

CaPa

Child Abuse Prevention Association

PARENTING SKILLS TRAINING

A CAPA EDUCATION PROGRAM

PARENT HANDBOOK ONE



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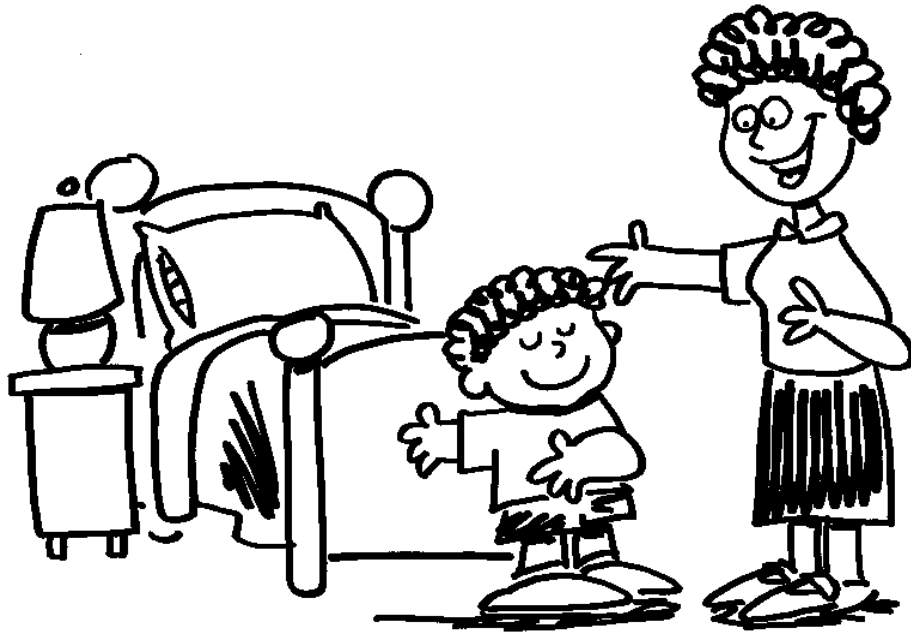
MODULE ONE: INTRODUCTION AND GROUP BUILDING

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MODULE THREE: REWARDS

MODULE ONE: INTRODUCTION AND GROUP BUILDING

Things I Like



Things I Like

What is one thing you like about:

YOURSELF: _____

YOUR PARTNER: _____

YOUR CHILD (REN):

1. _____
2. _____
3. _____
4. _____

MODULE TWO: WHAT KIDS CAN DO AND HOW TO HANDLE STRESS

What Kids Can Do

Children are always growing; physically, mentally, socially, and emotionally. To understand a child's behavior, it helps to know what most children that age can do. Parents sometimes think children are misbehaving when they are only acting like most children at their age and stage of development. Children cannot be expected to act like adults with adult self-control.

Children grow and develop following a general pattern. Most children at any one age will be at about the same stage of development. However, each child must be considered as an **individual** because some children may develop faster or slower in certain areas than other children. The following pages should be used only as a general guide of what to expect from children at a particular age. Adapted from "The How Book for Teaching Children" (Salt Lake City, Utah, 1976).



CHILD DEVELOPMENT STAGES

Birth-18 Months

I. Physical Development:

A. General:

Head is bigger in proportion to the body than an adult's
Scribbles, throws a ball, pulls wheeled toys and pushes
Turns pages roughly

B. Self-help: (Generalities)

0-12 months:

Can roll and crawl in a short time
Eats strained (liquefied) foods
Holds bottle without help and holds a cup using two hands
Drinks from a cup with help
Feeds self with fingers and is beginning to use a spoon
Holds out arms and legs while being dressed

9 months:

Should be able to stand, holding on to furniture

12 months:

Says at least a couple of words
Should be sleeping through the night

15 months:

Is usually able to walk alone

18 months:

Sleeps 13 hours with one nap
Walks with a forward lean and runs stiffly
Goes up and down the stairs

II. Mental Development:

A. Child indicates or says "more"

B. Points to pictures of objects and body parts

C. Early on in development, the child learns that he or she has some control over what is around them, which increases confidence.

III. Social Development

A. Responds to friendliness

B. Knows family

C. Self-absorbed

D. Waves "bye-bye"

E. Copies and imitates others

F. Doesn't like change

G. Beginning of "negativism"

H. Likes some companionship, but plays alone



IV. Emotional Development:

A. A child feels more confident as he or she learns something new such as learning to walk

B. For children to feel good about themselves, parents must show love and concern

18 Months - 2.5 Years

I. Physical development:

A. General:

- Has very short legs, compared to the rest of his or her body
- Usually clumsy and unsteady
- Needs to reach with both hands
- Pushes and pulls objects (opens and closes doors)

B. Self-care:

1-2 years:

- Eats with a spoon
- Holds cup with one hand
- Helps wash own hands and face (with some help)
- Puts hat on head and takes it off
- Pulls off socks and takes off shoes
- Takes off coat and pants when unfastened

2-2.5 years:

- Helps dress self (buttons and unbuttons) (zips and unzips zipper)
- Now has teeth and can eat more solid food
- Eats with a fork
- Girls are becoming ready for toilet training (boys tend to take longer)
- Washes and dries hands with less help

2-3 years:

- Feeds self (with some spilling)
- Knows what is food and what is not food
- Can begin to dress self
- Gets drink without help
- Pours from a small pitcher
- Asks to go to the bathroom during the day to avoid accidents
- Hangs up coat with help

C. Small motor skills:

- Copies vertical and horizontal lines
- Builds a tower of six blocks
- Can roll, pound, squeeze, and pull clay

D. Large motor skills:

- Is learning to control muscles
- Can kick a ball and mount a tricycle with help
- Crawls, climbs, walks, and runs quite well
- Walks approximately on a line
- Up and down the stairs (non-alternating)
- Fills containers with sand and empties them
- Can jump in place and walk on tiptoes



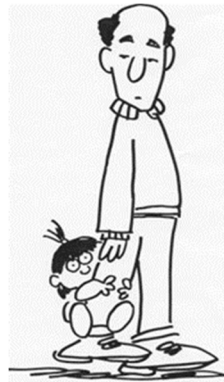
II. Mental Development:

A. General:

Likes to explore and find out what everything is like
Most new objects are felt, examined and tasted
Usually cannot be reasoned with successfully
Works very hard for a few minutes and then turns to something else (short attention span)
Likes music, nursery rhymes, and enjoys rhythm
Knows how things are used
Sniffs through the nose when asked to smell
Points to bigger of two objects
Matches shapes, circles, squares, and triangles

B. Speech and language:

Can name familiar objects
Knows a few body parts
Refers to self by name
Begins to play with words and uses a variety of sounds (uses 2-4-word phrases)
Knows about 25-50 words



III. Social Development:

- A. Has an interest in others, but often plays alone even when near others
- B. Very self-centered and possessive (does not like sharing toys with others)
- C. May run small errands
- D. Starting to form habits

IV. Emotional Development:

- A. Child seeks independence (needs a lot of help)
- B. The “NO” stage (he or she throws a temper tantrum when told “No”)
- C. He or she laughs freely and thinks many things are funny.

3 Years

I. Physical Development

A. Self-help:

3-4 Years:

- Usually feeds self the entire meal
- Learns to dress self
- Needs clothes that are easily fastened and unfastened (1-2 large buttons)
- Puts on shoes and boots
- Will hang up coat with instructions
- Pulls shoelaces tight
- Cleans up spills with help
- Cleans nose when reminded
- Cares for daytime toileting needs
- Sleeps during the night without wetting the bed (boys take longer)

B. Small motor skills:

- Likes doing things with his or her hands (may be awkward or messy)
- Can fold paper into squares (but not diagonally)
- Can paste, mold clay, and color better than tying or cutting
- Can string four or more beads
- Paint lines, dots, and circles
- Can copy a model to make bridges with blocks

C. Large motor skills:

- Walks and runs (not smoothly)
- Large muscle development is ahead of small muscle development
- Goes up and down stairs using alternate feet
- Can pedal a tricycle
- Stands on one foot holding support and hops on one foot twice or more
- Walks forward five steps on a balance beam
- Long jump, both feet, eight inches
- Runs less and with more purpose
- Less tumbling (knows where he or she is going)



II. Mental Development:

A. General:

- Is curious and loves to pretend
- Knows full name
- Tries beyond ability
- Cannot deal with complicated ideas (has more logical reasoning)
- Likes songs, musical and dramatic activities
- Likes being read to
- Attention span is longer
- Often asks questions and says things that seem off the subject
- Very interested in holidays and loves to be part of the group
- Wants to try everything and is into anything he or she can reach
- Can follow 2-part directions (i.e. Give me the block and close the door)
- Matches colors: red, blue, green and yellow
- Identifies action in pictures and knows more body parts

B. Speech and language:

Language is quickly developing

Likes to talk and learn new words (knows about 1,000 words)

Uses the following sounds correctly: P, M, H, N, W, and B

C. Application:

Encourage the child to be involved

Present ideas simply

Use visual aids where possible

Let the child ask questions and respond to other's ideas

Listen and respect these questions and comments as much as you can

III. Social Development:

A. Child is self-centered (not as self-centered as they were at two years old)

B. He or she is willing to share more (likes to pretend to be an animal and imitate grown-ups)

C. He or she happily plays and works alone but is beginning to play with others

D. Child is interested in people (prefers to be close to adults, especially family because they give safety)

IV. Emotional Development:

A. Child does most things with excitement

B. Is anxious to please adults and is dependent on their attention

C. May cry easily or strike out emotionally at situations or people when he or she has troublesome feelings, fears or anxieties

D. Is sensitive to the feelings of other people towards him or her

E. The child is developing some independence

Application:

Show the child that you like what he or she is doing

Avoid saying negative things about the child

Offer love, understanding, and patience

Help child work with and understand his or her own feelings

Show your confidence and encourage the child's independence

4 Years

I. Physical Development:

A. General:

Child slows down in growth

May shuffle and wiggle but can sit and play at a table for a reasonable length of time

B. Self-help:

4-5 years:

Goes to the toilet alone

Curious about others toileting habits

Needs plenty of sleep and rest

Can dress and undress with little help (needs help with tying shoes)

Rarely naps

Likes to comb hair, brush teeth, and help others

Clears place at the table

Washes hands and face

Keeps nose clean without help

Bathes self with supervision

Uses knife for spreading

Hangs clothes up without help

Does not need constant supervision in the neighborhood

C. Small motor skills:

Coordination is improving

Buttons and laces

Copy of a circle looks more like a circle

Can make a cross, but not a diamond

Man drawn with a head and two arms

D. Large motor skills:

Is sometimes physically aggressive and may break things

Uses muscles to skip, jump and climb

Throws ball without using whole body

Can stand on one leg, but cannot hop

Is very active (has high drive and energy spurts)



II. Mental Development:

A. General:

The age of “why” “how” and “what”

Loves to make things up (pretend, dramatize and role-play)

Likes to choose own food

Learns through the senses of taste and touch

Lots of questions (wants to clear up ideas they do not understand)

Explores things and notices a lot

Mind is lively (likes to go from one thing to another rather than to repeat)

Attention span growing but is still short

Enjoys and admires own work and expects praise from others

Beginning to understand more complicated thoughts

Interested in numbers (can count to 4 or more however number concept is not beyond 1, 2, and many)

Likes poetry, books, and loves to be read to (tell stories word for word)
Can carry a tune, loves music and can play simple games
Is starting to learn right and wrong (usually wants to do right)
May blame others for something he or she did
May have trouble separating fact from fiction
Sometimes does not pay attention to the job at hand
Inattentive

B. Speech and language:

Likes to talk and knows about 1,500 words
Loves to learn and play with new words
Can use fairly complex sentences

C. Application:

Help child learn to control behavior and be responsible for his or her actions
Teach the importance of making the right choices
Use riddles and guessing games
Use new words and encourage contributions
Be patient with funny use of words
Give clear answers
DO NOT tell the child to "go away"
Answer questions patiently

III. Social Development:

- A. Is still dependent on family and goes back to baby dependence at times
- B. Manners are not always good
- C. Is trying hard to grow up but is still afraid of many things
- D. Is learning to accept rules and enjoys conforming to society's rules
- E. Tattling and arguments are frequent
- F. Cooperates with others more (two children often exclude a third)
- G. May be bossy, impolite and stubborn or friendly
- H. Negative attitudes- says "NO" a lot
- I. Interested in exploring the world
- J. May still be physically aggressive but is beginning to talk out problems
- K. May play in small groups of 2-3 (still may play alone)
- L. Can share and take turns (this does not happen all the time)
- M. Often gets silly and naughty purposely (likes to show off to see other's reactions)

Application:

Tell the child what he or she can do instead of what they cannot do
Help child learn how to get along with others
Be patient and firm
Expect the child to take simple responsibilities and follow rules such as taking turns

IV. Emotional Development:

- A. Artwork shows the child's feelings
- B. Child is proud, especially about self and family
- C. He or she may be agreeable one minute and cranky the next
- D. The child has growing confidence in self and world (also has some fears and feelings of insecurity)

Application:

Set limits and stick to them

Be patient, sensitive, and kind, but firm

Point out the things he or she can do alone

DO NOT laugh at their efforts

5 years

I. Physical Development:

A. General:

Child is very active
Average height 38-41 inches (double birth height)
Average weight 30-40 pounds (5 times birth weight)
Body is straighter and slimmer (abdomen flattens, chest broadens and flattens, neck lengthens)
Begins to prefer one food to another (hard to feed a balanced diet)
Begins to prefer using the right or the left hand more often
Farsighted and eye-hand coordination is imperfect

B. Self-care:

When tired is quite restless
Uses the toilet independently
Sleeps willingly at night

C. Small motor skills:

Likes to work with pencils and crayons
Can paint, hammer, cut, paste and likes doing things with hands
Likes to put puzzles together
Can pick up beans and drop them quickly and easily into bottles
Draws alphabet letters and a figure that is beginning to look like a person

D. Large motor skills:

Has a good sense of balance
Climbs well and loves to speed on a tricycle
Ready for dancing or physical exercises
Kicks a ball, jumps, hops, skips, and marches well
Can stand on one foot, balance on toes for a few seconds

II. Mental Development:

A. General:

Is curious and likes to learn new facts
An orderly arrangement of toys
Ideas are more complicated
Likes activities and games
Can intelligently count ten objects
Can tell his or her age
May attend kindergarten
Sensitive to dislikes and likes of family
Likes definite tasks and likes to finish them
Sense of time and length of activity noticeable
Likes funny and unusual events
Paints and draws with an idea in mind
Can carry a tune, tells stories and answers the telephone
Can tell the difference between his or her right and left
Attention span is getting longer
Begins to know the difference between truth and make-believe
Is good at problem-solving and thinking before he or she speaks
Likes tricks and jokes but cannot laugh at him or herself



Likes stories, signing, poetry and looking at books
Recognizes some letters, number, and words
Likes to pretend to read and write
Learning to read and write own name

B. Speech and language:

Speech is clear (child is quite easy to understand)
Sentences are longer, correct and complete
Knows about 2,000 words
Individual language ability shows intelligence
Questions are fewer and aimed at getting more meaningful information
Listens for detail (asks for the meaning of individual words)
Can deal with more concepts that are complicated

Application:

Allow the child to draw and tell about his or her ideas
Be patient with child's humor and be willing to laugh along
Give simple tasks and responsibilities
Give child opportunities to solve problems (such as riddles, thinking games, and discussion questions)

III. Social Development:

- A. Special fears (death and darkness)
- B. Sensitive to others
- C. Plays well with brothers and/or sisters
- D. Imitates a lot (great imagination)
- E. Needs limits as well as freedom
- F. Obedient in tasks and habits
- G. Protective of younger children
- H. Respects rights and property of others
- I. Play is more stereotypical (boys prefer "boy toys" girls like "doll play")
- J. Begins to turn interests to others instead of focusing upon self
- K. Patient, persistent, generous, conscientious, dependable and friendly
- L. Generally is independent (sometimes dependent on adults)
- M. Experiencing an age of conformity (critical of those who do not conform)
- N. Likes to pretend and dress up
- O. Dramatic play helps work out ideas and relationship of the social and natural world
- P. Begins to prefer companions in groups from 2-5 children (although a best friend may be preferred)



Application:

Be sensitive to his or her needs for your approval
Encourage friendship
Talk about how others feel when people are kind or unkind
Focus on positive relations with others (such as loving and expressing thankfulness to others)
Help children learn the value of individual differences

IV. Emotional Development:

- A. Child's interest is with home and family
- B. Shows great affection toward adults and is concerned with pleasing them

- C. Is easily embarrassed especially by his or her own mistakes
- D. Is aware of right and wrong and is interested in doing right
- E. Child may tell untruths or blame others for wrongdoings because of the desire to please and do right
- F. This is an adjusted, relatively quiet conforming period
- G. Characteristics include being practical, sympathetic, serious, and proud of parents
- H. Likes supervision (accepts instructions and asks permission)
- I. Likes self and others and is sensitive to criticism
- J. When angry, the child attempts to hurt the other child's feeling rather than physically
- K. Jealousy among friends exists

Application:

Avoid things that cause embarrassment

Teach correct behaviors and attitudes that can be used in daily living

Praise the child for his or her work and responsible efforts

Help child know right from wrong

Do not be shocked if the child tells a lie (help him or her learn to accept responsibility for his or her actions)



Elementary Age: 6 - 12 Years

This is the “group” age. It is very important to be accepted by the group. They are sensitive to being left out. They compare their physical size and abilities with friends. This is especially true of boys. They seek adult approval, need encouragement, recognition, praise, patience, and adult support. Boys prefer to play with boys. Girls prefer to play with girls and act more feminine. Children are beginning to recognize the rights and desires of others, appreciate such social values as honesty and sportsmanship, and can assume some responsibility. They need privacy from parents and family but will stand up for parents and family, especially away from home.

Generally, children learn best through active participation, sight, sound, and touch. They are also curious, wants to learn, and are usually interested in the here and now. Both boys and girls have collections of anything that attracts them. Success and rewards must come immediately. Do not pressure them to achieve beyond their abilities. This could lead to future self-esteem problems. Common issues and problems include lying, stealing, rudeness, irresponsibility, home practice, television viewing, bedtime, use of allowance, and sex education.



6 Years

I. Physical Development:

- A. Children are growing at different rates
- B. The child usually has one or two permanent teeth and 20 baby teeth
- C. Muscles are still developing, and coordination is improving
- D. Although the child may do small muscle tasks, he or she may still work awkwardly with hands
- E. The child has lots of energy in his or her play (dislikes being a spectator and prefers to be active)

II. Mental Development:

- A. The child understands and thinks more complicated thoughts, although concepts still need to be taught concretely
- B. He or she is learning to read and write
- C. Attention span and memory are increasing and improving
- D. The child is talkative (asks many questions and is beginning to understand bigger words)
- E. He or she is learning to make wise choices (still struggles making decisions)
- F. Singing and pretending as well as listening to stories are enjoyed

Application:

Allow the child to make decisions

Focus on making the right choices and give limited choices

III. Social Development:

- A. Child generally works better with one companion
- B. He or she is very concerned with good and bad behavior (especially as it affects his or her family and friends)
- C. He or she may be forgetful and often makes things sound bigger than they are
- D. Child has many interactions with playmates (still self-centered and concerned about him or herself and how people treat him or her)
- E. Group activities are becoming more popular (boy and girl interests are beginning to differ)
- F. Child is eager for social approval (he or she is sometimes unkind to peers and friendships are often unstable)
- G. He or she may be self-assertive and aggressive in play with others
- H. He or she likes to win, enjoys competition and changes rules to fit own needs

Application:

Teach the child to be concerned and responsible for his or her behavior and how to make it better

Let the child know that everyone makes mistakes

Help child learn how to be a good winner and a good loser

Direct energy in good directions

Set limits

Teach the child how to make and keep friends

IV. Emotional Development:

- A. Characteristics include making things sound bigger than they are (exaggeration)
- B. Criticism and boastfulness

C. The child is often easily excited, silly and giggly

D. Moods can change easily

Application:

Show acceptance and give honest praise so that child has less need to boast

Do not criticize negatively (be constructive)

To avoid silliness, be careful not to excite

Laugh with but not at the child

Encourage good moods

Be an example of calm, stable behavior

7 Years

I. **Physical Development:**

- A. Games and activities are still focused on large muscles (which are well controlled by this age)
- B. The child also likes small muscle activities
- C. Child often develops skill and interest in some games, hobbies, and activities (plays them a lot of the time)
- D. He or she may develop nervous habits (nail-biting, tapping feet, drumming fingers or assume awkward positions)
- E. He or she is full of energy but gets restless, fidgety and tires easily

Application

Keep energy directed toward activities and interests

Praise positive behavior and be patient with restlessness and annoying behavior

Do not draw attention to awkwardness

II. **Mental Development:**

- A. Attention span is good
- B. Thoughts are beginning to be based on logic
- C. Child can solve problems that are more complicated and likes to learn
- D. Child is becoming more aware of property, ownership, and possessions
- E. Enjoys hobbies, collecting things and telling about things he or she has worked on (i.e. projects, writings, drawings)
- F. He or she also likes challenges, working hard, taking time to finish a job and likes the truth more than make-believe

Application:

Ask many questions that require the child to think

Use open-ended stories, riddles, thinking games discussions, etc.

Allow the child to make decisions and praise correct decisions

III. **Social Development:**

- A. The child often plays in groups (sometimes likes to be alone)
- B. Less play and interaction between boys and girls
- C. He or she likes more responsibility and independence and is often concerned about not doing well

Application:

DO NOT force boys and girls to interact

Assign responsibilities and tasks, then praise for trying and completing the tasks

Help the child take responsibility for mistakes

IV. **Emotional Development:**

- A. Child is less determined to have his or her way and dislikes criticism
- B. He or she wants to please peers and be like them and is eager for friend's approval
- C. He or she is more sensitive to own and other's feelings (is often self-critical and tries to be perfect)
- D. The child is often dreamy, withdrawn, more inhibited/cautious, and less impulsive and self-centered

Application:

Continue to help the child develop social skills

Give praise for appropriate behavior (such as taking turns and sharing)

Instead of criticizing look for times to give approval and affection and build confidence

Accept the need for approval by friends and the need to belong

Offer love, patience, and sensitivity

Let the child know he or she has progressed and continue to encourage him or her

Accept change

Encourage the child to express him or herself and to turn his or her interest to others

8 Years

I. Physical Development:

- A. Growth has slowed
- B. Coordination is improving
- C. Child still wiggles and squirms
- D. Nervous habits may continue
- E. He or she plays more organized games requiring physical skill

Application:

Be patient with clumsiness, unpleasant habits and squirming
Praise positive behavior
Recognize high energy level and need for physical activities

II. Mental Development:

- A. Attention span is generally good
- B. Child learns best when ideas are related to real life
- C. He or she needs to be involved
- D. Has a judgmental attitude
- E. Wants to know the reason for things
- F. Is anxious to learn more
- G. Does not need to be perfect
- H. The child thinks he or she knows a lot (beginning to learn that others may know even more)
- I. Hero worship is common

Application:

Listen to child's comments and questions (take advantage of his or her confidence in your knowledge)
Teach the child to think more about judging his or her behavior than the behavior of others
Help set realistic goals that can be reached
Provide the child with appropriate heroes
Be excited and prepared to gain the child's interest

III. Social Development:

- A. The child is more interested in playing games with simple rules (more cooperative and does not have to have his or her way)
- B. He or she wants to have a special friend
- C. Girls prefer to play with girls; boys prefer to play with boys
- D. He or she is generally friendly and outgoing (may also be careless, noisy and argue with others)
- E. The child has a strong need for independence (however, still has a great need to rely upon adults for direction and safety)

Application:

Allow the child to spend time with other children and encourage group activities so he or she can learn social skills such as cooperation and sharing
Recognize that friendships are intense
Each child needs a group of friends
Praise the child for good behavior
Allow the child to make many decisions and work independently

IV. Emotional Development:

- A. Child is usually affectionate, helpful, cheerful and curious (however can also be rude, selfish, bossy and demanding)
- B. He or she is very sensitive to criticism (being critical of self and others)
- C. He or she is sometimes giggly and silly and may experience guilt and shame

Application:

Guide child toward overcoming negative emotions and developing positive ways of showing interest and excitement

To build self-confidence, praise efforts and let the child know you see his or her progress

Teach that others also make mistakes

Allow the child to enjoy humor when appropriate and be patient with giggling

DO NOT compare one child to another

9 Years

I. Physical Development:

- A. Active, tough and tumble play is normal (especially for boys)
- B. Interest in team games is common
- C. Has good body control and is interested in developing strength, skill, and speed
- D. More complicated crafts and shop work are becoming interesting
- E. Girls begin to develop faster than boys

Application:

Allow child opportunities such as handicrafts, active games, and sports that help develop skills
Include many activities that allow the use of hands and small muscle skills
DO NOT compare or force boys and girls to interact

II. Mental Development:

- A. The child has a definite interest and lively curiosity
- B. He or she seeks facts, is capable of prolonged interest and can do more abstract thinking and reasoning
- C. Individual differences become more noticeable
- D. The child enjoys reading, writing, memorizing, using books, keep records and accounts, and collecting things
- E. Interest include the past and present, reality (not make-believe), community, country, and other countries and people

Application:

Give specific information and facts and use the children's interests
Do not give all the answers (allow time to think and discuss)
Be aware of individual differences when making assignments and giving responsibilities

III. Social Development:

- A. Boys and girls of this age group differ in personalities, characteristics, and interest
- B. Nine-year-olds are very group and club-oriented (only with the same sex)
- C. They like group adventures and cooperative play
- D. The child is sometimes silly within the group
- E. Boys, more so than girls, begin to test and exercise a great deal of independence

Application

Accept natural separation of boys and girls
Support the need they have for acceptance from their group of friends
Be warm but firm
Set and stick to reasonable limits
Encourage friendships

IV. Emotional Development:

- A. If not accepted by others, the child may have some behavior problems
- B. He or she is becoming very independent, dependable and trustworthy and is very conscious of being fair
- C. The child is highly competitive and although the child is aware of right and wrong and wants to do right, he or she sometimes overreacts or rebels
- D. He or she has difficulty admitting inappropriate behavior (however is becoming more

able to accept his or her own mistakes) and takes responsibility for his or her actions

Application:

Use positive guidance

Let the child know you love him or her even though you do not like certain behaviors

Allow the child to exercise independence and dependability

Praise these positive behaviors

Be fair in dealings and relationships with him or her

Give opportunities for competing (help him or her learn to be a good loser)

DO NOT tear down for wrongdoings in front of child's friends (help child learn to take responsibility for his or her behavior)

10-11 Years

I. Physical Development:

A. Girls:

Girls are maturing faster than boys are
She has developed and refined much skill in small muscle tasks
She is concerned about how she looks and needs reassurance often
She may be restless and giggly

B. Boys:

Muscles are growing quickly
Interests include sports activities requiring strength, speed, and skill
Games played are complicated and competitive (calling for strict rules and many different skills)
Children show many individual differences
Many are well coordinated (others are awkward and clumsy)
Periods of just fooling around (pushing, wrestling, poking and giggling)
Can also be restless or very active
Impatience is common
Boys 10-11 years old **do not** like to be treated as children

C. Application:

Allow the child to use energy
Teach fairness and the value of participating in games (also realize that he or she enjoys competition)
Be patient, taking time to plan for and involve him or her in many activities

II. Mental Development:

A. Children can deal with and understand more complicated concepts and ideas

B. They make conclusions based on things they have learned in the past

Girls:

She likes to be challenged in mental tasks, is decisive and reasonable in decision making and thinking
Likes to be directed by goals

Boys:

Logical thinking is emerging
He is enthusiastic about learning and has a good attention span
His humor may seem silly to an adult

Application

Allow the child to think, solve problems, make decisions, and draw conclusions
Have a sense of humor and laugh along with the child

III. Social Development:

A. Girls:

Best friends are important
Relationships among friends are more complicated and intense
She is interested in others and likes organized groups
The approval and support of her group of friends is often more important than the opinions of parents
She is often dependable, responsible, social and competitive

B. Boys:

Good and bad times with friends are common

He values his group's opinions and standards more highly than those of adults

Is critical of judgments and feelings of adults

May sometimes be rude, uncooperative, and resistant, while friendly and cooperative at other times

Passing notes, joining clubs, teasing and roughing with one another is typical

C. Application:

Accept the need to belong to groups and clubs

Teach by example

Develop a trusting relationship so that you will earn his or her confidence, respect, and trust instead of criticism

Praise positive behaviors and understand that 10-11-year olds often misbehave

IV. Emotional Development:

A. Children are very sensitive (especially to nagging), critical of selves and resentful of criticism from others

B. They can be touchy, irritable and aware of being treated unfairly

C. They have a strong moral sense

Girls:

She is interested in self-improvement and has worries and fears relative to school and friends

She can be selfish and rude (however, more often is polite, serious, honest, sincere and easy-going)

Boys:

He is sensitive about himself

Conscience and self-criticism are very strong

He may think, "Everything I do is wrong" (particularly if he is nagged and does not like to admit that he has behaved badly)

He can be polite, serious, honest, pleasant and sincere

He wants to be independent and given more responsibility

He worries and may try to hide problems (however is generally easier going than girls are)

Application:

Praise and give warm encouragement (especially for positive behavior)

Reward the positive and try to ignore the negative aspects of behavior and attitude

Show confidence and be patient with bad moods

Try to understand their needs

Express your trust in him or her regarding the responsibilities you assign

Be sensitive to worries

Teach especially right from wrong

DO NOT ridicule for mistakes (especially in front of friends)

MODULE TWO: WHAT KIDS CAN DO AND HOW TO HANDLE STRESS

What My Child Can Do

List household chores or responsibilities for each child. Then check the chores or responsibilities your child has difficulty doing. Then check if the chore or responsibility is age-appropriate.

Child's Name: _____

Chores and responsibilities	Difficult?	Age Appropriate?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

MODULE TWO: WHAT KIDS CAN DO AND HOW TO HANDLE STRESS

What Parents Can Do to Prevent Quarrels

1. Every child needs a few things that he or she does not have to share. To avoid unnecessary quarrels, let each of the children know exactly what these things are. All the other items around the house should be shared.
2. Children do need space for themselves, so allow them this privacy.
3. Each child needs to have their own special activity. Help them find it and encourage them to have fun at it. For some children, the activity may be soccer, skating, playing the piano, or biking. For others, it may be drawing, photography, or reading. Whatever it is, encourage it and spend some of your money on developing it.
4. Children need to have some time alone with each parent. Each parent should set aside a special time for being alone with each child in the family. The activity does not matter as much as the time alone that you have with that one child.
5. Try not to interfere in quarrels unless there is an immediate danger to a child. Teach your children how to solve their disagreements. Take time to explain to them how the other person feels.
6. Suggest a change in activity if irritability mounts up. Children need to vent their emotions just the way adults do. **DO NOT** shout back at them when they yell. Simply listen and then redirect their attention to some other activity that each child can do alone, or peacefully together.
7. **DO NOT** threaten your children by saying "I won't love you if you do that". A child should know that the parent will still love them even if they do bad things sometimes. A child may react by saying he or she does not love you (**do not** take that seriously).
8. **Do not** always take the side of the crying or youngest child. Separate the children without taking sides and put them in time out if they are hurting each other.
9. Congratulate and praise the children every time they settle their quarrels without name-calling. Help your children understand that disagreements are normal and that you have them too.
10. Set a positive example and your children will eventually come to follow your example.

MODULE TWO: WHAT KIDS CAN DO AND HOW TO HANDLE STRESS

The Stress Test (Jansen, Paterson, & Blashko, 1993)

Put a checkmark beside any sign that you have noticed lately in yourself.

Physical

_____ tired
_____ tense
_____ can't sleep
_____ sleep a lot
_____ can't eat
_____ eat too much
_____ colds, headaches
_____ muscle aches
_____ teethe grinding

Emotional

_____ worry a lot
_____ mood swings
_____ bad dreams
_____ discouraged
_____ little joy
_____ cry often
_____ temper
_____ don't talk
_____ talk too much

Attitudinal

_____ empty feeling
_____ negative
_____ angry at self
_____ angry at others
_____ apathy
_____ unforgiving
_____ self-doubt
_____ cynical attitude
_____ life goals
_____ meaningless

Social

_____ fewer friends
_____ stay home more
_____ angry at others
_____ feeling lonely
_____ lower sex drive
_____ manipulative
_____ clam up

Thinking

_____ forget things
_____ can't concentrate
_____ mind wanders
_____ think too much
_____ confused
_____ think negatively
_____ feel bored

Productivity

_____ work piling up
_____ miss work more
_____ pressure at work
_____ can't finish up
_____ no job interest
_____ put things off
_____ work long hours

MODULE TWO: WHAT KIDS CAN DO AND HOW TO HANDLE STRESS

WHAT TO DO WHEN YOU CANNOT STAND ANYMORE

Reacting to your child when you are mad is not helpful for you or your child. When you are feeling like you may take your anger out on your child, hurt your child, or are so mad you do not know what else to do, try one of the following suggestions:

1. Leave the room- take a time-out for yourself.
2. Count to ten or think about your breathing.
3. Do something else...Anything! Turn on the TV, eat a sandwich... anything to help you cool down.
4. Keep your sense of humor...take a step back and try to take yourself out of the situation. This sometimes helps you see things in a different light.

STRESS MANAGEMENT RECORD				
Date	Child Did	You Did	Child Did	You Did

MODULE TWO: WHAT KIDS CAN DO AND HOW TO HANDLE STRESS

RELAXATION TECHNIQUE

Word-by-Word Countdown Relaxation with Stairway Imagery

Get comfortable in your chair and close your eyes.

Use your imagination now. Imagine that you are standing at the top of a large, winding stairway. See the steps in front of you. See the handrail.

You are alone standing in front of the stairway. It is your private stairway, and you know it well. You feel comfortable there. Count slowly backward from ten to zero. Silently say each number as you breathe out. As you count, imagine you are stepping down the stairway, very slowly.

Imagine yourself walking slowly down the stairway. You move down the steps deeper and deeper. With each count, you will relax more deeply as you go deeper and deeper into a state of profound relaxation. When you reach zero, imagine you have reached the bottom of the stairway. You then find yourself in a place of perfect calm.

Ten, take your first step...**Nine**, relaxing more deeply...**Eight**, deeper and deeper relaxation...**Seven**, gently walking down the stairs...**Six**, feel more and more relaxed...**Five**, deeper and deeper...**Four**, serene and calm...**Three**, very relaxed...**Two**, deeper and deeper...**One**, very, very profoundly relaxed...**Zero**, gently step off the bottom step into a perfectly relaxed and calm peace.

Now drift still deeper with each breath. Deeper and deeper. Feel that deeper relaxation all over and continue relaxing. Now, relaxing deeper and deeper, you should feel an emotional calm...tranquil and serene feelings...feelings of safe security...and a sense of calm peace.

Now, count from one to three. Silently say each number as you take a deep breath. When you reach three, open your eyes. You will be relaxed and alert. When you open your eyes, you will find yourself back in the place where you started your relaxation. Things will seem slower and calmer, and you will be more relaxed and peaceful.

MODULE TWO: WHAT KIDS CAN DO AND HOW TO HANDLE STRESS

RELAXATION TECHNIQUE

Word-by-Word Countdown Relaxation

Count slowly backward from ten to zero. Silently say each number as you breathe out. As you count, you will relax more deeply and go deeper and deeper into a state of deep relation. When you reach zero, you will be completely relaxed.

Ten, deeper and deeper...Nine, relaxing more deeply...Eight, relaxing deeper and deeper...Seven, serene and calm...Six, I feel more and more relaxed...Five, deeper and deeper...Four, becoming limp as a rag doll...Three, profoundly relaxing...Two, deeper and deeper...One, very, very relaxed...Zero, profound relaxation...

Now, drift still deeper with each breath. Deeper and deeper. Feel that deeper relaxation all over and continue relaxing. Now, relaxing deeper and deeper, you should feel an emotional calm...tranquil and serene feelings...feelings of safe security...and a sense of calm peace.

Now, count from one to three. Silently say each number as you take a deep breath. When you reach three, open your eyes. You will be relaxed and alert. When you open your eyes, you will find yourself back in the place where you started your relaxation. The environment will seem slower and calmer and you will be more relaxed and peaceful.

MODULE THREE: REWARDS

Ideas for Rewards

Personal Rewards:

Hugging	High five	Praising
Smiling	Recognition	Winking
Congratulating	Touching or patting	Special attention
Applause	Nodding	Tickling

Things to Do Rewards:

Play catch	Sing a song	Play with computer
Work puzzles together	Comb parent's hair	Have a bubble bath
Play frisbee together	Play jump rope with parent	Pick story for the parent to read
Dress up in funny clothes	String beads	Sit on parent's lap
Be pulled in a wagon	Solve codes or puzzles	Work on arts and crafts
Be swung around	Go to the museum, park, etc.	Show and tell
Pop balloons, paper bags	Draw and color pictures	Parent does child's chore
Go to a movie	15 minute later bedtime	Pick the TV program/hold the remote
Play with a squirt gun	Dance with parent	Help prepare dinner
Be pushed on a swing	Short game (tic-tac-toe, etc.)	Take photos with a one-use camera
Piggy-back ride	Blow bubbles	

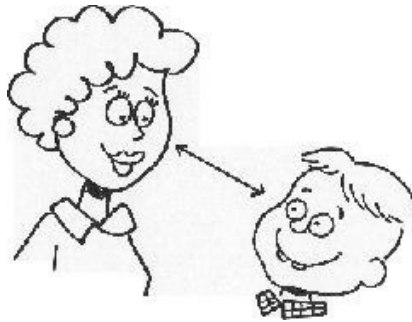
Things You Can Give Rewards:

Bookmarkers	Pennies	Beads
Stickers	Paints and brushes	Flashlight
Hair clips and ribbons	Comics	Bubble blowing set
Cards	Beanbags	Rubber stamps
Storybooks	Chalk	Crayons/markers
Toy watches	Blocks	Balloons
Pencils with names	Puzzles	Flashcards
Coloring books	Clay	Banks
Games	Pins/buttons	

MODULE THREE: REWARDS

SIX THINGS TO REMEMBER ABOUT REWARDING

1. **Right Away:** Reward right after the child does what you like. Waiting weakens the reward.
2. **Eye Contact:** Look at the child. (However, in some cultures, it may *not* be appropriate for the *child* to look at the *adult*)



3. **Wanted:** Remember it is not a reward unless *that* child thinks so.
4. **Animated:** Try to be genuinely enthusiastic in giving your reward. Listen to your tone of voice.

5. **Regularly:** Whenever your child does something you like, reward with your praise and approval. (Few of us get too much of *that*)



6. **Direct:** Say exactly what you liked. When you just say, "good girl" or "good job" rather than "You did a great job on the dishes", your child does not know exactly what he or she did right...so tell your child exactly. The idea to get across is that they are loved and respected as a person, but some things they do please you more than others do.

MODULE THREE: REWARDS

TWO STEPS TO REDUCING UNWANTED BEHAVIOR

There are two ways to decrease your child's unwanted behavior: (1) replace negative with positive behavior or (2) decrease his or her negative behavior. The goal of First Step Skills is to increase positive behaviors. We will talk about Second Step Skills to reduce unwanted behavior later in the course.

WHAT FIRST STEP SKILLS CAN DO

1. You can teach your child which behaviors you like so that he or she can do them more often. Punishing negative behavior only tells your child about what *not* to do, and rewards the child with your attention, even if it is punishment.
2. You can learn to watch your child's behavior closely and to notice positive things that he or she does. You will find your child has many wanted behaviors, not just unwanted ones.
3. These skills can help you relax and have fun playing with your child. This will help to make the time you spend playing with your child "quality" time.
4. As your child begins to enjoy being with you more, he or she will try harder to please you by doing the things you like.
5. You can teach appropriate behavior to your child by having them see you do the behavior you want them to learn.
6. By increasing your child's wanted behaviors, there is less time for unwanted behaviors.

WHAT YOU WILL LEARN

1. You will learn to give your attention **after** wanted behavior. You will learn two types of positive attention, (1) describing your child's behavior (noticing), and (2) praising or rewarding.
2. You will learn to ignore (withhold your attention) unwanted behavior. Note that ignoring can be used only when the behavior is **not** harmful or destructive. Harmful behaviors will be talked about in Phase 2.
3. You will learn how to use attention and ignoring the same way each time.

MODULE THREE: REWARDS

PHRASES FOR GIVING REWARDS

Some Words for Giving Rewards

I like the way you are working.	That is a good point; thanks for sharing.	What a neat_____.
Good try; keep it up.	WOW! NEAT! GREAT!	Nifty!
Keep up the good work.	Thanks for doing what I asked.	Thank you very much.
Give me five.	That is quite an improvement!	Thank you for not interrupting.
Excellent work.	You are a great helper.	I am very proud of the way you _____.
How thoughtful of you to ____.	Awesome!	I like what you did.
Thank you for getting to work.	What a great job!	You are on the right track now.
I am impressed with the way you _____.	Ann is paying attention.	You sure are growing up.
Jimmy is working quietly.	I like it when you _____.	Good thinking!
That was a kind thing to do.	I like the way you have settled down.	You are very considerate.

Find ways to give rewards in your own words (words that sound right to you):

Fill in the Six Things to Remember About Rewards:

1. R _____
2. E _____
3. W _____
4. A _____
5. R _____
6. D _____



MODULE THREE: REWARDS

Things My Child Likes

Please sit down with your child and fill this page with things he or she likes. These may be praise or things to do or get. Whatever sounds good to your child. (You may be surprised!) Some ideas are listed on **Page 32** but what your child likes is the key.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

MODULE THREE: REWARDS

Record of Personal Rewards

Give yourself a checkmark every time you give your children a personal reward of praise or special attention during the week.

Child	MON	TUE	WED	THU	FRI	SAT	SUN	TOTAL
1.								
2.								
3.								
4.								
5.								
6.								

On the back, write down examples of the rewards you gave your child. For example:

“Anita, you did a great job!”



You can also list the things your child did that you rewarded; for instance, Anita had just cleared the dishes from the table without being asked.