

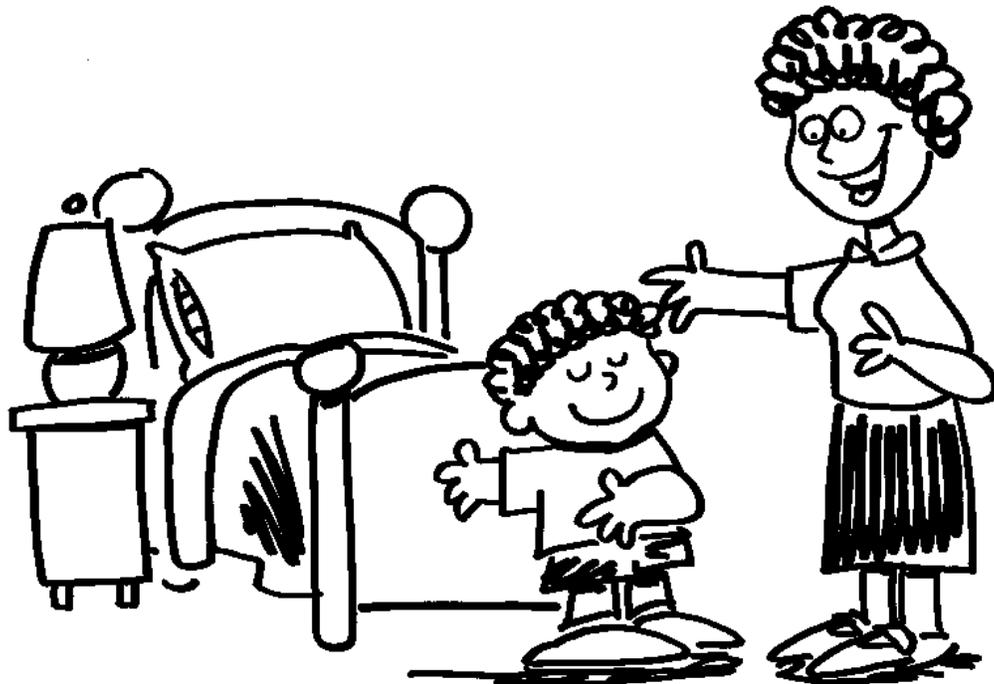
# CaPa

Child Abuse Prevention Association

## PARENTING SKILLS TRAINING

A CAPA EDUCATION PROGRAM

### PARENT HANDBOOK TWO



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## MODULE FOUR: GOALS AND OBJECTIVES

# OBJECTIVES

### Determining Objectives for Your Children...

When you decide your children's objective, be sure to include the following:

**1. Objectives Begin with "I".**

- A. Objectives are something you want, so begin with "I". For example, "I want Sally to make her bed each morning".

**2. Objectives Are Clear**

- A. Objectives for children must be **CLEAR** or your children will not know what you mean.



You should say **WHAT YOU WANT, WHEN YOU WANT IT AND HOW OFTEN**. You can test yourself on how clear your objectives are by asking, "Do I say what? When? How?" Sometimes you should ask if the child understands what you said. That way there will be fewer excuses.

### 3. Objectives Are Positive

A. Objectives should be **POSITIVE**. If you want to decrease or stop a behavior, think of what you want your child to do **instead** of the behavior.

For example: "I want Johnnie to answer politely when I talk to him".



Rather than only thinking of the negative behavior: "Stop sassing".



Think: What you do want to see **instead of** the negative behavior?

**REMEMBER, BEGIN WITH "I WANT..."**

# MODULE FOUR: GOALS AND OBJECTIVES

## Objective Checklist

Is it **CLEAR?** (Can you SEE if it has been done?)

Is it **POSITIVE?**

**CLEAR?      POSITIVE?**

1. I want Randy to stop being so messy.

\_\_\_\_\_

\_\_\_\_\_

2. I want Karyn to whine only twice during dinner.

\_\_\_\_\_

\_\_\_\_\_

3. I want Jamall to be more responsible.

\_\_\_\_\_

\_\_\_\_\_

4. I want Maria to make her bed each morning before she leaves for school.

\_\_\_\_\_

\_\_\_\_\_

5. I want Kareem to play nicely (normal voice, pleasant face, hands to self) with his sister for 15 minutes.

\_\_\_\_\_

\_\_\_\_\_

6. I want Juan to be completely dressed each morning before the bus comes.

\_\_\_\_\_

\_\_\_\_\_

## MODULE FOUR: GOALS AND OBJECTIVES

### Pinpointing Behavior

Fill in the problem behavior you would like to change:

---

Now that you know what you do not want, let us move on to the more important part...WHAT DO YOU WANT?

Knowing what behavior you **do not** want, what do you want him or her to do instead? For instance, you want your children to stop fighting, what do you want them to do instead? Probably, you want them to play cooperatively.

Write your major goal here:

---

Now, think of positive, specific things your child can do (objectives) to achieve that goal. Remember think positively. What is it that you **want** to see?

#### Behavior Change Objective for My Child:

1. \_\_\_\_\_

Is this CLEAR? \_\_\_\_\_ Is it POSITIVE? \_\_\_\_\_

2. \_\_\_\_\_

Is this CLEAR? \_\_\_\_\_ Is it POSITIVE? \_\_\_\_\_

3. \_\_\_\_\_

Is this CLEAR? \_\_\_\_\_ Is it POSITIVE? \_\_\_\_\_

4. \_\_\_\_\_

Is this CLEAR? \_\_\_\_\_ Is it POSITIVE? \_\_\_\_\_

You have Now Completed the First Step Toward Changing the Behavior!

## MODULE FOUR: GOALS AND OBJECTIVES

### Record of Positive "Social Rewards"

Fill out Wanted Behaviors then mark an "I" for every positive thing you say to your child during this next week:

WANTED BEHAVIORS	MON	TUES	WED	THU	FRI	SAT	SUN	TOTAL
1.								
2.								
3.								
4.								
5.								
6.								

Below and on the back, list examples of the positive things you said.

## MODULE FIVE: NOTICING AND IGNORING

### Noticing and Ignoring

“Noticing and ignoring” means rewarding behaviors you want with your attention and trying to ignore minor misbehaviors...paying attention to your child differently, depending on his or her behavior. Good behavior is recognized and rewarded; *minor* misbehavior is ignored. Each parent decides which behaviors to ignore.

Paired with noticing good behavior, ignoring can **decrease** misbehavior. If your child is used to getting your attention for a negative behavior, then ignoring (WITHDRAWING your attention) will weaken the behavior or make it happen less often.



### Noticing & Ignoring = Reward or Not!

When you begin to ignore a minor problem behavior, it is **very** important to pair this with the use of rewards! Ignore the bad behavior and at the same time reward a behavior you **do** want. For example, playing quietly instead of fighting.

For example, if you ignore whining while at the same time rewarding “asking in a pleasant voice”, you should see some nice changes. The number of whining requests will decrease (because you did not respond to them) and the number of pleasant requests will increase (because they were rewarded).

### Step 1: Rewarding

USE MANY REWARDS FOR THE BEHAVIORS YOU WISH TO INCREASE!

Six tips for rewarding:

1. Reward Right Away
2. Say What You Liked
3. Be Consistent
4. Be Genuine-not phony
5. Be Sure You Are Rewarding
6. Reduce Rewards Once Learned



When there is a behavior you want to decrease, be sure to give lots of rewards for the behavior you **want!**

## Step 2: Ignoring

### Some important tips to remember when you ignore:

1. **DO NOT Look at the Child.** Turn your head away, turn around, walk away, or leave the room if necessary.
2. **DO NOT Show Feelings.** Use a stony silence.
3. **Ignore by Not Talking to the Child,** by doing something else, by paying attention to someone else who is doing something positive.
4. **DO NOT Touch the Child** or let the child touch you.
5. **Always Ignore the Behavior** (unless dangerous or intolerable. If it is absolutely out of bounds, we have another plan. You will learn how to deal with those situations soon.) **DO NOT** give in, especially if the child has increased his or her tantrum! **If you give in now, you have taught the child that if he or she just acts bad enough, you will finally give in.**
6. **Watch Out for “Outsider” Rewards.** If the behavior you are ignoring does not decrease, perhaps others are rewarding it, such as the child’s friends or relatives. If this occurs, explain to that person what the problem is and why you want them to ignore it. THEN: Let them know you appreciate their help!
7. **Beware of Nagging.** For some children, even nagging is rewarding. (It is attention after all!). Your nagging will actually increase the problem behavior!
8. **Stop Ignoring as Soon as the Behavior Stops.** REWARD YOUR CHILD’S WANTED BEHAVIOR AS SOON AS POSSIBLE.





## **BAD BEHAVIOR BURST! BEWARE.....**

When you start to ignore behaviors you paid attention to before, your child will *increase* that behavior. THIS IS TEMPORARY!!! It will stop if you...

### **STICK WITH YOUR PLAN!**

Reward the behavior you want...

IGNORE the behavior you DO NOT want...

AND TRY TO DO IT **EVERY TIME!!!**



You will likely see this bad behavior burst because the child is used to being rewarded with your attention for the behavior. When you begin to ignore this behavior, he or she is not sure what is happening. He or she may experiment with more extreme ways of getting your attention to test the new situation.

**IGNORE THIS.** If you give in now, you have taught your child that if he or she just acts badly enough, you will give in. **DO NOT!!!**

**STICK WITH YOUR PLAN!**

Behavior bursts are **TEMPORARY!**

## MODULE FIVE: NOTICING AND IGNORING

### Five Kinds of Rewards

#### 1. Specific Rewards

A. These tell your children exactly what you liked. This helps your children learn what acceptable behavior is (specific rewards should be used as much as possible). For example:

“I like it when you...”

“That...is beautiful.” (Something the child has done well)

“Hey, that...looks really sharp!”

“That’s great, it really looks like...”

“Good job on the...”

“Grandma’s very proud of you for...”

#### 2. General Rewards

A. These are good; however, it does not tell your child *exactly what* behavior is being rewarded. For example:

“That’s really great.”

“Hey, good work.”

“Beautiful!” “Fine!” “Great” “Wow!”

**Important!** General or specific, find the words that are right for you, that tell your child you are pleased with what they have done.

#### 3. Physical Rewards

A. Good anytime, but also good as a reward.

Pat arm, shoulder

Hug

Rub head

Squeeze arm or waist

Give a kiss

#### 4. Privileges

A. A special right or advantage available to your child.

Stay up 15 minutes more

Have a bedtime story read

Hold the TV remote

#### 5. Material Rewards

A. Used less often than other rewards!

Things from the store

Snack/treat

Money

## MODULE FIVE: NOTICING AND IGNORING

### Noticing and Ignoring Worksheet

Now, let us see how to put rewarding and ignoring together to change behavior.

My Goal (state the change you want to make)

I would like \_\_\_\_\_

---

The behavior I want to decrease by ignoring is \_\_\_\_\_

---

The behavior I want to increase by rewarding is \_\_\_\_\_

---



**Ignore an unwanted behavior.**

**Reward a good behavior!**

## MODULE SIX: COMMUNICATING FOR BETTER RELATIONSHIPS

### Communication Skills

#### How to be a Good Speaker

1. **Use “I” messages** to state your feelings.
  - A. **I Feel** \_\_\_\_\_ (emotion), **about** \_\_\_\_\_ (behavior) **because** \_\_\_\_\_ (consequence on you).
  - B. Example: “I feel frustrated when the dishes are left out, because I have to put them away myself”.
2. **Keep it short.**
  - A. Say one thing at a time and pause for reply or questions.
3. **Check** to see if the other person is listening.
  - A. Either ask the person, or look to see if they appear interested.
4. **Be specific.**
  - A. Say what you want.
5. **Be as positive as you can.**

#### How to be a Good Listener

1. **Be an ACTIVE listener**
2. **Look at the other person** (if that is polite)
3. **Show you understand**
  - A. Nodding your head and looking interested
6. **Ask questions**
  - A. When you do not understand or you want more information
7. **Repeat**
  - A. In your own words, repeat what was just said to make sure you understood
8. **Want to hear**
  - A. Want to hear what the other person has to say
9. **DO NOT give advice** (unless asked)
10. **Respect their point of view** (even if you do not agree)

## MODULE SIX: COMMUNICATING FOR BETTER RELATIONSHIPS

### Roadblocks to Good Communication

- 1. Blaming:**
  - A. Saying that a problem is the other person's fault sets people against each other rather than putting them on the same team to solve a problem. The goal is to fix the problem, not place blame or fight over what has happened.
- 2. Changing the Subject:**
  - A. Talking about something that is not related to the topic you started to talk about.
- 3. Sounding Hopeless**
  - A. Comments like "What's the point, it won't work anyway" makes people think that you are unwilling to try to reach an agreement.
- 4. Communication Cut Offs**
  - A. "If we can't do it my way, forget it". Few problems can be resolved when one or both people are unwilling to talk.
- 5. Defensiveness**
  - A. Occurs when one person feels he or she is being blamed or is misunderstood. May result in hurt feelings or a quick end to the conversation.
- 6. Denial**
  - A. Denying there is a problem so you do not have to talk about it. The issue may not be a problem for you, but it may be for someone else in the family. Even if you see no problem, talk about the situation and help the person resolve it.
- 7. Long Statements**
  - A. Comes across as nagging. Be brief and to the point instead of giving a lot of examples to prove the point.
- 8. Mind-Reading (Assuming)**
  - A. Saying or implying that you know the other person's thoughts, "You care more about football than you do about anything else".
- 9. Put-Downs**
  - A. Name calling, insulting the ideas or efforts of others, "I better handle it. You know how upset you get".
- 10. Sarcasm**
  - A. Humor that puts the other person down.
- 11. Speaking in Absolutes**
  - A. "You always...", "You never..." No one "always" or "never" does anything, there are always exceptions. This leaves no room for talking.
- 12. Talking for Others**
  - A. This may work in the short run, but in the long run, families usually suffer from talking for each other, "She won't like that idea anyway".

## **MODULE SEVEN: COMMUNICATING IN FAMILY MEETINGS**

### **Why Hold Family Meetings?**

There are a number of reasons why family meetings will strengthen your family, and help make your children more helpful and capable.

#### **1. Increase Family Unity**

A. Family meetings help to create a sense of family togetherness. The children feel more a part of the family, because they participate in the meetings and get a voice in making decisions.

#### **2. Increase Family Cooperation and Decrease Family Conflict**

A. Regular family meetings teach cooperation in joint decision-making. Each person has a say. Problems between family members are resolved.

#### **3. Increase Love and Mutual Respect**

A. Starting your family meeting by saying positive things about each other gives family members a chance to recognize special things other family members have done that week. This builds self-esteem and mutual appreciation. At the end, fun family activities or a special food treat also increase the family's good feelings.

#### **4. Increase Family Organization and Avoid Last Minute Crisis'**

A. "Calendar time" lets family members know each other's plans for the coming week. This helps the week run more smoothly and reduces chaos. Arrangements can be made in advance for babysitters, birthday presents, doctor visits or transportation to events or school activities.

#### **5. Builds Skills and Competency**

A. Family meetings teach social skills, negotiating, communicating, and solving conflicts. If children are asked to bring more information to ask a question or solve a problem, kids learn how to look for information and how to organize and express their thoughts.

## MODULE SEVEN: COMMUNICATING IN FAMILY MEETINGS

### Family Meetings: How Often?

We ask that families begin holding family meetings once a week (at a time decided on by the family) for at least 15 minutes to start. We realize that some families have a difficult time finding 15 minutes to be together, but please try to find a time...anytime in the week.

#### Getting Stated

##### 1. Who Should Attend?

- A. All members of a household who think of themselves as a “family member” should feel welcome to attend the family meetings. Some family members may believe that a family meeting is not a good idea and choose not to attend. Even if only two family members want to come, hold the meeting. The others may change their minds once they see the advantages of the meetings.

##### 2. Single Parent Families

- A. Even if the family is only one child and one parent, the family meeting can still be effective and important to the child. If a parent is absent because of divorce or separation, issues related to the child’s relationship with the other parent **should not** be discussed in the meeting.

##### 3. Time and Place

- A. Discuss with all family members the best time and place for the meeting. Many families meet on Sunday or Monday afternoon or evening to plan for the coming week, often at the kitchen or dining room table after dinner.

**Tip:** Once you have decided on a time, try to stick to that time, but do not be inflexible. If a special opportunity arises for the family at that time or some family member cannot be there, change the meeting to the next day if possible. Just do not miss your weekly family meeting completely. Even if it has to take place in the car.

## **MODULE SEVEN: COMMUNICATING IN FAMILY MEETINGS**

### **The First Family Meeting**

- 1. Keep the first meeting short and easy.** You could discuss the idea of the family meeting and have only one other topic (such as planning a fun family activity for the week). The next meetings can add additional parts of the family meeting.
- 2.** Family meetings will seem artificial at first. The children will not know how to act and the meeting will feel awkward. Remember these meetings are a lot like what used to happen every night at the family dinner table.
- 3.** After a while, the children will look forward to the meetings and the parents will find the meeting very useful for scheduling and organizing their family's activities. Although some children may seem to resent the time spent in family meetings, many children (once they are adults) tell their parents that family meetings were the most important part of their time with the family.

### **Meeting Leadership**

#### **1. Decide Who Will Lead**

- A.** The parents should be the leaders of the first meetings. It can be decided later who will run your family meetings (parents, a grandparent, or all family members taking turns). If this is appropriate to your family traditions, the children could each get chances to be the leader. Even if they need help and coaching, it is a good experience for them and usually increases their "buy-in".

#### **2. Get it Done**

- A.** The person who runs the meeting starts the meeting, moves discussion along to each part of the meetings, and calls on family members to speak. The leader makes sure that each person's opinion is heard.

#### **3. Write it Down**

- A.** Someone else should write down decisions in a notebook where they will not be lost. Otherwise, family members will forget what was decided or remember it differently (which can lead to arguments and disagreements).

## MODULE SEVEN: COMMUNICATING IN FAMILY MEETINGS

### Family Meeting: A Good Recipe

#### 1. Compliments/Good Things

- A. Each family member mentions something good for one or all of the family members (something that has been done in the past week). This could be saying “thank you for helping”, mentioning special talents noticed, recognizing new skills learned, and encouraging improvements. These “good things” or compliments start the family meeting off with good feelings.

#### 2. Calendars or Scheduling Time

- A. Each person discusses what he or she needs/has to do for each day of the coming week. Family members discuss conflicts in plans, arrange to cover each other, arrange transportation, baby-sitters, or other things to make the week go smoothly.

#### 3. Family Business

- A. The family discusses things that concern one or all of the family members and require a decision. This is a good time to practice “family talk” that you will be assigned in this program (speaker, listener, and the coach, who leads the meeting).

#### 4. Chores and Allowance

- A. This is the time to have the children share their chore charts to see how well they have done during the week and for parents to reward chores in their own way. Some make allowances depending on how well children have done their chores. Other families prefer to have a regular allowance and to discuss the problems and develop solutions for uncompleted chores.

#### 5. Family Treat

- A. The family meeting should end with good feelings with a family game, fun family activity or a dessert. This increases the feeling of family love and unity and gets the week off to a good start.

**Make it *your* family meeting.** Do it in a way that works for your family. Some families may choose to add additional parts to this meeting schedule (prayer or religious lessons or family music sessions).

## MODULE SEVEN: COMMUNICATING IN FAMILY MEETINGS

### Home Practice: Communication

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In our family meeting, we talked about:

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How I Saw Our Family Meeting Practice:

1. Feelings/wishes I talked about:

2. Feelings/wishes talked about by others in the family:

3. I think family members understood me:

- (a) Poorly
- (b) Pretty well
- (c) Very well

4. I think that as a result of this family talk, I understand myself:

- (a) Better
- (b) Somewhat better
- (c) Much better

5. I think that as a result of this family talk, I understand my family members:

- (a) Better
- (b) Somewhat better
- (c) Much better

## MODULE SEVEN: COMMUNICATING IN FAMILY MEETINGS

### Family Communication Skills

Please check the statements that different people in your family are good at.

**You      Brother      Sister      Parent**

<b>Speaker</b>				
Uses "I feel" messages				
Says one thing at a time				
Says good things				
Is clear				
Says what he or she wants				
<b>Listener</b>				
Is interested and active				
Respects other's views				
Asks questions				
<b>Coach</b>				
Praises good work				
Makes suggestions				