligente, divertida y capaz. Cuando los niños se sienten bien acerca de sí mismos, son más seguros de sí mismos y están más dispuestos a enfrentar nuevos desafíos.</p>	<ul style="list-style-type: none"> • Comente sobre lo que su hija hace bien. <i>¡Presionaste el botón que hace que tu oso favorito aparezca!</i> • Ayude a su hija solucionar sus problemas. Déle el apoyo que necesita para tener éxito sin resolverle todos los problemas. • Déle a su hija la oportunidad de hacer las cosas por sí misma como servirse la leche de una jarrita plástica. • Anime a su hija a continuar intentando. <i>Estás esforzándote tanto por poner la pelota en la cesta. ¡A veces toma muchos intentos!</i>

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Para mayor información acerca de aprendizaje temprano y desarrollo saludable, visite www.zerotothree.org/schoolreadiness.

Este folleto fue elaborado por ZERO TO THREE y ha sido posible gracias a la generosidad de **MetLife Foundation**

It's time to change how we view a child's growth.

As they grow, children are always learning new things. Below are just some of the things you should look for as your child grows. Use this as a guide, and if you have any concerns, talk with your child's doctor and call **1-800-CDC-INFO** to get connected with your community's early childhood intervention system.

- ▶ **At 6 months, many children**
 - respond to own name
 - respond to other people's emotions and often seem happy
 - copy sounds
 - like to play with others, especially parents
- ▶ **At 1 year (12 months), many children**
 - use simple gestures, like shaking head "no" or waving "bye-bye"
 - say "mama" and "dada" and exclamations like "uh-oh!"
 - copy gestures
 - respond to simple spoken requests
- ▶ **At 1 ½ years (18 months), many children**
 - play simple pretend, such as feeding a doll
 - point to show others something interesting
 - show a full range of emotions, such as happy, sad, angry
 - say several single words
- ▶ **At 2 years (24 months), many children**
 - say sentences with 2 to 4 words
 - follow simple instructions
 - get excited when with other children
 - point to things or pictures when they are named
- ▶ **At 3 years (36 months), many children**
 - show affection for friends without prompting
 - carry on a conversation using 2 to 3 sentences
 - copy adults and friends
 - play make-believe with dolls, animals, and people
- ▶ **At 4 years (48 months), many children**
 - tell stories
 - would rather play with other children than by themselves
 - play cooperatively with others
- ▶ **Questions to ask your child's doctor:**
 - Is my child's development on track for his or her age?
 - How can I track my child's development?
 - What should I do if I'm worried about my child's progress?
 - Where can I get more information?

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

www.cdc.gov/actearly

1-800-CDC-INFO



Learn the Signs. Act Early.

220791

Es tiempo de ver el crecimiento de los niños de manera diferente.

A medida que crecen, los niños siempre están aprendiendo cosas nuevas. Los siguientes son solo algunos de los aspectos del crecimiento de su hijo en los que usted debe fijarse. Use esta lista como una guía y, si algo le preocupa, consulte con el médico de su hijo y llame al **1-800-CDC-INFO** para recibir información acerca del sistema de ayuda para la intervención infantil temprana de su comunidad.

- ▶ **A los 6 meses, la mayoría de los niños**
 - responden cuando se les llama por su nombre
 - reaccionan ante las emociones de otras personas y por lo general parecen felices
 - imitan sonidos
 - disfrutan jugando con otras personas, especialmente con sus padres
- ▶ **Al año (12 meses), la mayoría de los niños**
 - usan gestos simples, como mover la cabeza de lado a lado para decir "no" o despedirse con la mano
 - dicen "mamá" y "papá" y exclamaciones como "¡oh-oh!"
 - imitan gestos
 - responden a pedidos sencillos
- ▶ **Al año y medio (18 meses), la mayoría de los niños**
 - juegan a imitar cosas sencillas, como alimentar a una muñeca
 - señalan para mostrar algo que les llama la atención
 - expresan una gran variedad de emociones como felicidad, tristeza o enojo
 - pueden decir varias palabras sueltas
- ▶ **A los 2 años (24 meses), la mayoría de los niños**
 - dicen frases de 2 a 4 palabras
 - siguen instrucciones sencillas
 - se entusiasman cuando están con otros niños
 - señalan objetos o imágenes cuando se los nombra
- ▶ **A los 3 años (36 meses), la mayoría de los niños**
 - demuestran afecto espontáneo por sus amigos
 - pueden conversar usando 2 o 3 frases
 - imitan a adultos y compañeros
 - juegan imaginativamente con muñecas, animales y personas
- ▶ **A los 4 años (48 meses), la mayoría de los niños**
 - pueden contar cuentos
 - prefieren jugar con otros niños que jugar solos
 - juegan con los demás de manera cooperativa
- ▶ **Preguntas para hacerle al médico de su hijo:**
 - ¿Está bien el desarrollo de mi hijo para la edad que tiene?
 - ¿Cómo puedo seguir el desarrollo de mi hijo?
 - ¿Qué debo hacer si me preocupa el progreso de mi hijo?
 - ¿Dónde puedo obtener más información?

Tomado de CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: Academia Americana de Pediatría.

www.cdc.gov/pronto
1-800-CDC-INFO



Aprenda los signos. Reaccione pronto.

Positive Parenting Tips for Healthy Child Development

Infants (0-1 year of age)

Developmental Milestones

Skills such as taking a first step, smiling for the first time, and waving "bye-bye" are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

In the first year, babies learn to focus their vision, reach out, explore, and learn about the things that are around them. Cognitive, or brain development means the learning process of memory, language, thinking, and reasoning. Learning language is more than making sounds ("babble"), or saying "ma-ma" and "da-da". Listening, understanding, and knowing the names of people and things are all a part of language development. During this stage, babies also are developing bonds of love and trust with their parents and others as part of social and emotional development. The way parents cuddle, hold, and play with their baby will set the basis for how they will interact with them and others.

For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.

<http://www.cdc.gov/ncbddd/actearly/index.html>

Positive Parenting Tips

Following are some things you, as a parent, can do to help your baby during this time:

- Talk to your baby. She will find your voice calming.
- Answer when your baby makes sounds by repeating the sounds and adding words. This will help him learn to use language.
- Read to your baby. This will help her develop and understand language and sounds.
- Sing to your baby and play music. This will help your baby develop a love for music and will help his brain development.
- Praise your baby and give her lots of loving attention.
- Spend time cuddling and holding your baby. This will help him feel cared for and secure.
- Play with your baby when she's alert and relaxed. Watch your baby closely for signs of being tired or fussy so that she can take a break from playing.
- Distract your baby with toys and move him to safe areas when he starts moving and touching things that he shouldn't touch.
- Take care of yourself physically, mentally, and emotionally. Parenting can be hard work! It is easier to enjoy your new baby and be a positive, loving parent when you are feeling good yourself.



Child Safety First

When a baby becomes part of your family, it is time to make sure that your home is a safe place. Look around your home for things that could be dangerous to your baby. As a parent, it is your job to ensure that you create a safe home for your baby. It also is important that you take the necessary steps to make sure that you are mentally and emotionally ready for your new baby. Here are a few tips to keep your baby safe:

- Do not shake your baby—*ever!* Babies have very weak neck muscles that are not yet able to support their heads. If you shake your baby, you can damage his brain or even cause his death.
- Make sure you always put your baby to sleep on her back to prevent sudden infant death syndrome (commonly known as SIDS).
- Protect your baby and family from secondhand smoke. Do not allow anyone to smoke in your home.
- Place your baby in a rear-facing car seat in the back seat while he is riding in a car. This is recommended by the National Highway Traffic Safety Administration.
- Prevent your baby from choking by cutting her food into small bites. Also, don't let her play with small toys and other things that might be easy for her to swallow.
- Don't allow your baby to play with anything that might cover her face.
- Never carry hot liquids or foods near your baby or while holding him.
- Vaccines (shots) are important to protect your child's health and safety. Because children can get serious diseases, it is important that your child get the right shots at the right time. Talk with your child's doctor to make sure that your child is up-to-date on her vaccinations.

Healthy Bodies

- Breast milk meets all your baby's needs for about the first 6 months of life. Between 6 and 12 months of age, your baby will learn about new tastes and textures with healthy solid food, but breast milk should still be an important source of nutrition.
- Feed your baby slowly and patiently, encourage your baby to try new tastes but without force, and watch closely to see if he's still hungry.
- Breastfeeding is the natural way to feed your baby, but it can be challenging. If you need help, you can call the National Breastfeeding Helpline at 800-994-9662 or get help on-line at <http://www.womenshealth.gov/breastfeeding>. You can also call your local WIC Program to see if you qualify for breastfeeding support by health professionals as well as peer counselors. Or go to <http://gotwww.net/ilca> to find an International Board-Certified Lactation Consultant in your community.
- Keep your baby active. She might not be able to run and play like the "big kids" just yet, but there's lots she can do to keep her little arms and legs moving throughout the day. Getting down on the floor to move helps your baby become strong, learn, and explore.
- Try not to keep your baby in swings, strollers, bouncer seats, and exercise saucers for too long.
- Limit screen time to a minimum. For children younger than 2 years of age, the American Academy of Pediatrics (AAP) recommends that it's best if babies do not watch any screen media.

A pdf of this document for reprinting is available free of charge from <http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/infants.html>

Additional Information:

www.cdc.gov/childdevelopment

800-CDC-INFO, TTY: 888-232-6348; cdcinfo@cdc.gov

Positive Parenting Tips for Healthy Child Development

Toddlers (1-2 years of age)

Developmental Milestones

Skills such as taking a first step, smiling for the first time, and waving "bye-bye" are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

During the second year, toddlers are moving around more, and are aware of themselves and their surroundings. Their desire to explore new objects and people also is increasing. During this stage, toddlers will show greater independence; begin to show defiant behavior; recognize themselves in pictures or a mirror; and imitate the behavior of others, especially adults and older children. Toddlers also should be able to recognize the names of familiar people and objects, form simple phrases and sentences, and follow simple instructions and directions.

For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.

<http://www.cdc.gov/nchsddd/actearly/index.html>

Positive Parenting Tips

Following are some things you, as a parent, can do to help your toddler during this time:

- Read to your toddler daily.
- Ask her to find objects for you or name body parts and objects.
- Play matching games with your toddler, like shape sorting and simple puzzles.
- Encourage him to explore and try new things.
- Help to develop your toddler's language by talking with her and adding to words she starts. For example, if your toddler says "baba", you can respond, "Yes, you are right—that is a *bottle*."
- Encourage your child's growing independence by letting him help with dressing himself and feeding himself.
- Respond to wanted behaviors more than you punish unwanted behaviors (use only very brief time outs). Always tell or show your child what she should do instead.
- Encourage your toddler's curiosity and ability to recognize common objects by taking field trips together to the park or going on a bus ride.



Child Safety First

Because your child is moving around more, he will come across more dangers as well. Dangerous situations can happen quickly, so keep a close eye on your child. Here are a few tips to help keep your growing toddler safe:

- Do NOT leave your toddler near or around water (for example, bathtubs, pools, ponds, lakes, whirlpools, or the ocean) without someone watching her. Fence off backyard pools. Drowning is the leading cause of injury and death among this age group.
- Block off stairs with a small gate or fence. Lock doors to dangerous places such as the garage or basement.
- Ensure that your home is toddler proof by placing plug covers on all unused electrical outlets.
- Keep kitchen appliances, irons, and heaters out of reach of your toddler. Turn pot handles toward the back of the stove.
- Keep sharp objects such as scissors, knives, and pens in a safe place.
- Lock up medicines, household cleaners, and poisons.
- Do NOT leave your toddler alone in any vehicle (that means a car, truck, or van) even for a few moments.
- Store any guns in a safe place out of his reach.
- Keep your child's car seat rear-facing as long as possible. According to the National Highway Traffic Safety Administration, it's the best way to keep her safe. Your child should remain in a rear-facing car seat until she reaches the top height or weight limit allowed by the car seat's manufacturer. Once your child outgrows the rear-facing car seat, she is ready to travel in a forward-facing car seat with a harness.

Healthy Bodies

- Give your child water and plain milk instead of sugary drinks. After the first year, when your nursing toddler is eating more and different solid foods, breast milk is still an ideal addition to his diet.
- Your toddler might become a very picky and erratic eater. Toddlers need less food because they don't grow as fast. It's best not to battle with him over this. Offer a selection of healthy foods and let him choose what she wants. Keep trying new foods; it might take time for him to learn to like them.
- Limit screen time. For children younger than 2 years of age, the AAP recommends that it's best if toddlers not watch any screen media.
- Your toddler will seem to be moving continually—running, kicking, climbing, or jumping. Let him be active—he's developing his coordination and becoming strong.

A pdf of this document for reprinting is available free of charge from
<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/toddlers.html>

Additional Information:

www.cdc.gov/childdevelopment

800-CDC-INFO, TTY: 888-232-6348; cdcinfo@cdc.gov

Positive Parenting Tips for Healthy Child Development

Toddlers (2-3 years of age)

Developmental Milestones

Skills such as taking turns, playing make believe, and kicking a ball, are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like jumping, running, or balancing).

Because of children's growing desire to be independent, this stage is often called the "terrible twos." However, this can be an exciting time for parents and toddlers. Toddlers will experience huge thinking, learning, social, and emotional changes that will help them to explore their new world, and make sense of it. During this stage, toddlers should be able to follow two- or three-step directions, sort objects by shape and color, imitate the actions of adults and playmates, and express a wide range of emotions.

For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.

<http://www.cdc.gov/ncbddd/actearly/index.html>

Positive Parenting Tips

Following are some things you, as a parent, can do to help your toddler during this time:

- Set up a special time to read books with your toddler.
- Encourage your child to take part in pretend play.
- Play parade or follow the leader with your toddler.
- Help your child to explore things around her by taking her on a walk or wagon ride.
- Encourage your child to tell you his name and age.
- Teach your child simple songs like Itsy Bitsy Spider, or other cultural childhood rhymes.
- Give your child attention and praise when she follows instructions and shows positive behavior and limit attention for defiant behavior like tantrums. Teach your child acceptable ways to show that she's upset.



Child Safety First

Because your child is moving around more, he will come across more dangers as well. Dangerous situations can happen quickly, so keep a close eye on your child. Here are a few tips to help keep your growing toddler safe:

- Do NOT leave your toddler near or around water (for example, bathtubs, pools, ponds, lakes, whirlpools, or the ocean) without someone watching her. Fence off backyard pools. Drowning is the leading cause of injury and death among this age group.
- Encourage your toddler to sit when eating and to chew his food thoroughly to prevent choking.
- Check toys often for loose or broken parts.
- Encourage your toddler not to put pencils or crayons in her mouth when coloring or drawing.
- Do NOT hold hot drinks while your child is sitting on your lap. Sudden movements can cause a spill and might result in your child's being burned.
- Make sure that your child sits in the back seat and is buckled up properly in a car seat with a harness.

Healthy Bodies

- Talk with staff at your child care provider to see if they serve healthier foods and drinks, and if they limit television and other screen time.
- Your toddler might change what food she likes from day to day. It's normal behavior, and it's best not to make an issue of it. Encourage her to try new foods by offering her small bites to taste.
- Keep television sets out of your child's bedroom. Limit screen time, including video and electronic games, to no more than 1 to 2 hours per day.
- Encourage free play as much as possible. It helps your toddler stay active and strong and helps him develop motor skills.

A pdf of this document for reprinting is available free of charge from
<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/toddlers2.html>

Additional Information:

www.cdc.gov/childdevelopment

800-CDC-INFO, TTY: 888-232-6348; cdcinfo@cdc.gov

Positive Parenting Tips for Healthy Child Development

Preschoolers (3-5 years of age)

Developmental Milestones

Skills such as naming colors, showing affection, and hopping on one foot are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

As children grow into early childhood, their world will begin to open up. They will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more. Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving. During this stage, children should be able to ride a tricycle, use safety scissors, notice a difference between girls and boys, help to dress and undress themselves, play with other children, recall part of a story, and sing a song.

For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.

<http://www.cdc.gov/ncbddd/actearly/index.html>

Positive Parenting Tips

Following are some things you, as a parent, can do to help your preschooler during this time:

- Continue to read to your child. Nurture her love for books by taking her to the library or bookstore.
- Let your child help with simple chores.
- Encourage your child to play with other children. This helps him to learn the value of sharing and friendship.
- Be clear and consistent when disciplining your child. Explain and show the behavior that you expect from her. Whenever you tell her no, follow up with what he should be doing instead.
- Help your child develop good language skills by speaking to him in complete sentences and using "grown up" words. Help him to use the correct words and phrases.
- Help your child through the steps to solve problems when she is upset.
- Give your child a limited number of simple choices (for example, deciding what to wear, when to play, and what to eat for snack).



Child Safety First

As your child becomes more independent and spends more time in the outside world, it is important that you and your child are aware of ways to stay safe. Here are a few tips to protect your child:

- Tell your child why it is important to stay out of traffic. Tell him not to play in the street or run after stray balls.
- Be cautious when letting your child ride her tricycle. Keep her on the sidewalk and away from the street and always have her wear a helmet.
- Check outdoor playground equipment. Make sure there are no loose parts or sharp edges.
- Watch your child at all times, especially when he is playing outside.
- Be safe in the water. Teach your child to swim, but watch her at all times when she is in or around any body of water (this includes kiddie pools).
- Teach your child how to be safe around strangers.
- Keep your child in a forward-facing car seat with a harness until he reaches the top height or weight limit allowed by the car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it will be time for him to travel in a booster seat, but still in the back seat of the vehicle. The National Highway Traffic Safety Administration has information on how to keep your child safe while riding in a vehicle.

Healthy Bodies

- Eat meals with your child whenever possible. Let your child see you enjoying fruits, vegetables, and whole grains at meals and snacks. Your child should eat and drink only a limited amount of food and beverages that contain added sugars, solid fats, or salt.
- Limit screen time for your child to no more than 1 to 2 hours per day of quality programming, at home, school, or child care.
- Provide your child with age-appropriate play equipment, like balls and plastic bats, but let your preschooler choose what to play. This makes moving and being active fun for your preschooler.

A pdf of this document for reprinting is available free of charge from
<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers.html>

Additional Information:

www.cdc.gov/childdevelopment
800-CDC-INFO, TTY: 888-232-6348; cdcinfo@cdc.gov

Positive Parenting Tips for Healthy Child Development

Middle Childhood (6-8 years of age)

Developmental Milestones

Middle childhood brings many changes in a child's life. By this time, children can dress themselves, catch a ball more easily using only their hands, and tie their shoes. Having independence from family becomes more important now. Events such as starting school bring children this age into regular contact with the larger world. Friendships become more and more important. Physical, social, and mental skills develop quickly at this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports.

Here is some information on how children develop during middle childhood:

Emotional/Social Changes

Children in this age group might:

- Show more independence from parents and family.
- Start to think about the future.
- Understand more about his or her place in the world.
- Pay more attention to friendships and teamwork.
- Want to be liked and accepted by friends.

Thinking and Learning

Children in this age group might:

- Show rapid development of mental skills.
- Learn better ways to describe experiences and talk about thoughts and feelings.
- Have less focus on one's self and more concern for others.



Positive Parenting Tips

Following are some things you, as a parent, can do to help your child during this time:

- Show affection for your child. Recognize her accomplishments.
- Help your child develop a sense of responsibility—ask him to help with household tasks, such as setting the table.
- Talk with your child about school, friends, and things she looks forward to in the future.
- Talk with your child about respecting others. Encourage him to help people in need.
- Help your child set her own achievable goals—she'll learn to take pride in herself and rely less on approval or reward from others.
- Help your child learn patience by letting others go first or by finishing a task before going out to play. Encourage him to think about possible consequences before acting.
- Make clear rules and stick to them, such as how long your child can watch TV or when she has to go to bed. Be clear about what behavior is okay and what is not okay.
- Do fun things together as a family, such as playing games, reading, and going to events in your community.

- Get involved with your child's school. Meet the teachers and staff and get to understand their learning goals and how you and the school can work together to help your child do well.
- Continue reading to your child. As your child learns to read, take turns reading to each other.
- Use discipline to guide and protect your child, rather than punishment to make him feel bad about himself. Follow up any discussion about what *not* to do with a discussion of what to do instead.
- Praise your child for good behavior. It's best to focus praise more on what your child does ("you worked hard to figure this out") than on traits she can't change ("you are smart").
- Support your child in taking on new challenges. Encourage her to solve problems, such as a disagreement with another child, on her own.
- Encourage your child to join school and community groups, such as a team sports, or to take advantage of volunteer opportunities.

Child Safety First

More physical ability and more independence can put children at risk for injuries from falls and other accidents. Motor vehicle crashes are the most common cause of death from unintentional injury among children this age.

- Protect your child properly in the car. For detailed information, see the American Academy of Pediatrics' Car Safety Seats: A Guide for Families.
- Teach your child to watch out for traffic and how to be safe when walking to school, riding a bike, and playing outside.
- Make sure your child understands water safety, and always supervise her when she's swimming or playing near water.
- Supervise your child when he's engaged in risky activities, such as climbing.
- Talk with your child about how to ask for help when she needs it.
- Keep potentially harmful household products, tools, equipment, and firearms out of your child's reach.

Healthy Bodies

- Parents can help make schools healthier. Work with your child's school to limit access to foods and drinks with added sugar, solid fat, and salt that can be purchased outside the school lunch program.
- Make sure your child has 1 hour or more of physical activity each day.
- Limit screen time for your child to no more than 1 to 2 hours per day of quality programming, at home, school, or afterschool care.
- Practice healthy eating habits and physical activity early. Encourage active play, and be a role model by eating healthy at family mealtimes and having an active lifestyle.

A pdf of this document for reprinting is available free of charge from
<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html>

Additional Information:

www.cdc.gov/childdevelopment
 800-CDC-INFO, TTY: 888-232-6348; cdcinfo@cdc.gov

Positive Parenting Tips for Healthy Child Development

Middle Childhood (9-11 years of age)

Developmental Milestones

Your child's growing independence from the family and interest in friends might be obvious by now. Healthy friendships are very important to your child's development, but peer pressure can become strong during this time. Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. This is an important time for children to gain a sense of responsibility along with their growing independence. Also, physical changes of puberty might be showing by now, especially for girls. Another big change children need to prepare for during this time is starting middle or junior high school.

Here is some information on how children develop during middle childhood:

Emotional/Social Changes

Children in this age group might:

- Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex.
- Experience more peer pressure.
- Become more aware of his or her body as puberty approaches. Body image and eating problems sometimes start around this age.

Thinking and Learning

Children in this age group might:

- Face more academic challenges at school.
- Become more independent from the family.
- Begin to see the point of view of others more clearly.
- Have an increased attention span.

Positive Parenting Tips

Following are some things you, as a parent, can do to help your child during this time:

- Spend time with your child. Talk with her about her friends, her accomplishments, and what challenges she will face.
- Be involved with your child's school. Go to school events; meet your child's teachers.
- Encourage your child to join school and community groups, such as a sports team, or to be a volunteer for a charity.
- Help your child develop his own sense of right and wrong. Talk with him about risky things friends might pressure him to do, like smoking or dangerous physical dares.
- Help your child develop a sense of responsibility—involve your child in household tasks like cleaning and cooking. Talk with your child about saving and spending money wisely.
- Meet the families of your child's friends.
- Talk with your child about respecting others. Encourage her to help people in need. Talk with her about what to do when others are not kind or are disrespectful.



- Help your child set his own goals. Encourage him to think about skills and abilities he would like to have and about how to develop them.
- Make clear rules and stick to them. Talk with your child about what you expect from her (behavior) when no adults are present. If you provide reasons for rules, it will help her to know what to do in most situations.
- Use discipline to guide and protect your child, instead of punishment to make him feel badly about himself.
- When using praise, help your child think about her own accomplishments. Saying "you must be proud of yourself" rather than simply "I'm proud of you" can encourage your child to make good choices when nobody is around to praise her.
- Talk with your child about the normal physical and emotional changes of puberty.
- Encourage your child to read every day. Talk with him about his homework.
- Be affectionate and honest with your child, and do things together as a family.

Child Safety First

More independence and less adult supervision can put children at risk for injuries from falls and other accidents. Here are a few tips to help protect your child:

- Protect your child in the car. The National Highway Traffic Safety Administration recommends that you keep your child in a booster seat until he is big enough to fit in a seat belt properly. Remember: your child should still ride in the back seat until he or she is 12 years of age because it's safer there. Motor vehicle crashes are the most common cause of death from unintentional injury among children of this age.
- Know where your child is and whether a responsible adult is present. Make plans with your child for when he will call you, where you can find him, and what time you expect him home.
- Make sure your child wears a helmet when riding a bike or a skateboard or using inline skates; riding on a motorcycle, snowmobile, or all-terrain vehicle; or playing contact sports.
- Many children get home from school before their parents get home from work. It is important to have clear rules and plans for your child when she is home alone.

Healthy Bodies

- Provide plenty of fruits and vegetables; limit foods high in solid fats, added sugars, or salt, and prepare healthier foods for family meals.
- Keep television sets out of your child's bedroom. Limit screen time, including computers and video games, to no more than 1 to 2 hours.
- Encourage your child to participate in an hour a day of physical activities that are age appropriate and enjoyable and that offer variety! Just make sure your child is doing three types of activity: aerobic activity like running, muscle strengthening like climbing, and bone strengthening – like jumping rope – at least three days per week.

A pdf of this document for reprinting is available free of charge from
<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>

Additional Information:

www.cdc.gov/childdevelopment
 800-CDC-INFO, TTY: 888-232-6348; cdcinfo@cdc.gov

Positive Parenting Tips for Healthy Child Development

Young Teens (12-14 years of age)

Developmental Milestones

This is a time of many physical, mental, emotional, and social changes. Hormones change as puberty begins. Most boys grow facial and pubic hair and their voices deepen. Most girls grow pubic hair and breasts, and start their period. They might be worried about these changes and how they are looked at by others. This also will be a time when your teen might face peer pressure to use alcohol, tobacco products, and drugs, and to have sex. Other challenges can be eating disorders, depression, and family problems. At this age, teens make more of their own choices about friends, sports, studying, and school. They become more independent, with their own personality and interests.

Here is some information on how young teens develop:

Emotional/Social Changes

Children in this age group might:

- Show more concern about body image, looks, and clothes.
- Focus on themselves; going back and forth between high expectations and lack of confidence.
- Experience more moodiness.
- Show more interest in and influence by peer group.
- Express less affection toward parents; sometimes might seem rude or short-tempered.
- Feel stress from more challenging school work.
- Develop eating problems.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.



Thinking and Learning

Children in this age group might:

- Have more ability for complex thought.
- Be better able to express feelings through talking.
- Develop a stronger sense of right and wrong.

Positive Parenting Tips

Following are some things you, as a parent, can do to help your child during this time:

- Be honest and direct with your teen when talking about sensitive subjects such as drugs, drinking, smoking, and sex.
- Meet and get to know your teen's friends.
- Show an interest in your teen's school life.
- Help your teen make healthy choices while encouraging him to make his own decisions.
- Respect your teen's opinions and take into account her thoughts and feelings. It is important that she knows you are listening to her.

- When there is a conflict, be clear about goals and expectations (like getting good grades, keeping things clean, and showing respect), but allow your teen input on how to reach those goals (like when and how to study or clean).

Child Safety First

You play an important role in keeping your child safe—no matter how old he or she is. Here are a few tips to help protect your child:

- Make sure your teen knows about the importance of wearing seatbelts. Motor vehicle crashes are the leading cause of death among 12- to 14-year-olds.
- Encourage your teen to wear a helmet when riding a bike or a skateboard or using inline skates; riding on a motorcycle, snowmobile, or all-terrain vehicle; or playing contact sports. Injuries from sports and other activities are common.
- Talk with your teen about the dangers of drugs, drinking, smoking, and risky sexual activity. Ask him what he knows and thinks about these issues, and share your thoughts and feelings with him. Listen to what she says and answer her questions honestly and directly.
- Talk with your teen about the importance of having friends who are interested in positive activities. Encourage her to avoid peers who pressure her to make unhealthy choices.
- Know where your teen is and whether an adult is present. Make plans with him for when he will call you, where you can find him, and what time you expect him home.
- Set clear rules for your teen when she is home alone. Talk about such issues as having friends at the house, how to handle situations that can be dangerous (emergencies, fire, drugs, sex, etc.), and completing homework or household tasks.

Healthy Bodies

- Encourage your teen to be physically active. She might join a team sport or take up an individual sport. Helping with household tasks such as mowing the lawn, walking the dog, or washing the car also will keep your teen active.
- Meal time is very important for families. Eating together helps teens make better choices about the foods they eat, promotes healthy weight, and gives your family members time to talk with each other.
- Limit screen time for your child to no more than 1 to 2 hours per day of quality programming, at home, school, or afterschool care.

A pdf of this document for reprinting is available free of charge from
<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence.html>

Additional Information:

www.cdc.gov/childdevelopment

800-CDC-INFO, TTY: 888-232-6348; cdcinfo@cdc.gov

Positive Parenting Tips for Healthy Child Development

Teenagers (15-17 years of age)

Developmental Milestones

This is a time of changes for how teenagers think, feel, and interact with others, and how their bodies grow. Most girls will be physically mature by now, and most will have completed puberty. Boys might still be maturing physically during this time. Your teen might have concerns about her body size, shape, or weight. Eating disorders also can be common, especially among girls. During this time, your teen is developing his unique personality and opinions. Relationships with friends are still important, yet your teen will have other interests as he develops a more clear sense of who he is. This is also an important time to prepare for more independence and responsibility; many teenagers start working, and many will be leaving home soon after high school.

Here is some information on how teens develop:

Emotional/Social Changes

Children in this age group might:

- Have more interest in the opposite sex.
- Go through less conflict with parents.
- Show more independence from parents.
- Have a deeper capacity for caring and sharing and for developing more intimate relationships.
- Spend less time with parents and more time with friends.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Thinking and Learning

Children in this age group might:

- Learn more defined work habits.
- Show more concern about future school and work plans.
- Be better able to give reasons for their own choices, including about what is right or wrong.

Positive Parenting Tips

Following are some things you, as a parent, can do to help your teen during this time:

- Talk with your teen about her concerns and pay attention to any changes in her behavior. Ask her if she has had suicidal thoughts, particularly if she seems sad or depressed. Asking about suicidal thoughts will not cause her to have these thoughts, but it will let her know that you care about how she feels. Seek professional help if necessary.
- Show interest in your teen's school and extracurricular interests and activities and encourage him to become involved in activities such as sports, music, theater, and art.
- Encourage your teen to volunteer and become involved in civic activities in her community.
- Compliment your teen and celebrate his efforts and accomplishments.
- Show affection for your teen. Spend time together doing things you enjoy.



- Respect your teen's opinion. Listen to her without playing down her concerns.
- Encourage your teen to develop solutions to problems or conflicts. Help your teenager learn to make good decisions. Create opportunities for him to use his own judgment, and be available for advice and support.
- If your teen engages in interactive internet media such as games, chat rooms, and instant messaging, encourage her to make good decisions about what she posts and the amount of time she spends on these activities.
- If your teen works, use the opportunity to talk about expectations, responsibilities, and other ways of behaving respectfully in a public setting.
- Talk with your teen and help him plan ahead for difficult or uncomfortable situations. Discuss what he can do if he is in a group and someone is using drugs or under pressure to have sex, or is offered a ride by someone who has been drinking.
- Respect your teen's need for privacy.

Child Safety First

You play an important role in keeping your child safe—no matter how old he or she is. Here are a few tips to help protect your child:

- Talk with your teen about the dangers of driving and how to be safe on the road. You can steer your teen in the right direction. CDC's "Parents Are the Key" campaign has steps that can help. Motor vehicle crashes are the leading cause of death from unintentional injury among teens, yet few teens take measures to reduce their risk of injury.
- Remind your teen to wear a helmet when riding a bike, motorcycle, or all-terrain vehicle. Unintentional injuries resulting from participation in sports and other activities are common.
- Talk with your teen about suicide and pay attention to warning signs. Suicide is the third leading cause of death among youth 15 through 24 years of age.
- Talk with your teen about the dangers of drugs, drinking, smoking, and risky sexual activity. Ask him what he knows and thinks about these issues, and share your feelings with him. Listen to what he says and answer his questions honestly and directly.
- Discuss with your teen the importance of choosing friends who do not act in dangerous or unhealthy ways.
- Know where your teen is and whether a responsible adult is present. Make plans with her for when she will call you, where you can find her, and what time you expect her home.

Healthy Bodies

- Encourage your teen to get enough sleep and physical activity, and to eat healthy, balanced meals. Make sure your teen gets 1 hour or more of physical activity each day.
- Keep television sets out of your teen's bedroom.
- Encourage your teen to have meals with the family. Eating together will help your teen make better choices about the foods she eats, promote healthy weight, and give family members time to talk with each other. In addition, a teen who eats meals with the family is more likely to get better grades and less likely to smoke, drink, or use drugs, and also less likely to get into fights, think about suicide, or engage in sexual activity.

A pdf of this document for reprinting is available free of charge from
<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html>

Additional Information:

www.cdc.gov/childdevelopment

800-CDC-INFO, TTY: 888-232-6348; cdcinfo@cdc.gov

MODULE 7B

LIFE SKILLS SUPPORT GROUP

MINDFUL PARENTING

PARENTING STYLES

GOALS: This module is designed to educate participants about different types of parenting styles. Participants will learn the importance of fostering more gratitude in children.

OBJECTIVES: Participants will be able to:

- Understand how parenting interaction sets the stage for children's future healthy development
- recognize the benefits of boosting gratitude in children

MATERIALS: Handouts include: What's Your Parenting Style quiz? Tips for Being a Nurturing Parent, Five Steps to Positive Parenting, Five Steps to Positive Parenting for Teenagers,

What's Your Parenting Style?

Take this quiz to find out!

It is divided into two parts with 15 statements each.

Part I is designed to help you identify your beliefs about being a parent.

Part II focuses on your current home situation.

.....



The following questionnaire is divided into two parts with fifteen statements each. Part I is designed to help you identify your beliefs about being a parent. Part II focuses on your current home situation. As you read each statement, decide how much you agree with it. Then write the number from 1 to 5 that corresponds to your level of agreement: 1..strongly disagree; 2..disagree; 3..neutral; 4..agree; 5..strongly agree

Part I: Beliefs

1. It is better to give a little ground and protect the peace than to stand firm and provoke a fight.
1 2 3 4 5
2. Children need discipline that hurts a little so that they will remember the lesson later.
1 2 3 4 5
3. Children shouldn't always get their way, but usually we ought to learn to listen to what they have to say.
1 2 3 4 5
4. The parent-child relationship is like a war in which if the parent wins, both sides win; but if the parent loses, both sides lose.
1 2 3 4 5
5. If parents provide a good environment, children will pretty much raise themselves.
1 2 3 4 5
6. The parent's role is like that of a teacher who is preparing the child for a final exam called life.
1 2 3 4 5
7. Childhood is so short that parents should do everything to make it a happy time.
1 2 3 4 5
8. "Spare the rod and spoil the child" is still the best policy.
1 2 3 4 5
9. Children need to learn what they may or may not do, but we don't have to use punishment to teach.
1 2 3 4 5

10. Whether we like it or not, children have the last word about what they will or won't do.

1 2 3 4 5

11. If you let children have pretty free rein, they will eventually learn from the consequences of their behavior what is appropriate.

1 2 3 4 5

12. Children first have to learn that the parent is boss.

1 2 3 4 5

13. Too many children today talk back to their parents when they should just quietly obey them.

1 2 3 4 5

14. If we want children to respect us, we must first treat them with respect.

1 2 3 4 5

15. You can never do too much for your child if it comes from genuine love.

1 2 3 4 5

Part II: Actions

16. I often have to call my child more than once to get her or him out of bed in the morning.

1 2 3 4 5

17. I have to constantly stay on top of my child to get things done.

1 2 3 4 5

18. When my child misbehaves, he or she usually knows what the consequences will be.

1 2 3 4 5

19. I often get angry and yell at my child.

1 2 3 4 5

20. I often feel that my child is taking advantage of my good nature.

1 2 3 4 5

21. We have discussed chores at our home and everybody takes part.

1 2 3 4 5

22. My child gets a spanking at least once a month.

1 2 3 4 5

23. My child has no regular chores around the home, but will occasionally pitch in when asked.

1 2 3 4 5

24. I usually give my child clear instructions as to how I want something done.

1 2 3 4 5

 25. My child is finicky eater, so I have to try various combinations to make sure he or she gets the proper nutrition.

1 2 3 4 5

26. I don't call my child names, and I don't expect to be called names by my child.

1 2 3 4 5

27. I usually give my child choices between two appropriate alternatives rather than telling my child what to do.

1 2 3 4 5

28. I have to threaten my child with punishment at least once a week.

1 2 3 4 5

29. I wish my child wouldn't interrupt my conversations so often.

1 2 3 4 5

30. My child usually gets up and ready without my help in the morning.

1 2 3 4 5

 Scoring your questionnaire:

To determine your style as a parent, first transfer your score for each item to the blanks beside the following item numbers listed in parentheses. (Put your score for item #2 in the first blank, item #4 in the second blank, and so on.) Then add your scores in each row across, and put the sum in the last blank.

Autocratic belief score:

(2) _____ + (4) _____ + (8) _____ + (12) _____ + (13) _____ = _____

Permissive belief score:

(1) _____ + (5) _____ + (7) _____ + (11) _____ + (15) _____ = _____

Active* belief score:

(3) _____ + (6) _____ + (9) _____ + (10) _____ + (14) _____ = _____

Autocratic action score:

(17) _____ + (19) _____ + (22) _____ + (24) _____ + (28) _____ = _____

Permissive action score:

(16) _____ + (20) _____ + (23) _____ + (25) _____ + (29) _____ = _____

Active* action score:

 (18) _____ + (21) _____ + (26) _____ + (27) _____ + (30) _____ = _____

To get a clearer look at how your scores on the three styles compare, transfer each of the six totals to

the appropriate blank in the table below. To get your combined scores, add your belief score and your action score for each of the three styles. Put these numbers in the blanks in the "Combined" column.

Belief		Action		Combined
Autocratic	_____	+	_____	= _____
Permissive	_____	+	_____	= _____
Active*	_____	+	_____	= _____



Interpreting your scores:

The highest combined score possible for each style is 50. The higher your score, the more you tend toward the style of parenting. Your highest combined score, therefore, suggests the style of parenting you are currently using. If either of the other combined scores is within fifteen points of your highest score, consider your use of the two styles about equal. The greater the difference among scores, the greater your current preference for the style with the highest score.

Differences of more than fifteen points between belief scores and action scores for any style suggest that you tend to believe one thing, but do another. Do not be alarmed by this. It is common and understandable.

High Autocratic Score - If you're like most people, you'll find yourself more autocratic than you thought you were. But after all, this was the predominant style parents used when you were growing up. If you scored highest on this style, you probably find yourself in frequent battles with your child. Anger and frustration probably characterize the power struggles that you and your child experience. You are probably reading this web page to find some relief, as well as a more successful approach.

High Permissive Score - In an attempt to avoid being autocratic, you may have overcompensated and developed a permissive style. If you are in this group, your relationship with your child may be pretty good as long as you do what your child wants. But you probably find that your child gets very hostile, and perhaps even throws tantrums, when you do say no or make a demand of him or her. Your relationship is characterized by service and pleasing, but only in one direction. You may have already begun to resent this unfairness. If so, you probably scored higher on the autocratic scale than you expected. It is easy to get fed up with a permissive approach and flip back to an autocratic one.

High Active Score - If you scored highest on the active style, your relationship with your child is probably already positive. Though problems certainly occur, an atmosphere of mutual respect, trust, and teamwork enables you to handle them without the hurt or resentment that characterize the other styles. You are probably using many of the methods advocated and taught in Active Parenting courses at this website. Our goal is to support your efforts and help you discover other compatible techniques.

* The Active style is sometimes called the "Authoritative" or "Democratic" style.

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Tips for Being a Nurturing Parent

A healthy, nurturing relationship with your child is built through countless interactions over the course of time. It requires a lot of energy and work, but the rewards are well worth it. When it comes to parenting, there are few absolutes (one, of course, being that every child needs to be loved) and there is no one "right way." Different parenting techniques work for different children under different circumstances. These tips provide suggestions as you discover what works best in your family. Do not expect to be perfect; parenting is a difficult job.

Help Your Children Feel Loved and Secure

We can all take steps to strengthen our relationships with our children, including:

- ☆ Make sure your children know you love them, even when they do something wrong.
- ☆ Encourage your children. Praise their achievements and talents. Recognize the skills they are developing.
- ☆ Spend time with your children. Do things together that you both enjoy. Listen to your children.
- ☆ Learn how to use nonphysical options for discipline. Many alternatives exist. Depending on your child's age and level of development, these may include simply redirecting your child's attention, offering choices, or using "time out."

Realize that Community Resources Add Value

Children need direct and continuing access to people with whom they can develop healthy, supportive relationships. To assist this, parents may:

- ☆ Take children to libraries, museums, movies, and sporting events.
- ☆ Enroll children in youth enrichment programs, such as sports or music.
- ☆ Use community services for family needs, such as parent education classes or respite care.
- ☆ Communicate regularly with childcare or school staff.
- ☆ Participate in religious or youth groups.

Seek Help If You Need It

Being a parent is difficult. No one expects you to know how to do it all. Challenges such as unemployment or a child with special needs can add to family tension. If you think stress may be affecting the way you treat your child, or if you just want the extra support that most parents need at some point, try the following:

- ☆ **Talk to someone.** Tell a friend, healthcare provider, or a leader in your faith community about what you are experiencing. Or, join a support group for parents. (See Circle of Parents™ and Parents Anonymous® Inc. in the resource directory on page 47 to locate a group near you.)
- ☆ **Seek respite care when you need a break.** Everyone needs time for themselves. Respite care or crisis care provides a safe place for your children so you can take care of yourself.
- ☆ **Call a helpline.** Most States have helplines for parents. Childhelp USA® offers a national 24-hour hotline (1-800-4-A-CHILD) for parents who need help or parenting advice.
- ☆ **Seek counseling.** Individual, couple, or family counseling can identify and reinforce healthy ways to communicate and parent.
- ☆ **Take a parenting class.** No one is born knowing how to be a good parent. It is an acquired skill. Parenting classes can give you the skills you need to raise a happy, healthy child.
- ☆ **Accept help. You do not have to do it all.** Accept offers of help from trusted family, friends, and neighbors. Do not be afraid to ask for help if you feel that you need it.





Five steps to Positive Parenting

Triple P helps you manage your child's behavior, emotions and development in a way that isn't hurtful. You will build strong relationships, communicate well and encourage the kind of behavior you want to see.

Positive parenting is a great way to parent. Children who grow up with positive parenting do well at school. They make friends easily. They feel good about themselves. And they're also less likely to have behavioral or emotional problems when they get older.

Positive parenting is also great for you. Positive parenting helps parents feel more confident and less stressed. And you will have less conflict with your partner about parenting issues.

There are five key steps to Triple P's Positive Parenting. The tips you will get in your Triple P sessions are based on these five steps. They are:

1. **Create a safe, interesting environment**
2. **Have a positive learning environment**
3. **Use assertive discipline**
4. **Have realistic expectations**
5. **Take care of yourself as a parent**



1. Create a safe, interesting environment

When children play and explore it helps them develop skills. But, sometimes, they need to do this on their own, without you always watching them.

So, a home that is safe is essential. That's not only for your child's sake, but for yours as well. When you put knives out of reach, lock away medicine or give your child a helmet for bike riding, you can relax a little. You won't always be looking out for potential dangers or yelling, "Don't touch that!"

Also, make sure you provide lots of interesting things for a child to do. You don't have to buy all the latest, most expensive toys. But have lots of play things, crafts and activities to keep your child active. You'll soon see that children who are playing by themselves are less likely to become bored. Remember, bored children often misbehave!

Here are some hot parenting topics to get you thinking about how to create a safe, interesting environment:

- 
- **Bubble wrap kids – when does concern become overkill?**
 - **The screen time dilemma**
 - **Should kids take risks?**

Bubble wrap kids

It's natural to want to keep your children safe – to protect them with a layer of bubble wrap may appeal to some parents. But you can't shield them from every hurt and disappointment. What you can do though, is help them learn to cope. They'll be better off if you give them the skills to bounce back after a challenge and to deal with their emotions.

You can start by letting them know that feeling stressed, upset or angry is healthy and normal. Help them understand that feelings like this will pass.

Your child might be facing something that's making them feel anxious, such as a sports day at school. They might even try to avoid it. Encourage them to step up to the challenge. If they've got your support, they are more likely to rise to the occasion.

And if they do come home disappointed, let them know that's okay, too. Your child will learn that distressing events happen and they can get over them.

Remember that you are a role model for your kids. They'll have hope if they see you talking your problems through and moving forward again. They'll grow up knowing that challenges can be overcome and disappointment can be resolved.

The screen time dilemma

Sometimes it seems like kids spend all their time in front of the TV or on a smartphone or on the computer. You might even feel like banning technology from your house. That's your choice. But for most parents, the reality is we need to adapt. We need to help our kids lead a balanced life.

Children can benefit from age-appropriate technology. Watching TV or playing on the computer can be fun, entertaining and a good way to relax. And there are many programs, games and apps that are educational and can help your child's learning.

But if children spend too much time in front of a screen they will miss out on other important activities. Things like playing outdoors, talking to friends and reading are vital for kids.

So how can you strike the right balance in your house?

Start by learning about what technology is around. You can do your own research and talk to your children and other parents. Think about what is good about each device. And think about what you will need to limit or manage, based on your child's age.

It's also a good idea to put some rules in place. Let your kids know what they are allowed to use and when they can use it. Discuss this as a family so that your kids can have a say too.

Should kids take risks?

Helicopter parents hover over every aspect of their child's life. They may feel the need to make sure their child does not face any risk or failure. Yet children learn by taking risks.

But this can be confusing for parents – how can you tell if you are just being protective or if you have gone too far?

Take, for example, a child who is learning to climb a tree. A helicopter parent will anxiously hover around telling the child to "be careful".

Then there are parents who get too involved in their child's activities. They might do their child's homework or argue with teachers over poor grades.

Kids need to learn to do things for themselves. And they need to learn by taking some risks and making mistakes. If they aren't given these chances, when will they grow up? It can get to the point where kids become so reliant on their parents doing things for them that they can't make decisions for themselves.

The bottom line is, be aware of what you're doing. Eventually you will learn to be more relaxed about how you monitor your child. You will get used to keeping an eye on your kids while also giving them space to grow.

2. Have a positive learning environment

Children need their parents' attention. But that doesn't mean you have to play with them every minute of the day. It's more important that you're there for them when they come to you for help or to talk – even if it's only for a minute or so at a time.

It also helps to be positive about things your child is doing. Pay attention when you see them doing something you like. Give them a little praise or show them you like what they're doing. That increases the chance they'll do it again! A pat on the head or a "Thank you for playing quietly while I was on the phone" is a great way to encourage the behavior in the future.

Other tips for creating a positive learning environment include:

- Speak nicely. This shows your children you respect them and teaches them how to speak politely to others.

- Use "Incidental Teaching." This means teach them when you can. For example, don't just give your child an answer to a question. Prompt your child to talk about it or give them a clue to find the answer themselves. They'll learn more that way.
- Share your own experiences. Children need practice at listening too. Tell them something about your day or something they may be interested in.
- Be affectionate. Show your child you love them. Kisses, cuddles and hugs will make your child feel wanted and secure.

Here are some hot parenting topics to get you thinking about how to have a positive learning environment:

- **Helping kids solve problems**
- **Why we should talk to our children**

Helping kids solve problems for themselves

From a board game to the board room, problem solving is a skill that can get you through many tricky situations in life. So how can you teach your kids to become good problem solvers?

Children need to practice their problem-solving skills. The starting point can be everyday play. Here, they are surrounded with chances to problem solve, whether they're playing an imaginary game with their toys, building with blocks, or coloring. It's the perfect time for them to show you what they know and what they can do.

It also gives you the chance to prompt them towards a solution and to praise their efforts.

For example, your child might be working on a puzzle. They ask for your help finding a missing piece. Instead of just handing them the piece, you could prompt them to find the answer themselves. You could say something like, "What size piece are you looking for? What color?" and guide them towards the answer.

This not only teaches them about the steps of problem solving, it sends them the message that problems have solutions. And they will realize that they are able to find those solutions.

Growing up in an environment like this will help kids become confident enough to tackle problems in the future.



Why we should talk to our children

When we talk with our children we are teaching them how to talk, listen and interact with others. So, your child could be showing you something they've done, asking you a question or talking about their day – these brief chats are all chances for your child to learn.

For infants, any sound can be a way of communicating with them. Talk, sing and coo to them as much as you can. Name things around them as you talk. This is how they learn what things are called.

As they get older, kids will start to name things. They might point and say "truck". You could reply, "Yes. It's a red truck." So you have let them know they are right, given them a new word and put it all in a simple sentence for them.

Toddlers and preschool-age children ask lots of questions. They are starting to explore their world and will ask you about things they don't understand or things that worry them.

When they come to you and ask, pause what you are doing briefly, give them your attention, and listen to what they say. You can also ask them questions about what they think.



Talking to your children also sets up a relationship between parent and child. They are more likely to feel free and safe to talk to you. And this is so important as they grow up.

3. Use assertive discipline

Discipline isn't a dirty word. In fact, assertive discipline helps children understand that their behavior always has consequences and that those consequences are carried out in a predictable, loving environment. This means your child will feel safe and secure and will know what to expect.

Assertive discipline not only helps children learn to accept responsibility for their behavior, it also helps them learn to consider the feelings and needs of others. And it helps them develop self-control too.

For parents, assertive discipline means you are prepared. You set clear ground rules and tell your child what to do rather than what not to do. You give clear, calm instructions and are consistent from one day to the next. Your child will soon learn that you always follow through. They know that you mean what you say!



But you also don't have to jump on every minor problem. Ignore misbehavior you think is an attempt to get attention. Don't make a fuss and it may go away.

If set rules are broken, act quickly, stay calm and follow up with fair, age-appropriate consequences, such as taking away a toy for a few minutes.

And remember to praise behavior you like. Try to catch your child following rules and congratulate them for it – especially when they're learning something new.

Here are some hot parenting topics to get you thinking about how to use assertive discipline:

- **Kids can't always have everything. Set some ground rules!**
- **How to get out the door on time in the morning**

Pester power: Teach your child to be a "good" consumer

It could be anything from breakfast cereal to the newest computer game. But chances are your child has a very clear idea of what they want you to buy.

It's hardly surprising when you think about the money spent on marketing to kids. Children who watch two hours of TV per day will see over 10,000 ads every year.

There's little we can do to shield our children from the daily stream of advertising. But we can make life in this material world a little easier for moms, dads and kids.

You can help your child understand why you're buying something or why you're not buying something. Rather than just saying "because I said so," you could explain why the product isn't right. Is it too expensive? Perhaps they can have it when they're older.

You can also help your child by teaching them the value of money. Give them a set allowance to spend as they like. Even six year olds know what an empty piggy bank means.

And finally, think about what you say and do in front of your kids. If you always discuss other people in terms of their money, your child will learn that having money is the most important value.

Getting out the door on time!

For many families, the morning rush hour is the most stressful part of the day. But with a good routine in place you can get yourself and the kids out the door on time.

The key is to be organized. Set some ground rules and put a routine in place. It will be much easier if everyone knows what they need to do to help get ready.



Make sure you leave yourself enough time to get ready in the morning. A good rule is to get yourself ready before the kids. You can prepare some things like lunches the night before to avoid the last-minute rush.

Let your children know what the routine is ahead of time. Tell them exactly what they will need to do.

Kids can help out by learning to do things for themselves like getting dressed and brushing their teeth. This gives them the chance to practice these skills and it teaches them how to be organized. Plus it saves you time!

You may even like to try the "beat the clock" game. Your child's goal is to be ready before the alarm goes off. If they win they earn a small treat, such as a favorite snack in their lunch box.

Clearly tell them what they need to do to win and set a reasonable amount of time. Avoid repeating instructions or nagging them to hurry up. It often takes only two weeks before the game has worked and can be phased out.

4. Have realistic expectations



Children aren't all the same. They're individuals with their own personalities. Even kids of the same age develop at different rates. So it's important that you, as a parent, don't expect more - or less - of your child than he or she is capable of doing.

It's also important to remember that nobody's perfect. Not your kids and not you.

If you expect your child will always be polite, happy or cooperative, you will be disappointed. Kids do make mistakes, but most mistakes aren't intentional. It's okay to let your child try and fail.

And don't forget to go easy on yourself, too. You probably want to be the very best parent ever to have children. But that's not realistic. You are human. You will make mistakes. Don't get too frustrated or upset. Everyone learns through experience.

Here are some hot parenting topics to get you thinking about how to have realistic expectations:

- **Single parenting**
- **The common parent traps**
- **Sore loser syndrome**

Single parenting

Single parents often think it's tougher to discipline a child without a partner's support. But your approach should be the same as if you were parenting with someone else.

It's vital to have a game plan and be consistent. Kids quickly get used to routines – at bedtime, at mealtimes, or when it's time to get out of the house in the morning. Put positive and predictable routines in place, and life won't have to be full of big battles over little issues!

Many single parents also worry about the lack of other males or females in the household. Mothers may feel this more strongly when they're raising a son alone. Fathers may feel the same when they're raising a daughter.

Single parents may want to look for ways for their children to get to know other men or women. It could be a grandparent, an aunt or uncle, a trusted family friend or a sports coach. A mentor can support a child throughout their life – and set a great example, too.

Are you in one of the common parent traps?

With the pressures that come with being a parent it's easy to fall into one of the common parenting traps. Here are some of them:

The "criticism" trap is when you often battle with your child. You start to criticize them and soon you are threatening and yelling. Arguments like this leave both parent and child feeling angry. If you have these battles a lot, it's time to try a new way of handling the situation.

The "leave them alone" trap is when parents don't praise their child when they are behaving well. Kids might start misbehaving for attention. Try to praise behaviors you would like to see more often.

The "for the sake of the children" trap occurs when parents in unhappy marriages don't address their problems, for the sake of their children.

The "perfect parent" trap. There is no such thing as a perfect parent. Trying to be one will only lead to disappointment, anger and guilt.

The "martyr" trap is one where parents neglect their own needs. You don't have to devote all your time to your child. Good parenting only happens when adults look after their own needs, too.



Sore loser syndrome

For some kids the pressure to win a game is just too big. They might gloat when they win or throw a tantrum when they don't. It must leave some parents wondering if their child should play sports at all!

Playing sports helps kids stay active, learn new skills and make friends. It teaches them about teamwork, responsibility and competition. Kids should be able to enjoy all aspects of sports - not just the final result.

Focus on how your child improves with each game. They will learn that you can have a good game despite the score.

Some kids will refuse to play if they don't think they're very good. It takes time and effort to improve skills and build confidence. So encourage them to keep playing.

Children also need to learn that it's not about being the best at everything they do. In fact, this isn't even possible. If your child complains that they aren't the fastest runner in the team you can reply with a positive: "You might not be the fastest but you are really great at kicking the football."



When you do see bad sportsmanship let your child know it's okay to be upset but it's not okay to act the way they did. Then let them know what to do next time: "It's not okay to shout at your team mates. Take three deep breaths next time you feel angry."

5. Take care of yourself

Parenting is so much easier when you make time for yourself. It's about getting the balance right!

Of course, raising children is a time-consuming job. It can seem to take over your whole life. But you have to look after your own needs too.

So make sure you get support from friends or family. Do something you enjoy that doesn't involve the kids. Maybe even spend a little time alone! And try to work as a team with your partner, if you can.

Look after yourself and you'll feel more patient and calm when your child needs you. And you'll feel better about being a mom or dad.

Here are more hot parenting topics to get you thinking about how to take care of yourself as a parent:

- **Team parents argue less**
- **Managing stress when you have kids**
- **Juggling work and family**

Team parents argue less

It's common – and not unexpected – that parents will argue or disagree about the way they raise their children. But parents can learn to deal with these differences through good communication. And kids will feel happier at home if their parents are working as a team.

Of course, this isn't always easy. Each parent has their own beliefs, values, expectations and skills. Plus, the day-to-day demands of a family can make teamwork tough.

It's important to support each other with parenting. Your partner might be dealing with bedtime dramas. You can support them by following through with the discipline you've both agreed on.

If you're unhappy with the way your partner has handled the situation, wait until it's over to calmly discuss it.

It is also good to find some time to talk about each other's days. And remember to let your partner know when you think they've done a good job with the kids.

Are you stressed?

Sometimes it seems like the demands and stresses of parenting just keep building up! But there are things you can do to get life back under control.

Think about what makes you feel stressed each day. If you lower these everyday stresses, it will be easier to deal calmly with your children. It will also make it easier to cope with those unexpected things, like illness.

For some parents it just seems like there is too much to do each day. You might need to make some changes to your lifestyle. Talk to your partner about ways to change your routine or share the workload.

Call on friends and family you trust if you want some extra help. Everyone needs a little support now and then so there's no reason to feel guilty about asking them to mind the kids or to have a coffee with you.

For other parents, the hour after everyone comes home from school and work is the most stressful part of the day. Put a good routine in place where each person knows what they need to do. This will help your evenings to run smoothly.

Finally, you should always take some time for yourself to relax or do something you enjoy. Even 30 minutes a day can be enough to help you feel refreshed. Regular exercise and a healthy lifestyle help too.

Juggling work and family

Trying to juggle the demands of work and family can be very tough. But when you get the balance right, life will feel a lot easier.

Too much pressure from either work or family can seriously affect our lives and the lives of those around us. When work stress spills over into home life, we might argue more, have problems with our relationships and suffer health problems too.

Stress from home can impact your work in the same way. You might even struggle to do your job properly.

So how can you get the balance right? A good rule to start with is that when you are at home your family is your focus. And when you are at work your job is your focus.

At home, try to make your mornings run as smoothly as possible. If you start your day calmly then you won't be bringing any stress from home to work.

Set some ground rules and put a leaving home routine in place. You can even teach your kids to do things for themselves, like getting dressed.

At work, you should try to do hard tasks early in the day. By doing this you will be taking less stress home with you at the end of the day.

Think of some ways to unwind and relax after work that aren't going to affect your family's evening routine. Regular exercise and healthy eating can really help.

Five steps to positive parenting teenagers

Teen Triple P gives parents the skills to help their teenager adjust to the changes and demands of adolescence. It encourages parents and teens to build and maintain strong relationships. There are five basic steps to Triple P's positive parenting of teens. They are:

Create a safe, interesting environment

Try to motivate your teen to pursue activities, take on responsibility and do it safely. Around the home, they could cook, do handyman projects or write a journal. Just make sure they know how to competently use the oven, appliances or power tools, and that you keep an eye on computer use and have safety restrictions in place.

It's also good to encourage teenagers to be involved in meaningful, organized activities away from home – at school or other clubs. Check there's appropriate adult supervision. And always know where your teenager is, who they're with and what they're doing.

Have a positive learning environment

When you give your teenager more responsibility and show you value their opinions, ideas and contributions, you reassure them that you know they're growing up.

Involve them in decision-making, which is the chance for them to learn how to make good choices and solve problems. Start simply with minor issues – like planning a holiday – and graduate to decisions that have longer-term impacts, such as choosing a school to attend. Also take time to talk to your teenager because, despite what you think, teenagers still need your approval and attention. And if you see your teenager doing something you like, let them know. They'll enjoy the praise. And you'll find they'll probably do it again.

Use assertive discipline

When your child was young, you set the rules. But now that your child is a teenager, it's good to negotiate. The idea is to for you and your teenager to decide together which rules and responsibilities you consider important to your family. You can also agree on the rewards too – the privileges that they can enjoy in return.

There may be compromises, on both sides, along with some trial periods and reassessment. But you'll both be clear about what's expected and what will happen if the rules aren't met. So there's less chance of conflict if the rules are broken.

Have realistic expectations

Everything changes so quickly when children become teenagers, so parents can often become confused about what to expect. It helps to talk to other parents to find out what they're facing with their teens. If you help your teenager learn how to deal with temptations, you'll be more confident about giving them more freedom.

And don't forget that nobody's perfect. Not your teenager (who will make mistakes from time to time) and not you either. Don't get too frustrated or upset. Everyone learns through experience.

Take care of yourself as a parent

Raising teenagers can be a worrying and uncertain time. So it's important to look after your own needs. Make sure you're getting some support, companionship, intimacy, recreation and exercise if possible. You'll find parenting is so much easier when you make time for yourself. It's all about balance!

Five steps to positive parenting

Here are some ideas to get you thinking about how to put the five steps to positive parenting into practice:

- **Three vices**
- **Money and work**
- **The sex talk**
- **Online bullying**
- **Leaving school**

The three vices – smoking, drugs and alcohol

Teenagers are told often enough, that smoking, drinking and taking drugs are bad for them.

They've heard drugs are addictive but they think addiction won't happen to them. They've been told smoking causes cancer, but maybe grandma smoked and she lived to 83. And drinking is often seen as grown-up behavior.

Yet the older the teen, the greater the likelihood they may have tried all three. It might be because they're bored, they're attracted by the danger of it all or they simply want to shock their parents.



You can help your teen resist becoming a regular smoker, taking drugs or binge drinking by keeping communication lines open. Educate them about the risks but don't overreact when they admit to doing something they shouldn't.

Peer pressure is influential, but so is family, so talk about your values.

Decide whether smoking is acceptable at home. Choose if you want to introduce them to alcohol in the safety of your home, or wait until they're legal age.

You can help your teen resist peer pressure by coming up with a plan. They might want to say they can't afford drugs because they're saving for concert tickets; or they're worried taking drugs will affect their sport.

Then, help them put that plan into action by rehearsing with them what they will say.

Money and work

Money and work are tricky things to talk about at the best of times. So it's even more complicated trying to raise the topic with a teenager.



Teens' demands for money can put pressure on family budgets. Helping your teen learn how to manage their own money can set up valuable skills for later in life.

It's best if rules around money are discussed, rather than imposed. But it's also okay to set limits on what you will allow them to spend their money on, whether it's from an allowance you give them or from money they earn themselves.

If the allowance is linked to chores, reach an agreement in advance. Withholding money for work not done can cause resentment if you haven't made the rules clear beforehand.

You may want to encourage your teenager to take on a part-time job. Work can help teens develop their social skills and problem-solving skills as they deal with bosses, co-workers and customers.

But make sure work doesn't interfere with school or the amount of sleep they need. A pattern of tiredness, irritability or lack of interest may signal the teenager is not coping.

Set some rules about what time kids have to be in bed. Work may have to take second place to that but it will depend on the individual.

Talking about sex

Would you be ready if your teenage child asked: "Mom/Dad, how old were you when you started having sex?"

The key to answering awkward questions is to treat them as teachable moments. Educating your child about sexual behavior is a lifelong conversation.

So, think about what kind of sexual activity and dating you'd be comfortable condoning for your teenager. How much do you want to reveal about your own sexual history to your teen? You can help your teen make sense of their inexperience by drawing on your own, wider experience.

When your teenager asks you a question it's the chance to talk about sensitive topics such as contraception and safe sex or pornography. It's also good to talk about relationships and values and help them think through, plan for and make decisions about having sex.

It's important to realize that, should you refuse to share information, teenagers may take the message that sex is something to be hidden, or ashamed about. They will also look for information elsewhere, normally from their peers.

Even if your teenager doesn't ask questions about sex, it's still important to start a conversation. Find a quiet time to discuss things, such as in the car or at bedtime. Keep the conversation brief – just one or two topics. And always let your teenager control the discussion.

Online bullying

A few years ago, bullying may have occurred mainly in and around the schoolyard. But now it reaches into our homes via phones, emails and social networking. That can make it harder to deal with for both parents and teenagers.

To be in the best position to deal with potential issues, make sure you are available to your teen.

Don't panic and overreact by instantly removing access to what they see as something extremely important to them: their phone, their access to the internet or their computer.

Try to gauge what is happening and what the impacts are on your teen. Tune in carefully to how they are reacting emotionally.

If they don't seem too worried, just monitor how things go over the next few days. They may not be aware that these things can have a knock-on effect if embarrassing messages are passed to other people.

If your teenager is distressed and clearly upset, it's okay to provide support. Try to be with them emotionally so that they know you care and are there to help.

More than likely the bullying is coming from a fellow student or teenager. Inform the school. They should have policies in place about how to deal with episodes of bullying.

Leaving school

At the age of 17 to 18, young people can vary enormously in their readiness to start the next phase of their lives.

This is the time when they start looking after themselves for real. But you won't be preparing them for the realities of life if you allow them to treat your home as a hotel.

It's also important to realize that, after all the exams and the post-school celebrations, your teenager may also need to take time out for a break before they start the next stage of their life.

You can't really control what your children might want to do next but you can act as a sounding board, helping them talk through their options.

Help with any questions they may have and be prepared to give practical support if they're job hunting, moving out of home or trying to balance part-time work and study.

Make sure you're not overly invested emotionally in their choices or too controlling. But that doesn't mean your parenting role stops with your teenager's growing independence.

Help your kids develop a contingency plan or two if their first option doesn't work out and remind them there is not one, single route to success in life. Sometimes those back-up options can work out better than expected.

MODULE 7C

LIFE SKILLS SUPPORT GROUP

MINDFUL PARENTING

DISCIPLINE & RESPONSIBILITY

GOALS: This module teaches participants about the concept of discipline and offers guidance and tips for positive parenting.

OBJECTIVES: Participants will be able to:

- Distinguish appropriate discipline
- Utilize effective parenting techniques to nurture and foster children's well-being
- Build self-confidence in parents

MATERIALS: Handouts include: What's Your Discipline Style?, 10 Things You Are Not Responsible For, Chore Chart Example, Single Behavior Chart Example, To Discipline Means to Teach, Time Out!, The Power of Choice, Schoolwork, Winning The Chore War, Hugging, Say What You Mean, Parent Magic!, Handling Resistance, Setting Rules & Consequences with Teens, Rules: What's Fair?, Tantrums, Lying article, Dealing with Peer Pressure and Bad Companions Article, Parenting Tips for Better Sleep, Misbehavior Cycle, Role Play Activity, Some Things to Ponder...



What's your discipline style?

Style	Positive Discipline	Gentle Discipline	Boundary-based Discipline	Emotion-coaching	Behavior-modification
Primary emphasis	Encouragement	Prevention and diffusion	Limits and consequences	Communication and recognition of feelings	Negative and positive reinforcement
Techniques include	<ul style="list-style-type: none"> • Positive time-outs • Family meetings • Natural consequences • Working together to find a solution 	<ul style="list-style-type: none"> • Cool-off period • Parental anger management • Time-outs • Distraction • Redirection • Validation • Humor 	<ul style="list-style-type: none"> • Exploring choices together • Cool-down period • Time-outs • Natural consequences • Logical consequences 	<ul style="list-style-type: none"> • Identifying feelings • Empathic listening • Self-soothing strategies 	<ul style="list-style-type: none"> • Praise • Reward charts • Consequences • Time-outs • Warnings
Example of how it works	Child throws toys on floor. Parent says, "We have a problem, because the toys are not in the toy box where they're supposed to be. But I think you can solve this. What do you think you should do?"	Child throws toys on floor. Parent picks up a stuffed animal and kneels down on eye-level with child. The stuffed animal does the talking and says, "Oh no! My toy friends are all over the floor! Won't you help me pick them up?"	Child throws toys on floor. Parent calmly says, "Please pick up your toys." If child refuses, parent remains calm and says, "You can either choose to pick up those toys, or I will put them away until tomorrow."	Child throws toys on floor. Parent gently removes toy from child's hand and says, "You felt upset when I told you that it was almost naptime. But we don't throw toys, even when we're mad. Instead, would you like to draw a picture about how mad you are?"	Child throws toys on floor. Parent calmly says, "Please pick up your toys. This is your first warning." If child refuses, parent says, "This is your second warning." If child refuses, parent says, "Take a five-minute time-out" and escorts child to her room.
Books	<i>Positive Discipline</i> , by Jane Nelson, Ed.D. <i>Kids Are Worth It!</i> , by Barbara Coloroso	<i>The No-Cry Discipline Solution</i> , by Elizabeth Pantley	<i>Setting Limits</i> , by Robert J. MacKenzie, Ed.D. <i>No: Why Kids - of All Ages - Need to Hear It and Ways Parents Can Say It</i> , by David Walsh, Ph.D.	<i>Kids, Parents, and Power Struggles</i> , by Mary Sheedy Kurcinka <i>How to Talk So Kids Will Listen and Listen So Kids Will Talk</i> , by Adele Faber and Elaine Mazlich <i>The Happiest Toddler on the Block</i> , by Harvey Karp, M.D.	<i>1-2-3 Magic</i> , by Thomas Phelan, Ph.D. <i>Assertive Discipline for Parents</i> , by Lee Canter with Marlene Canter

EmpoweringParents®

CHILD BEHAVIOR HELP

ARTICLE

PARENTING RESPONSIBILITIES: 10 THINGS YOU ARE (AND AREN'T) RESPONSIBLE FOR AS A PARENT

by Sara Bean, M.Ed.



These days, we're bombarded with mixed messages about how to parent "the right way." It's easy to buy into advice from the media, relatives, and other parents and start to worry that we're doing something wrong. Part of the reason this is happening is because adults, just like kids, are over-stimulated. We're more wired and connected, which means we're receiving more outside input than ever before. We have easy access to advice (good and bad) on the web, to information about how other parents are doing things, and to each other through social networking sites. This means we're also more actively comparing ourselves to others—and getting more judgment and criticism from others as a result. We're on an informational and emotional overload, which is causing many, many parents to feel overwhelmed and confused.

Related: Exhausted from parenting an angry, defiant child?

On our Parental Support Line, my advice to callers was to trust your instincts as a parent—you know your child best, and in the end you're the one making the decisions about your child's future. In the Total Transformation Program, James Lehman says you have to run your family like a business. You're the chief executive officer of your "family business" and as CEO you have to learn how to set emotions aside and to parent as objectively as possible. Forget how guilty you feel, forget that echo of your sister's advice in the back of your head—you need to do what is best for *your* business. You can ask for advice, but in the end, you know your family best.

One of the most important ways to clear through all the clutter of advice, guilt and comparisons to others is to understand what you are and aren't responsible for when it comes to raising your child.

What you are *not* responsible for:

1. **Making sure your kids are always happy.** Don't get me wrong—it's good for your kids to be happy overall. But that means there will be plenty of times, especially when you're parenting responsibly, that your kids will be furious with you when you set limits or give them a consequence. That's part of your job description as the executive officer—not to make decisions based on what your kids will like, tolerate, or be okay with, but to make the decisions that are best for them and your family business, then follow through.
2. **Getting the approval of others.** Rationally, you do not need other adults in your life to tell you that

Your children are not puppets and you are not a puppeteer. There is just no logical way that you can control every move your child makes or everything your child says, especially outside of your home.

you are doing the right thing. Parenting is not a popularity contest in your family or in your community. Sure, it feels great when other adults, such as your child's teachers, tell you your child is doing something well, but it's not necessary in order for you to run your family business well.

- 3. Controlling your children.** Your children are not puppets and you are not a puppeteer. There is just no logical way that you can control every move your child makes or everything your child says, especially outside of your home. Children have their own free will and will act on their own accord—and often in self-interest. It's important to remind yourself that if your child is not doing her homework, for example, despite your best efforts to motivate her and hold her accountable, that's *her* problem and the poor grade she earns is hers alone. The consequence she will get from you is that you will make sure she sets aside time every evening to study, you will be in touch with her teachers more, and you will monitor her homework more thoroughly until she brings her grade up. We can't control our kids, but we can influence them by the limits we set and the consequences we give. As James Lehman says, "You can lead a horse to water, and you can't make them drink—but you can make them thirsty."

Related: How to use consequences and problem solving to change your child's behavior.

- 4. Doing for your children what they are capable of doing for themselves.** Many, many times our children will ask us to do something for them that we know they are capable of doing on their own. Your grade schooler might not make his bed perfectly the first time, but practice (and doing it imperfectly several times) is what he needs in order to get to the point where he can do it on his own. I'm not saying to stop preparing breakfast for your child once she's old enough to pour her own cereal, or to never do anything to help your kids out in a pinch. What I am saying is to let your kids struggle sometimes and try your best to balance the responsibility. Typing a child's paper for him because you type faster and it's getting close to bedtime is not striking a balance.
- 5. You do not have to be Superman, Wonder Woman, Mike Brady, or June Cleaver.** These are all fictional characters that seem to do it all and do it perfectly, right? You're not one of them, nor should you strive to be. Rather than focusing on addressing every behavior issue or adhering to a perfect schedule each day, try to hit the important targets and realize that you might have to let some smaller things go each day. We call this picking your battles.

What you are responsible for:

- 1. Making tough decisions that are not popular ones.** If your child doesn't get mad at you at least once in a while, you're not doing your job. Along with this, remember that you are not required to give lengthy explanations of your decisions. "It's not safe" can be plenty of explanation when your teen asks why he can't jump off the roof and onto the trampoline. "It's your responsibility" is enough justification for telling your child it's homework time. You don't need to get into all the possible "what-ifs" and "if-thens."

Related: Do you feel like you're not getting through to your child?

- 2. Teaching your child to function independently.** One of the effective parenting roles we talk about frequently on *EP* is the Trainer/Coach role. It is your job to teach your child age-appropriate skills in order to allow them to become more and more independent. There comes a time when your child needs to learn how to emotionally soothe himself, tie his shoes, write his name, and cope when

someone teases him. Over time the skills he needs get more and more advanced—typing a paper, saying no to drugs, driving a car, and filling out a job application, for example.

3. **Holding them accountable.** At the very least, this means setting some limits with your children when they are behaving inappropriately. For example, when your child is putting off their homework you might turn off the TV and say, "Watching TV isn't getting your homework done. Once your homework is done you can turn the TV back on." This could also be as simple as firmly saying, "We don't talk that way in this house" to your child and walking away. Or, of course, it can also mean providing some effective consequences for something like having missing homework assignments, such as weekend activities being placed on hold until the work is completed.

Related: How to give consequences that really work.

4. **Going along for the ride.** On the rollercoaster, that is. We all know but often struggle to accept that life is full of ups and downs—and sometimes it gets turned upside down. There will be times when your child is doing well and times when he or she is really struggling. That is not a reflection on you, it just is. Don't blame yourself when this happens. Focus on finding positive ways to cope, look for something new to try to help your child effectively, or get some local support.
5. **Do your best.** That's really all you can do sometimes. It's a perpetual balancing act—striving to find that balance between doing too much and doing too little, or giving consequences that are not too harsh but not too soft, either. Parenting can feel like a circus sometimes and there can be several balancing acts going on at one time. That's when you have to go back to picking your battles and realizing you are not, nor will you ever be, June Cleaver or Superman.

Above all else, remember that your child is unique and you know him better than anyone else on the planet. You will always get input, no matter how obvious or subtle, from the world around you as to how you should parent your child. You, however, are the expert on your child and get to make your own decisions about how to parent her in a way that teaches her to be independent and accountable while also being loving and respectful of your child and her needs. When you find yourself personalizing, remember the tips here to help you be more objective and remember what your role as a parent really is.

Empowering Parents is a weekly newsletter, online magazine and blog published by the Legacy Publishing Company. Our goal is to empower people who parent by providing useful problem-solving techniques to parents and children. For more information, visit www.empoweringparents.com



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From the July 2012 issue of Empowering Parents (<http://www.empoweringparents.com>) a free online magazine for parents.

Chore Chart

	Chore:						
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							





How to Use a Chore Chart

Chore charts are a very helpful way to organize your child's responsibilities. They are a great visual reminder and help to make expectations clear. You can use a chore chart for most any age. Write your child's chores in the boxes across the top of the chart.

Examples for younger children could be

- Make bed
- Pick up toys
- Set the table

Examples for older children could be:

- Mow the lawn
- Clean the bathroom
- Do the dishes

When your child finishes a chore, let them place a star, sticker, checkmark, or smiley face in the box that corresponds with the correct day of the week. Set a goal for how many stickers or checkmarks your child needs to earn each day.

When your child reaches that goal for the day he/she will earn a privilege or a reward.

Examples of privileges and rewards:

- Playing a game or reading a book with mom or dad
- Earning TV or video game time

THINGS TO KEEP IN MIND:

- The chart should be kept in a readily accessible and visible place—this helps your child remember to follow it. The front of the refrigerator is a good example, especially if other members of the family will be involved.
- Set realistic goals for your child. Make sure the chores are age appropriate and your child has a chance to be successful.
- It might take some trial and error to set a goal for your child. If he/she is never earning their privilege or reward, then it is not going to work. You want your child to stretch a little to earn the privilege or reward, but you want him/her to have days where he/she does earn it.
- Long term rewards can work, but they might not be enough of an incentive for younger children. Waiting the whole week to earn a reward might feel like a very long week. If your child has a hard Tuesday, what is her incentive to have a better Wednesday? You might set a longer term goal in addition to a daily goal. Maybe after a certain number of good weekdays or after a total number of stars are earned, that earns an additional reward on the weekend.
- This incentive chart shouldn't be used as a consequence. Kids shouldn't lose checkmarks or stickers. If they are not making good choices, then they simply don't earn that star or sticker and they will have to try harder.

ADDITIONAL INFORMATION

Search EmpoweringParents.com for related articles about Accountability and Responsibility.

Chore Chart

	Chore: <i>Make bed</i>	Chore: <i>Pick up clutter</i>	Chore: <i>Clothes in hamper</i>	Chore: <i>Clear own dishes</i>	Chore: <i>Load dishwasher</i>	Chore: <i>Take out trash</i>	Chore:	Chore:
Monday		✓	✓	✓	✓			
Tuesday	✓	✓		✓		✓		
Wednesday	✓		✓	✓				
Thursday		✓		✓	✓	✓		
Friday	✓		✓		✓	✓		
Saturday	✓	✓	✓	✓		✓		
Sunday	✓	✓	✓	✓	✓	✓		



How to Use a Single Behavior Chart

Single behavior charts are designed for kids who are focusing on one single behavior that you'd like to see more of. Write the behavior your child is working on at the top of the chart.

Examples could be:

Sharing my toys

Using please and thank you

Following directions

Every time you notice your child practicing the behavior that you'd like to see more of, you can place a star, sticker, checkmark or smiley face in the box. Set a goal of how many stickers or smiley faces your child needs to earn each day. When your child reaches that goal for the day he/she will earn a reward. Younger children may do better using a more simplified chart that focuses on filling boxes until the goal is reached. With older children you may choose instead to use a weekly chart to keep track of your child's progress.

Examples of rewards:

Playing a game with mom or dad

Earning TV time or video game time

Coming along on an errand or earning a trip to the store

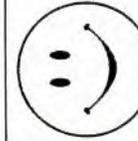
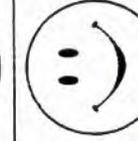
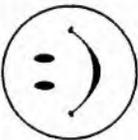
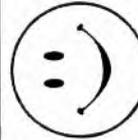
ADDITIONAL INFORMATION

Search EmpoweringParents.com for related articles about Accountability and Responsibility.

THINGS TO KEEP IN MIND:

- The chart should be kept in a readily accessible and visible place—this helps your child remember to follow it. What place is appropriate will depend on the behavior you are working on. For example, if you are working on saying please and thank you, you might keep the chart on the refrigerator. If you are working on sharing toys, you might hang the chart in the play area.
- It might take some trial and error to set a goal for your child. If he is earning 3 rewards a day, that isn't going to work very well for you. If he is never able to earn any rewards, then that isn't going to work either. You want your child to stretch a little to earn the reward, but you want him to have days where he does earn it!
- Long term rewards can work, but they might not be enough of an incentive for younger children. Waiting the whole week to earn a reward might feel like a very long week. If your child has a hard Tuesday, what is her incentive to have a better Wednesday? You might set a longer term goal in addition to a daily goal. Maybe after a certain number of good weekdays or after a total number of stars are earned, that earns an additional reward on the weekend.
- This incentive chart shouldn't be used as a consequence. Kids shouldn't lose stars or stickers. If they are not making good choices, then they simply don't earn that star or sticker and they will have to try harder.
- As your child consistently meets the goal, you can increase the goal a bit or you might choose to celebrate together and then choose another behavior to focus on.

Single Behavior Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
								3
								5
								3
								2
								3
								5
								6

To discipline means to teach!



What discipline is:

Discipline is a *strong effective way to teach...*

- Positive behaviors
- Positive ways to express feelings
- Positive ways to play
- Family values
- Safety for the child, other people and things.

What discipline is not:

Discipline is *not punishment. Punishment may:*

- Make young children feel unloved
- Make them feel they are bad
- Focus on what is wrong without teaching what is right.

What's important to remember:

- **Your toddler is beginning to find out that she is her own person.** She may say, "No!" and "Me do it!"
- **Your toddler has a memory, but it is very short.**

He needs to repeat something over and over before it stays in his memory. He is not trying to be bad when he plays with the TV buttons after you've told him to stop. He just doesn't remember the rule yet!

- **Toddlers act without thinking.** If they see something to climb, they'll climb it... without thinking how to get down.
- **Toddlers can't plan ahead.** They can't wait. They want things NOW! This doesn't mean your toddler is greedy, selfish or bad. It's just a normal part of growing up.

Here's the secret to teaching a toddler:

- **Help the toddler want to do what you want him to do!** For example say, "I'll bet you're not strong enough to carry your plate to the sink."
- **Teaching a toddler with love and respect will earn you two rewards.** Right now, you will have more fun and fewer messes. In the future, your child will see you as loving and caring and will want to please you.

Smart discipline

- **Make your house safe for your toddler.** She is curious and will taste and touch everything she sees. Move things out of reach if they are dangerous or can be broken. That way you won't have to fuss or say, "No!"
- **Distract your child from something you don't want him to do.** For example, if he starts to chew on a crayon, give him a toy or cracker instead.
- **Praise your toddler again and again for doing something right.** For example, "You are growing up. You put the jello in your mouth instead of your hair."
- **Use DO rules so your toddler can learn what to do instead of what not to do.** For example, "Use your inside voice" instead of "Don't yell in the house."
- **Set routines for meals, bedtime, bath time.** Toddlers behave better when they know what to expect.
- **Make sure your correction fits the situation.** For example, if your child draws on the wall, take away her crayons for a while – and help her clean up the wall.

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Time Out!



It's been around since dunce caps and corners. With a modern twist, Time Out can be a valuable discipline tool.

As we go about the business of teaching our children proper behavior, there are times when emotions threaten to get out of control. When this happens, it's wise to separate yourself from your child so that you can both cool off. *Time Out* can be used as an effective, positive tool. There are three different ways to use *Time Out*, each having a different purpose.

1. To give the child the time and space to cool off and calm down. The key here is in the attitude of the parent. In advance, let your child know that when her behavior is out of control she'll be asked to go to her room. Tell her that when she is calm and under control she may join the family. How she chooses to use the time is her business, as long as it's respectful of people and property. Screaming or pounding the door is not acceptable, reading a book or other activities is fine. This is a valuable life skill

that will prevent your child from "flying off the handle" and saying and doing things she might regret later. Never drag a child to his *Time Out*. This

robs you of the upper hand and makes you look foolish. Let him know in advance that when asked to remove himself he needs to do so immediately. If he does not, he'll be choosing to give up a privilege [one you have specified in advance], in addition to *Time Out*.

2. To give a parent the time and space to cool off and calm down

There are times when we get so angry at our children that we want to scream, hit or ground them for life! This is the time to use a four-letter-word: EXIT. Make a brief statement, "I'm so angry, I need a minute to think." Then go to your room or send the child to his room so that you can calm down and regroup. This will help you get yourself under control, and it provides good modeling for your children.

3. As a method for stopping a specific misbehavior

This can be an excellent way to put an immediate stop to a child's action. It brings a strong message, "This behavior is unacceptable and it will stop now." There are several keys:

- **Be quick.** Catch your child in the act. Delayed reactions dilute the effect.
- **Use selectively.** Use for hitting, talking back, and whining or other specific problems. Don't over-use.
- **Keep calm.** Your anger only adds fuel to the fire and changes the focus from the behavior of the child to your anger. This prevents you from being in control.
- **Stick with it.** Once you say "Time Out" don't back down or be talked out of it. If you decide to use Time Out to control hitting, for example, use it every time your child hits, even if he spends most of the day in Time Out! Eventually, he'll decide that it's more fun to play without hitting than to sit alone in his room.

Time Out is one more effective discipline tool for parents. When used with other positive parenting methods, it helps you feel good about the job you are doing with your kids.

By Elizabeth Pantley, author of "Kid Cooperation and Perfect Parenting."

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The Power of Choice



Would you like to get your kids to willingly cooperate? Stop the daily battles? Teach your kids valuable life skills? If your answer is Yes, Yes, Yes, read on:

Do you sound like a drill sergeant? There are so many things we must get our children to do and so many things we must stop them from doing! *Get up. Get dressed. Don't dawdle. Do your homework. Eat. Don't hit your brother.* It goes on and on. And to make matters worse – our kids resist our orders and demands.

There is an effective solution! We can get our kids to cooperate and at the same time allow them to learn self-discipline and develop good decision-making skills. How?

Offer choices

Children love having the privilege of choice. It takes the pressure out of your request and allows a child to feel in control, and thus be more willing to comply. This is a powerful tool that can be used with toddlers through teens.

- **How many choices?** Younger children can handle two choices: Milk or juice? Sneakers or shoes? You do it or me? Walk or run? As children get older we can offer more choices: Before dinner, after dinner, or in the morning? Wear your coat, carry it, or put on a sweatshirt? Teens can be given general guidelines and rules.
- **Be specific.** If you ask, "What do you want for breakfast?" and your child answers "pizza" you've set yourself up for a battle. Instead offer choices or options that are all good for her, "Do you want toast and fruit, cereal or waffles?"
- **Use time as a choice.** Often there really is only ONE acceptable choice. You wouldn't say, "Do you want to go to bed tonight or tomorrow?" You could say, "Do you want to watch 5 more minutes of TV or 10?" "What do you want to do first, brush your teeth or put on your pajamas?"
- **If your child won't choose?** Offer a choice! (!?What??) Yes! It still works! "Do you want to choose, or shall I choose for you?" If your child gets stubborn, you can say, "I see you want me to choose." Then follow through! For example, what if you ask your child if she wants to do her homework before dinner, after dinner or in the morning and she "decides" to go to bed without doing her homework. Just wake her [cheerfully] at 6:00 am with a gentle reminder that it was her choice to do it this way.
- **Giving choices ends struggles.** Offering choices is a peaceful way to encourage cooperation while avoiding the power struggles that so often erupt when a parent gives an order. When a child chooses his own plan of action he is more likely to follow through with a pleasant attitude, and learn decision-making skills that he will carry with him to adulthood. So, do you want to start offering choices today or tomorrow?

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Schoolwork



Help your child establish good study habits

You can do this by making a regular study time when your child is expected to do homework – say from 4 to 6 pm every day, or maybe from after dinnertime until an hour before bedtime. Make sure everyone in the household respects that time and leaves the child free to study.

Some children need the soft background noise of a radio or tapes to study, while others need quiet. The TV distracts both eyes and ears, and does not mix well with studying.

Provide the necessary supplies, and make sure they are kept all together just for homework. Nothing is more distracting than hunting for a pen or having your sisters use up your notebook paper.

Take an active role in supervising homework and asking about assignments. Remember, there is a big difference between "supervising" and "doing." If your child is having trouble, do not hesitate to offer guidance, but make sure she or he has learned the subject material.

Set an example of respect for learning

- Ask your children questions about school and what he or she is learning. Tie it into current events or family/household activities.
- Attend school functions and activities at your child's school. Become familiar with teachers and other parents. Use school resources.
- Make sure to attend parent/teacher conferences.
- Let your child see you that you read – newspaper, books, magazines – and not just watch TV.
- Use your local library for more than books – for story hours, getting videos, attending special activities – to help your child see that learning is a lifelong process.

Praise your child for efforts, as well as accomplishments

- Celebrate milestones – reading a first book, learning a times table, passing a biology exam.
- Compliment a child for spending time working hard on a project – even if it didn't win a prize in the science fair – but always be sincere. Don't say something is good if it is not. Just recognize the child's efforts and hard work.

If you feel your child is not doing his or her best

- Don't compare one child with another, or with yourself at that age.
- Keep a positive attitude for all by encouraging and supporting your child. Threats and punishment don't improve a child's outlook about school.
- Work with your child's teacher to set standards and expectations that are fair.

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Winning the Chore War



"How many times do I have to remind you to take out the trash?" Sound familiar? Household jobs are a part of every family's daily life, yet they tend to create ongoing conflict. Give yourself a pat on the back if you assign your kids chores. It's an important way kids learn responsibility, even children as young as two can help out around the house. Here are a few pointers for making the process easier on everybody.

- **Have a plan.** Kids thrive on routine. It's best if they have routine chores that they do at regular times. For instance, clearing the table is done right after eating. Trash is taken out immediately after the kitchen is cleaned up. Bed is made right after dressing. The more you develop these routines, the less reminding you will have to do. When you do have to remind it can be a brief statement, "trash time." With more than one child you can rotate chores but keep in mind it will take extra effort to develop new routines. Visual reminders help kids stay on track. A poster, chart or job board can help kids stay focused.

- **Train and encourage.** Use a four-step process when introducing a new job. First, you do the job, narrating as you work, while the child watches.

Next, do the job together. Third the child does the job while you watch, coach and encourage. Fourth, the child is ready to go it alone. If you eliminate training then you open the door for battles since you will both be operating under different expectations.

- **Follow through.** Once you decide on a plan, do your best to stick to it every day. If you allow excuses and delays then you'll find yourself fighting with your child. If you have a kid who fights the routine, establish a consequence for failure to complete chores, and follow through without anger or threats.

- **Who does what?** Here's a list of ideas to get you thinking about what your kids are capable of doing. Don't underestimate your children! The same child who runs a complicated computer game can certainly manage the washer and dryer!

Age 2-3	Put away toys	Help set table	
Age 4-5	Get the mail	Help with yard work	Feed pets
Age 6-7	Clear table after meals	Pour own drinks and get snacks	Empty wastebaskets
Age 8-9	Sweep or mop floor	Load and run dishwasher	Run/take own bath
Age 10-11	Help prepare dinner	Mow lawn	Clean kitchen
Age 12-14	Grocery shop [small list]	Prepare a dinner meal	Clean bathrooms

By Elizabeth Pantley, author of "Kid Cooperation and Perfect Parenting."

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Hugging



Notice:

The Surgeon General has determined that hugging is good for your health.

Hugging is practically perfect

no moveable parts,
no batteries to wear out,
no periodic check ups,
low energy consumption,
high-energy yield,
inflation proof,
non-fattening,
no monthly payments,
no insurance requirements,
theft proof,
non-taxable,
non-polluting,
and of course,
fully returnable.

Hugging is all natural

organic,
naturally sweet,
no pesticides,
no preservatives,
no artificial ingredients,
100% wholesome.

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Say What You Mean Mean What You Say



"I wish you'd get dressed."

"I think you should start on your report."

"It would be nice if you cleaned your room."

"Be good."

Fuzzy statements like these leave kids wondering exactly how they should respond. Kids interpret them at face value, which leads to battles. It helps kids cooperate when parents are very specific with their requests.

Say please

We learned that one in kindergarten! Saying please softens our request and when followed with a specific call to action it can get a kid moving. And adding a "thank you" in closing with your expectation that your request will be followed. "Please take the trash out before dinner. Thank you." The added benefit here is that you are modeling the behavior you want your child to learn.

Be specific

When you say, "Clean your room," your child hears, "Shove everything under the bed so I can't see it." In essence, he is doing what he was told. Prevent this miscommunication by being very clear - "Please put the toys in the toy box, and books on the shelf." Now THAT is very clear.

Think

Often we make half-hearted requests of our child, and when he doesn't respond we just drop it. Usually, this happens over little issues, and we drop it because it's not worth fighting over. The problem is, a child gets in the habit of ignoring you, on both little issues and big ones. When you take a breath, take a minute and think first, you can then be clear about your request and willing to follow through to the end.

Eye-to-eye

How often do you call to your child from another room and expect her to listen? Do you then follow-up with, "Did you hear me?" Instead, take the time to get eye-to-eye with your child. Make a clear, specific request and ask, "What do I need?" When your child tells you what you said it helps her to remember. For example, your child is in the other room playing. Go to her, look her in the eye and say, "Mara, please take the trash out before dinner. Now, what do you need to do?" When Mara says, "I need to take the trash out before dinner," she has given herself clear instructions and is likely to follow through.

Pick your battles

Parenting is a 24-hour a day job. If you try to deal with every issue, fix every problem and be a constant teacher and coach, you will drive yourself CRAZY! Before you open your mouth, take a minute to decide if this issue is worth a battle. If you decide it is - then win at all costs. This will prevent you from choosing the wrong battle, realizing it in midstream and backing down because it's really not important. The danger is that your child doesn't know you've changed your mind due to a better decision. He figures you changed your mind because he put up a good fight, which leads him to try again the next day and the next. Fight the important battles, and using good skill and a level head - WIN! It's good for you and best for your child.

By Elizabeth Pantley, author of "Kid Cooperation and Perfect Parenting."

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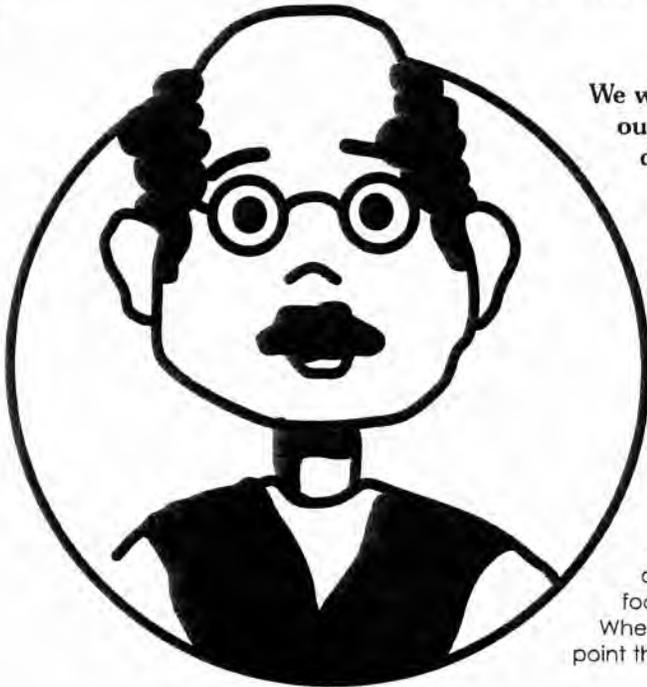
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Parent Magic!



We want our children to behave. We want to keep our cool. We want a peaceful, loving family life. How do we achieve these goals? Through trial and error? Hit and miss? Luck? Unlikely. Through knowledge and skill? YES! Parents who use good skills have a magic power to create more peace in their homes. Let's examine some of the most potent magic skills:

Ask helpful questions.

The most important discipline goal we have as a parent is not to make our kids behave. Rather, it is to help our kids develop into confident, self-disciplined people. We can help children learn to listen to their "inner voice" and help them develop self-discipline by asking helpful questions. What makes this work is not just the type of questions, but the delivery; thoughtful and free from anger and criticism. When we yell, blame, and accuse, our kids focus on our anger and do not learn from the experience. When we guide our children by using helpful questions we point them in the right direction.

What's not helpful?

- Why did you do that?
- What's the matter with you?
- How many times do I . . .
- Why can't you ever . . .

What are helpful questions?

- How do you feel about that?
- What will you do now?
- How do you think she feels?
- How can we solve this?

After you ask the question, sit back quietly and listen. You may be delighted to see your child solving his or her own problem. Parents become frustrated with their children for not listening to them. Often listening is not the problem – understanding is the problem! Instead of saying, "Be good!" Be very specific: "Please sit still and use a quiet voice." Instead of, "This bedroom is a disaster area." It's more effective to be clear and specific, "Before lunch today, please put your clothes in the closet, books on the shelf and dishes in the kitchen."

Just the facts, please.

Parents clutter their communication with unnecessary and hurtful phrases. "You always... You never... You make me... You are such a..." Make an effort to state only the facts, so instead of bellowing, "How many times do I have to tell you to turn that music down. It's too loud. Why do you always ignore me?" Try this, "John, please turn the music down, or shut it off."

Follow through. Pick your battles. And when you pick one – win it!

Parents often make a request and then back off when the child becomes difficult. In the example above, if John doesn't turn down the music, how many parents would mumble, complain, yell, or nag about it? It is important in the parent-child relationship for you to win your battles. You can calmly walk into John's room, turn off his radio yourself, look him in the eye and say, "I expect you to listen to me." If John is a real stinker, you can take the radio with you and tell him he can have it back, along with another chance, tomorrow.

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Handling Resistance



From toddlers to teens and all ages in between, children often say “no!” to whatever it is we think they should be doing. Here are some ideas for working with them.

- 1. Set clear and consistent expectations, and establish a time when you expect to have things accomplished.** *“Tina, put on your uniform, have your gear together, and be ready for me to take you to soccer practice at 3:15.”*
- 2. Make sure children have the competency and skills to do what you are asking.** Take the time to walk them through the process, even if you think it is something they should know. Spell out the different parts of a job: *“Please wash the pots and pans that are in the sink, dry them and put them away on the bottom shelf of the brown cupboard.”*
- 3. If you are asking them to figure out how to do something new or different, provide instruction and praise their attempt, even if the final product is not what you wanted.**
- 4. Give children choices wherever possible.** *“Jeremy, for your chore today, would you rather vacuum the living room or sweep the kitchen? I will do whichever one you don't want to do.”*
- 5. Don't give children a choice when there really is no choice.** When they have just ten minutes to get dressed for school, asking: *“Do you want the red shirt today or the blue one?”* makes life more complicated for all concerned.
- 6. Family expectations help limit resistance.** When everyone does chores, it's harder to refuse to do your share.
- 7. Build habits when children are young.** Brushing teeth, putting clothes in the hamper, picking up your dishes after a meal, when done daily, become a habit rather than a job.
- 8. Don't address the attitude, just the action.** Fighting with a child because of a tone in their voice or the lack of a smile gets nowhere. Focus instead on what needs to be done.
- 9. Put a value on cooperation.** Build rewards into a job. Some parents are afraid this is bribery, but there is a difference. *“If we work together to get the job done, we can have pizza tonight,”* is different than *“I will give you two dollars to pick up your room.”*
- 10. Recognize that tasks and responsibilities are not always fun.** Praise children for their efforts. Thank them for their contribution to the family.
- 11. Maintain a sense of humor, and try not to take things personally.**

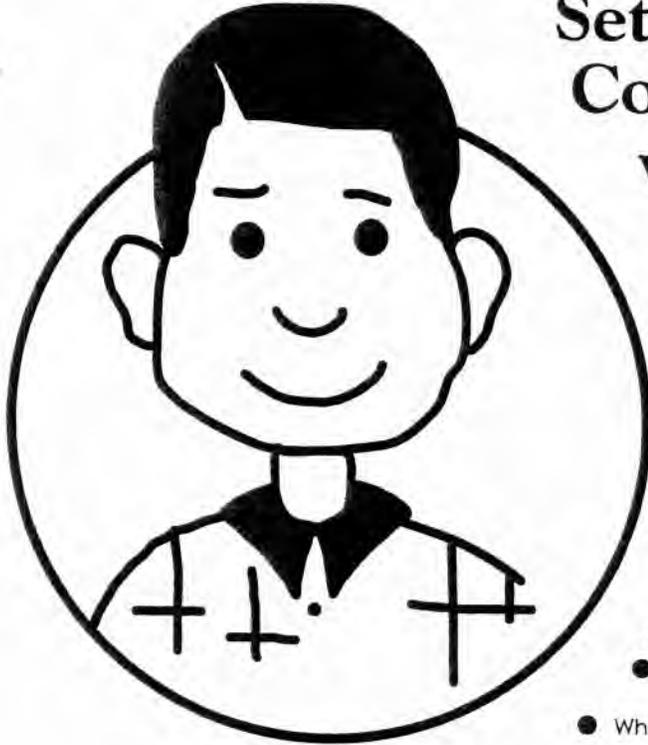
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Setting Rules and Consequences with Teens



Rules and consequences become a critical piece of negotiating your way through the teen years. Both the rules and the consequences may change as your teen's needs [and desires] develop. It helps to ask yourself some questions about your rules periodically. General questions to ask include:

- Are they reasonable?
- Have the reasons for the rules been explained thoroughly?
- Are there too many rules?
- Are they enforceable?
- Has my teen been involved in making any of the rules?
- Are they consistent with other parents' [those whom you respect] rules?
- Whose needs are the rules designed to meet?

Depending on the answers to these questions and what you've decided is your bottom line, you may be able to negotiate a relaxation of these rules, as your teen is more able to make mature decisions. Or you may find that the rules are entirely unenforceable, meaning either that you need to make changes in your life in order to enforce them or you need to give them up. For example, you may decide that you should arrange your schedule to allow being home more of the time, or simply that you need to be more aware when you are at home. Remember, no matter how reasonable the rules are your teen's job is to challenge them. This means that you need to be prepared to impose consequences.

Consequences need to meet certain conditions in order to be effective. They should:

- Be related to the behavior so they make sense [being grounded for every infraction doesn't allow connection to a specific behavior, but if your teen damages someone else's property, part of the consequence might be to help pay for the damage].
- Teach your teen how to express feelings and desires in acceptable ways [you don't damage other people's property just because you're angry; anger can be expressed with words].
- Not be so severe or unenforceable that there is no hope of compliance [being grounded for six months will contribute to non-compliance].
- Be useful in changing behavior. They need to be unpleasant enough that your teen doesn't want to repeat the consequence. They should not include things that you want your child to learn to enjoy, like going to Grandma's for a weekend.
- Teach self-control [help your teen see the benefits of more freedom, less control, or something tangible like driving].

What kinds of consequences might be useful with your teen?

The answer to this varies, depending on your values and the personality, intensity, and interests of your teen. Sometimes he or she can help you find workable consequences. However, be careful because children will sometimes be harsher on themselves than you might think necessary. The goal is to prevent unacceptable behavior and teach your teen to make mature decisions. Think through consequences in advance and take time to manage your own anger or frustration before talking to your teen.

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Rules: What's Fair?



For families to function harmoniously, they need rules. Rules and limits let everyone know what is expected of them. A set of rules that works in one family may not work in another. Setting rules about safety and family unity is important.

It is NORMAL for parents to be upset when kids break rules. It is NORMAL for children to say, "rules aren't fair because the parents always get to be the boss." Children want choices. They want some control over their lives. And parents want and need to feel in control at home. So, what's fair when it comes to rules?

- **Rules about safety are needed.** Examples are: "No playing in the street;" or "No biting your sister;" or "No playing with matches." The major goal of safety rules is to keep kids from harm.

- **Rules about bedtime and mealtime are important.**

Kids need a regular routine. Children need adequate sleep to feel and be their best. Parents need time alone in the evening.

Kids need proper nutrition to thrive and grow. Parents and kids feel better when mealtimes are regular and pleasant. While it is vital to have limits and rules about bedtime and meal times, it's also important to give children some choices about bedtime and meals.

- **Rules having to do with respect and appreciation are important and fair.** Examples are, "If you're going to be more than 15 minutes late, call home;" "Before you can spend the money Grandma sent you, you need to write her a thank you note."

The goal of setting limits when kids are young is for them to grow up learning self-discipline. As children grow older they are able to take more control over and responsibility for their lives.

Too many rules can lead to conflict between parents and children. Parents have to "pick" the things which are important enough to have rules about. Examples of things that parents might want to "let go of" and let kids choose, include what to wear, whether to eat meat or veggies first, and how to style their hair.

Children are more likely to follow rules if they help create the family rules. Let them share in making decisions about things like bedtime, menus, television time and chores. Let them also help decide what will happen [consequences] if rules are broken.

Discuss rules with your children. Hug and praise your children for helping you set and follow family rules.



Tantrums



When children feel angry, frustrated or helpless, the result is often a tantrum. Little kids kick, scream and flop on the ground. Big kids yell and lose control. Tantrums are normal, natural and inevitable. But they aren't any fun!

How do parents usually deal with tantrums?

- a. they give in,
- b. they yell or threaten,
- c. they spank, or often,
- d. they throw a tantrum of their own!

Having a plan in advance is the best way to deal with tantrums. Like many aspects of parenting, the more prepared you are, the better you can handle the situation, and the easier it is to keep your own anger under control.

The Plan of Action

Step 1: Pick a tantrum place. Decide where all future tantrums will take place. Pick a private, small, safe room like a bedroom, bathroom or laundry room.

Step 2: Explain the new rule to your child at a calm and quiet time.

"Nathan, a 'tantrum' is when you are very angry and scream and cry and stamp your feet. From now on, when you have a tantrum we want you to do it in the bedroom with the door closed. No one will bother you while you have your tantrum. You can have as long a tantrum as you like, or may choose to read a book or play quietly. You can come out of the room when you are done."

Step 3: Follow Through. When your child has a tantrum lead him or guide him to the Tantrum Place. If an older child won't go, offer a choice: "You can go or lose a privilege." Then calmly say, "You may come out when you're done." Return him to the room if he comes out early saying, "Oh, you're not done yet." You may have to do this often at first, but the tantrums will die off quickly because of the lack of attention they get.

When it's over – it's over. Don't feel the need to lecture, teach, or moralize afterwards!

What about tantrums away from home?

Many children have learned to throw tantrums away from home because Mom and Dad don't enforce the rules out in public. You must bite the bullet a few times in order to put a quick end to this behavior. Take a deep breath, ignore the onlookers and follow this plan:

Step 1: Give a choice. "You can stop this behavior, or we can leave the store." Wait, just a moment, and then:

Step 2: Change the location. "I see you've decided to leave the store." At this point you have several choices, depending on the child's behavior, your schedule and your mood. You can either have a time out in the car [while you stand outside the car and ignore him] or you can go home.

One father of a three-year-old said that with his busy schedule this would be just impossible! I pointed out that he could take the time now or live through public tantrums until his daughter was sixteen!

[Tantrums need an audience to be effective.]

By Elizabeth Pantley, author of "Kid Cooperation and Perfect Parenting."

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Sharing Ideas. Sharing Support.

LYING



Children lie for a number of different reasons, and in many cases it is a normal part of development. All children lie at one time or another. This behavior, however, can be very upsetting to parents. Many parents wonder how they should handle their children's lying. How lying is handled often depends on the age of the child, the specific situation, and the established family rules about lying. Below is some information that will help parents determine when lying should and should not be punished, and how it should be handled.

Preschoolers

Lying is quite common in preschoolers. Children in this age group often don't yet understand that lying is wrong and dishonest. Because of this, parents probably should not punish their preschoolers for lying. Instead, parents should, when their children lie, use the

occasions as teaching opportunities. When their preschooler lies, parents should take the opportunity to teach their child why lying is wrong. Preschoolers generally tell two kinds of lies:

***Tall tales** - Tall tales are when a child makes up a story that isn't true, or greatly exaggerates something that is true. Children this age have vivid imaginations, and are just learning to know the difference between fantasy and reality. When children tell tall tales, they're often expressing things that they wish were true. When children tell tall tales, parents can do two things. First, they can simply listen to their children's stories and leave it at that. Second, parents can try to interject some reality into their children's stories. For example, if a child says something like, "I can ride my tricycle 100 miles an hour," a parent could reply, "You wish you could ride that fast, don't you?"

***Lies to get something they want or to avoid something they don't want** - Preschoolers tell these types of lies for the same reasons that adults do, but they often don't see anything wrong with telling a lie to gain a result they want. When children this age tell these types of lies, parents should try not to

overreact. Instead, they should point out to their children that it is wrong to lie, and that it is important to tell the truth.

Even though preschoolers don't generally know that lying is wrong, this is a good time for parents to start teaching them the basics of truth telling. A good place for parents to start is by letting their children know how happy it makes them when their children tell the truth, and that not telling the truth makes it hard for them to develop trust.

Older Children

As children enter the school age years (6-8 and up), they begin to fully understand the concept that lying is wrong. When children reach this stage, parents should begin disciplining their children when they tell lies. Lying among children in this age group is not uncommon, and there are many reasons why children in this age group lie:

***To avoid punishment** - Many children this age lie in an attempt to stay out of trouble.

***To impress others** - In this case, children may tell tall tales to make themselves look good.

***To boost their self-esteem** - Children may stretch the truth in order to get attention or praise from others.

***To get something they want** - Children may lie to get something they would like.

***To protect others** - Children are very loyal to friends and family members. They may lie to protect someone else.

***Because they hear their parents lie** - Many children hear their parents and other important adults lying (e.g., lying about their plans in order to avoid something). Children learn from their parents and other adults in their lives, and thus will be more inclined to lie if they hear their parents and other adults telling lies.

How to Tell When Children are Lying

Knowing when their children are telling the truth and when they are not is often a hard task for parents. There are, however, many clues parents can look for to help them figure out whether or not their children are telling the truth.

***Facial expression** - When children are telling the truth, they are generally relaxed, and their facial expressions show it. Children who are not telling the truth can be anxious, and their facial expressions may show their anxiety.

***Clearness of statements** - Parents should listen carefully to what their children tell them. Are there inconsistencies in what their children tell them? Do their statements make sense? Does what they say sound credible?

***Spontaneity** - If children are telling the truth, their statements usually do not sound rehearsed. If statements do sound rehearsed, parents can ask questions and see how their children handle coming up with answers.

What Parents Can Do About Lying

***Explain/discuss why telling the truth is important.** Parents should begin teaching their children the benefits of telling the truth while their children are young. They should be careful to use language that is age-appropriate. Parents should let their children know that telling the truth lets other people know that they can be trusted. They should also let their children know

that lying is dishonest, and there are often negative consequences for lying. Parents can discuss examples of truthfulness and lying that they see on television, read in books, etc. Parents can also help prevent lying in their children by communicating effectively with them. This, too, should start while children are very young. Children who have open, honest relationships with their parents are much less likely to lie to them.

***Model truthfulness.** Children learn by watching their parents. Parents who lie to their children and in their children's presence are teaching their children that lying is an acceptable behavior. Parents should try to set a good example for their children by being as truthful as possible themselves.

***Discipline for lying.** Parents should set specific rules for lying, and specific punishments when lying occurs. These rules should be discussed with children before they are enforced. It is a good idea for parents to provide separate punishments for misbehavior and lying. When children misbehave but are honest about it, they should get a lesser punishment than when they misbehave and lie about it. Parents should make sure that there is a

payoff for being honest. For example, when children are honest about their misdeeds, parents can praise their children for their honesty and then provide punishment for their misdeed. When children are dishonest about their misdeeds, they should provide a punishment for the dishonesty, and a punishment for the misdeed. Parents should be careful, however, not to be too severe or too frequent in their punishment, or their children may continue to lie as a means of protecting themselves.

***Be consistent in treatment of lying.** Parents should come up with a set of rules about lying and then stick to them. Children should be disciplined accordingly each time they lie.

***Make sure lying is not rewarding for children.** Parents should be careful not to reward lying behavior in their children. If, for example, a child lies to get something he wants, parents should make sure he or she does not get it.

***Don't shame children for lying.** Parents should try not to make their children feel guilty for lying. Parents can let their children know that they are disappointed with their actions, but they should try hard to avoid sending the message

that they are bad people for lying. Instead, parents should make sure their children know that they are being disciplined for their actions, not for who they are.

***Don't set children up.** Parents who are sure that their children have done some misdeed should not try to trap them in a lie by asking them whether or not they did it. Many children will lie to protect themselves when they are backed into a corner. Instead, parents should treat the situation matter-of-factly. Parents should explain to their children exactly what they did that was wrong and why, and then provide discipline. Along the same lines, it is also not a good idea for parents to demand confessions from their children or to punish their children for misdeeds that they are not absolutely sure their children did.

***Figure out why children are lying, then look for solutions.** Parents should pay close attention to the lies their children tell. They should try to figure out if there is any specific pattern to their children's lies. If parents figure out specific reasons why their children tell lies, they should then look for specific solutions. For example, when children lie to boost their self

esteem, parents should develop a strategy to increase their children's self-esteem, so that they do not have to lie to feel good about themselves.

***Praise truthfulness.** Parents should make every effort to praise their children when they are being honest. Behavior that is praised is much more likely to be repeated.

***Seek professional help for persistent lying.** Children who persistently lie may have underlying problems. In these instances, parents should seek professional help.



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DEALING WITH PEER PRESSURE AND BAD COMPANIONS



Peer Pressure

Peer pressure takes place when a child does something he or she does not want to do as a result of being pressured by peers. Peer pressure is a part of almost all children's lives. All children experience peer pressure and give in to it at one time or another. While parents can't protect their children from experiencing peer pressure, there are steps they can take to minimize its effects.

Bad Companions

Some children, rather than experiencing the normal peer

pressure that occurs with most children, have one or two bad companions who are a negative influence. Children choose bad companions for a number of different reasons. Some choose them for the attention they get (both from parents and other children) while others choose them for companionship. Children may also choose bad companions for the excitement that accompanies getting into trouble, to rebel against parents, or because they suffer from low self-esteem and/or little self-confidence.

As with peer pressure, there are steps that parents can take to minimize the effect that bad companions can have on their children.

What Parents Can Do

***Develop a close relationship with your children.** If they haven't already, parents should work on developing an open, honest and close relationship with their children. Children who have close relationships with their parents are more likely to identify with and work to please their parents. Children who have close relationships with their parents are also much more likely to

come to their parents when they are in trouble or are having problems.

***Help children understand peer pressure.** Children will be much better able to stand up to peer pressure and the suggestions of bad companions if they have an understanding of the process. Parents should make sure their children know that peer pressure is something that all children, and even adults, experience at one time or another. Parents can also explain that it is normal for children to want to fit in and go along with their peers, and thus give in to peer pressure. When children have an understanding of the process and the feelings involved with peer pressure, they are much less likely to give in to it.

***Plan regular and frequent family activities.** Parents should work hard to participate in regular, frequent family activities, starting when their children are very young. Parents should look for activities that the whole family can participate in, such as picnics, hikes in the woods, sports, etc. Parents who spend regularly scheduled time with their children participating in fun activities will have the opportunity to develop close relationships with their children. Children who spend a lot of

quality time with their families are less likely to give in to peer pressure.

***Encourage friendships with positive role models.** Parents should encourage their children to develop and maintain friendships with children who have positive qualities. When children are young, parents can do this by inviting such children over to play or inviting them to join the family for an outing. Parents can also encourage their children to join groups or activities (e.g., scouting, sports, church groups) which involve interacting with positive role models.

***Get to know your children's friends and their parents.** Parents should make an effort to spend time with their children's friends to get to know them. They should also make an attempt to get to know their children's friends' parents. When parents do this, they are able to see whether their children's friends are positive influences, and whether friends' families have values similar to their own.

***Know where your children are and what they are doing.** When children are at home, parents should supervise their activities. When children are not at home, parents should make an effort to know where

their children are, who they are with, and what they are doing.

***Don't criticize your children's friends.** When children have friends who are a bad influence, it is not a good idea for parents to criticize these friends. In many cases, children will become defensive and will continue to see such friends out of a sense of loyalty or to rebel against their parents. Instead of criticizing bad companions, however, parents can and should discuss specific behaviors and/or actions. For example, a parent can say, "It seems like every time Julie is over here to play, you break a house rule."

***Try to figure out the reason, then address it.** Children give in to peer pressure and develop friendships with bad companions for many different reasons. Parents should try to find the reasons and then attempt to solve the problem. For example, if a child gives in to peer pressure because he or she lacks the self-confidence necessary to stand up to peers, then parents can take steps to improve self-confidence in their children.

***Encourage a wide variety of friends.** Parents should encourage their children to have many different friends. This will expose

children to other children who have many different interests and ideas. This will help promote individuality, and will make it less likely for children to give in to peer pressure from any one group.

***Encourage individuality and independence.** Parents should encourage their children's individuality and independence. One of the best ways to do this is for parents to model or demonstrate these behaviors. Parents who resist pressure from their own peers are teaching their children a valuable lesson. Parents who express their individuality are doing the same. Parents should also discuss independence with their children. They should stress the importance of being one's own person and doing what one feels is right for them.

***Teach assertiveness.** Parents should teach their children how to stand up for what they believe in. Parents can do this by using role-playing. Role-playing involves practicing different responses to various situations. This gives children a chance to practice saying no to their peers. Parents can also teach their children how to problem solve when they are faced with peer pressure, perhaps by suggesting alternative activities, or by

explaining why they refuse to participate in a certain activity.

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***Praise assertiveness.** Parents should provide lots of praise to their children when they act in an assertive manner. Behavior that is praised is much more likely to be repeated.

***Provide discipline.** When children give in to peer pressure and do something inappropriate, or get into trouble with a bad companion, parents should apply natural consequences or another form of punishment. Lecturing will probably not be enough to discourage such behavior in the future. Natural consequences can be restricting privileges, not allowing the child to spend time with the group or friend with whom he or she got into trouble, or requiring that the child make restitution for the wrong he or she has done.

***Seek help.** If a child is consistently giving in to peer pressure, or chronically getting into trouble with bad companions, a mental health professional should be consulted.



Center for Effective Parenting

Parenting Tips for Better Sleep

↪ **Nighttime waking is a habit.**

Social contact with parents, feeding, and availability of interesting toys encourage the child to be up late. Set limits on attention getting behaviors at night.

↪ **Develop bed time rituals.**

A bed time ritual is a powerful "cue" that it is time to sleep. It needs to be simple so the child can "recreate" the ritual even if the parent is not present. A complicated ritual that requires a parent to be present makes it hard for a child to go back to sleep. Try writing out the bed time rituals like a script in order to make it consistent. Share these "scripts" with other caregivers like sitters.

↪ **Pay attention to the sleep environment.**

Children and adults depend on their environment for falling to sleep. Background noises, location, sleep partners, bedding, favorite toys, and lighting can all affect a child's ability to fall asleep. A cool, dark, quiet room is best. Letting children cry themselves to sleep is not recommended. Teach them to soothe themselves. Avoid rocking, holding, and other activities that depend on a parent's presence.

↪ **Limit time in bed.**

Hours spent awake in bed interfere with good sleep hygiene. Children vary in their need for sleep. Even though infants and toddlers often sleep more than 12 hours, children sleep 10 hours, and adolescents and adults probably only need 8 or 9 hours, some individuals are "short sleepers" and others are "long sleepers" and need a different amount of sleep to be refreshed. A later bed time may be needed as the first step in changing a late sleep pattern.

↪ **Establish consistent waking times.**

Bed times and waking times should be consistent seven days a week. Waking times are more potent than bed times in establishing sleep rhythms. It is easier to enforce a waking time than a bed time. "Sleeping in" can be a sign of sleep deprivation.

↪ **Avoid caffeinated drinks.**

Caffeine is a potent stimulant, and is present in a wide range of beverages.

↪ **Avoid medications to help your child sleep.**

Medications become ineffective over time, and may affect daytime alertness. They may also wear off during the night, and cause night wakings. Some medications may cause nightmares or other types of sleep disturbance.

↪ **Discourage excessive evening fluids.**

However, restricting fluids is not very effective for bed-wetters. Allow your child to drink to their thirst.

↪ **Chart your child's progress.**

Use mild praise for successful quiet nights. Mark successful nights on a star chart.

↪ **Establish daytime routines.**

Regular meal and activity times also help "anchor" sleep times. This includes regular play time with parents. Routines make it easier for children to "wind down" to sleep.

↪ **Consider medical problems.**

Allergy, asthma, or conditions which cause pain can disrupt sleep. Loud snoring or pauses in breathing always require medical evaluation. Consult your physician for help with potential medical causes of sleep disturbance.

↪ **Make the bedroom a sleep-only zone.**

Remove most toys, games, televisions, computers, and radios if your child is having trouble falling asleep or is frequently up at night. These items can be powerful cues for wakefulness. This goes along with the recommendation above of limiting time in bed. One or two stuffed animals are acceptable. Adolescents may need a "home office" outside the bedroom to do homework.

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Courtesy of Developmental and Behavioral Pediatrics at All Children's Hospital. For more information, call 813-892-6760.



Misbehavior

THE MISBEHAVIOR CYCLE

Anger and frustration feed misbehavior. That's right! When adults respond to misbehavior with anger and frustration, a vicious cycle of misbehavior begins. Love and Logic teaches adults to prevent or break this cycle by replacing anger with genuine sadness or empathy.

Adult Shows Anger or Frustration



Child's Perception of Authority Figures

"The most powerful people in my life can't make me behave"



"The most powerful people in my life really have to sweat to make me behave"



"It's entertaining to make adults mad"



Negative Self-Concept
 "It's so hard for adults to help me behave. I must be a pretty hopeless case."

Role Play Activity

Scenario 1

Child: Can I get my own computer?

Parent: No. We already have a computer in the family room that you can use.

Child: But I want my own in my room.

Parent: Why do you need your own when you can use the one in the family room any time you want?

Child: Because I have to share it with everyone else in the family. <pause> You know, all the other kids at my school have their own.

Parent: I don't believe that all the kids at your school have their own computers.

Child: Well, maybe not everyone but all my friends have their own.

Parent: I don't see any reason for you to get your own computer.

Child: But I NEED one!

Parent: You don't need a computer. You can use the one in the family room.

Child: *sigh

Scenario 2

Child: Can I get my own computer?

Parent: No. We already have a computer in the family room that you can use.

Child: But when I'm working on schoolwork in the family room, there are so many disruptions. If I had a computer in my room I would be able to focus on my homework more and get better grades.

Parent: Hmm. I can see your point but I'm still not sure you need a computer of your own. <pause> We can make some family ground rules to follow when someone is working at the computer. How about no watching television, keeping voices down, and going into another room to talk on the phone?

Child: I also have to share the computer with the whole family. Everyone is always bugging me to get off when I still have homework to do. And sometimes I can't get on to do my homework because someone else is using it.

Parent: We can set a schedule for using the computer giving everyone an equal amount of time to use it.

Child: But some days I need more time if I have a report or big assignment. Setting a schedule might not give me enough time to finish everything I have to do.

Parent: You have a good point there. I'll think about it.

SOME THINGS TO PONDER...



Fill in the blanks and see what you learn from your answers.

I AM A _____ PARENT.

I NEED TO BECOME A MORE _____ PARENT.

MY CHILD THINKS I AM A _____ PARENT.

I WISH MY CHILD WOULD STOP _____.

I WISH MY CHILD WOULD START _____.

 I HOPE MY CHILD NEVER _____.

I NEED TO GIVE MY CHILD MORE _____.

MY CHILD'S BEHAVIOR WOULD BE BETTER IF

_____.

MY CHILD'S FRIENDS ARE _____.

MY CHILD MAKES ME PROUD WHEN _____.

MY CHILD DISAPPOINTS ME WHEN _____.



MY CHILD'S MOOD IS TYPICALLY _____.

MY CHILD'S BEHAVIOR IS TYPICALLY _____.

MY CHILD LIKES TO _____.

MY CHILD HATES TO _____.

I WANT TO TEACH MY CHILD TO _____.

I PROVIDE A _____ ENVIRONMENT FOR MY CHILD.

MY DISCIPLINE IS _____.

OUR FAMILY IS _____.

I HOPE THAT SOME DAY MY CHILD WILL _____.

I KNOW THAT SOME DAY MY CHILD WILL _____.

MODULE 7D

LIFE SKILLS SUPPORT GROUP
MINDFUL PARENTING

BUILDING HEALTHY SELF ESTEEM

GOALS: This module explains the concept of self-esteem and the importance of parental roles in strengthening and supporting a healthy sense of self-esteem in children.

OBJECTIVES: Participants will be able to:

- Identify signs of low and high self-esteem
- Understand the characteristics of positive self-esteem in families
- Know how to boost children's self-esteem
- Recognize the importance of healthy self-esteem in children's social-emotional development

MATERIALS: Handouts include: Self-Esteem Family Activity, 20 Ways to Boost Your Child's Self-Esteem, 100 Words to Praise A Child,

SELF-ESTEEM

Family Activity



Positive affirmations boost an individual's self-esteem. Liking who you are is the key to positive self-esteem. The activity below can be a family or group activity or can be conducted on an individual basis. The following sentence completions can be cut in strips, folded and family or group members can take turns making positive affirmations.

1. I like myself because
 2. I consider myself a good
 3. I am most happy when
 4. I like the way I feel about myself when
 5. My goals for the future are
 6. One of the most positive traits I have is
 7. My friends respect me because
 8. The person I look up to most is
 9. People say I am a good
 10. I have a natural talent for
 11. I have a good sense of
 12. The person that always makes me feel good about myself is
 13. I know that I will be successful in life because
 14. What I really enjoy most is
 15. People often compliment me about
- 
- 

SUMMARY

Building a stronger self-esteem is one of the most important things you can ever do for yourself. You can change your life by changing how you feel about life. Families should consider the nourishing of self-esteem as a gift for generations to come. Capitalizing on their own family strengths can enable self-esteem to grow and prosper in family members regardless of age. Families should recognize and acknowledge their feelings, establish attainable goals, understand and respect individual differences, identify strengths, acknowledge weaknesses, and appreciate individual worth.

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Public Service Activities

20 Ways to Boost Your Child's Self-Esteem

by Robert Ramsey

1. Hug your child every day.
2. Make it clear that certain behavior is unacceptable; but that doesn't make the person doing it unacceptable.
3. Help your child remember the good times in the bad times.
4. Accept that it's OK not to be a perfect parent. It will reduce pressure on both you and your child.
5. Remember, if your child thinks it's important, it's important.
6. Help your child remember the good things she does. This is the essence of self-esteem.
7. Always answer when your child speaks to you. Being ignored makes you feel invisible.
8. Teach your child to give herself "positive inside messages" in the face of negative peer pressure.
9. Don't set your children up to fail by pushing them to do things they aren't ready for.
10. Have family traditions. They provide predictability and stability that comforts children. Many times, children will perpetuate these same traditions as adults.
11. Don't get in the habit of comparing your child with everyone else's.
12. Eat meals together as a family.
13. Hold hands with your child.
14. Teach your child that everyone makes mistakes and you don't have to be perfect to be loved.
15. Apologize to your child when you're wrong.
16. Notice your child's acts of kindness.
17. During the down times, challenge your child to think of the things she likes about herself and her life.
18. Let your child teach you something.
19. End each year by reviewing the past twelve months of individual and family accomplishments.
20. Never give up trying to be a good parent.

100 WORDS TO PRAISE A CHILD

Wow * Way to go * Super * You're special * Outstanding *
Excellent * Great * Good * Neat * Well Done * Remarkable * I
knew you could do it * I'm proud of you * Fantastic * Superstar
* Nice work * Looking good * You're on top of it * Beautiful *
Now you're flying * You're catching on * Now you've got it *
You're incredible * Bravo * You're fantastic * Hurray for you *
You're on the target * You're on your way * How nice * How
smart * Good job * That's incredible * Hot dog * Dynamite *
Your beautiful * You're unique * Nothing can stop you now *
Good for you * I like you * You're darling * You're a winner * Re-
markable job * Beautiful Work * Spectacular * You're spectacular
* Your precious * Great discovery * You've discovered the secret
* You figured it out * Fantastic job * Hip hip hurray * Bingo *
Magnificent * Terrific * You're important * You're sensational *
Super work * Creative job * Super job * Fantastic job * Excep-
tional performance * You're a real trooper * What a great kid *
Phenomenal * You are responsible * You are exciting * You
learned it right * What an imagination * What a good listener *
You are fun * You tried hard * You care * Beautiful sharing *
Outstanding performance * You're a good friend * I trust you *
You're important * You mean a lot to me * You make me happy
* You belong * You've got a friend * You make me laugh * You
brighten my day * I respect you * You mean the world to me *
That's correct * You're a joy * You're a treasure * You're wonder-
ful * You're perfect * Awesome * A+ job * You're A-OK * You're
my buddy * You're growing up * You made my day *
That's the best * I am impressed * I Love You *

A smile is worth 1000 words!

MODULE 7E

LIFE SKILLS SUPPORT GROUP

MINDFUL PARENTING

FAMILY COMMUNICATION

GOALS: This module increases parental understanding of different elements of communication styles and the importance of a healthy communication between parents and children.

OBJECTIVES: Participants will be able to:

- understand how effectively communicating with children can further enhance their development
- utilize techniques to improve family communications skills

MATERIALS: Handouts include: Family of Origin Inventory, Communication tips for Parents, How to Effectively Communicate With Your Child, Assertive Communication, 10 Ways to Build and Preserve Better Boundaries,

A Family of Origin Inventory

Leave any item *blank* if it was not at all true in your family. Use a (1) for every item that was somewhat or occasionally true, a (2) if it was frequently or mostly true, or a (3) if it was very much so and/or almost always true. Compare and discuss your answers.

1. Our Family's Love Language

touch praise teasing surprises hugs special events special favors

2. Ways of Handling Conflicts

avoid or deny, be nice at any price yell and argue calmly discuss and negotiate

3. Memories

don't talk about the past share freely and positively talk only about past grievances

4. Emotions

keep them to yourself express explosively and dramatically
 report feelings in an honest, up-to-date way

5. Attitudes About Money

a constant point of tension a relaxed attitude of contentment
 wealth is for sharing wealth is for hoarding

6. Work

perfection is a minimum requirement personal worth based on how much you get done

work seen as a curse work celebrated as worthwhile and good

7. Social Activities

value your privacy, stay at home or stay with your family
 have lots of friends, entertain often, go out a lot

8. Order and Organization

"a place (and time) for everything, everything in its place"

"cleanliness is next to godliness"

some clutter acceptable, but order appreciated chaos and clutter everywhere

9. Attitudes Toward Sex

didn't talk about it inappropriate sex talk, behavior positive attitudes and values

10. Gender Roles

male dominated female dominated rigid gender roles flexible roles

11. Child Rearing

very strict, firm harsh, lots of physical punishment verbal or physical abuse

fair, reasonable discipline permissive, anything goes

12. Church, Religion

strong faith, backed by consistent practice

strong profession, inconsistent life

little or no emphasis on religion or church

13. Illnesses or Injuries

grin and bear it, don't make a big deal of it appropriate empathy, support

use for exerting control, generating sympathy, or establishing martyr or victim status

14. Family Sins, Wrongdoings, Mistakes

inflict shame, assign blame deny, cover up, minimize, keep secret

confess, forgive, let go



Communication tips for parents

Be available for your children

- Notice times when your kids are most likely to talk—for example, at bedtime, before dinner, in the car—and be available.
- Start the conversation; it lets your kids know you care about what's happening in their lives.
- Find time each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
- Learn about your children's interests—for example, favorite music and activities—and show interest in them.
- Initiate conversations by sharing what you have been thinking about rather than beginning a conversation with a question.

Let your kids know you're listening

- When your children are talking about concerns, stop whatever you are doing and listen.
- Express interest in what they are saying without being intrusive.
- Listen to their point of view, even if it's difficult to hear.
- Let them complete their point before you respond.
- Repeat what you heard them say to ensure that you understand them correctly.



Respond in a way your children will hear

- Soften strong reactions; kids will tune you out if you appear angry or defensive.
- Express your opinion without putting down theirs; acknowledge that it's okay to disagree.
- Resist arguing about who is right. Instead say, "I know you disagree with me, but this is what I think."
- Focus on your child's feelings rather than your own during your conversation.

Remember:

- Ask your children what they may want or need from you in a conversation, such as advice, simply listening, help in dealing with feelings, or help solving a problem.
- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems, and work through difficult feelings.
- Talk to your children—don't lecture, criticize, threaten, or say hurtful things.
- Kids learn from their own choices. As long as the consequences are not dangerous, don't feel you have to step in.
- Realize your children may test you by telling you a small part of what is bothering them. Listen carefully to what they say, encourage them to talk, and they may share the rest of the story.



Parenting is hard work

- Listening and talking is the key to a healthy connection between you and your children. But parenting is hard work and maintaining a good connection with teens can be challenging, especially since parents are dealing with many other pressures. If you are having problems over an extended period of time, you might want to consider consulting with a mental health professional to find out how they can help.

Special thanks to:

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Find this article at:

<http://www.apa.org/helpcenter/communication-parents.aspx>

How to Effectively
COMMUNICATE
With Your Child

Talk between parents and children is very important, if for no other reason than it is relatively rare when compared to the other activities that today's busy families are engaged in. For example, American children spend an average of 4 hours each day in front of the television--that's 28 hours per week. At this rate, they will have watched 22,000 hours of TV by age 18--more time than they will spend in the classroom. And this does not include time spent in front of video games and computers. With an increase in the number of parents working outside the home, children are spending more time under the care of a non-parent. These and other factors in our culture make parent-child talk a special event.

Parent-child talk is also important because of its power. Talking is one of the most effective ways you can share information with your children, strengthen your relationship with them, help them understand and deal with their emotions, and pass on to them values, beliefs, and hopes. Basically, talking is one of the main tools that you use to further the intellectual, emotional, moral, and spiritual growth of your children. However, if not used carefully, talking can have a negative effect. It can be used to communicate misinformation, discount or deny feelings, disrupt mood and emotions, and instill fear, doubt, confusion, and hopelessness. As a parent, your goal is to keep your children talking to you. The ideas described below are designed to help you achieve this goal by communicating more effectively with your children.

CHARACTERISTICS OF CHILDREN

One of the most common reasons for miscommunication between parents and children is that parents often talk to their children as if they were little adults. Parents do this because thinking and talking as an adult comes naturally to them. However, there are some important differences between how adults and children think and talk that are important to keep in mind if you want to effectively communicate with your child.

Thinking Skills

Adults tend to think about things in a very logical and rational way. They are most comfortable when things are talked about in ways that fit together and make sense. They can use and understand abstract ideas in their talk. However, young children (from 2 to about 7 years) have very basic thinking skills that are best described as pre-logical or magical. Their minds do not have the need to make logical sense of things the same way the adult mind does.

	Adults	Young Children
Thinking	Logical Rational Abstract	Pre-logical Irrational Concrete
Language	Advanced Indirect Implicit	Simple Direct Explicit
Sense of Time	Long-term	Short-term

The ability to reason and think logically develops over time. The minds of school-age children (between about 8 and 12 years) require that things they can see, feel, and relate to in their everyday life make some sense. While they are logical as it relates to these concrete things, they are not yet fully capable of reasoning about abstract ideas. This ability does not fully develop until the adolescent years.

Language Skills

Adults use language in a very advanced way. The meaning of words is often understood within the context of the conversation and the situation. As a result, adults often use language in an indirect or roundabout way. They do this because it gets the point across without being too confrontational. When adults talk to each other they have the skills to follow the reasoning of the conversation and to interpret the meaning of indirect language.

Most children begin using language around age two. During their early years (from 2 to about 7 years), they interpret language very literally. That is, they understand the words they hear in their literal meaning, not what was implied or meant. They have a hard time understanding the "hidden" meaning of indirect language or understanding the meaning of abstract words. They have an easier time understanding words that relate to things they can see, hear, feel, taste, or smell. This kind of language is called "concrete." Children between the ages of 8 and 12 are not as literal in their understanding and use of language; however, they will have a harder time talking about and understanding abstract ideas. The ability to understand abstract language begins about 12 years of age.

Sense of Time

Adults think about time differently than young children. Most adults think about how their current behavior will affect future behavior. That is, they think about things with their long-term goals in mind. However, young children are immediate oriented. They are concerned mostly about what is happening right now. They have not yet developed delayed gratification, which is the ability to put off an immediate desire for something more desirable later. As a result, they are more concerned about immediate, short-term goals than long-term goals. The ability to think about the future and delay gratification develops during the later elementary school years.

Imbalance of Power

Children are at a big disadvantage when talking with parents because parents are more powerful than they are in three areas. The most obvious is physically; you are bigger than your child is, and she is physically dependent on you for most things. Second, as discussed above, your thinking and talking skills are fully developed, while your child's are not. Third, you have much more life experience to draw from than your child. This gives you more wisdom when thinking and talking.

Being aware of the characteristics of children can help you better understand their behavior and how to best relate to them. Next, let's look at some general guidelines that will help you effectively communicate with your child.

GENERAL RULES WHEN COMMUNICATING WITH CHILDREN

As a parent, your goal in talking with your child is to further her intellectual, emotional, moral, and spiritual growth. In order to do this most effectively, you need to create an environment where your child is not afraid to talk with you and when she does, she will not feel that she will be punished for what she says or does not say. Below are some “general rules” to keep in mind when talking with children that will help create such an environment. As with most rules, they do not apply to all situations, but can be used as general guidelines.

1. Show interest.

Talking with someone can be very rewarding when the other person shows an interest in what you are talking about. Interest is communicated by listening, paying attention, and contributing to the conversation.

- *Physically get down to their level*
- *Make eye contact*
- *Repeat back what you heard the child say to you*

If you want your child to continue to talk with you, you need to take the time to show interest when he does.

2. Use simple language.

When talking with your child, use language that she will understand. Don't assume she will follow your reasoning or understand the meaning of abstract words. The younger the child, the more brief, direct, concrete, and specific you will need to be.

3. Be gentle.

Because you are much more powerful than your child in many ways, your child is vulnerable to harm. You have the responsibility of protecting him from harm. Be respectful of your child's vulnerable position and be gentle when talking with him. Don't bully him into agreeing with you or make him feel inferior by misusing your superior skills, this will only make him afraid to talk with you in the future.

4. Let the conversation go where it will.

Because young children do not have fully developed thinking and talking skills, do not expect everything that they say to fit together nicely. Conversations with children often wind around in different directions, going from topic to topic with no clear logical connection. While clear communication is something you want them to develop over time, remember that their logical skills are still developing and that the fact that they are talking to you is important. Go with it!

5. Don't feel you always need to “fix” the problem.

When talking with your child, what should you do when you feel you know the right answer, know how to solve a problem, or know the “right” thing to do in a particular situation? While sometimes it is appropriate to pass on your knowledge directly, at

other times it may be most helpful for you to help your child develop her own talking and thinking skills.

- Sometimes your child will talk to you about something that is on her mind as a way of trying to make sense of it. The best response in this situation may be to just listen.
- In other situations, rather than merely giving your child the answer or solution, you can ask a question or series of questions that will keep her talking and thinking. For example, if she tells you about a situation at school in which some kids got in trouble. You could ask her what are some things she could do to avoid trouble if she were ever in that situation.
- Sometimes your child will tell you about something that is on her mind and would prefer that you not act on the information. If your child feels that every time a problem is reported to you, you will run off and try and fix it, she may be less likely to talk with you about similar concerns in the future. If you feel there is something you can do to help, talk with her about it. Although, there are times when it may be appropriate to get involved, at other times it may be best to keep things confidential.

6. Don't be afraid to talk about important topics.

Just like adults, children have the need to talk about and can benefit from talking about important topics, such as sex, drugs, death, God, commitment, etc. You can play an important role in providing correct information and helping your child develop his own ideas and values about important topics. If you don't, he may learn about them on the playground, from TV, or from some other source that may not be helpful. Here are some points to consider.

- Be sure to use language your child will understand. Don't assume he will understand language and reasoning the same way you do.
- While sometimes your child will bring up important topics on his own, you can also plan a time to talk about an important topic, such as reading a sex education book together before bedtime or watching and discussing a video on drugs.
- It is sometimes helpful to talk about important topics with your child before he is faced with them in his own life. This can prepare him for handling situations. For example, it can be helpful to talk with him about a strategy to resist peer pressure to use drugs before he has actually faced such a situation.

7. Know when to stop.

As in all conversation, talking too long about a subject can cause people to lose interest. A young child is rarely able to talk about a particular topic for more than a few minutes. A child's ability to attend to a particular subject will increase as she gets older. What can start out as an interesting talk between you and your child can quickly turn into an

uninteresting “lecture” if it goes on too long. There may be more that you would like to say about a topic, but it may be best to wait for another time.

8. Use humor

All talk need not be serious. In fact, some of the most enjoyable conversations are those that are lighter and include some humor. Such conversations help build relationships. In addition, the ability to find humor in situations is a great coping strategy. You can help make talking with your child enjoyable and help her to develop a sense of humor by sharing with her those things you find humorous in a situation and listening to her share what she finds humorous.

COMMUNICATING EFFECTIVELY

Talk between parents and children can have different purposes. What makes a talk successful depends on the purpose of the talk. The purpose of some talk is to exchange information. At other times, the talkers are trying to learn something from each other. Sometimes, the purpose of talking is to share how a person feels about a situation. At still other times, the goal of talking is to get children to do a specific action. This section will discuss the characteristics of these four types of talk and things parents can do to make such talk successful.

Talking to Exchange Information

The purpose of much talk between parent and child is to exchange specific information. These kinds of conversations are typically brief, to the point, and specific information is exchanged. The following is an example of a conversation intended to exchange information.

JAMES: “Dad, what time will you be home tonight?”

DAD: “Regular time. Why?”

JAMES: “Because I have baseball practice at 5:30 and I need a ride.”

DAD: “Where is practice at?”

JAMES: “At Bishop Park.”

DAD: “Okay, I can take you. I will try and be home at 5:00. Make sure you start on any homework before practice.”

JAMES: “Okay.”

The above is an example of a successful talk for information because both James and his father got what they needed from the talk. This kind of talk is straightforward when the correct information is available and exchanged. The only real challenge with this kind of talk is when you do not know the “correct” answer. In this case, you can tell your child that you don’t know and direct him to where he can go to get the correct information. If you don’t know where to find the information, you can engage him in another kind of talk to help him find out where he needs to go to get the information.

Talking to Learn

Some of the more interesting and meaningful talks you can have with your child are the ones that go beyond the goal of information exchange toward the goal of trying to learn something from each other. This kind of talking differs from information exchange in a number of different ways. The qualities necessary for success at this kind of talk are discussed below.

- **Spend the time.** These kinds of talks take time. They are typically longer than talks that are primarily concerned with exchanging information. You should take advantage of the opportunities for this kind of talk by either taking the time when the opportunities present themselves, or arrange for such opportunities to take place.
- **Both listen and respond.** In this kind of talk, neither party should dominate the conversation. Since both are trying to learn from each other, both need to listen and respond appropriately. Since it is not essential for this kind of talk, you should not feel a need to correct every misstatement your child makes.
- **Let the talk go where it will.** During this time, you should allow the talk to wander where it will. While it may be desirable to stay on point, there should be no pressure to do so. A number of different ideas may be brought up and developed during the talk; however, it is not necessary to develop every idea.
- **Be warm and light.** One of the goals of talking for learning is to encourage more of it. You should communicate warmth during the talk, use light humor when appropriate, and not be too serious. Being critical or overbearing will destroy this kind of talk.

Talking to Share Feelings

Often times, children will talk with you to share how they feel. When this is the purpose, then your role is to help your child express her feelings and make sense of what happened to produce the feelings. One of the more common mistakes parents make during this kind of talk is to deny the child's feelings or to try and "fix" them. This is a natural response since parents do not want their child to feel bad. The following is an example of this.

JASMINE: "Mom, I hate going to Girl Scouts!"

MOM: "Oh, don't say that, your meetings are lots of fun."

JASMINE: "Nobody ever chooses me to be their partner during the games."

MOM: "Come on, the girls like you!"

In this example, the child's feelings were denied and the mother tried to talk Jasmine into feeling differently than she did. Instead, the mother could have helped her daughter understand her feelings better and put the event in some perspective.

JASMINE: "Mom, I hate going to Girl Scouts!"

MOM: "How come?"

JASMINE: "Because nobody ever chooses me to be their partner during the games."

MOM: "I am sorry you are feeling left out. Did something happen today at your meeting?"

JASMINE: "Yes, I wanted to be Ashley's partner but she was already with Maria. I had to be Amanda's partner and she is so annoying."

MOM: "I see how she can be sometimes. Were you nice to her?"

JASMINE: "Yes."

MOM: "Have you had this problem at other meetings or was this the first time?"

JASMINE: "Well, I only got to be Ashley's partner one time this year. Usually me and Jade are partners, but she wasn't there today."

MOM: "I see. Sounds like things did not go the way you wanted today. I think you did the right thing by being Amanda's partner today and being nice to her. She has a hard time making friends."

In this example, Jasmine was able to successfully express her feelings. The mother used a series of questions and comments to help Jasmine talk more about the events and to share with her some of her thoughts about the situation.

Below are some suggestions on how to respond when your child tries to share her feelings with you.

- **Listen to your child.** When they are experiencing a negative emotion, listen to them as they express themselves. This will communicate that you care.
- **Acknowledge and label your child's feelings.** Do not try and deny or discount their feelings (for example, "You shouldn't be mad at that"). Instead, communicate that you understand how they feel. For example, if your child is getting frustrated with her math homework, you can listen to her express her feelings and acknowledge them; "Doing math can be really frustrating sometimes!"

Talking For Specific Action

A common type of talk that parents have with their children is talk for a specific action, such as when you direct your children to do something or tell them to stop doing something. At times, this kind of talk can lead to frustration and conflict. This kind of talk is successful when the child minds his parent with minimal disruption in the mood of both parent and child. Below are some guidelines for talking for specific action.

- **Explain, but at the right time.** Explain the reasons for your requests and rules before or after a minding situation. Engaging your child about the reasons for having to mind you in the heat of the battle will distract him from minding.
- **Choose your battles!** Use direct requests only when minding is important and you are prepared to follow-through. Parents often are not aware of how many requests they give their children. Overuse of requests can lead to confrontations and unpleasantness.

- **Use effective requests.** When minding is important, use an effective request. The five rules for effective requests are listed below.
 1. Requests should be **direct** rather than indirect. A direct request should leave no question in the child's mind that he is being told to do something, giving no illusion of choice.

Indirect request:
"Let's pick up the toys."
"How about washing your hands?"
"Will you go make your bed?"

Direct request:
"Jimmy, put your shoes in your closet, please."
 2. Requests should be **positively stated**. Positively stated requests give the child information about what "to do." Negatively worded requests only tell the child what "not to do."

Negative request:
"Stop running!"

Positive request:
"Come sit down next to me."
 3. Requests should be **specific**. Vague requests are so general and nonspecific that the child may not know exactly what to do to mind.

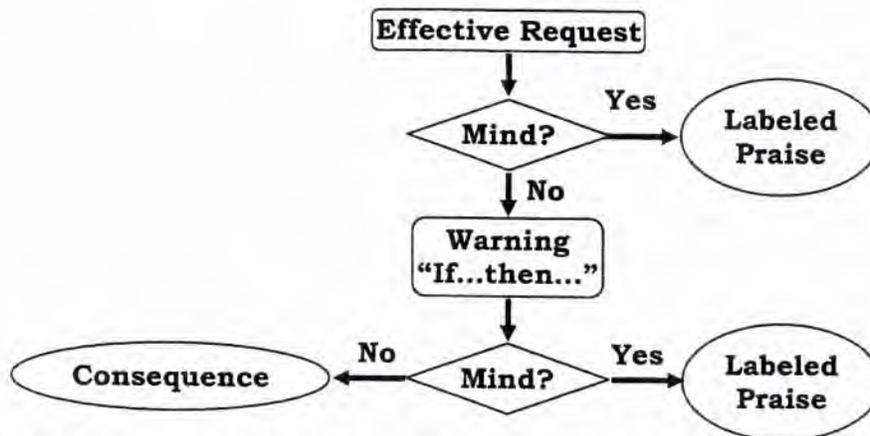
Vague requests:
"Be good."
"Be careful."
"Clean up your act!"

Specific requests:
"Move away from the door."
"Talk in a quiet voice."
 4. Give only **one request at a time**. Some children have a hard time remembering more than one thing at a time. Also avoid requests with many "hidden" requests.

Stringing requests:
"Pick up your toys, then go brush your teeth, and then go get into bed."

Hidden requests:
"Clean up your room." (This really is several requests, such as put the toys away, make your bed, put away your clothes, etc.)
 5. Requests should be **simple**. The child should be intellectually and physically capable of doing what you are requesting.
- **Follow-through!** Always follow-through after a direct request is given (see figure below).

- ⇒ If your child minds the requests, praise her. Praise is a very powerful way of rewarding good behavior. Your praise will be more powerful if you do it often, give it immediately after the behavior, use a warm tone of voice, and “label it”, or add a statement which tells what you liked about the child's behavior.
- ⇒ When your child does not mind the original request, avoid the cycle of repeating your requests without following-through. This will only lead to frustration on your part and an escalation of the child's resistance.
- ⇒ When the child does not mind an effective request, use a warning. A warning is an if-then statement that connects the not minding behavior with a consequence. If your child does not mind the warning then follow through with the consequence.



Consistent follow-through will allow children to predict the consequences of their behavior, thereby, allowing them to exercise self-control. Children will likely need to experience this sequence several times before they learn that the consequences to their behavior will be consistent (both positive and negative).

THINGS YOU CAN DO TO TALK MORE

Given the value of parent-child talk, you should make efforts to do more of it. Below are some suggestions for encouraging more parent-child talk.

- **Take the time.** It is not always possible to plan talking time. Sometimes your child will bring up a topic at a time when you are not expecting it or are busy doing something. Take advantage of these times by stopping what you are doing and spending a few minutes to talk with him.
- **Turn off the TV.** Take advantage of the times when you and your child are together, such as meal times and car rides. During these times, turn off the TV or the radio and talk with your child.
- **Tuck them in at night.** Spend a few minutes each night tucking your child into bed. This provides a great opportunity to talk.



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- **Read a book together.** A nice way to discuss important topics is to read a book on the topic together. This can generate talk on a topic that otherwise may not come up.
- **Spend time together.** Talking takes time. The more time you spend with your child the more opportunities you will have to talk. Spend some time playing with your child each day.



Arkansas State PIRC

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For additional resources, visit our website:

www.parenting-ed.org

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assertive communication

Assertiveness means expressing your point of view in a way that is clear and direct, while still respecting others. Communicating in an assertive manner can help you to minimise conflict, to control anger, to have your needs better met, and to have more positive relationships with friends, family and others.

Assertiveness is a style of communication which many people struggle to put into practice, often because of confusion around exactly what it means. Sometimes it helps to start by explaining what assertiveness is *not*:

Aggressive Communication

People often confuse assertiveness with aggression, because it involves sticking up for yourself. But the two are actually quite different:



Aggression

Force your needs or opinions onto others.
Often involves bullying or pushing others around.
Only your needs matter.

No compromise.
Damages relationships.
May lead to shouting or physical aggression.
Damages self-esteem

Assertiveness

Express your needs clearly but respectfully.
Others are treated with respect.
Considers the needs of others as well as yours.
Often compromise.
Stronger relationships.
Using clear language to get point across.
Builds self-esteem

For example, imagine you are standing in line at the bank and someone else pushes in front of you. An aggressive response could be to grab them by the shoulder and say loudly:

Hey! What makes you so important that you don't have to wait in line like the rest of us?

This might make you feel better in the short term, but you will probably also spend the rest of the hour feeling annoyed about the interaction. Or perhaps the other person will shout back at you and the situation will get even worse, *really* leaving you in a bad mood.

A more assertive response could be to gently tap the person on the shoulder and say in a clear but respectful voice:

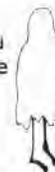
Excuse me, there is actually a line here. It would be better if you could wait your turn like the rest of us.

Chances are you will get a more positive response to this - perhaps the other person will apologise and move to the back of the line, or they may explain their reason for wanting to push in and you may feel happy to do them this favour. They may still respond badly - your assertiveness does not guarantee others will not be aggressive - but at least you will feel good knowing that you did your best and used assertive communication.

Passive Communication

Another thing that assertiveness is *not* is passive communication. Passive communication is:

- Not speaking up for yourself, either because you think your views don't matter or for reasons like trying to please everyone or 'keep the peace'
- Putting your needs last to the needs of others
- Allowing yourself to be bullied or ignored
- Often involves speaking quietly or with a hesitating voice, or with body-language like looking at the floor or shrugging the shoulders
- You may undermine your opinions with passive phrases such as: *only if you don't mind*, or: *but it really doesn't matter that much to me*



Passive communication can be damaging to your self-esteem, and also to relationships. If you use a passive communication style, others are more likely to ignore your needs, which may leave you feeling hurt or even angry with them for not treating you better.

So Assertiveness is....



Think of assertiveness as the halfway point between passive and aggressive - just the right balance!

Here are some tips for practicing being assertive:

- State your point of view or request clearly.
- Tell the other person how you feel as honestly as you can, and remember to *listen* to what they say as well.
- Tone and volume of voice: *how* you say it is as important as *what* you say. Speak at a normal conversation volume, rather than a shout or whisper, and make sure that you sound firm but not aggressive.
- Make sure your body language matches - your listener will get mixed messages if you are speaking firmly while looking at the floor. Try to look the other person in the eye, stand tall, and relax your face.
- Try to avoid exaggerating with words like *always* and *never*. For example: *You are 20 minutes late and it is the third time this week*, rather than: *You are always late!*
- Try to speak with facts rather than judgements. For example: *This report has important information missing*, rather than *you have done a bad job again*.
- Use "I Statements" as much as possible, to tell the other person how you feel rather than be accusing. For example: *When you leave your dishes on the table, I feel frustrated because I don't like the mess but don't want to clean it up for you*, rather than: *You're such a pig!*
- Practice often - assertiveness is a skill which requires you to practice in many different situations. And don't forget to praise yourself for your good efforts!

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10 Way to Build and Preserve Better Boundaries

By MARGARITA TARTAKOVSKY, M.S.

Boundaries are essential to healthy relationships and, really, a healthy life. Setting and sustaining boundaries is a skill. Unfortunately, it's a skill that many of us don't learn, according to psychologist and coach Dana Gionta, Ph.D. We might pick up pointers here and there from experience or through watching others. But for many of us, boundary-building is a relatively new concept and a challenging one.

Having healthy boundaries means "knowing and understanding what your limits are," Dr. Gionta said.

Below, she offers insight into building better boundaries and maintaining them.

1. Name your limits.



You can't set good boundaries if you're unsure of where you stand. So identify your physical, emotional, mental and spiritual limits, Gionta said. Consider what you can tolerate and accept and what makes you feel uncomfortable or stressed. "Those feelings help us identify what our limits are."

2. Tune into your feelings.

Gionta has observed two key feelings in others that are red flags or cues that we're letting go of our boundaries: discomfort and resentment. She suggested thinking of these feelings on a continuum from one to 10. Six to 10 is in the higher zone, she said.

If you're at the higher end of this continuum, during an interaction or in a situation, Gionta suggested asking yourself, what is causing that? What is it about this interaction, or the person's expectation that is bothering me?

Resentment usually "comes from being taken advantage of or not appreciated." It's often a sign that we're pushing ourselves either beyond our own limits because we feel guilty (and want to be a good daughter or wife, for instance), or someone else is imposing their expectations, views or values on us, she said.

"When someone acts in a way that makes you feel uncomfortable, that's a cue to us they may be violating or crossing a boundary," Gionta said.

3. Be direct.



With some people, maintaining healthy boundaries doesn't require a direct and clear-cut dialogue. Usually, this is the case if people are similar in their communication

styles, views, personalities and general approach to life, Gionta said. They'll "approach each other similarly."

With others, such as those who have a different personality or cultural background, you'll need to be more direct about your boundaries. Consider the following example: "one person feels [that] challenging someone's opinions is a healthy way of communicating," but to another person this feels disrespectful and tense.

There are other times you might need to be direct. For instance, in a romantic relationship, time can become a boundary issue, Gionta said. Partners might need to talk about how much time they need to maintain their sense of self and how much time to spend together.

4. Give yourself permission.

Fear, guilt and self-doubt are big potential pitfalls, Gionta said. We might fear the other person's response if we set and enforce our boundaries. We might feel guilty by speaking up or saying no to a family member. Many believe that they should be able to cope with a situation or say yes because they're a good daughter or son, even though they "feel drained or taken advantage of." We might wonder if we even deserve to have boundaries in the first place.

Boundaries aren't just a sign of a healthy relationship; they're a sign of self-respect. So give yourself the permission to set boundaries and work to preserve them.

5. Practice self-awareness.

Again, boundaries are all about honing in on your feelings and honoring them. If you notice yourself slipping and not sustaining your boundaries, Gionta suggested asking yourself: What's changed? Consider "What I am doing or [what is] the other person doing?" or "What is the situation eliciting that's making me resentful or stressed?" Then, mull over your options: "What am I going to do about the situation? What do I have control over?"

6. Consider your past and present.

How you were raised along with your role in your family can become additional obstacles in setting and preserving boundaries. If you held the role of caretaker, you learned to focus on others, letting yourself be drained emotionally or physically, Gionta said. Ignoring your own needs might have become the norm for you.

Also, think about the people you surround yourself with, she said. "Are the relationships reciprocal?" Is there a healthy give and take?

Beyond relationships, your environment might be unhealthy, too. For instance, if your workday is eight hours a day, but your co-workers stay at least 10 to 11, "there's an implicit expectation to go above and beyond" at work, Gionta said. It can be challenging being the only one or one of a few trying to maintain healthy boundaries, she said. Again, this is where tuning into your feelings and needs and honoring them becomes critical.

7. Make self-care a priority.

Gionta helps her clients make self-care a priority, which also involves giving yourself permission to put yourself first. When we do this, "our need and motivation to set boundaries become stronger," she said. Self-care also means recognizing the importance of your feelings and honoring them. These feelings serve as "important cues about our wellbeing and about what makes us happy and unhappy."

Putting yourself first also gives you the "energy, peace of mind and positive outlook to be more present with others and be there" for them." And "When we're in a better place, we can be a better wife, mother, husband, co-worker or friend."

8. Seek support.

If you're having a hard time with boundaries, "seek some support, whether [that's a] support group, church, counseling, coaching or good friends." With friends or family, you can even make "it a priority with each other to practice setting boundaries together [and] hold each other accountable."

Consider seeking support through resources, too. Gionta likes the following books: [The Art of Extreme Self-Care: Transform Your Life One Month at a Time](#) and [Boundaries in Marriage](#) (along with several books on boundaries by the same authors).

9. Be assertive.

Of course, we know that it's not enough to create boundaries; we actually have to follow through. Even though we know intellectually that people aren't mind readers, we still expect others to know what hurts us, Gionta said. Since they don't, it's important to assertively communicate with the other person when they've crossed a boundary.

In a respectful way, let the other person know what in particular is bothersome to you and that you can work together to address it, Gionta said.

10. Start small.

Like any new skill, assertively communicating your boundaries takes practice. Gionta suggested starting with a small boundary that isn't threatening to you, and then incrementally increasing to more challenging boundaries. "Build upon your success, and [at first] try not to take on something that feels overwhelming."

"Setting boundaries takes courage, practice and support," Gionta said. And remember that it's a skill you can master.

MODULE 7F

LIFE SKILLS SUPPORT GROUP MINDFUL PARENTING

SELF & FAMILY CARE

GOALS: This module teaches participants about stress, the mind/body connection, and how to apply self-care methods in daily life to manage stress and reduce burn-out.

OBJECTIVES: Participants will be able to:

- identify constructive and less constructive tactics for coping with stress
- learn and practice relaxation techniques

MATERIALS: Handouts include: Tactics for Coping with Stress Inventory, Self-Care Assessment Worksheet, Handout 1: Self-Care Worksheet, Stress & the Mind/Body Connection, Quick Relaxation Techniques, 15 Second Refresher, Coping Strategies In Dealing With Stress, Changing Thoughts and Perceptions, My Maintenance Self-Care Plan, Stress Awareness Diary

Tactics for Coping with Stress Inventory¹

Before you embark on a program of change, it is important to consider how you are currently managing your stress.

Instructions: Listed below are some common ways of coping with stressful events. Mark those that are characteristic of your behavior or that you use frequently.

- 1. I ignore my own needs and just work harder and faster.
- 2. I seek out friends for conversation and support.
- 3. I eat more than usual.
- 4. I engage in some type of physical exercise.
- 5. I get irritable and take it out on those around me.
- 6. I take a little time to relax, breathe, and unwind.
- 7. I smoke a cigarette or drink a caffeinated beverage.
- 8. I confront my source of stress and work to change it.
- 9. I withdraw emotionally and just go through the motions of my day.
- 10. I change my outlook on the problem and put it in a better perspective.
- 11. I sleep more than I really need to.
- 12. I take some time off and get away from my working life.
- 13. I go out shopping and buy something to make myself feel good.
- 14. I joke with my friends and use humor to take the edge off.
- 15. I drink more alcohol than usual.
- 16. I get involved in a hobby or interest that helps me unwind and enjoy myself.
- 17. I take medicine to help me relax or sleep better.
- 18. I maintain a healthy diet.
- 19. I just ignore the problem and hope it will go away.
- 20. I pray, meditate, or enhance my spiritual life.
- 21. I worry about the problem and am afraid to do something about it.
- 22. I try to focus on the things I can control and accept the things I can't.

Evaluate your results: The even-numbered items tend to be more constructive tactics and the odd-numbered items tend to be less constructive tactics for coping with stress. Congratulate yourself for the even-numbered items you checked. Think about whether you need to make some changes in your thinking or behavior if you checked any of the odd-numbered items. Consider experimenting with some even-numbered items you haven't tried before.

¹ Adapted from the "Coping Styles Questionnaire." © 1999 by Jim Boyers, Ph.D., Kaiser-Permanente Medical Center and Health Styles. Santa Clara, CA.

Self-Care Assessment Worksheet

This assessment tool provides an overview of effective strategies to maintain self-care. After completing the full assessment, choose one item from each area that you will actively work to improve.

Using the scale below, rate the following areas in terms of frequency:

- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Physical Self-Care

- Eat regularly (e.g. breakfast, lunch and dinner)
- Eat healthy
- Exercise
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when needed
- Get massages
- Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
- Take time to be sexual—with yourself, with a partner
- Get enough sleep
- Wear clothes you like
- Take vacations
- Take day trips or mini-vacations
- Make time away from telephones
- Other:

Psychological Self-Care

- Make time for self-reflection
- Have your own personal psychotherapy
- Write in a journal
- Read literature that is unrelated to work
- Do something at which you are not expert or in charge
- Decrease stress in your life

- ___ Let others know different aspects of you
- ___ Notice your inner experience—listen to your thoughts, judgments, beliefs, attitudes, and feelings
- ___ Engage your intelligence in a new area, e.g. go to an art museum, history exhibit, sports event, auction, theater performance
- ___ Practice receiving from others
- ___ Be curious
- ___ Say “no” to extra responsibilities sometimes
- ___ Other:

Emotional Self-Care

- ___ Spend time with others whose company you enjoy
- ___ Stay in contact with important people in your life
- ___ Give yourself affirmations, praise yourself
- ___ Love yourself
- ___ Re-read favorite books, re-view favorite movies
- ___ Identify comforting activities, objects, people, relationships, places and seek them out
- ___ Allow yourself to cry
- ___ Find things that make you laugh
- ___ Express your outrage in social action, letters and donations, marches, protests
- ___ Play with children
- ___ Other:

Spiritual Self-Care

- ___ Make time for reflection
- ___ Spend time with nature
- ___ Find a spiritual connection or community
- ___ Be open to inspiration
- ___ Cherish your optimism and hope
- ___ Be aware of nonmaterial aspects of life
- ___ Try at times not to be in charge or the expert
- ___ Be open to not knowing

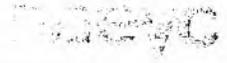
- Identify what is meaningful to you and notice its place in your life
- Meditate
- Pray
- Sing
- Spend time with children
- Have experiences of awe
- Contribute to causes in which you believe
- Read inspirational literature (talks, music, etc.)
- Other:

Workplace or Professional Self-Care

- Take a break during the workday (e.g. lunch)
- Take time to chat with co-workers
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting and rewarding
- Set limits with your clients and colleagues
- Balance your caseload so that no one day or part of a day is "too much"
- Arrange your work space so it is comfortable and comforting
- Get regular supervision or consultation
- Negotiate for your needs (benefits, pay raise)
- Have a peer support group
- Develop a non-trauma area of professional interest
- Other:

Balance

- Strive for balance within your work-life and workday
- Strive for balance among work, family, relationships, play and rest



Handout 1: Self-Care Worksheet

Self-care is the act of taking care of yourself. Establishing self-care habits is an important part of living a healthy and happy life. All of the strategies you read about in the article “How to Reduce Stress and Beat Burnout” are examples of self-care habits.

1. List the self-care habits you are using now to manage stress and stay healthy:

I get at least 8 hours of sleep each night.

I . . .

- a.
- b.
- c.

2. List the self-care habits you would like to use, but are not currently practicing:

I want to take a regular yoga class.

I want to . . .

- a.
- b.
- c.

3. Identify the obstacles keeping you from practicing these habits:

I am not taking a yoga class now because I feel like I don't have the time and I think it might be too expensive.

I am not _____ because . . .

- a.
- b.
- c.



(continued on page 2)

Handout 1: Self-Care Worksheet (cont'd)



4. What solutions can you come up with to address the obstacles you listed?

I could look for discounted or free yoga classes. I could free up time for myself by cutting back on my volunteer work, asking my neighbor to watch my children after school once a week, and sharing the cooking responsibilities with my family.

I could . . .

a.

b.

c.

5. Take a moment to reread the self-care habits you wrote down for item 2. Select one of the habits you would like to begin practicing and complete the sentences below.



Today, I commit to taking a weekly yoga class. I want to do this because I want to improve my flexibility, learn a new skill, and have some time for myself each week. I will accomplish this by finding and enrolling in a free or low-cost class and by easing up on my commitments and asking for help from others.

Today, I commit to . . .

I want to do this because . . .

I will accomplish this by . . .



STRESS and the MIND/BODY CONNECTION

University of Illinois Chicago

Stress Management & Biofeedback Services
BIOFEEDBACK INSTITUTE

Psychological STRESS

- Primitive Stress Response + Highly Developed Brain = STRESS**
- Our minds do not differentiate between **real danger & stressors**
 - The Stress Response **impairs our ability to think and function**
 - **Mental Stress** is unique to humans: Much of our stress comes from Worries, Fears, Expectations, Self-Criticisms, & Negative Perceptions
 - We have **no natural release** from stress: The Stress Response (brake) is not pedaled) is automatic—the Relaxation Response (brake) is not
 - Releasing Stress — "Putting on the brake" takes awareness & training

With time and effort...
We can develop new habits of stress tolerance, ourselves up to better performance and the process of self-healing.

Activating the Relaxation Response

Chronic Stress can result in...

- Fatigue
- Poor Concentration
- Poor Memory
- Decrease in Performance
- Sore, Tense muscles
- Headaches
- Insomnia
- Frequent Illness
- Chronic Anxiety/ Nervousness
- Depression
- Gastrointestinal problems
- Ulcers
- High Blood Pressure
- Heart Disease
- Auto-immune Diseases
- Poor Immune System
- Emotions: Bottled up/Erupt

- STRESS BUSTERS**
- Plan Breaks for Rest and Fun
 - Develop Realistic Expectations
 - Prioritize
 - Eat Well
 - Get Enough Sleep
 - Exercise Regularly
 - Use Stress Release techniques all day long
 - Learn to Tolerate & Manage Emotions

STRESS RESPONSE

Stress Response = Faster and Stronger for Survival

Muscles: Tense Up, Ready for Action
Mind: Instinctive; Thinking shuts down
Stress Hormones: Adrenalin, Cortisol boost energy
Heart Rate: Speeds Up, pumps blood to muscles
Immune System: Shuts down
Breathing: Shallow and Fast
Stomach: Digestion shuts down
Sweat Glands: Overactive
Emotions: Strong → Fear, Anger, Panic

Constant Psychological Stressors can keep us in Fight/Flight Mode

Action and Safety triggers the Relaxation Response



Relaxed or Working Mind and Body

Muscles: Tense as needed then Relax
Mind: Focused, Thinking Clearly, Warnings Sound
Heart Rate/Blood Pressure: Normal
Breathing: Smooth, Deep, Slow
Stomach: Digests normally
Sweat: To cool off
Essentials: Normal, easy, controllable



Quick Relaxation Techniques

Different relaxation techniques appeal to different people. Please try out each technique and rate it out of 10, then choose the one(s) that suit you best.

Whole body tension

Score out of 10

- ▣ Tense everything in your whole body, stay with that tension.
- ▣ Hold it as long as you can without feeling pain.
- ▣ Slowly release the tension and very gradually feel it leave your body. Repeat three times.

Imagine air as a cloud

Score out of 10

- ▣ Open your imagination and focus on your breathing.
- ▣ As your breathing becomes calm and regular, imagine that the air comes to you as a cloud.
- ▣ It fills you and goes out.
- ▣ You may imagine the cloud to be a particular colour.

Pick a spot

Score out of 10

- ▣ With your head level and body relaxed, pick a spot to focus on (eyes open at this point).
- ▣ When ready, count 5 breaths backward: with each breath allow your eyes to close gradually.
- ▣ Concentrate on each breath.
- ▣ When you get to 1, your eyes will be closed. Focus on the feelings of relaxation.

Counting ten breaths back

Score out of 10

- ▣ Allow yourself to feel passive and indifferent, counting each breath slowly from 10 to 1.
- ▣ With each count, allow yourself to feel heavier and more relaxed.
- ▣ With each exhale, allow the tension to leave your body.

Transformations: pick one that works or make up your own

Score out of 10

- | When you think of images like.... | Imagine.... |
|-----------------------------------|---|
| ▣ Tightly twisted ropes | ➤ The twisted ropes untwisting |
| ▣ Feel of cold, harsh wind | ➤ The cold wind becoming warm and soft |
| ▣ Hard, cold wax | ➤ The wax softens and melts |
| ▣ Tense, red muscles | ➤ The red muscles soften or lighten to pink |

Affirmations: pick one that works or make up your own

Score out of 10

- | | |
|---|---|
| ▣ Breathe deeply and slowly.... | ➤ This discomfort will pass....let it go. |
| ▣ Let the tension flow away.... | ➤ I have the power to handle this. |
| ▣ I am calm & relaxed, ready for anything | ➤ Relax the jaw, lower the shoulders. |



GP Notes: Quick Relaxation Techniques

Background Notes for Prescribers

Relaxation has been described as 'a state of consciousness characterised by feelings of peace and release from tension, anxiety and fear'. The term is usually taken to mean either lack of muscle tension or lack of inner 'mental tension'.

Early relaxation techniques often involved progressive muscle relaxation with attention to breathing, such as Jacobsen's progressive relaxation, first described in the late 1930s.

It is now recognised that there is a myriad of techniques to suit different personality types and problems. Some people also encounter problems with 'letting go' and can become panicky when they try and relax. This needs to be discussed and a different type of relaxation technique considered.

It is helpful to find out what happens to the individual when they are tense:

- *How does he/she know they are tense?*
- *What happens first? What next?*
- *What helps? What doesn't?*
- *Have they had problems with previous attempts at relaxation?*

It is also helpful to know the individual's style: *Do they like to picture things? Read things? Listen to things? Do something?*



Useful Resources

Barlow, DH, & Rapee, RM (1997). **Mastering Stress: A Lifestyle Approach**. Sydney: Lifestyle Press.

King, Petra. The tapes and CDs by Petrea King entitled **Relaxation, Learning to meditate, Soar like an eagle**, and **Sleep: A guide to deep and restful sleep** are all helpful and available on her website: www.questforlife.com.au.

Payne, R (2000). **Relaxation techniques: A practical handbook for the health care professional**. London: Churchill Livingstone.

Treatment Protocol Project (2004). **Management of Mental Disorders**, 4th Edition, Sydney: World Health Organisation Collaborating Centre for Evidence in Mental Health Policy. *Chapter 4 on Anxiety Disorders, which also gives some strategies for addressing barriers (p 219)*.

Wilson, P (1995). **Instant Calm, and Calm at Work**. Both by Ringwood: Penguin.

The progressive relaxation technique is well described at www.crufad.org and www.gpcare.org sites in the information section supporting the provision of mental health care and focussed psychological strategies under the *Better Outcomes in Mental Health Care* initiative.

Engaging your Mind in Counting or Spelling

Try your own variation of "counting sheep". Engage your mind in something unimportant like spelling or counting backwards can help you relax. The secret is to numb your brain by making it perform a dull, boring task.

Abdominal Breathing

Most of us don't breathe as deeply as we should. When we breathe deeply and fully, involving not only the chest, but also the belly, lower back, and ribcage, it can actually help our parasympathetic nervous system, which controls relaxation. Close your eyes, and try taking deep, slow breaths, making each breath even deeper and slower than the last. Breathe in through your nose and out through your mouth. You can try making each exhale a little longer than each inhale.

Progressive Muscle Relaxation

Progressive muscle relaxation is easy to do. Lie down or make yourself comfortable. Starting at your toes, tense all the muscles as tightly as you can. Then, after tensing, completely relax your muscles. Continue to do this for every muscle group in your body, working your way up from your feet to the top of your head.

Visualization

Close your eyes and imagine a place or activity that is calming and peaceful for you. It could be a beach of warm sand, or your childhood bedroom, or the image of yourself golfing or horseback riding. Concentrate on how relaxed this place or activity makes you feel, and "remain" in this imaginary place until you can completely wind down from your day.

Guided Relaxation

Guided relaxation can be very helpful in learning relaxation techniques. It involves a script that you follow step by step to relax. It may include a combination of deep breathing, muscle relaxation and visual imagery. Listening to a script before bed is a good way to incorporate several techniques. An example of guided relaxation is autogenic training, specific exercises that can make your body feel warm, heavy, and relaxed.

Meditation

Meditation has been proven to induce deep relaxation, which can in turn reduce insomnia. Meditating involves being "mindful" or in the present moment by passively focusing on breathing, a word, an object, or your body's own sensations. As thoughts come into your mind notice them without judging, rejecting, or dwelling on them and allow them to drift away like smoke or leaves in a stream.

Stress and Anger Management

Stress and anger from your day can stay with you and plague your mind consciously or *unconsciously*, making it hard to relax at night. Managing your time effectively, handling anger and stress in a positive way, spending time with other people, exercising, and maintaining a positive outlook, can stop stress and anger from disturbing your sleep.

For Relaxation Audio Files see:

<http://caps.byu.edu/relaxation-recordings> or <http://cccbiofeedback.blogspot.com/>

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15-Second

Hands

Tensed: Cold, clammy, fidgety, clenched

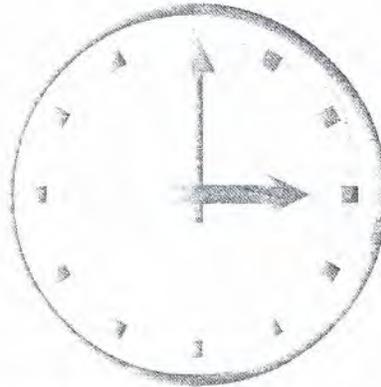
Relaxed: Warm, dry

Smile

It comes naturally as you relax.

Positive Statement

State a positive comment about yourself.



Shoulders

Tensed or relaxed?

Rotate shoulders forward and backward

Neck

Tensed or relaxed?

While keeping shoulders level, lean head to the left, right, forward and backward.

Look over left shoulder and right shoulder.

Breathing

Breathe a deep diaphragmatic breath (abdomen rises first), and hold for the count of five while making fists; raise shoulders to ears and clench your jaw. Blow all the air out at once and relax your body.

Jaw

Teeth clenched or apart?

Gently move jaw from side to side and keep upper and lower teeth apart.

"There is more to life than increasing its speed." **Mohandas K. Gandhi**

Adapted from The Depression Center,
Utah Valley Regional Medical Center

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COPING STRATEGIES IN DEALING WITH STRESS



**Pick only two or three of these items to work on. If you focus on too many items all at once, you might cause an increase in your stress level.*

Perspectives

- Notice early signs of stress by the presence of uncomfortable anger, depression, apathy, resentment, or negative thoughts about others.
- Plan for and work for the outcomes you want and then accept what comes. Life happens!
- Plan for the future instead of worrying about it.
- Learn from the past instead of feeling guilty about it.
- Practice in your mind new ways to respond to stressful situations before actually encountering them.
- Calm your upset feelings with calming thoughts. Talk to yourself in a positive way when you are experiencing a stressful situation.
- Remember that you are not in competition with others and that their accomplishments cannot diminish you.
- Deal with the source of the stress. If tension comes from a relationship, talk out your differences. If it comes from an unfinished task, do something toward finishing it.
- Think of the long-term perspective and let go of the little things.
- Speak, eat, drive and move at a more relaxed pace.
- Seek enjoyment in the doing of things rather than focusing on the end result.
- Consider how dealing with your current stress could be beneficial for you in the future.
- Laugh and look for humor in life.
- Smile.

Planning and Doing

- Be realistic about how much you can do. Prioritize.
- Plan on arriving at class, work, and appointments a few minutes early. Be prepared for delays by carrying a book to read.
- Use a planning schedule that fits your personality and life style. Avoid scheduling several back-to-back appointments without some breaks between them.
- Do difficult and important tasks before easy ones. Work before playing.
- Plan in breaks, recreation, weekends off, & vacations

Physical , Emotional, and Spiritual Health

- Take some time each day to nourish your spirit by praying, meditating, reading or listening to uplifting music.
- Do something each day which will last beyond tomorrow: writing in a journal, teaching a child, making something, reading a book, building a relationship.
- Exercise your body in some way each day.
- Get on a regular sleep schedule and get enough sleep for maximum energy and brain power.
- Eat nutritiously.

People

- Plan time with friends and family, otherwise, work will magically expand to fill whatever time is available.
- Improve your interpersonal communication by sharing your feelings and desires using phrases like: "I feel...when you...." "I would prefer... Because...."
- Respond with a kind "no" to unreasonable requests.
- Do something for others.

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CHANGING THOUGHTS AND PERCEPTIONS

Stress Indicating Statements

- It probably won't work
- I should not feel this way
- If you really cared you would...
- I am not as smart and attractive as she is
- He makes me so mad
- If I make a mistake, I'm a failure
- I can't understand it
- I'm getting nervous
- I'll disappoint them and let them down
- I'm not good enough
- I've never been any good at this.
- I'll never do this right
- Everything depends on this
- If I don't reach that goal, it will be terrible
- If others disagree with me, I must be wrong
- He ought to know what I'm feeling
- If I get a bad grade, I'm a failure.
- It must be my fault
- I will never get it done in time
- I'm not BYU material
- I'm stupid
- I should be more like...
- He/She would never go out with me
- I hate it when...

Build a Habit of *Stress-Reducing Thinking*

1. Catch yourself in the act of stressing yourself out.
2. Say to yourself, "That's not true or helpful."
3. Think of what you would say to a friend in the same situation.
4. Repeat that to yourself until you believe it.



Stress Reducing Statements

- It is not worth getting upset over
- I can choose to not get angry
- My best is good enough
- I can handle it
- It's okay to make mistakes
- One thing at a time
- Regardless of how I do, I can learn from it
- I hope it happens but I am not going to expect it to
- It is okay to be me and to feel the way I do
- I'll compare myself with myself rather than with others
- Worry won't help solve the problem
- I can do what I can do and that is all
- I am a fallible human being
- I'll survive
- I am enough
- I'll do what I can under the circumstances
- I can't do anything about it right now
- Five years from now, who will care?
- Let's put this problem into an eternal perspective
- I could have done better but at least I tried
- The Lord will support me in my trials
- No one can be loved by everyone
- Other people are different from me, not better
- What is the worst thing that can happen?
- Getting upset will just make it worse
- I will cheer for, rather than compete with others
- That's their problem, not mine
- It is not requisite that I run faster than I have strength

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My Maintenance Self-Care Plan Worksheet

<u>WORK</u>	<u>RELATIONSHIPS</u>
Current practice New practice	Current practice New practice
<u>OTHER:</u> _____	<u>OTHER:</u> _____
Current practice New practice	Current practice New practice

My Maintenance Self-Care Plan Worksheet

<p>Barriers to maintaining my self-care strategies</p>	<p>How I will address these barriers and remind myself to practice self-care</p>
<p>Negative coping strategies I would like to use less or not at all</p>	<p>What I will do instead</p>

(Adapted by Shirley Reiser, LCSW and Lisa D. Butler, PhD from materials provided by Sandra A. Lopez, LCSW, ACSW, University of Houston, Graduate School of Social Work.)

Stress Awareness Diary

Day: _____

Date: _____

Time	Stressful Event	(1-10)	Symptoms (before)	Technique	Notes (after)