

LIVING SKILLS

Personal Growth

PARENTING AND CHILD DEVELOPMENT

FACILITATOR GUIDE



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SPEAKING POINTS: Whenever you see this icon in this guide, it means that the corresponding bolded text is meant to be spoken aloud to participants.



HANDOUTS: Whenever you see this icon in this guide, there is a copy of the handout at the end of the session. The number on the icon corresponds to the handout number.



INTRODUCTION TO THE LIVING SKILLS PROGRAM

What Is the Living Skills Program?

The Living Skills program is designed to provide basic education and application of key living skills that all people need to live healthy lives. Personal growth skills focus on those internal skills that shape how one responds to the world, such as values and responsibilities, decision making, etc. Practical guidance skills focus on those external skills that help people live fulfilling lives, such as education, money management, etc. For many participants, this may be the first time they have ever learned these living skills.

Using best practices in the field, the exercises, discussions, and role plays in the Living Skills program address the underlying emotional, behavioral, and cognitive barriers that might otherwise prevent continued progress toward a healthy and fulfilling life.

What Are the Components of the Program?

Facilitator Guides

The information and exercises in the facilitator guides introduce topics to learners who may be unfamiliar with basic living skills. The exercises help learners begin to apply the concepts to their lives. The guides are designed to be used in conjunction with the corresponding workbooks and videos in the Living Skills program. The read-aloud sections, role plays, and other exercises with group discussions found in these guides are designed to be conducted in a group setting, but could be adapted for individual use.

Videos

The videos are meant to complement the facilitator guides and include interviews with subject matter experts, offering practical information to motivate viewers to change their behaviors. By teaching knowledge and demonstrating skills, these videos help learners begin to see how acquiring these skills can change their lives.

Workbooks

The exercises and information found in the workbooks help individual participants revisit what they learned during the facilitated sessions, while also diving deeper to apply the concepts to their own lives. The learners complete the workbook on their own, either in session or as take-home work.

What Topics Are Covered in This Program?

The *Personal Growth* component of Living Skills covers the internal skills needed to be a positive and productive member of a community. Topics include Values and Responsibilities, Interpersonal Skills, Refusal Skills, Making Decisions, Setting and Attaining Goals, and Parenting and Child Development.

The *Practical Guidance* component of Living Skills provides information on the day-to-day external skills needed to live a healthy life. Topics include Hygiene and Self-Care, Sexual Health, Managing Money, Education, Looking for Work, and Securing Housing.

Each topic includes a four-session facilitator guide with reproducible handouts, a workbook, and four videos (one for each session) that provide more in-depth information and show each skill in action.

Who Is the Intended Audience?

The Living Skills program is designed for use with a wide variety of audiences, including but not limited to adults in recovery, correctional settings, or mental health settings. This program provides tools to help participants live healthy, fulfilling lives.

How Could These Resources Be Used in a Group Setting?

For each topic, the facilitator can use the facilitator guide and video for delivery of material with the workbook to be completed at home. The facilitator guide, handouts from the facilitator guide, and participant workbook are downloadable from the online subscription page.

A group setting helps participants become more comfortable with the dynamics of group interaction, while also providing opportunities for peer support.

How Could These Resources Be Used in an Individual Setting?

For each topic, the facilitator can use the facilitator guide and video for one-on-one delivery of material with the workbook to be completed at home. If there is time, the facilitator could talk through the participant's responses in the workbook at the next individual session. Each facilitator guide contains the handouts for that topic, and participant workbooks are downloadable from the online subscription page.



AN OVERVIEW OF PARENTING AND CHILD DEVELOPMENT

What Are the Key Topics Covered in Parenting and Child Development?

Children go through predictable stages of development. Understanding these stages helps parents know what their children need at different ages. Positive parenting skills help keep children healthy and safe, giving them a good start in life so they can become happy and productive adults. This topic is divided into four sessions:

SESSION 1 introduces the idea that there are healthy and unhealthy parenting styles and that these styles can help or hurt children.

SESSION 2 explains the different stages of development that children go through.

SESSION 3 teaches positive parenting skills.

SESSION 4 teaches additional parenting skills and explains the difference between discipline and punishment.

Why Is the Skill of Parenting So Important?

The quality of parenting has a profound effect on a child's development. Healthy parenting promotes confident, caring, and happy children; unhealthy parenting can result in children with emotional wounds and challenges later in life. Lessons not learned in childhood are bound to be repeated in adulthood with often a higher price to pay. However, it is important to note that parents do not have to be perfect but should consistently do the best they can, knowing that patience, love, and a willingness to learn are the ingredients of success.

One's own parenting is deeply affected by the way he or she was parented—we tend to repeat what was modeled for us. Therefore, participants will benefit by being aware of their parents' style and its effect on them.

An added difficulty for some parents is the fact that, in the past, they may have been absent from their children's lives, either physically or emotionally,

due to incarceration, substance use, mental illness, or a variety of other reasons. Re-engaging with children after a prolonged absence can be challenging. This program provides guidance on how to enter back into children's lives in a way that is effective for both the children and the parent.

Parenting issues can be powerful and deeply personal. Many participants have never personally examined these issues or discussed them with others. Many participants will find it difficult to discuss these issues with others, especially with members of the opposite gender. Therefore, you might consider structuring parenting and child development sessions as separate male and female groups.



SCOPE AND SEQUENCE

SESSIONS	LEARNER OUTCOMES
Session 1. Introduction to Parenting and Child Development	<ul style="list-style-type: none">• Define the four parenting styles.• Explain how different parenting styles have different effects on children.• Describe healthy parenting behaviors.
Session 2. Child Development	<ul style="list-style-type: none">• Identify the stages of development people go through as they grow from infancy to adulthood.• Describe the tasks children need to accomplish in each stage.• Describe what stage-appropriate support children need from their parents.
Session 3. Parenting Skills Part 1	<ul style="list-style-type: none">• Describe eight positive parenting skills.• Identify some simple steps to begin using these parenting skills.• Apply these parenting skills.
Session 4. Parenting Skills Part 2	<ul style="list-style-type: none">• Describe additional parenting skills.• Demonstrate these additional parenting skills.• Apply these parenting skills.



SESSION 1.

Introduction to Parenting and Child Development

Goal

The goal of this session is to introduce the idea that there are healthy and unhealthy parenting styles and that these styles can help or hurt children.

Learner Outcomes

- Define the four parenting styles.
- Explain how different parenting styles have different effects on children.
- Describe healthy parenting behaviors.

Time Needed

50 minutes

Materials Needed

- Four Parenting Styles diagram, found on page 11 of this guide
- whiteboard or flipchart paper
- dry-erase markers
- Parenting and Child Development session 1 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Either draw the Four Parenting Styles diagram on a whiteboard or flipchart paper or make copies of the diagram to hand out to each participant.
2. Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (7 minutes)



1. Introduce the session by saying: **Learning positive parenting skills can make a big difference in the lives of your children and others whom you may be responsible for. While the quality of your parenting is not the only thing that influences your child's life, it has a big influence. Positive parenting skills will help keep your children safe and healthy and help them become happy, productive adults. These skills may also save you some time and stress as you learn from the experiences of other parents. And remember, you don't have to be a perfect parent—no one is. But we can all improve our parenting skills.**

When we talk about being a parent, this can apply to biological parents, foster parents, grandparents, or anyone else who provides primary care for children.



2. Show the diagram of the Four Parenting Styles or give participants a copy of the diagram. Explain that along one axis, it goes from low discipline and control to high discipline and control. On the other axis, it goes from low love and attention to high love and attention.



3. Explain: **There are four basic styles of parenting. Authoritative parents give rules but also listen to their children, are nurturing, and give discipline that is more supportive than punishing. They focus on discipline, control, love, and attention. Authoritarian parents expect children to follow strict rules and punish children when they don't follow the rules. They have lots of discipline, but show very little love. Permissive parents are more like friends to their children than parents. They make few demands on their children and rarely discipline them. They show lots of love, but little discipline and control. Uninvolved parents may or may not meet their children's basic needs and they don't pay much attention otherwise. They give neither love nor discipline. The healthiest style is authoritative.**



4. Ask participants: **What style of parenting did your parents have? What did they say or do that made you think that was their style?**

5. Ask: **What do you admire—or not admire—about your parents’ parenting style?**



6. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (7 minutes)

Make sure everyone can see and hear the Parenting and Child Development session 1 video segment. Stay in the room while the video segment is being played.

Discussing the Video (13 minutes)

Lead a discussion about the video segment. Ask group members the following questions:

- **Why is it important to be the best parent you can be for your children?**
- **What are some of the responsibilities parents have to their children?**
- **How do different parenting styles influence children?**



Going Deeper (20 minutes)

1. Ask: **What are some behaviors of healthy parents? What do they say or do?**

Write the behaviors on the left side of a whiteboard or flip chart as they are identified.

(Possible answers: listen to their children, make sure their children have enough food and clothing, teach their children how to pick up after themselves, teach their children how to share, require their children to do their homework, model being even-tempered, be willing to change their mind, encourage independence, explain reasons for certain rules.)



2. Ask: **How would each of these identified behaviors affect a child?**

Write responses on the right side of the whiteboard or flip chart in the space corresponding to the behavior.

(Possible answers: children will learn to listen to others; children will be warm and well-fed so they can concentrate on schoolwork, making friends, or other things; children will learn how to take care of themselves; children will learn good social skills; children will do well in school.)





3. Ask: **What is one quality you would like to see more of in your relationship with your children? How would you show that?**

(You might prompt participants with an example. For instance, they might want to show their child how much they care about them. One way they could show it would be to engage their child in conversation about what they did at school that day.)

Wrapping It Up (3 minutes)



1. Explain: **There is no such thing as a perfect parent. Still, we can all improve our parenting skills. We can learn and grow, and we can teach our children to do the same.**

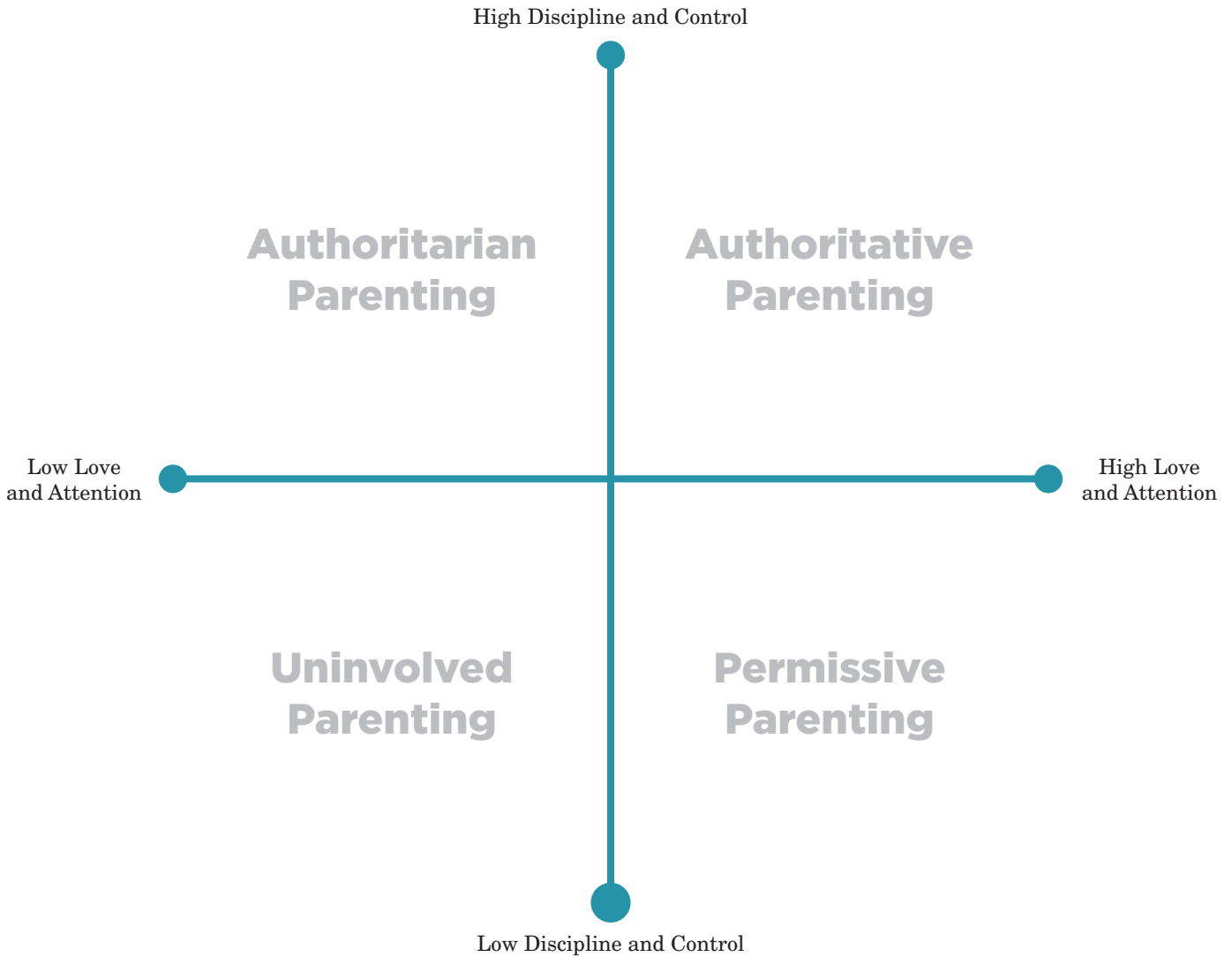


2. Explain: **Our goal is to help you develop better parenting skills.** Ask each person to think about a personal goal they have for the program. Share that goal with the group.

CHALLENGE

Challenge participants to identify someone they respect as a parent and to consider what it is about that person that earns their respect. Challenge participants to ask that person what he or she thinks are the most important things a parent does.

**HANDOUT 1:
FOUR PARENTING STYLES**





SESSION 2.

Child Development

Goal

The goal of this session is to explain the different stages of development that children go through.

Learner Outcomes

- Identify the stages of development people go through as they grow from infancy to adulthood.
- Describe the tasks children need to accomplish in each stage.
- Describe what stage-appropriate support children need from their parents.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Child Development Quiz handout, found on page 19 of this guide
- pens or pencils
- Parenting and Child Development session 2 video segment
- computer monitor or some way to display the video segment
- chart paper
- markers
- Child Development and Expectations handout, found on page 21 of this guide

Preparation Needed

1. Make copies of the Child Development Quiz handout (one copy per participant).
2. Make copies of the Child Development and Expectations handout (one copy per participant).
3. Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (10 minutes)

1. Briefly review the four parenting styles:



- **There are four different parenting styles—authoritative, authoritarian, permissive, and uninvolved.**
- **The healthiest parenting style is authoritative.**
- **Children need positive parenting to grow up healthy and happy.**



2. Introduce this session by saying: **People go through several stages of development as they grow from infants to adults.** As you talk about these stages, write them on a whiteboard or flipchart paper, but don't write the descriptions. These stages are:

- **Infancy, which is from birth to about two years of age.**
- **Early childhood, which is from about two to six years of age.**
- **Preadolescence, which is from about seven to eleven years of age.**
- **Adolescence, which is from about twelve to seventeen years of age.**

Children's tasks are different in each of these stages. The main tasks for an infant are to bond with his or her primary caretaker, to learn to trust others, to touch and taste the surrounding world, and to begin to talk.

The main tasks for someone of early childhood age are to understand feelings and learn how to express them, to form relationships with people outside the family, to explore and discover the world, and to understand the relationship between cause and effect. (You may need to explain this last concept.)

The main tasks for someone in preadolescence are to develop an image of him- or herself as someone who can succeed, to learn how to develop honest and healthy relationships, and to develop a personal sense of morality.

The main tasks for adolescence are to become independent, to develop a personal sense of identity, and to begin to think like adults.

3. Give each participant a copy of the Child Development Quiz handout and a pen or pencil. Ask participants to complete the quiz. Discuss their answers after a few minutes.
4. Explain to participants that they will now watch a short video about these developmental stages and why they are important. Explain that you will discuss the video afterward.



Playing the Video (5 minutes)

Make sure everyone can see and hear the Parenting and Child Development session 2 video segment. Stay in the room while the video segment is being played.

Discussing the Video (10 minutes)

Lead a discussion about the video segment. Ask group members the following questions:

- **Why is it important to understand what stage of development your child is in?**
- **What is an example of an expectation that is too high for an eight-year-old?**
- **A fourteen-year-old?**
- **What happens if you expect too much from your child?**
- **What happens if you expect too little from your child?**



Going Deeper (20 minutes)

1. Ask participants to break into four small groups. Give each group a piece of chart paper and a marker. Assign each group a different developmental stage. Ask participants to brainstorm expectations that are appropriate or inappropriate for that stage of development and have a volunteer record group members' ideas on the chart paper.
2. Ask each group to report their ideas to the larger group. Ask for a volunteer to write the appropriate and inappropriate expectations in two columns on the whiteboard or flip chart.



3. Explain: **Children need their parents to support them in ways that are right for the stage they are in. What are some of the things parents can do that are a fit for each stage?** Summarize these parenting tasks for each child development stage.
- **Infancy: meet the child's basic needs, give the child toys and safe objects to explore with, encourage the child to communicate with words rather than simply crying or throwing tantrums, provide love and safety.**
 - **Early Childhood: answer the child's questions; give the child appropriate learning tools, such as books and educational videos; take the child on educational outings to museums or other places; allow the child to express feelings and fears; encourage the child to socialize by arranging play opportunities with other children.**
 - **Preadolescence: help the child through occasional setbacks at school; remind the child of his or her strengths when the child feels a sense of failure; support involvement in social activities, such as clubs and sports.**
 - **Adolescence: give the child space to make decisions, keep communication channels open, and do not overreact to a child testing the limits.**



4. Explain that it is also important to have expectations that fit their developmental stage. Ask: **How do you think a child would feel when he or she is unable to achieve an expectation that is too high for his or her developmental stage?**

Highlight that children may feel like they are failures if unrealistically high expectations are set for them and they cannot meet them. This can erode their self-confidence.



5. Ask: **How do you think a child would feel when he or she is able to achieve an expectation that is appropriate for his or her developmental stage?**

Highlight that children develop confidence in themselves when they can meet appropriate challenges.

6. Ask participants to think about their own children. Then ask them, if they are willing, to share examples of things their children can reasonably do at their stage of development.

Wrapping It Up (5 minutes)

1. Explain: **It is important to understand the developmental stages of children and what are appropriate and inappropriate expectations to have of children in each stage. I'd like to give you a handout that you can take with you that will remind you of this.**
2. Give parents a copy of the Child Development and Expectations handout that contains a summary of this information. Ask them to post it in a place at home where they can see it easily, perhaps on the refrigerator or above their bedroom dresser.

**CHALLENGE**

Challenge participants to implement one new expectation for their child's developmental stage.

ANSWER KEY

Here are the answers to the Child Development Quiz handout.

Adolescence

At this stage, children can be very moody. It is a time of dramatic change, both physically and emotionally, as they figure out who they are and become independent.

Early Childhood

At this stage, children are just learning to understand and talk about their feelings and are beginning to have relationships with people besides their family members, such as a day care provider, babysitter, or other children. They want to understand the world around them.

Preadolescence

At this stage, children are beginning to imagine themselves as someone who can succeed in the world. Their social lives become more important, and they begin to decide for themselves what is right and wrong.

Infancy

At this stage, children are learning to bond with their caretakers and to trust others. Children develop a fear of separation from their primary caretaker. If their needs are not met, they do not learn to trust others.

[HANDOUT 2: CHILD DEVELOPMENT QUIZ]

Instructions

Draw a line between the name of the developmental stage on the left side of the page and the appropriate description of that stage on the right side of the page.

DEVELOPMENTAL STAGES

DESCRIPTIONS

Infancy	<p>At this stage, children are beginning to imagine themselves as someone who can succeed in the world. Their social lives become more important, and they begin to decide for themselves what is right and wrong.</p>
Early Childhood	<p>At this stage, children are just learning to understand and talk about their feelings and are beginning to have relationships with people besides their family members, such as a day care provider, babysitter, or other children. They want to understand the world around them.</p>
Preadolescence	<p>At this stage, children can be very moody. It is a time of dramatic change, both physically and emotionally, as they figure out who they are and become independent.</p>
Adolescence	<p>At this stage, children are learning to bond with their caretakers and to trust others. Children develop a fear of separation from their primary caretaker. If their needs are not met, they do not learn to trust others.</p>

HANDOUT 3:
CHILD DEVELOPMENT AND EXPECTATIONS

	APPROPRIATE GOALS, BOUNDARIES, AND EXPECTATIONS	INAPPROPRIATE GOALS, BOUNDARIES, AND EXPECTATIONS
Infancy (birth-2 years)	<ul style="list-style-type: none"> • Cry when hungry • Cry when uncomfortable • At about a year and a half, begin to use basic words instead of throwing tantrums • Grab at objects 	<ul style="list-style-type: none"> • Patiently wait for a bottle when hungry • Never throw a tantrum • Calm themselves • Never break or damage things
Early Childhood (2-6 years)	<ul style="list-style-type: none"> • Ask lots of questions • Resist sharing, but will do it with encouragement • Need comfort when anxious • Make mistakes 	<ul style="list-style-type: none"> • Be seen and not heard • Always happily share their toys • Be tough and not show fear • Play outside after dark unsupervised
Preadolescence (7-11 years)	<ul style="list-style-type: none"> • Want to play with friends • Behave well at school most of the time • Need reassurance and to be reminded of their strengths 	<ul style="list-style-type: none"> • Always obey immediately • Always behave perfectly at school • Do schoolwork on their own without being reminded • Fix dinner for the family daily

HANDOUT 3:
CHILD DEVELOPMENT AND EXPECTATIONS (CONTINUED)

	APPROPRIATE GOALS, BOUNDARIES, AND EXPECTATIONS	INAPPROPRIATE GOALS, BOUNDARIES, AND EXPECTATIONS
Adolescence (12–17 years)	<ul style="list-style-type: none"> • Have lots of ups and downs • Test limits and challenge authority • Abide by a curfew even if they don't want to • Care a lot about what their friends think • Be interested in a relationship with a boyfriend or girlfriend and begin to show curiosity about sex • Participate in some group activities 	<ul style="list-style-type: none"> • Be very stable and even-keeled • Always have good manners • Always be eager to go to school and never miss a homework deadline • Be home by 9:30 p.m. on weekend evenings • Be the best on their sports team every time



SESSION 3.

Parenting Skills Part 1

Goal

The goal of this session is to teach positive parenting skills.

Learner Outcomes

- Describe eight positive parenting skills.
- Identify some simple steps to begin using these parenting skills.
- Apply these parenting skills.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Parenting Skills handout, found on page 27 of this guide
- pens or pencils
- Parenting and Child Development session 3 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Preview the video segment so you are familiar with the information that is covered.
2. Make copies of the Parenting Skills handout (one copy per participant).

SESSION OUTLINE

Getting Started (7 minutes)



1. Briefly review these child development principles:
 - **Children go through predictable stages of development.**
 - **Children have certain tasks they must accomplish in each stage.**
 - **It is important to have expectations of children that are appropriate to the stage they are in.**
2. Tell participants that, during this session, they will be learning some important parenting skills, including loving with limits, showing sensitivity and empathy, building relationships and trust, making a regular schedule, scheduling family talk time, being consistent, encouraging children's natural talents and interests, and making amends to family members, if necessary.
3. Say: **Think of the best parent you know. What are some words you would use to describe him or her?** As they share words, write them on a whiteboard or flipchart paper.
4. Explain to participants that they will now watch a short video and you will discuss the video afterward.



Playing the Video (6 minutes)

Make sure everyone can see and hear the Parenting and Child Development session 3 video segment. Stay in the room while the video segment is being played.

Discussing the Video (19 minutes)

Lead a discussion about the video segment. Do this by first handing out the Parenting Skills handout and a pen or pencil to each participant. Ask group members the following questions. As you discuss these questions, participants can write notes on their handout.



HANDOUT
[4]



- **What does it mean to love with limits?**
- **What does it mean to be sensitive and have empathy for your children? What is empathy? How do you show it?**
- **How do you think parents can build a better relationship and more trust with their children?**
- **Why do you think it is important to create a schedule with your children and be consistent in how you interact with them?**

- **What does it mean to have a family talk time?
What is the purpose of this?**
- **What are some things you can do to encourage your children's natural talents and interests?**
- **What does it mean to make amends to your children?
What are some ways a parent could do this?**
- **Are any of these parenting skills new to you?**
- **If so, which ones?**

Going Deeper (15 minutes)

1. Ask each participant to choose one skill from the handout that he or she would like to work on. Write it in the space at the bottom of the handout.
2. Ask the group to split into small groups of two to three people and brainstorm simple steps each person could take to practice the chosen skill with his or her children.
3. After the small groups have had a few minutes to discuss, ask for volunteers to share the skill they want to work on and the simple steps they will start to take.

Wrapping It Up (3 minutes)

1. Explain that improving parenting skills takes time and encourage participants to be patient with themselves as well as with their children.
2. Ask participants to practice during the following week the one skill they identified. Tell them you will ask them to discuss their experiences in the next session.

CHALLENGE

Challenge participants to practice their identified skill with their children and to talk with their children afterward, explaining that they are trying to improve as parents. Challenge participants to ask their children how they felt when the parent tried that skill.

**HANDOUT 4:
PARENTING SKILLS**

Below is a list of helpful parenting skills. As your group talks about these, jot down any notes or ideas in the space on the right.

PARENTING SKILLS	NOTES
Love with limits	
Show sensitivity and empathy	
Build relationships and trust	
Create a regular schedule	
Arrange a family talk time	
Be consistent	
Encourage children's natural talents and interests	
Make amends to your children, when necessary	

■ What one skill from the list above would you like to work on?

■ What are some simple steps you could take to practice this skill?



SESSION 4.

Parenting Skills Part 2

Goal

The goal of this session is to teach additional parenting skills and explain the difference between discipline and punishment.

Learner Outcomes

- Describe additional parenting skills.
- Demonstrate these additional parenting skills.
- Apply these parenting skills.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Additional Parenting Skills handout, found on page 33 of this guide
- pens or pencils
- Parenting Scenario Cards, found on page 35 of this guide
- scissors
- Parenting and Child Development session 4 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Make copies of the Additional Parenting Skills handout (one copy per participant).
2. Make one copy of the Parenting Scenario Cards. Cut out each card. There should be one scenario for every two group members. If you have more than twelve group members, make more copies of the scenarios or work in groups of three.
3. Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (5 minutes)

1. Ask participants to report their experiences with practicing their parenting skills from last session. Ask them to talk about what they did and how it worked out.
2. Give a copy of the Additional Parenting Skills handout and a pen or pencil to every participant. Tell participants that they will be learning additional parenting skills during this session. They include motivating and encouraging children; asking for effort—not perfection; clearly communicating age-appropriate goals, boundaries, or expectations; teaching children how to resolve conflicts and handle anger; disciplining children in positive ways; and learning a child’s love language.
3. Explain to participants that they will now watch a short video and you will discuss the video afterward. As they watch the video, encourage them to take notes on the handout.



Playing the Video (6 minutes)

Make sure everyone can see and hear the Parenting and Child Development session 4 video segment. Stay in the room while the video segment is being played.

Discussing the Video (16 minutes)

1. Encourage participants to take notes on the handout while you lead a discussion about the video segment. Do this by asking group members the following questions:
 - **What are some healthy ways a parent could motivate and encourage his or her children?**
 - **What does it mean to ask for effort—not perfection—from children?**
 - **What are some positive ways to clearly communicate expectations to children?**
 - **What are some positive ways children can resolve conflict or handle anger?**
 - **What is the difference between discipline and punishment?**
 - **What are some examples of love languages children have?**
2. Have participants choose one skill they want to work on after the session. Have them write this skill in the space provided on the handout.



Going Deeper (20 minutes)

1. Ask participants to break into pairs to role-play different scenarios. Ask one person in each group to play the parent and another to play the child. Hand out one of the scenario cards to each pair.

Here are the scenarios for your reference:

SCENARIO 1. *The parent has just come home from work. The parent asks his/her thirteen-year-old child to set the table for dinner. The child says he/she is tired too and complains that his/her parent asks him/her to do way more than other parents ask of their children.*

SCENARIO 2. *A fifteen-year-old child comes home twenty minutes after curfew and is defiant when the parent gets upset with him/her.*

SCENARIO 3. *A four-year-old dumps his/her cereal on the floor because he/she is mad that his/her parent won't give him/her a donut.*

SCENARIO 4. *A nine-year-old refuses to do his/her homework.*

SCENARIO 5. *A five-year-old hits his/her parent when the parent tells the child he/she may not play with his/her brother's toys.*

SCENARIO 6. *A ten-year-old comes home from school crying because she/he failed her/his spelling test.*

2. First, the pairs should talk through the situation and determine the most positive, healthy way to handle the situation as a parent. Then they should practice doing the role play, using those strategies.
3. Ask each pair to perform their role play for the whole group. Briefly talk about each role play and the solution that was chosen. Ask the group what they think was done well and ask them to give suggestions for other strategies that could be used.



Wrapping It Up (3 minutes)



1. Ask: **What are the key points you will remember or skills you will use that you learned in this unit on parenting?**



2. Tell participants: **Parenting requires a lot of effort but it is well worth the work. But remember, as in everything else, we learn from our mistakes and successes as we parent.**

3. Encourage participants to use at least one of the skills discussed today at home during the next week.

CHALLENGE

Challenge participants to have a discussion with their child about an unrealistic expectation and what the normal expectations are for the stage of life the child is in. The parent should allow the child to lead the conversation, with the parent just prompting for answers.

HANDOUT 5:
ADDITIONAL PARENTING SKILLS

Below is a list of additional positive parenting skills.
As your group talks about these, jot down any notes or ideas in the space on the right.

PARENTING SKILLS	NOTES
Motivate and encourage children	
Ask for effort—not perfection	
Clearly communicate age-appropriate goals, boundaries, or expectations	
Teach children how to resolve conflicts and handle anger	
Discipline your children in positive ways	
Learn your child’s love language	

■ What one skill from the list above would you like to work on?

**HANDOUT 6:
PARENTING SCENARIO CARDS**



SCENARIO 1. The parent has just come home from work. The parent asks his/her thirteen-year-old child to set the table for dinner. The child says he/she is tired too and complains that his/her parent asks him/her to do way more than other parents ask of their children.

SCENARIO 2. A fifteen-year-old child comes home twenty minutes after curfew and is defiant when the parent gets upset with him/her.

SCENARIO 3. A four-year-old dumps his/her cereal on the floor because he/she is mad that his/her parent won't give him/her a donut.

SCENARIO 4. A nine-year-old refuses to do his/her homework.

SCENARIO 5. A five-year-old hits his/her parent when the parent tells the child he/she may not play with his/her brother's toys.

SCENARIO 6. A ten-year-old comes home from school crying because she/he failed her/his spelling test.



RECOMMENDED RESOURCES

Websites

Circle of Parents

CircleofParents.org

This online resource has fact sheets on dealing with discipline, rules, schoolwork, and other family situations. Resources are also available in Spanish.

National Fatherhood Initiative

Fatherhood.org

This website includes resources to help men become better fathers.

Healthy Children

HealthyChildren.org

This website, hosted by the American Academy of Pediatrics, contains a variety of information on child development and parenting.

One Tough Job

OneToughJob.org

This online resource for parents, provided by The Children's Trust of Massachusetts, includes information on positive parenting and parenting tips based on the age of the child.

ParentFurther

ParentFurther.com

This online resource, provided by the Search Institute, contains information on the developmental stages of children, parenting tips and tools, and ideas for spending time together as a family.

**Other Resources Available through Hazelden Publishing
(800-328-9000, hazelden.org/bookstore)**

The Real Life Parenting Skills Complete Collection

(Order No. 3808)

This multimedia program was developed to help parents in recovery learn healthy parenting skills. This program includes a facilitator guide, workbooks, pamphlets, and DVDs covering the topics of *Building Trust*, *Handling Anger*, and *Setting Rules and Limits*.

Roots and Wings: Raising Resilient Children

(Order No. 7376)

Roots and Wings is a multiformat, interactive learning program for parents that combines effective parenting skills with an exploration of family standards on alcohol and other drug use. When children feel rooted in a healthy, secure, and supportive environment, they can take healthy risks, which enable them to learn and grow.

Growing Up Again: Parenting Ourselves, Parenting Our Children, Second Edition

Jean Illsley Clarke and Connie Dawson (Order No. 5397, E-book Order No. EB5397)

This book provides the information every adult caring for children should know—about ages and stages of development, ways to nurture children and ourselves, and tools for personal and family growth.

My Family, My Self: The Latino Guide to Emotional Well-Being

Staff from Comunidades Latinas Unidas En Servicio (CLUES)

(Order No. 7555, E-book Order No. EB7555)

My Family, My Self is a culturally sensitive guide specific to the emotional health of Latinos, with a focus on family, in navigating the psychological, social, and cultural challenges faced after immigrating to America.

Parenting for Prevention: How to Raise a Child to Say No to Alcohol/Drugs

David J. Wilmes (Order No. 3195)

This book shows parents how to talk with their kids about alcohol and other drug use to help their kids develop into healthy, well-balanced adults.

Easy Does It, Mom: Parenting in Recovery

Barbara Joy (Conari Press) (Order No. 2559)

A profoundly compassionate and useful book for moms in recovery, *Easy Does It, Mom* provides practical information and tools any mother can implement immediately.

Unwelcome Inheritance: Break Your Family's Cycle of Addictive Behaviors

Lisa Sue Woititz and Dr. Janet G. Woititz, author of the national best seller *Adult Children of Alcoholics* (Order No. 4258, E-book Order No. EB4258)

Parents affected by addiction can enable their children's substance use and even model addictive behaviors learned from their own parents, passing the cycle on from generation to generation. Readers will learn what they can do to help themselves, their children, and future generations break the cycle of addiction and addictive behaviors.

Recovering My Kid: Parenting Young Adults in Treatment and Beyond

Joseph Lee, M.D. (Order No. 4693, E-book Order No. EB4693)

National expert Joseph Lee, M.D., explains the nature of youth addiction and treatment and how families can create a safe and supportive environment for their loved ones during treatment and throughout their recovery.



LIVING SKILLS: GROUP FACILITATOR SESSION RECORD

Parenting and Child Development Sessions	Date
SESSION 1. Introduction to Parenting and Child Development	_____
SESSION 2. Child Development	_____
SESSION 3. Parenting Skills Part 1	_____
SESSION 4. Parenting Skills Part 2	_____