

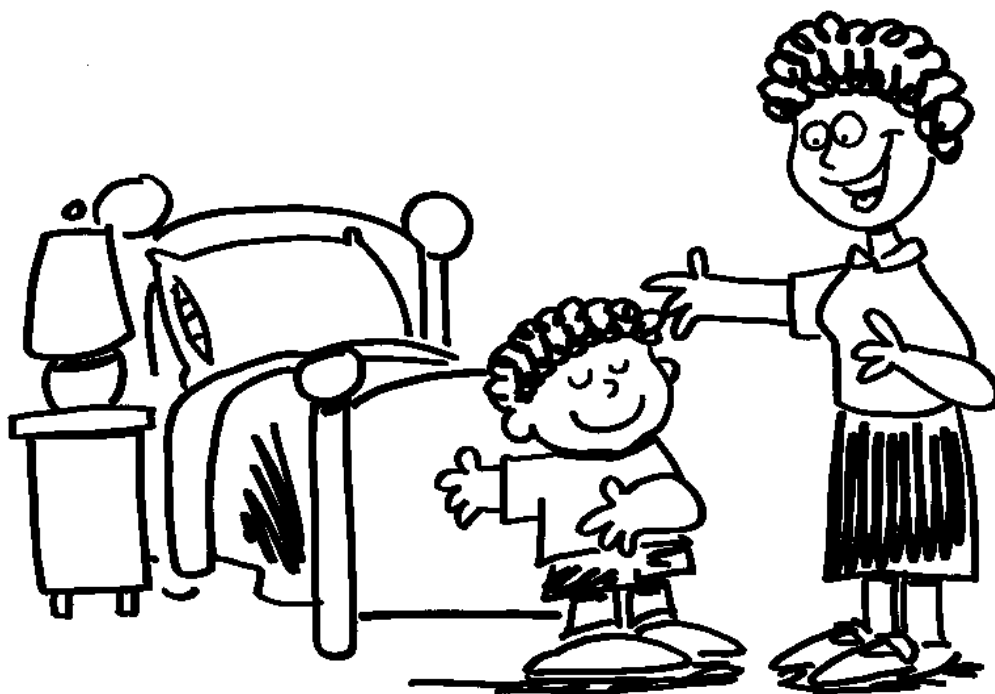
CaPa

Child Abuse Prevention Association

PARENTING SKILLS TRAINING

A CAPA EDUCATION PROGRAM

PARENT HANDBOOK FOUR



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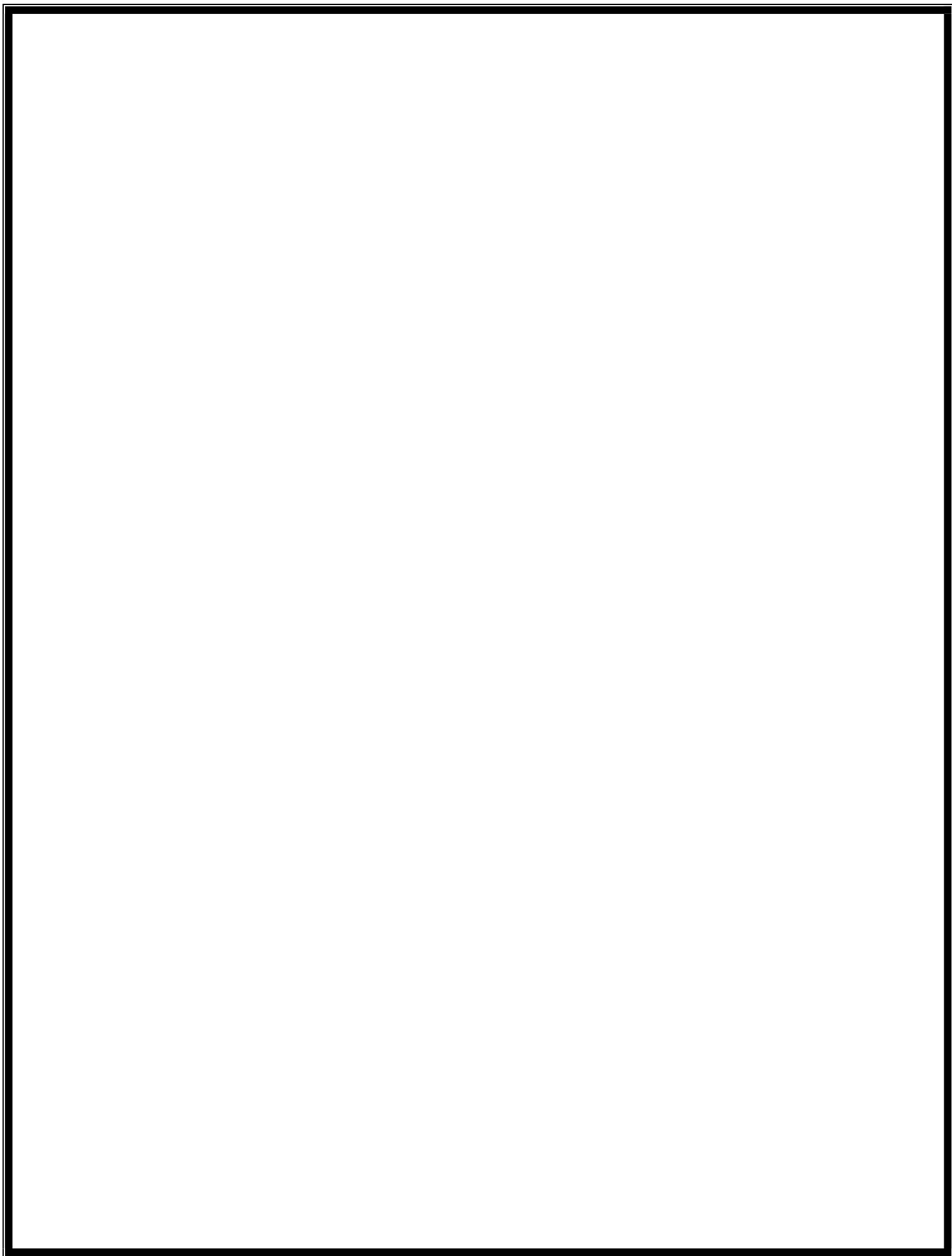


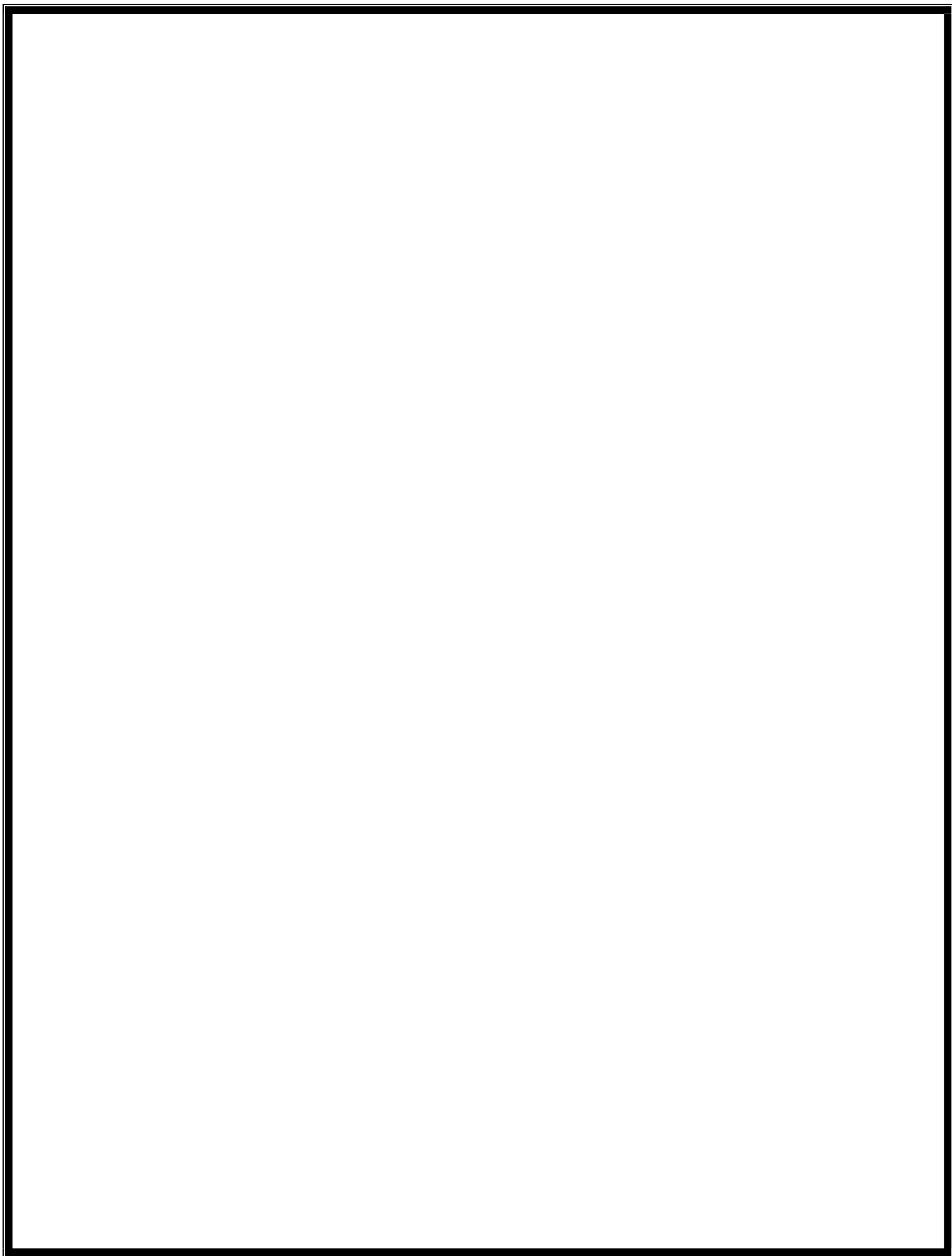
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Behavior Change Plan

Child's Name: _

Parent's Name: _

The Problem

Behavior is:

Goal: (What I want my child to do instead; be specific and positive)

I would like my child to

Does your child already do the behavior you want? How Often? _

Do you think your child can learn the behavior you want at this age? Yes___No _

Can other children his or her age do the behavior you want? Yes___No __

If your child has never done the new behavior, start by rewarding any similar behavior. Similar behaviors:

- 1.
- 2.
- 3.

What rewards will you use for the wanted behavior? (Say what, how, and when)

1. Verbal Praise: _

2. Special Rewards: _

3. A Spinner or Chart: _

What limits will you use? Say when and how.

1. Ignoring: _

2. Positive Practice: _

3. Time Out: _

How and when will you talk with your child about this new plan?

How to Survive Excuses and Arguments and Not Give In

If your child makes excuses and argues about your directions or expectations, here are some suggestions to help you respond:

1. **Listen and decide.** Ask your child why following your rules is hard. Listening can tell you why your child is resisting. *Listening* to excuses does not mean you *must* change the plan. If the Behavior Change Plan you made and explained *clearly* says what the child should do and what you will do, follow through.
2. **Is the plan fair?** If you are feeling guilty about being "so strict" think some more about whether the plan really is fair. Maybe the plan is too hard or punishing. Feel to change it if you think best, *but not because of the child's pressure*.
3. **Can the child do what the plan asks?** If your child is really trying but still not doing what the plan says, if necessary change the agreement, maybe with smaller steps toward the behavior you want. Some medical or developmental problems make it hard for children to do what you want. Changing is not failure.
4. **If the plan is fair and child can do it, follow through.** If you still believe the plan is fair and the child can do it, talk with your child about ways to help them succeed. Talk about *why* you want them to succeed and *how you feel* if they don't. Say that you will praise them if successful, but if not, there will be consequences.
5. **Be consistent!** Changing rules and expectations for kids is often difficult for kids – and not easy for you either. Being consistent in rewarding and setting limits is hard, especially if you had a hard time setting limits before. Your child may hope that you forget the behavior change plan, because you never followed through before. But once the child understand you "mean business," they will do you say.



TIPS ON EFFECTIVE PARENTING

Being an effective parent means more than knowing how to discipline and set limits. In this program, you have also learned some ways to reward behavior you want. But EFFECTIVE PARENTING also means teaching your child to be sensitive to other's needs and feelings, to learn self-control, to get along with others, and to know and talk about their feelings and needs. The following tips may help:

1. **Teach Your Child to Think About Other's Feelings and Needs:** Explain that learning to be more helpful and thoughtful is an important part of growing up. They will have more friends if they learn not to hurt others' feelings. Say something like "Part of growing up is learning to be well behaved and to follow rules. I/we know that you want to do the right thing, but sometimes you disappoints us and don't do what we expect. This isn't just your fault. It's my (or our) job to help you to learn do what we say. When you do, that will make me/us happy and then you will be happier, too." Rewarding your child for being well-behaved will work better than criticism for behavior that is not.
2. **Set Limits and Teach Self-Control:** Babies want everything for themselves right now - food, toys, sweets, things, and your attention. It's parents' job to turn this naturally self-centered baby into a well-behaved child and later, a well-liked and successful adult. This is not easy. Your child will need limits until he or she learns self-control. Children need to learn that there are consequences to their behavior, both good and bad. Don't protect your child too much from natural consequences. Your child will learn their behavior affects others and that they are responsible for the consequences.
3. **Work on Getting Along with Your Child.** A child who feels close to you is more likely to try harder to please you. Tell your child as many times as you can in a natural way that you love him or her and the things that you like about them. For example: that he or she is very polite, good eater, remembers your birthday, good at math or sports or spelling. Find things you like to tell them. Do some special things together--just you two.
4. **Talk to Your Child About His or Her Feelings.** Some children are better than others at being able to tell you how they feel about things. Even if your child keeps saying, "I don't know", keep trying to help them understand how they feel. Teaching feelings is also an important job for a parent.
5. **Find Time to Spend with Your Child.** It takes a lot of time to teach your child the right behavior. Today most mothers and fathers need to work and find little time for parenting, but PARENTING IS OUR PRIMARY JOB AND OUR DUTY TO A CHILD. The life of another human being is in your hands. If you find it hard to make time for your child, try doing two things at once. You can talk about agreements, math and spelling, needs and feelings while washing the dishes, cooking, walking to the store or other household tasks. And kids who "help" feel grown-up. Kids certainly need "quality" time, just you two, focused on them, but they also need quantity time. They need to be around you a lot – the more they are around you, the more they will learn to be like you.

GIVING AND FADING REWARDS

When you are teaching your child new behaviors:

1. **Start with Rewarding All the Time.**

Praise or reward your child every time he or she does something you like when your child is learning a new behavior.

For example: Mrs. Brown is teaching her daughter to make her bed. She will check her daughters' bed every morning. If the girl made the bed (even if not so well the first few times), she will tell her daughter: "Taisha, good job making your bed! You did a careful job and put your doll on the pillow--looks great!" Kids need a lot of praise for good work and if praised, they will continue it.

2. **Once Your Child Can Do the Behavior. Reward Every Other Time.**

Once your child is doing the behavior you want the same way each time, you can relax a little and start praising or giving rewards less often. You can tell the child, "Work is something we share because we are a family; rewards are a little something extra to help you get started."



3. If the Wanted Behavior Continues, Fade Out Rewards.

If the behavior you want continues with rewarding every other time, parents can gradually FADE OUT the rewards. FADING OUT means rewarding every other time for several weeks and, then changing to rewarding only occasionally; giving rewards less and less often if the wanted behavior continues. Eventually you can stop the rewards, if the child can continue the behavior by him or herself. If not, then increase the rewards a little and then try fading again.

Fading rewards as the child learns the behavior is a natural part of parenting. For example: New parents reward babies with words, hugs, and attention almost every time they do something new. "Oh, look, she said 'Papa!'" After a while, however, parents get less excited as the new behaviors become old. They stop rewarding the child as they come to expect these new social skills from the child.

But older children need lots of parenting and teaching, too. We never outgrow liking praise and attention for a job well-done. PARENTING MEANS BEING YOUR CHILD'S TEACHER FOR LIFE. Schools, churches, and neighborhoods can help, but they can't do this job for you. So *you* are responsible.

SO REMEMBER:

When you begin to teach a new behavior, reward your children every time --even if not done well. They will improve with practice. After the child has learned the behavior and is doing it well, slowly begin to reward less often. To keep the behavior going, reward occasionally. Tell a child who insists on things or money that rewards are to help them learn to do the right thing, not to pay them for it.

You are lucky if you have help from grandparents or other friends and family members in raising your child. If they spend very much time with your child, they can be more helpful to you if you talk to them about the parenting ideas from this class. Discuss ways that all of you can use rewards and limits the same way so as not to confuse the child. Having more people rewarding the same behaviors and the same rules will help your child to learn new behaviors faster.

TROUBLESHOOTING

Troubleshooting

As you try to change behavior, it is a good idea to check yourself on each step to be sure that you are going where you want to. So here is a checklist of the steps, which you can refer back to as you develop new plans.

Deciding Your Goal - Problem Solving

Are my goal statements clear?

Do my goal statements say what the child can or *should* do? Are my goal statements "I" statements? ("I want you to") If you have a partner (spouse, grandparent, etc.):

Am I *listening* to my partner's goals for the child? Am I asking for my partner's goals and thoughts? Are we deciding together on the child's goals?

Are we *committed* to our goal?

Reaching the Goal

1. Was the behavior we *wanted* easy to understand?
2. Did the agreement allow rewards right away?
3. Did we need to change it?
4. Were the rewards small and given often?
5. Is the child still excited about the rewards? If not is the child getting "boot- legged" rewards from someone for the behavior you are trying to change?
6. Did we reward the behavior *after* it happened?
7. Was the agreement fair?
8. Did the child help make the behavior change plan?
9. Did the child understand the behavior change plan?

Reviewing

Managing your child's behavior is *not* simple, but if you stick with it, you may be surprised at the changes. Sometimes your first plan won't work after you've tried it for a while. Rather than *giving up*, this means it's time to *tighten up* your plan.

The steps you will take in rewarding are:

1. Check out your goal. You may find that one or both of you want to change it.
2. Once you have decided on the goal, break out the steps again. You may find you need *more specific* steps, or you need to *add* some steps, or you need to use *completely different* steps. TAKE YOUR TIME ON THIS.
3. Take a look at your reminders and rewards for *each other*. You may need more or different ones. If you would like something different from your partner, *ask for it!*



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Using a Promise to Yourself on Changing Behavior

You have worked very hard over these past weeks and learned many new skills. In some ways, this has been the easy part. The real trick is to *keep on using those skills*.

You have learned ways to help your child learn behavior you want and reach goals that are important to you. If you keep using these skills, you will see better behavior. To keep these changes, use an agreement with yourself that says what you will do to meet your goals and what *you* get for doing it. The promise or agreement with yourself includes *long-term reminders and long-term rewards*.

Long-Term Reminders

Reminders can be very helpful to jog your memory of what you planned or agreed to do. Put a note on the refrigerator or set a time of day to remind you to review your child's chart and give rewards -- say, every day at 7:00 p.m. or right after dinner. If you make it routine, it's easier to remember. Remind yourself to reward good behaviors and ignore or set limits on bad behaviors.

Long-Term Rewards

Besides setting up reminders for yourself, you should arrange some rewards for yourself. In some cases, the change in behavior of the child is enough reward, but in case of longer term goals, think about setting rewards for yourself. Set your goal, and decide on something special for yourself when you have reached it.

Make an Agreement

An important reminder to do the kind of things we mentioned above is a promise to yourself or agreement. In making this agreement, remember to make the agreement *strong enough to work*, and at the same time *realistic*.

Promise to Myself on Changing Behavior

CHILD'S BEHAVIOR TO CHANGE:

REMINDERS to MYSELF ON BEHAVIOR TO CHANGE:

REWARDS FOR MYSELF FOR CHANGED BEHAVIOR:

No agreement is permanent (and neither is any behavior change plan). Even if things are going well, plan to review your performance. **I will review my plan on:** (date when you will review the agreement)_____ Finally, like any agreement, you can commit to it by signing and dating this agreement:

Signature

Date

Imitating

List the ways your child is like you:

List the ways you are like your parents:

List the ways your child is like your parents:

What puts children at-risk for alcohol, tobacco and other drug use?

Personal Traits and Behaviors:

Low self-esteem
Early alcohol and tobacco use
Depression, and mental health problems

Inclined toward risk-taking behavior
Feelings of alienation, rebelliousness
Poor coping skills

Family Factors:

Chaotic home environment
family communication
abuse and neglect

Parental substance abuse problems
Poor ineffective parenting or lack of nurturing
Child Lack of discipline or excessive discipline

Other Factors:

Peer pressure
Delinquent behavior

Poor school performance
Low school involvement

Reasons Young People Use Alcohol, Tobacco and Other Drugs

1. To feel grown up.
2. To fit in and belong.
3. To relax and escape pressures.
4. To take risks and rebel.
5. To satisfy curiosity.

Children are less likely to develop alcohol, tobacco and other drug dependencies later in life if parents:

1. Do not model alcohol, tobacco or drug use and encourage a healthy approach to life. If you use alcohol, be a good role model by drinking responsibly and in moderation. If you smoke be honest about health risks. Think about quitting or even just cutting back smoking around your kids.
2. Encourage children to participate in activities that enhance the development of a strong and positive sense of self.
3. Promote positive alternative activities to alcohol and drug use.
4. Be sensitive to what children feel, but still set appropriate limits for them.
5. Provide structure, discipline, and consistency.
6. Develop open family communication.
7. Help your child develop skills in goal-setting, decision-making, and conflict resolution.
8. Stress the age-appropriateness of use of alcohol, tobacco and prescription drug

Risk Check for Your Child

What is the risk that your child will abuse drugs? Complete this risk check to get some idea. Different children in the same family can have a different risk for drug abuse, so complete the check for each of your children. Be honest; no one will see this but you.

- _____ 1. **Family history of substance abuse.** If the biological parent or grandparent of a child has had problems with substance abuse, put down a point for that child.
- _____ 2. **Early problem behavior.** Add a point for children who were aggressive and difficult to control when they were five, six or seven.
- _____ 3. **Family patterns.** Add a point for each of the following that happens in your family.
- _____ Your children don't often share thoughts and feelings with at least one family member.
- _____ You rarely let your child know in advance what kind of behavior you expect.
- _____ You don't usually keep track of where your child is, the kinds of things your child is doing, and who your child's friends are.
- _____ You rarely praise your children for doing well.
- _____ When your child breaks family rules, you're not consistent and controlled in your punishment.
- _____ 4. **Family drug use.** Add a point if household members use illegal drugs around the children, if there is heavy drinking or tobacco use in the home, or if adults in the family involve children in their drinking or other drug use, such as asking a child to get a beer or light a cigarette.
- _____ 5. **Poor school performance.** Put down a point if your child failed to achieve in school when that child was nine, ten and eleven.
- _____ 6. **Dislike of school.** Add a point for children who strongly dislike school or have a poor attendance record.
- _____ 7. **Alienation from family and society.** If your child has become isolated from the family and cynical about their own involvement in family and school activities, add a point.
- _____ 8. **Delinquent behavior/school misbehavior.** Add a point if your child is involved in delinquent behavior or has been suspended or expelled for school misbehavior.
- _____ 9. **Friends who use alcohol, tobacco or drugs.** Add another point if your child's close friends use alcohol, tobacco or other drugs.
- _____ 10. **Favorable attitudes toward drug use.** Add a point if your child says that it is okay for children to use alcohol tobacco or other drugs.
- _____ 11. **Early first use.** Finally, if your child began to use alcohol, tobacco, marijuana or other illegal drugs before they were fifteen, add points to that child's total. To calculate the number of points to add, subtract the child's age at first drug use from 15 and add the result to your child's total.

Now total the number of points for your child. The higher the number, the greater the risk of problems with alcohol or other drugs. But remember, **the presence of many risk factors doesn't condemn your children to be substance abusers, nor does a low score mean they will be free of problems.** This risk check is intended only to alert you to pay attention to these factors, and to make the extra effort needed to change patterns where necessary. Remember, *what you do and say is the biggest influence on your child.*

Self-Care Assessment

Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). Transforming the pain:
A workbook on vicarious traumatization. Norton.

Rate the following areas according to how well you think you are doing:

3 = I do this well (e.g., frequently)

2 = I do this OK (e.g., occasionally)

1 = I barely or rarely do this

0 = I never do this

? = This never occurred to me

Physical Self-Care

- ___ Eat regularly (e.g. breakfast, lunch, and dinner)
- ___ Eat healthily
- ___ Exercise
- ___ Get regular medical care for prevention
- ___ Get medical care when needed
- ___ Take time off when sick
- ___ Get massages
- ___ Dance, swim, walk, run, play sports, sing, or do some other fun physical activity
- ___ Take time to be sexual
- ___ Get enough sleep
- ___ Wear clothes I like
- ___ Other:

Psychological Self-Care

- ___ Take day trips or mini-vacations
- ___ Make time away from telephones, email, and the Internet
- ___ Make time for self-reflection
- ___ Notice my inner experience - listen to my thoughts, beliefs, attitudes, feelings
- ___ Have my own personal therapy
- ___ Write in a journal
- ___ Read books for fun
- ___ Do something at which I am not expert or in charge
- ___ Attend to minimizing stress in my life
- ___ Engage my intelligence in a new area, e.g., go to an art show, sports event, theatre
- ___ Be curious
- ___ Say no to extra responsibilities sometimes
- ___ Other:

Emotional Self-Care

- ___ Spend time with others whose company I enjoy
- ___ Stay in contact with important people in my life
- ___ Give myself affirmations, praise myself
- ___ Love myself
- ___ Re-read favorite books, re-view favorite movies
- ___ Identify comforting activities, objects, people, places and seek them out
- ___ Allow myself to cry
- ___ Find things that make me laugh

- _____ Express my outrage in social action, letters, donations, marches, protests
- _____ Other:

Spiritual Self-Care

- _____ Make time for reflection
- _____ Spend time in nature
- _____ Find a spiritual connection or community
- _____ Be open to inspiration
- _____ Cherish my optimism and hope
- _____ Be aware of non-material aspects of life
- _____ Try at times not to be in charge or the expert
- _____ Be open to not knowing
- _____ Identify what is meaningful to me and notice its place in my life
- _____ Meditate
- _____ Pray
- _____ Sing
- _____ Have experiences of awe
- _____ Contribute to causes in which I believe
- _____ Read inspirational literature or listen to inspirational talks, music
- _____ Other:

Relationship Self-Care

- _____ Schedule regular dates with my partner or spouse
- _____ Schedule regular activities with my children
- _____ Make time to see friends
- _____ Call, check on, or see my relatives
- _____ Spend time with my pets
- _____ Stay in contact with faraway friends
- _____ Make time to reply to personal emails and letters; send holiday cards
- _____ Allow others to do things for me
- _____ Enlarge my social circle
- _____ Ask for help when I need it
- _____ Share a fear, hope, or secret with someone I trust
- _____ 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 clients and colleagues
- _____ Balance my workload so that no one day or part of a day is “too much”
- _____ Arrange work space so it is comfortable and comforting
- _____ Negotiate for my needs (benefits, pay raise)
- _____ Have a peer support group

Other Areas of Self-Care that are Relevant to You:

My Self Care Plan

Remember – to be the best parent you can be, you must take care of yourself first!

In each box, commit to some ways you plan to take care of yourself.

mind

body

spirit

my support system
(Who can I call for help?)

3 things I'm grateful for today