



LIVING SKILLS

Personal Growth

PARENTING AND CHILD DEVELOPMENT

PARTICIPANT WORKBOOK



Hazelden
Publishing

ABOVE AND BEYOND COUNSELING - HOUSTON, TX

Hazelden Publishing
Center City, Minnesota 55012
hazelden.org/bookstore

© 2015 by Hazelden Betty Ford Foundation.
All rights reserved. Published 2015.
Produced in the United States of America.

The materials herein are for electronic subscription purposes under a legal agreement with your organization for a limited time by Hazelden Betty Ford Foundation and are protected by United States copyright laws and other national and international laws. You may view, use, and print these materials for authorized purposes only. You may retain electronic copies on your computer only during the term of this subscription. You may not redistribute or sell copies outside of your organization, grant access to the materials to unauthorized persons, or modify these materials in any way. Any electronic or printed materials must be destroyed if your organization does not renew the agreement. If you have questions about the use of these materials, refer to your organization's Electronic Subscription Agreement or contact Hazelden Publishing at 800-328-9000, extension 4466, or e-mail subscriptions@hazeldenbettyford.org.

Interior design and typesetting: Trina Christensen

ABOVE AND BEYOND COUNSELING - HOUSTON, TX



AN OVERVIEW OF PARENTING AND CHILD DEVELOPMENT

Children go through predictable stages of development. Understanding these stages will help you know what your child needs from you at different ages. Positive parenting skills will keep your children healthy and safe and give them a good start in life so they can become happy and productive adults.

THIS WORKBOOK IS DIVIDED INTO FOUR SESSIONS

SESSION 1 discusses healthy and unhealthy parenting styles and how 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 positive parenting skills and explains the difference between discipline and punishment.



SESSION 1.

Introduction to Parenting and Child Development

We all have a style or way we parent our children. Researchers have identified four typical parenting styles. Each of these styles tends to have different effects on children. Each of the four styles is listed below on the left side of the chart. The effect of that parenting style is shown on the right side of the chart.

STYLES	OUTCOMES
Authoritative: These parents give children rules, but they also listen to their children. They are nurturing and give discipline that is more supportive than punishing.	Authoritative: The children tend to be happy, capable, and successful.
Authoritarian: These parents are very strict. Even harsh. They expect children to follow strict rules and punish them if they don't.	Authoritarian: The children are usually obedient and capable when compared to other children, but these children are less happy, have lower self-esteem, and don't get along as well socially.
Permissive: These parents are more like friends to their children. They make few demands and rarely discipline their children.	Permissive: The children tend to be less happy, do less well in school, and experience problems with authority.
Uninvolved: These parents may or may not meet their children's basic needs, and they do not pay much attention to their children.	Uninvolved: The children tend to have lower self-esteem and be less successful.

The way our parents raised us generally has a big effect on the way we raise our children. We learned how to be parents from watching them. Check which style your parents used in raising you.

☐ **Authoritative** ☐ **Authoritarian** ☐ **Permissive** ☐ **Uninvolved**

■ Parents do many good things for their children. They also make mistakes. What is one positive thing your parents did for you?

■ How did it affect you?

■ What is one negative thing your parents did?

■ How did it affect you?

Sometimes we think our parents did a really good job of raising us and we want to be just like them. Sometimes we think they made big mistakes and we want to be completely different. Often it's somewhere in between. But here is the key: When we think about how we want to raise our children, how we want to be like or different from our parents, we need to find a good balance. We don't want to just do the opposite. Let's take a look at how Lauren and David reacted to the way their parents raised them.

Scenarios

Lauren's parents fit into the authoritarian category. They were very strict with her. For instance, she had to eat every last bit of food on her plate, even if she hated it or was too full. And she better not talk back or she would be sent to her room. If she didn't pick up after herself, her parents yelled at her and took away her television time. If she got a bad grade, she got grounded for a month.

Lauren felt her parents were way too harsh with her and she wasn't going to make the same mistake. Instead, she made different mistakes. She let her children get away with everything. They could go into the kitchen and eat anything they wanted, any time. If they wanted to eat cookies just before dinner, that was fine with her. If they left their dirty clothes lying all over, she told herself they were too busy or too tired to pick up, and she did it for them. When they got bad grades in school, she blamed the teachers.



■ Was Lauren's parenting style balanced? _____

■ What could she have done differently?



David's parents were uninvolved. David had five brothers and sisters. Their dad was in and out of jail and David barely ever saw him. Their mom drank a lot. She'd go through treatment and be around for a while, and then she'd relapse and they wouldn't see her much for a while. David sure wasn't going to make the same mistakes with his kids. When he had a son, he was careful to stay very involved in his life. He watched over him like a hawk. He didn't let his son play with other kids unless David or his wife was there to supervise. He didn't trust anybody else with his son. David sat with his son while he did homework every night and constantly corrected his mistakes.

■ Was David's parenting style balanced? _____

■ What might he have done differently?

Researchers have found that children are more likely to have problems, such as using alcohol and other drugs, if their parents were very strict, were very harsh in their punishment, were very lenient, or provided inconsistent rules. To raise a healthy child, there should be a balance between enforced rules and flexibility.

What is your parenting style?

☐ **Authoritative** ☐ **Authoritarian** ☐ **Permissive** ☐ **Uninvolved**

What are some of the ways you might like to change your parenting style?

☐ Listen to my children more. Example:

☐ Have higher expectations for them. Example:

☐ Set more rules. Example:

☐ Set fewer rules. Example:

☐ Spend more time with my children. Example:

☐ Yell less. Example:

☐ Think of more positive ways to discipline them. Example:

☐ Other:

☐ Other:

☐ Other:

All children have some basic needs. If these needs are not met, children will have a hard time growing and thriving as adults. These needs are:

- | | | |
|---|---|--|
| Physical:
food, water, clothing,
and health care | Protection from
physical danger and
emotional harm | |
| Love, attention,
and appreciation | Limits set in kind
but firm ways | Education about
right and wrong |

Circle the needs above that were met for
you when you were a child.

■ How did that affect you?

■ Put an **X** through the needs above that were not met for you when you were a child. How did that affect you?

By improving your parenting skills, you will help your child or children become adults who can work, have relationships, care for their own families, and contribute to the world. You can help them become happy, healthy adults.

Our goal is to help you become a confident parent, not a perfect parent.

What are your goals for this program? To listen better to your children? To have more patience with your children? To learn what children need at different stages? To learn about healthy discipline techniques?

■ Complete the following sentence: To become a better parent, I would like to learn how to . . .

SUMMARY

- There are four styles of parenting: authoritative, authoritarian, permissive, and uninvolved.
- The healthiest parenting style is authoritative.
- People grow up to be happier and more productive when they have been well-parented.
- Children must have their basic needs met in order to thrive as adults.

CHALLENGE

Identify someone whom you respect as a parent. What is it about that person that makes you think he or she is a good parent? Ask that person what he or she thinks are the most important things a parent does.




SESSION 2.




Child Development

People go through several stages of development as they grow from infants to adults. They learn predictable things during each of these stages. Parents need to provide certain kinds of support during each stage.

Sometimes children don't get the support from their parents in each developmental stage. When that happens, it's hard for children to accomplish the tasks for that stage. This can cause problems later on. For instance, if children are not given support when they have trouble at school, they may lose confidence in themselves and think they will always be failures.

The following chart describes the developmental stages children go through and the jobs of children and parents during each stage.

STAGES	CHILD'S TASKS	PARENTS' TASKS
Infancy <i>(from birth to about two years of age)</i> 	<ul style="list-style-type: none">• Bond with primary caretaker (usually mother, sometimes father, grandparent, foster parent, or another person)• Learn to trust others• Touch and taste the surrounding world• Begin to talk	<ul style="list-style-type: none">• 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

STAGES	CHILD'S TASKS	PARENTS' TASKS
Early Childhood <i>(from about two to six years of age)</i> 	<ul style="list-style-type: none"> • Understand feelings and learn how to express them • Form relationships with people outside the family • Explore and discover his or her world • Understand the relationship between cause and effect; for example, if I fall, I feel pain 	<ul style="list-style-type: none"> • Answer the child's questions • Give the child learning opportunities, such as books and educational videos • Take the child on educational outings to museums and other places • Allow the child to express feelings and fears • Encourage the child to socialize by arranging play opportunities with other children
Preadolescence <i>(from about seven to eleven years of age)</i> 	<ul style="list-style-type: none"> • Develop an image of him- or herself as someone who can succeed • Learn how to develop honest and healthy relationships • Develop his or her own sense of morality or sense of right and wrong 	<ul style="list-style-type: none"> • 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 <i>(from about twelve to seventeen years of age)</i> 	<ul style="list-style-type: none"> • Become independent • Develop his or her own sense of identity • Begin to think like an adult 	<ul style="list-style-type: none"> • Give the child space to make decisions • Keep communication channels open • Do not overreact to a child testing the limits

It is important to set limits and have expectations for your children that fit their developmental stage. For instance, it makes sense to ask an adolescent to make a simple dinner once a week. You could not expect a five-year-old who is in the early childhood stage to do this.

Look at the following scenarios and check whether the expectations are appropriate for that child. Why do you think they are or are not appropriate? The correct answers are listed at the end of this session.

Scenario 1.

Nicola worked until 2 a.m. five nights a week. Her husband left for work by 6 a.m. Because Nicola was so tired, she expected her four-year-old daughter to get up with the two-year-old and fix breakfast for both of them.



☐ **Appropriate** ☐ **Not Appropriate**

Why? _____

Scenario 2.

Olivia put a cereal bowl, a spoon, and a box of cereal on the table each night before she went to bed. She filled a small pitcher with milk and placed it on a low shelf in the refrigerator. She expected her six-year-old to use these to fix herself breakfast if she got up before 6 a.m.



☐ **Appropriate** ☐ **Not Appropriate**

Why? _____

Scenario 3.



Il Sung wanted his son to be a chess champion. His son played chess dutifully until he was fifteen years old, even though he did not like it. The son was also on a swim team, which he loved. In high school he had to choose between these activities because they were at the same time. The son wanted to choose the swim team. Il Sung insisted he give up swimming and play chess instead.

☐ **Appropriate** ☐ **Not Appropriate**

Why? _____

Scenario 4.



Carol's ten-year-old son wanted to shoot hoops at the local park after school with his friends. Carol would not let him play at the park unless she was there to watch over him.

☐ **Appropriate** ☐ **Not Appropriate**

Why? _____

Scenario 5.

Martin's sixteen-year-old son wanted to go to the movies with his friends on a school night. Martin expected his son to do his homework before he went out and to be home by 9:30 p.m. on school nights.



☐ **Appropriate** ☐ **Not Appropriate**

Why? _____

Scenario 6.

Tessa made her five-year-old daughter practice the piano for three hours every day.



☐ **Appropriate** ☐ **Not Appropriate**

Why? _____

Scenario 7.



Carl let his eight-year-old daughter use a sharp knife to help cut green beans as long as Carl was supervising.

☐ **Appropriate** ☐ **Not Appropriate**

Why? _____

■ Think about the expectations your parents had for you at different times in your childhood. List one or more that you believe was appropriate.

■ List one or more that you believe was not appropriate.

■ How do you think that affected you?

■ Look again at the chart about developmental stages and the tasks performed by children and parents in each stage. Do you have any expectations for your child or children that don't fit their developmental stage? If so, what are they?

■ How could you change your expectations so they are a better fit for the stage your child is in?

You give your children limits to keep them safe, both physically and emotionally. In the list below, choose the developmental stage that is appropriate for the limit. Put the letter for the stage that fits in front of the limit. More than one stage may fit for one limit. The correct answers are listed at the end of this session.

I - Infant E - Early childhood P - Preadolescent A - Adolescent

_____ You allow your children to choose the clothes they want to wear each morning.

_____ You allow your children to choose the clothes they want to buy.

_____ You do not allow your children to use swear words.

_____ You do not allow your children to cross the street alone.

_____ You expect your children to be home before dark.

_____ You expect your children to be home by midnight on weekends.

_____ You don't allow your children to use sharp knives.

_____ You expect your children to say good-bye when visitors leave.

_____ You expect your child to read one book each week.

_____ You do not allow your children to watch television until homework is finished.

_____ You expect your children to show their completed homework to you.

_____ You expect your children to share toys with friends.

_____ You expect your children to come to dinner on time.

_____ You expect your children to do their own laundry.

_____ You expect your children to cook a family dinner once each week.

_____ You expect your children to pick up after themselves.

_____ You expect your children to shovel snow on the sidewalk or cut the grass.

SUMMARY

- Children go through predictable developmental stages.
- Children and parents both have certain tasks to do in each stage.
- By setting limits with love, you will raise your children to be healthy adults who will positively impact their world.

CHALLENGE

Implement one new expectation for your child's developmental stage.

ANSWER KEY

(pages 13–16)

You were asked to look at the following scenarios and check whether the expectations were appropriate for that child. Why did you think they were or were not appropriate?

Scenario 1.

☐ **Appropriate** ☒ **Not Appropriate**

A four-year-old should not be expected to care for a two-year-old because he or she does not have the emotional development needed for that task and for fixing breakfast. The task would likely make the child anxious.

Scenario 2.

☒ **Appropriate** ☐ **Not Appropriate**

A six-year-old has the capability of eating breakfast on his or her own when all the ingredients are within easy reach and when there is no cooking involved.

Scenario 3.

☐ **Appropriate** ☒ **Not Appropriate**

At fifteen years old, his son needs to be able to start making decisions about his life to prepare him to make more decisions when he is on his own.

Scenario 4.

☐ **Appropriate** ☒ **Not Appropriate**

A ten-year-old needs to be able to do activities that are safe on his or her own and develop relationships on his or her own.

Scenario 5.

☒ **Appropriate** ☐ **Not Appropriate**

For teenagers, having limits placed on them based on responsibilities helps them learn how to prioritize their lives and fulfill their obligations.

Scenario 6.

☐ **Appropriate** ☒ **Not Appropriate**

A five-year-old cannot be expected to focus on any one activity for three hours.

Scenario 7.

☒ **Appropriate** ☐ **Not Appropriate**

Carl can watch and instruct his eight-year-old and use the experience to teach her how to cook without sacrificing her safety.

ANSWER KEY

(page 18)

For the list below, you were asked to choose the developmental stage that is appropriate for the limit. Here are the answers:

- P You allow your children to choose the clothes they want to wear each morning.
- A You allow your children to choose the clothes they want to buy.
- P/A You do not allow your children to use swear words.
- E You do not allow your children to cross the street alone.
- P You expect your children to be home before dark.
- A You expect your children to be home by midnight on weekends.
- E/P You don't allow your children to use sharp knives.
- E You expect your children to say good-bye when visitors leave.
- P You expect your child to read one book each week.
- P/A You do not allow your children to watch television until homework is finished.
- P You expect your children to show their completed homework to you.
- E You expect your children to share toys with friends.
- P You expect your children to come to dinner on time.
- A You expect your children to do their own laundry.
- A You expect your children to cook a family dinner once each week.
- P/A You expect your children to pick up after themselves.
- P/A You expect your children to shovel snow on the sidewalk or cut the grass.



SESSION 3.

Parenting Skills Part 1

When people buy a television, they get instructions that tell them how to use it and take care of it, and what to do if something goes wrong. Unfortunately, children do not come with instructions. We usually learn how to raise children as we go along. But it's not all trial and error. There are skills to help you learn healthy ways to raise children. Here are some skills. (We will look at more skills in Parenting Skills Part 2.)

Love with limits. Your children have a strong need to know that you love them. It's important to both tell them and show them. You show them you love them by paying attention to them, taking good care of them, and keeping them safe. This means they also need simple, clear rules.

Show sensitivity and empathy. Put yourself in your children's place. Remember what it was like to be their age. Try to understand what they are feeling. Yes, children should be expected to follow rules, but it's important that they be allowed to express their feelings about those rules.

Build relationships and trust with each of your children. Pay attention so you really know who your children are and what they think and feel. Be real. Follow through on your promises to them.

Create a regular schedule. Make a regular schedule that includes times for waking up and going to bed and times for meals, homework, and play.

Arrange a family talk time. Set aside fifteen minutes each day to share what's going on in your lives. Choose a time that makes sense, such as at dinnertime or bedtime. Use this as a time to deepen relationships, not a time for arguments.

Be consistent. Don't change rules for no reason or enforce them sometimes and not other times.

Encourage children's natural talents and interests.

Let your children choose and develop the things they are good at and care about.

Make amends to your children, if needed. If you owe your children an apology, don't be afraid to do it. You will also need to follow through on any behavior changes that you promise.

Look at the scenarios below. Identify which skill is—or is not—being used in each scenario. Sometimes more than one skill is being used in a scenario. If the parent is not using a skill, write down what he or she could do differently. Possible answers are included at the end of this session.

Scenario 1.



Dad says to his son, "I know you feel really disappointed that Leo can't come over to play with you today."

What skill is being utilized? Can anything be done differently? What?

Scenario 2.

Ahmed doesn't have custody of his children. He has been in jail for three months. When he gets out, he sees his children the first chance he gets. He says, "I really messed up, kids. I stole something and I ended up in jail. I am so sorry I did that and I am especially sorry that I dropped out of your lives. I missed you so much. I will not disappear from you again."



What skill is being utilized? Can anything be done differently? What?

Scenario 3.

Kai is four years old. He is mad that his mother will not let him use a sharp knife and he throws his toys across the room. His mother tells him to behave himself and that he could hurt himself with the knife.



What skill is being utilized? Can anything be done differently? What?

Scenario 4.



Nine-year-old Gabriela wants to stay overnight with a friend, but her mother says no, because it is a school night. Gabriela starts to cry. Her mother asks her to sit down and talk. She explains to Gabriela that she will stay up too late on a school night if she stays with her friend. Her mother asks her if she can think of another time to have the overnight visit.

What skill is being utilized? Can anything be done differently? What?

Scenario 5.



Dale is fifteen years old. He tells his father that he is not going to do the homework assignment because it's stupid. He stomps out of the house. His father runs after him, grabs him by the arm, and pulls him back into the house. "You're never going to amount to anything," he tells his son.

What skill is being utilized? Can anything be done differently? What?

Scenario 6.

Emily has always been very active and loves to play softball. Her dad offers to play catch with her on weekends.



What skill is being utilized? Can anything be done differently? What?

Scenario 7.

Fatima has had difficulty getting her children to bed at a consistent time, so they wake up tired and cranky. They put off their homework until it's too late. She decided to make a schedule for them and posted it on the refrigerator door. Wake-up is 7 a.m. Bedtime is 8:30 p.m. Homework is at 4:30 p.m. Dinner is at 6 p.m. Now she can point to the schedule and it is clear what is expected and when. It is helping the family feel calmer and more things are getting done.



What skill is being utilized? Can anything be done differently? What?

Look at the parenting skills that are listed at the beginning of the session. Read through each one carefully and think about it. Are there ways you would like to improve each of these skills with your own children? List your ideas here.

■ Love with limits.

■ Show sensitivity and empathy.

■ Build relationships and trust with each of your children.

■ Create a regular schedule.

- Arrange a family talk time.

- Be consistent.

- Encourage children's natural talents and interests.

- Make amends to your children, if needed.

Make an action plan to help you practice the skills you want to improve.
Use the following chart. If your child is old enough, you may ask him or her for suggestions.

SKILL	WHAT I WANT TO CHANGE	HOW I WILL DO IT	WHEN I WILL START
Example: <i>Be consistent</i>	<i>Enforce pick-up rules</i>	<i>Ask Carie to put away her toys before dinner every night, even when I'm tired</i>	<i>Saturday evening</i>

Identify someone whose parenting skills you admire. What are the things you like about the way that person parents? What are the things you do not like?

Things I admire/like

Things I do not admire/like

A special note for parents who have not been part of their children's lives . . .

You might be a parent who has not been with your children for a big chunk of time. Maybe you moved away for a while. Maybe you lost custody and you pulled away. Maybe you were in jail. People step out of their children's lives for different reasons. Whatever the reason, it is important to get involved again, but you will have to earn your children's trust again. Here are some ideas on how to do that.

- Make amends
- Go slowly
- Follow through on what you say you're going to do
- Be there—be dependable
- Be patient
- Accept their anger or hesitance
- Remain humble

SUMMARY

- Using positive parenting skills can help you improve your parenting.
- You do not have to be a perfect parent to be a good parent.

CHALLENGE

Practice a skill with your child. Afterward, tell your child that you are trying to improve and ask your child how it made him or her feel when you tried that skill.

ANSWER KEY

(pages 24–27)

For the scenarios below, you were asked to identify which skill is—or is not—being used in each scenario, and if the parent is not using a skill, to write down what he or she could do differently. Here are possible answers:

Scenario 1.

Possible Answers

Show sensitivity and empathy, build relationship and trust with each of your children.

Scenario 2.

Possible Answers

Show sensitivity and empathy, build relationship and trust with each of your children, make amends to your children.

Scenario 3.

Possible Answer

Love with limits.

Scenario 4.

Possible Answers

Love with limits, be consistent, create a regular schedule.

Scenario 5.

Possible Answers

This is an example of not building relationship and trust with each of your children. Instead, Dale's father could love with limits, create a regular schedule, and show empathy and sensitivity.

Scenario 6.

Possible Answers

Build relationship and trust with each of your children, create a regular schedule, encourage children's natural talents and interests.

Scenario 7.

Possible Answers

Create a regular schedule, be consistent.



SESSION 4.

Parenting Skills Part 2

Parenting well is complicated. We've already looked at eight parenting skills. In this lesson, we will look at six more.

Remember as you work at parenting that no one gets it right every time. That's why we keep practicing and trying and starting over again. It's always a work in progress.

The six additional skills are in the left column. The reason why they are important is in the right column. Match the correct reason with the skill by drawing a line from the skill to the reason.

SKILLS

Motivate and encourage children. Don't blame and criticize children. They already feel bad if they fail at a task. Emphasize their strengths and help them feel safe enough to try again.

Ask for effort—not perfection. Children are learning, and they will make mistakes. They will not always reach goals. So you should praise their efforts, not just their successes.

Clearly communicate age-appropriate goals, boundaries, and expectations. This means talking with your children, not at them. It means being a good listener and making sure you understand what they are saying to you.

Teach children how to resolve conflicts and handle anger.

Children learn from what they see. Model staying calm and respectful when you are angry. Ask children to take a time out to calm themselves if they are getting out of control. Ask them to then say clearly how they are feeling instead of blaming someone else for their anger.

Discipline your children in positive ways. Researchers have found that physical punishment does not work well. In fact, physical punishment generally promotes fear, anxiety, depression, and behavioral problems. Children who are hit learn to hit others. Positive discipline is using consequences that make sense to the child based on his or her age. For example, a two-year-old might have to be reassured if he or she keeps getting out of bed; a five-year-old might have to stay in his or her room for five minutes for fighting; a ten-year-old might not be allowed to watch TV if he or she doesn't do homework; and a fifteen-year-old might be grounded for a week for staying out too late.

Know your child's love language. Children, like all of us, have unique ways of expressing and receiving love. This can be in how we talk with them, the personal attention we give them, or even the things we give them. Learning how your child receives love and gives it back to you is a valuable tool in your relationship.

REASONS

If you expect perfection and they fail, children may not try again.

Positive discipline teaches children to make healthy choices for themselves and gain independence.

Children have a natural desire to be successful and get things done. Encouraging them will motivate them to achieve goals.

Clear, healthy communication lets children understand what is expected of them and shows children that the parent respects and cares about them.

When anger isn't expressed in appropriate ways, it can become violent. Children need to learn how to express anger appropriately and resolve conflict if they are to have healthy relationships.

Learning to love your children in a way that means the most to them will help them grow and become the adults they are meant to be.

■ Are some of these parenting skills more difficult for you to practice than others? If so, which ones are they?

Make an action plan to help you practice the skills you want to improve. Use the following chart. If your child is old enough, you may ask him or her for suggestions.

SKILL	WHAT I WANT TO CHANGE	HOW I WILL DO IT	WHEN I WILL START
Example: <i>Use positive discipline</i>	<i>How I handle making Jared do homework</i>	<i>Require Jared to finish his homework every day after school before he turns on the television</i>	<i>Monday after school</i>

Let's take a closer look at healthy communication. It's the cornerstone of building trusting relationships with your children. Here is a list of communication behaviors. Put a **T** for true in front of the behaviors that show good communication. Put an **F** for false in front of the behaviors that do not show good communication. The correct answers are included at the end of this session.

- _____ Let the other person have a chance to talk.
- _____ Focus on listening while the other person is talking instead of thinking about how you will answer.
- _____ Keep on talking until you are sure the other person knows you are right.
- _____ Make eye contact.
- _____ Tell the other person he or she is wrong.
- _____ Give a long lecture.
- _____ Don't assume you know what the other person thinks or feels.
- _____ Stare out the window or look at the floor when the other person is talking.
- _____ Ask questions if you don't understand.

■ Did you notice that the communication skills you should use as a parent are the same communication skills you should use in other parts of your life? Why would this be?

Children are young and just learning. They have endless energy, and they need a lot of care. It can be tiring to keep up with them. It is also natural for them to want what they want when they want it. Children really want to please their parents and earn their approval. At the same time, they really want to be their own boss, so it's natural for them to challenge parents. All this means that parenting is a hard job.

■ We all need support in practicing good parenting skills. We can find that support in a parenting class, from a therapist, from other parents in a playgroup, or from friends. We can look in many places for a support system. Where can you get support to practice good parenting skills?

■ Look at the goal you set for this program during the first session. Did you achieve this goal?

■ What are the key skills you will take away from this program? List them here.

SUMMARY

- We can learn to practice positive parenting skills.
- Good communication is just as important with our children as with anybody else.
- All parents need support in practicing parenting skills.

CHALLENGE

With your child, discuss something that he or she thinks is an unrealistic expectation. Then discuss the normal expectations for the stage of life the child is in. Let your child lead the conversation, with you just prompting for answers.

ANSWER KEY

(page 36)

The six additional skills are in the left column. The reason why they are important is in the right column. You were asked to match the correct reason with the skill by drawing a line from the skill to the reason. Here are the answers:

SKILLS	REASONS
Motivate and encourage children. Don't blame and criticize children. They already feel bad if they fail at a task. Emphasize their strengths and help them feel safe enough to try again.	If you expect perfection and they fail, children may not try again.
Ask for effort—not perfection. Children are learning, and they will make mistakes. They will not always reach goals. So you should praise their efforts, not just their successes.	Positive discipline teaches children to make healthy choices for themselves and gain independence.
Clearly communicate age-appropriate goals, boundaries, and expectations. This means talking with your children, not at them. It means being a good listener and making sure you understand what they are saying to you.	Children have a natural desire to be successful and get things done. Encouraging them will motivate them to achieve goals.
Teach children how to resolve conflicts and handle anger. Children learn from what they see. Model staying calm and respectful when you are angry. Ask children to take a time out to calm themselves if they are getting out of control. Ask them to then say clearly how they are feeling instead of blaming someone else for their anger.	Clear, healthy communication lets children understand what is expected of them and shows children that the parent respects and cares about them.
Discipline your children in positive ways. Researchers have found that physical punishment does not work well. In fact, physical punishment generally promotes fear, anxiety, depression, and behavioral problems. Children who are hit learn to hit others. Positive discipline is using consequences that make sense to the child based on his or her age. For example, a two-year-old might have to be reassured if he or she keeps getting out of bed; a five-year-old might have to stay in his or her room for five minutes for fighting; a ten-year-old might not be allowed to watch TV if he or she doesn't do homework; and a fifteen-year-old might be grounded for a week for staying out too late.	When anger isn't expressed in appropriate ways, it can become violent. Children need to learn how to express anger appropriately and resolve conflict if they are to have healthy relationships.
Know your child's love language. Children, like all of us, have unique ways of expressing and receiving love. This can be in how we talk with them, the personal attention we give them, or even the things we give them. Learning how your child receives love and gives it back to you is a valuable tool in your relationship.	Learning to love your children in a way that means the most to them will help them grow and become the adults they are meant to be.

ANSWER KEY

(page 38)

You were asked to put a **T** for true in front of the behaviors that show good communication, and an **F** for false in front of the behaviors that do not show good communication. Here are the answers:

- T** Let the other person have a chance to talk.
- T** Focus on listening while the other person is talking instead of thinking about how you will answer.
- F** Keep on talking until you are sure the other person knows you are right.
- T** Make eye contact.
- F** Tell the other person he or she is wrong.
- F** Give a long lecture.
- T** Don't assume you know what the other person thinks or feels.
- F** Stare out the window or look at the floor when the other person is talking.
- T** Ask questions if you don't understand.



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)**

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.

