



UPLIFTING ADOLESCENTS PROJECT

REPORT ON

“PARENT TRAINERS” WORKSHOP

FOR

NON-GOVERNMENT ORGANIZATIONS (NGOs)

Medallion Hall Hotel, Kingston 10

September 15-16, 1998

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INTRODUCTION

The Uplifting Adolescents Project (UAP) implemented a 2-day Parent Trainers' Workshop on September 15-16, 1998 for administrators and trainers in non-governmental organisations (NGOs) supported by UAP. The Workshop attracted participants from 15 NGOs —30 representatives on Day 1 and 31 on Day 2. (See Appendix I: List of Participants, pgs. 22-23)

Presenters were the five NGO staff members and one Consultant from the Ministry of Local Government, Youth & Community Development (See Appendix II: Agenda, pg. 24), who had benefited from a recent Observational Study Tour to New York, USA, arranged by UAP through Development Associates, Washington.

The Workshop Objectives were to:

- share with all NGOs the experiences of the six participants who attended the 2nd NGO USA Observational Study Tour, May 4-18, 1998;
- utilise the experience related to the training of parents and adapt relevant elements for the use of Parent Trainers in UAP's NGOs;
- sensitise UAP-NGO administrators and trainers to the value of including in NGO programmes suitable schedules for the involvement and training of parents/guardians of at-risk adolescents;
- provide training methods and content which may be used in specific subject areas to improve parent-child relations, facilitate better communication in families, and assist the positive development of students.

The following Summary records the Workshop's proceedings. In particular, it documents the effective techniques taught for eliciting positive adolescent behaviour to facilitate successful personal development. Consequently, it should serve participants, and those NGO staff members who were unable to attend, as a useful permanent guide to teaching parents how to deal with their children's problem behaviour. It should also help NGO staff to effectively change the inappropriate behaviour of adolescents coming under their influence.

SUMMARY OF PROCEEDINGS

DAY 1

1. INTRODUCTION & GREETINGS

After registration was completed, Dr. Robinson, UAP Training Co-ordinator, in her introductory remarks thanked everyone for attending, especially those who were able to arrive on time in spite of the difficulties caused by the unfavourable weather conditions during the previous two days.

Dr. Robinson informed participants that NGO Co-ordinator, Mr. Sam Dowding, whom they knew well for his amicable personality, was acting as Chief of Party while Mr. Francis Valva was on leave overseas. She then invited Mr. Dowding to address the group.

Mr. Dowding first tendered an apology for absence from Mr. Daniel Gordon, USAID Project Officer and advised that Mrs. Gladys McDowell would speak on behalf of Ms. Gloria Nelson, Director, Youth Division, Ministry of Local Government, Youth & Community Development (MLGY&CD). Next, he extended a warm welcome to all who had made the special effort to be there on time and explained that the Workshop was an outcome of a 2-week observation study tour to the USA — the second one sponsored by UAP for NGO leaders. In their debriefing, all 6 tour participants had indicated their strong desire to pass on what they had learned. UAP had been pleased to accept that proposal and to arrange for them to share their experiences with other NGOs. The main features of their tour programme had been participation in a 4-day Workshop organised by the Boys Town organisation, visits to a number of other project sites, and opportunities for networking and information-sharing.

Mr. Dowding expressed confidence that, over the next two days, Workshop participants would benefit greatly from the experiences which would be shared with them and he also urged them to learn as much as they could. In addition, he hoped they would work more closely together to promote inter-dependence among their NGOs so that those that had certain capabilities and resources could provide them, when needed, to those who did not.

Mrs. Gladys McDowell, Consultant in the Youth Division of MLGY&CD, and a member of the Observation Tour group, conveyed greetings from the Director, Ms. Gloria Nelson. She said Ms. Nelson had asked her to wish all in attendance a fruitful and informative Workshop and to implore them to reflect on what they learned to see how they could adapt that knowledge for use in their own situations.

2. OBSERVATIONAL STUDY TOUR REPORT

Mr. Fabian Brown of the St. Patrick's Foundation served as Chairman of a Panel composed of the six (6) persons who had taken part in the Observational Study Tour, May 4-18, 1998. He introduced the other members of the group, who were:

Mrs. Glenda Drummond	-	Western Society for the Upliftment of Children (WSUC)
Mrs. Gladys McDowell	-	Consultant, Youth Division, MLGY&CD
Mrs. Sarah Newland Martin	-	YMCA
Mrs. Claudette Richardson Pious	-	Children First
Mr. Conroy Wilson	-	Ashé.

In giving an overview of what had occurred, Mr. Brown referred to the handout, "Observational Tour: Places Visited" ((See *Appendix III*, pgs. 25-26) and suggested that individual NGOs might wish, in their own interest, to follow-up those established contacts.

He indicated that one of the visiting group's objectives had been to identify and explore the similarities and differences between their local programmes and those to which they were exposed. While they had found significant differences in physical facilities, staffing numbers, equipment, programme features and funding arrangements (many programmes were totally supported by Government funds), the underlying concepts and goals were basically the same. The New York organisations were also working with poor, at-risk youth — that is, "poor" within their 'First World' economic context, and their clientele was more than 95% black. The majority of those clients had a Jamaican or Caribbean background and were from single-parent households, usually headed by the mother. Emphasis was also placed on Literacy, building positive self-esteem, developing and achieving personal goals.

Parents were involved in the programmes observed and, in addition to being taught skills to improve their family life, some also received instruction in vocational skills. In one instance, both parents and children were involved in a compulsory computer literacy programme.

As Mr. Brown and other Panel members described additional programme features of each overseas organisation visited, the work being done by the *Caribbean Health Association (CHA)* and the *Youth Force* proved to be of particular interest to participants.

The *CHA* operated a programme of activities geared towards maintaining physical, social and mental health. An important part of their programme was providing counselling as well as legal and financial assistance for problems relating to the maladjustment of immigrant children to their new environment, especially in terms of their home and school situations. Problems affecting children left behind by parents deported to the Caribbean were a related area of concern. Tour group members reported that they had agreed to facilitate implementation of a suggestion for ongoing discussion between *CHA* and Jamaican NGOs, to

see how they could work together to better prepare children and their families for coping with the challenges of migration to the U.S.A.

Programmes executed by the *Youth Force* were run entirely by young people and, even though a few adults served on their Executive as advisors, the young people made their own action decisions. Senior members were often reformed offenders who wished to help others avoid their traumatic experiences. Much of the organisation's work was with juveniles in prison and rehabilitation centres to find, for example, those imprisoned with adults and get them placed elsewhere. They were concerned also with getting judicial prosecutions of young offenders tried outside the adult court system, and they advocated greater use of compulsory counselling and supervised community service as penalties instead of imprisonment.

In response to a question from the audience on how *Youth Force* intervention worked to re-direct young offenders from the court/prison system, it was explained that they were engaged in promoting the concept of fostering one-to-one relationships between at-risk youth/young offenders and responsible community members so as to make the former 'wards of the community'. It was felt that this strategy could, in many cases, provide more effective guidance and produce a higher rate of long-term rehabilitation. The organisation was also involved in political advocacy to ensure that the Voice of Youth was heard. In that regard, they had recently led a delegation of 200 young people to the U.S. Congress to voice their concerns regarding Budget cuts to youth programmes and they received the full attention sought.

Other efforts to divert anti-social energy to positive outcomes included, for example, training young people defacing structures with graffiti to design artwork for T-shirts and other products.

Mrs. McDowell related that her most significant gains from her Study Tour experience were received through the opportunities provided to:

- observe various types of NGO community youth programmes in New York
- foster linkages and strengthen relationships between organisations and programmes in Jamaica and New York
- examine training methods and implementation procedures used to develop youth programmes; and
- examine the role and function of the New York City Youth Division in relation to NGOs there.

She said she now had a heightened awareness of the urgency of certain needs and would be working to:

1. fully explore the whole question of youth advocacy, so as to identify meaningful ways in which Jamaican youth could become more involved in government and governance;

2. strengthen co-operation between NGOs and the Youth Division of MLGY&CD; and
3. undertake an in-depth study to determine how the Youth Division could be more effective in its new role of co-ordinator, facilitator and monitor of youth-related activity.

Mrs. McDowell also supported the otf other participants that there was need for more networking, interaction and information-sharing to build on initiatives already taken.

Mention was made by participants from the floor of:

- (a) the advocacy training course in Grenada to which the Save the Children Fund had sponsored 4 Jamaican young persons; and
- (b) the draft document sent to all Ministers of Youth as a result of a recent World Congress on Youth in Lisbon. The work of the Jamaica Coalition for the Rights of Youth was highlighted at the Congress, which was attended by 2 representatives of the Jamaica Association for the Deaf.

3. INTRODUCTION TO COMMON SENSE PARENTING

Presenter: *Mr. Conroy B. Wilson, Ashé*

The session began with an Exercise in which participants were divided into pairs, with one person representing the parent and the other the child. 'Parents' were asked to get their 'children' to obey instructions which their 'children' were disinclined to obey. After unsuccessful efforts to get co-operation, Mr. Wilson said the exercise showed that gaining a child's co-operation was not automatic—negative approaches elicited negative responses. Approaches that worked well during the parents' childhood would not necessarily work now that things and times were different. It was necessary, therefore, to be open-minded in deciding what would work best. *Common Sense Parenting*¹ techniques would help parents to be more positive and successful in their interactions with their children. These techniques, which had been proven to be effective, were *Effective Praise*, *Preventive Teaching*, *Corrective Teaching* and *Teaching Self-Control*.

He then asked participants to note the truths conveyed in the following passage from Kahlil Gibran's "The Prophet":

Your children are not your children. They are the sons and daughters of Life's longing for itself. They come through you but not from you, and though they are with you, they belong not to you.

Children were their own people...individuals, and gifts from God. Parents were only the instruments of their birth; they did not breathe life into them. Parents must learn, therefore, to detach themselves, although there should be a sensible balance between total attachment and total detachment. Parents must nurture, care for, teach and guide their children but they should remain ever mindful of the fact that each child is a unique person born to fulfil his/her own special purpose.

¹ "Common Sense Parenting" is the registered name of a copyrighted training programme developed by Father Flanagan's Boys' Home, Boys Town, NE 68010, USA.

Mr Wilson said teachers also needed parenting skills, since they often had to play aspects of the parents' role with their students, and he urged participants to get to a usage level that would enable them to effectively pass on those skills to the parents with whom they had to deal.

4. PARENTS AS TEACHERS

Presenter: *Mr. Fabian Brown, St. Patrick's Foundation*

Mr. Brown distributed copies of an excerpt from the *Common Sense Parenting Training Manual* entitled "Parents as Teachers" (See *Appendix IV*, pgs. 27-33). It gave detailed information on the topic and stressed that one of the main goals of parenting was to teach children self-discipline. Mr. Brown said self-discipline was an important step in developing smoother, more amicable relationships inside and outside the home.

Children's behaviour patterns affected their environment, especially the ways in which others reacted to them. Behaviour was defined as:

Anything a person says or does that can be seen, heard or measured.

Clear communication in language the child can understand was the key to teaching self-discipline. Children had to be taught that "life is full of choices and the choices they make greatly influence what happens to them". Positive or negative consequences should be given, depending on whether behaviour was positive or negative. The process of encouraging and enhancing appropriate behaviour, while discouraging inappropriate conduct, also involved:

- Observing and Describing the Behaviour
- Deciding whether it was positive or negative
- Reacting immediately but calmly:

If the behaviour was positive

⇒ Explain why and give sign of approval (positive consequence)

If the behaviour was negative

⇒ Explain why and give sign of disapproval (negative consequence), while minimising damage to self-esteem

⇒ Practise alternative behaviour with the child

- Leading by example (avoiding mixed messages/double standards).

Participants were told that consequences are "anything that follows a behaviour and affects whether the behaviour occurs again. Consequences help children learn that their actions lead to results—both positive and negative." In the discussion which followed, there was agreement that that parents often forced children to conform to their traditional behaviour standards, but compromise was sometimes possible and desirable.

Three sub-groups were formed, given Assignment Sheets (See Appendix V, pg. 34) and told to discuss and record specific descriptions of two positive and two negative child behaviours and the consequences given for those behaviours. The groups reported as follows:

Group 1 Rapporteur: Ms. Venese Morrison (*Hope for Children*)

Behaviour (Child 16+ years)	Consequence
<u>Positive</u>	
Performed chores on time	Allowed to visit friends.
Offered to baby-sit while parents went out	Given permission to attend a school trip.
<u>Negative</u>	
Refused to do homework.	No TV viewing for 1 week
Disobeyed instructions about not going to the shopping mall.	'Grounded' for 1 week and denied all other privileges.

Presenter/Audience Assessment:

- TV ban might not be realistic or enforceable; neither would it necessarily correct the undesirable behaviour for which it was given.
- The other consequences were appropriate.

Group 2 Rapporteur: Ms. Maureen Burke (*Mel Nathan Institute*)

Behaviour	Consequence
<u>Positive</u>	
Volunteered to make breakfast	Praised and allowed to do so.
Assigned task willingly completed	Given praise and recognition.
<u>Negative</u>	
2 boys (NGO students) fighting with each other.	Combatants separated. Aggressor given verbal reprimand and sent home; victim comforted.

Presenter/Audience Assessment:

- In some circumstances, being sent home could be seen as a reward! However, when attendance was voluntary, temporary denial of access might have some remedial effect.
- Dealing with lack of self-control would be more fully addressed in the later *Preventive Teaching* session.

Group 3 Rapporteur: Mr. Kirk Patterson (*Ashé*)

Behaviour	Consequence
<u>Positive</u>	
(10 yr. old) Volunteered to make breakfast	Praised in front of entire family; taken out for ice cream

(12 yr. old) Assisted an elderly person

Praised, allowed to visit friends/have friends over

Negative

(16 yr. old) Came home 2 hours past curfew

No TV viewing

(8 yr. old) Left tap running; basin overflowed

Scolded; made to clean up mess..

Presenter/Audience Assessment:

- TV ban might not be realistic or enforceable; neither would it necessarily correct the undesirable behaviour for which it was given.
- The other consequences were appropriate.

Two scenes from a video on observing and describing children's behaviour were played. Participants were able to see how parents could achieve positive results by calmly, but firmly, discussing their children's behaviour with them.

5. EFFECTIVE PRAISE

Presenter: *Mr. Conroy Wilson*

This session started with a 'Getting To Know You' Exercise. Participants were instructed to stand, then to move around the room in a circle while the drum was being played. When drumming ceased, they should stop. Each person should then introduce himself or herself to his/her immediate neighbour. For the introduction, they should use only their first names and an adjective beginning with the same letter as the first letter of their first names. Some examples of the self-descriptive 'labels' that resulted were "Famous Fabian", "Gracious Grace", "Joyous Jean" and "Neat Noel". There were 4 repetitions of this routine so that each person could theoretically be introduced to 4 different people. After they returned to their seats, a few participants were randomly selected to test how many 'labels' they could recall.

The next handout was a list of reasons for positive behaviours which a child could be expected to find persuasive. (See Appendix VI: Kid Reasons for Behavior, pg. 35). Mr. Wilson stressed that reasons which adults gave to justify positive behaviours were from an adult perspective and could seem irrelevant to a child. Such reasons would be useless, therefore, in gaining the child's co-operation. 'Kid Reasons' focused on the child's self-interests and so were more effective.

Example: You should always tell the truth because...

ADULT REASON	KID REASON
...telling lies is sinful.	...you will feel good about yourself.

Copies of a sheet of paper with an outline drawing of a car (See Appendix VII, pg. 36) were distributed, and the Presenter asked that each person list five comments about the car. After some time had been allowed for that to be done, participants were selected at random to share their 5-point lists. It soon became clear that most comments were negative (e.g., no driver; no steering; only 2 wheels, defective wheel, etc.). Mr. Wilson pointed out some features

which were positive (e.g., the car was spacious; it had a large trunk area). He counselled that it was necessary to practise being complimentary, because it was a normal human reaction to more quickly comment on what did not match up to one's ideals. He also stressed that to get positive behaviour, positive seeds had to be sown.

One participant strongly endorsed that statement and said that lack of love and caring for others was at the root of many inner-city problems within families and within communities.

As he continued, Mr. Wilson noted that people often found time to remind people of things they were not doing well, but never found sufficient time to praise others for the things they were doing well. People should be praised whenever they did things that they should keep on doing, since praise indicated appreciation and was motivational. For instance, children should be praised for:

- things already done well
- improvements, however small
- existing skills
- new skills.

Tips for Giving Effective Praise

Steps for Effective Praise

- 1. Show your approval**
- 2. Describe the positive behaviour**
- 3. Give a reason**
why you rate the behaviour as good
- 4. Reward the behaviour (Optional)**
Rewards should be used wisely for reinforcing desirable behaviours. It is unnecessary and unwise to reward every positive behaviour.

Other helpful hints given were :

- Get to know your children...understand and appreciate them
- Try not to involve your own bias
- Set reasonable rules...the child's road to Hell is often paved with the good intentions of his/her parents

- Parents should be guardians and guides...not slave masters
- Don't compare kids—people are different...long live diversity.

Two video excerpts were then shown. The first scenario began with a girl being teased by her brother. She ignored him. Her mother then came into the room. The daughter complained about the teasing and said her brother was a 'jerk'. In consoling her, the mother agreed that the brother was a 'jerk', but she also praised her daughter for ignoring his teasing.

In the second situation, a child asked her father to take something down from a high shelf. He did so. The child soon made the same request again. From the father's body language, it was clear that he was slightly annoyed. Yet, he controlled himself, took the item down from the shelf, and praised the child for asking for help instead of taking the risk of climbing up. This praise evidently meant a lot to the child for she soon returned to announce completion of her homework.

Mr. Wilson pointed out that some people found it difficult to praise children for doing what was considered their duty and responsibility. Parents should remember, however, that children flourish with praise, encouragement and appreciation. They would often go beyond their obvious duty and responsibility if they were made to feel that their efforts were recognised. Copies of "101 Ways To Praise" (See *Appendix VIII*, pg. 37) were distributed to illustrate some of the many easy ways in which praise could be expressed.

Participants were asked to rearrange themselves into their previous groups and prepare to act out a scenario in which appropriate effective praise was conveyed. After some preparation time was given, two groups were asked to present their role play and the following scenarios were suitably portrayed:

- i) A child asked the parent for permission to have a friend come over. The parent said no and gave a 'kid reason'. The child pleasantly accepted the decision, and was praised for not arguing about it.
- ii) A mother heard the sound of breaking glass and called out to her daughter, who was 'off stage' in the kitchen, to ask what had happened. The child came in and admitted that she had broken a glass while doing the dishes. The mother praised her for telling the truth, then went to help her clear up the broken glass.

Next, each participant was given:

- a copy of a handout, "Effective Praise" (See *Appendix IX*, pgs. 38-44) for their future reference on how to use this technique properly; and
- a Home Assignment Sheet (See *Appendix X*, pg. 45) for recording how Effective Praise was used in 3 situations.

Mr. Wilson again emphasised the importance of giving children frequent, effective praise and of treating each child as an individual. In closing, he asked that participants reflect on his recitation of the following verses:

Different Drums and Different Drummers²

If I do not want what you want, please try not to tell me that my want is wrong,
Or if I believe other than you, at least pause before you correct my view.

Or if my emotion is less than yours, or more, given the same circumstances,
Try not to ask me to feel more strongly or weakly.

Or yet, if I act, or fail to act, in a manner of your design for action, let me be.
I do not, for the moment at least, ask you to understand me.
That will come only when you are willing to give up changing me into a copy of you.

I may be your spouse, your parent, your offspring, your friend, or your colleague.
If you will allow me any of my own wants or emotions, or beliefs, or actions, then you
open yourself, so that some day these ways of mine might not seem so wrong, and might
finally appear to you as right...for me.

To put up with me is the first step to understanding me. Not that you embrace my ways
as right for you, but that you are no longer irritated or disappointed with me for my
seeming waywardness.

And in understanding me, you might come to prize my differences from you, and, far
from seeking to change me, preserve and even nurture those differences

6. WRAP-UP/EVALUATION (DAY 1)

Presenter: *Mrs. Glenda Drummond, WSUC*

Mrs. Drummond summarised the highlights of the day's proceedings and also impressed on participants how important it was to respect each child's individuality. The aim of discipline should not be to make over children in the parent's image but to have children who can act and think positively for themselves, and be what they want to be.

Finally, she reinforced the importance of participants getting to know each other by selecting individuals at random to identify as many of their colleagues by name as possible. The results showed that some persons needed to make a greater effort in that regard.

²Taken from: *Please Understand Me* (David Keirseay and Marilyn Bates, 19__).

DAY 2

The Opening Exercises consisted of registration of participants' attendance; introductory remarks from Dr. Robinson, prayer by Mrs. Glenda Drummond, who also led the group in singing a hymn; an outline of the day's programme by Mr. Fabian Brown; and Mr. Conroy Wilson's review of what participants had done to complete the "Effective Praise" Home Assignment.

Mr. Wilson reminded participants that children should be given 'kid reasons' rather than adult reasons for the behaviour expected of them.

One participant asked for suggestions on getting parents to attend meetings, as her organisation was finding that difficult. Some suggestions shared³were:

- publicise the fact that food would be served;
- present the intended training at PTA meetings so that parents would not have to attend two different meetings;
- frequently discuss positive behaviours with the children themselves;
- plan ahead and publicise entertainment activities in which parents can share their talents.

7. PREVENTIVE TEACHING

Presenter: *Mrs. Sarah Newland Martin, YMCA*

Mrs. Martin started by involving participants in a Communication activity. They were asked to stand together in pairs. The persons in each pair were asked to take it in turns to talk to each other as they assumed the following sequence of positions:

- standing face-to-face, at arm's length
- face-to-face, with one person sitting and the other person standing
- back-to-back (near)
- back-to-back (far).

After everybody had tried to carry out these instructions, Mrs. Martin asked which pose had proved best for effective communication. The consensus was "standing face-to-face at arm's length". She then pointed out that the activity had been chosen to demonstrate how some communication difficulties could be prevented or improved by the way in which the persons involved positioned themselves and the body language they used.

³See also "Putting It All Together" section of this Report (pg. 19) for additional suggestions.

Dealing more directly with the technique of *Preventive Teaching*, she said it was intended for use in two circumstances:

1. When a child was going to be faced with a new situation (e.g., going to a new school) or performance of a new task;
2. When a child was going to be faced again with a situation with which he/she had a problem in the past.

Preventive Teaching was not intended for use when a child has misbehaved.

Tips for Using Preventive Teaching

Mrs. Martin explained that giving children clear descriptions and reasons for the behaviour expected of them in certain situations, and practising that behaviour with them in advance, could help them to prevent problems before they occur.

Steps for Preventive Teaching

- 1. Describe what you would like.**
- 2. Give a (sensible) reason.**
- 3. Practise the desired behaviour.**

Mrs. Martin continued by saying that parents must be helped to understand that there were positive methods of helping their children's successful personal development. She then showed two videotaped examples of parents using *Preventive Teaching*. The first portrayed successful use of the technique and was about giving help with a past problem—not getting ready on time for school:

- i) Using a calm, soft voice and a non-aggressive approach, the mother stated the problem and described to her son what she would like to happen: he must in future be ready on time to go to school.
- ii) She gave him a 'kid reason'; that is, she told him how the changed behaviour would benefit him: he would have more time to spend with his friends, he would learn how to be more organised...how to be better prepared.

- iii) Together they practised how he would achieve the desired behaviour: he would get his clothes ready from the night before, etc.

The second example showed an unsuccessful attempt at using the technique and illustrated that *Preventive Teaching* would not work when a child was already angry and refused to listen.

Each participant was given a pocket-size Skills Card printed with the Steps for implementing the 4 techniques⁴ covered by the Common Sense Parenting® Training Program.

The Presenter provided an opportunity for practising *Preventive Teaching* skills. Participants were divided into 5 groups to first discuss and then demonstrate through role play how they would handle one of the situations assigned from the following list:

- i) A teenager wants to go out. It is raining. Her mother doesn't want her to go..
- ii) A boy is going to a dinner party. His mother wants him to behave appropriately on that occasion.
- iii) A boy has been injured while playing football but wants to play another match with his team. His mother does not want him to go.
- iv) A boy's father was informed by a school official that his son had taken a knife to school.
- v) A girl's behaviour in school had been very unruly. Her teacher has sent her home with a note stating that she cannot return to school until her parent comes to the school with her to discuss the problem. The child wants to return to school but does not want her mother to accompany her.

After each group had dramatised its assigned scenario, the Presenter moderated the audience's discussion of the strengths and weaknesses of each performance in terms of the *Preventing Teaching* skills displayed.

To further assist participants' understanding of this technique, they were given a handout entitled "Preventive Teaching" (See *Appendix XI*, pgs. 46-50), and a Home Assignment Sheet (See *Appendix XII*, pg. 51) which could be used as an aid in preparing to deal with situations for which this technique would be appropriate.

⁴Effective Praise, Preventive Teaching, Corrective Teaching, Teaching Self-Control.

8. CORRECTIVE TEACHING

Presenter: *Mrs. Glenda Drummond*

The steps for using *Effective Praise* and *Preventive Teaching* were reviewed to reinforce previous learning. In introducing her topic, Mrs. Drummond said *Corrective Teaching* offered an effective, structured response to routine misbehaviours. It was not the same as nagging or criticising, because it offered parents a way of teaching their children what they could do instead of misbehaving. She said it was extremely important to assist children to consistently display positive behaviour: "Bend a tree while it's a shrub; if you wait until it's a tree, it might never bend."

She noted that children would test their caregivers to the limit and the mistake that was often made was waiting too long to correct undesirable behaviour. While it was essential to choose the right time and place, corrective action should be taken as soon as possible after a problem manifested itself. The following examples were given of specific situations in which *Corrective Teaching* could be used:

When children were...

- doing something that could be harmful to themselves or others
- not following instructions appropriately
- refusing to carry out instructions
- arguing (giving 'back talk')
- not accepting responsibility for their actions
- lying
- not telling where they were.

Tips for Using Corrective Teaching

Steps for Corrective Teaching

- 1. Stop the problem behaviour.**
- 2. Give an appropriate consequence.**
- 3. Describe what you want.**
- 4. Practise the desired behaviour.**

Mrs. Drummond reviewed the steps for using *Corrective Teaching* and provided a handout (See *Appendix XIII*, pg. 52) giving sample dialogue for implementation of these steps. Other helpful hints were also given, as follows:

- **STAY CALM** – Do whatever was necessary to calm down and maintain control of the process; e.g., count to 10 slowly; take deep breaths; take a break; “I’ll talk to you later”...but remember to follow-up.
- **STICK TO THE ISSUE** – Avoid being side-tracked by the child or being made to feel guilty.
- **BE CONSISTENT**
- **BE FLEXIBLE** – “Different strokes for different folks”
- **BE MEANINGFUL** – Use consequences that are proportionate to the misbehaviour, and that will be conducive to correction of the behaviour being addressed.
- **WHEN POSSIBLE, PROVIDE A CHANCE FOR THE CHILD TO ‘EARN BACK’ SOMETHING FROM THE CONSEQUENCE GIVEN** – e.g., “Although you were ‘grounded’ for one month, you may go to your school party next Friday evening, since you have co-operated by coming home on time every evening during the last two weeks.”

Mrs. Pious and Mr. Brown demonstrated appropriate use of *Corrective Teaching* through a situation in which the daughter (Mrs. Pious) was at home watching television when she was supposed to be doing her homework. Her father (Mr. Brown) came home, saw what was happening, and told her to turn off the TV. On his return to her room half an hour later, he discovered that she was still watching the TV.

Stopping the Behaviour: The father turned off the TV and took possession of the remote control unit.

Giving a Consequence: He told her that, because she had been disobedient and was not giving herself enough time to do her homework properly, for a 1-month period she would not be allowed to watch television in the evenings after school. The daughter tried to side-track him from the issue at hand, but he calmly and consistently repeated that she had failed to follow his instructions to stop watching TV and do her home work.

Describing the Desired Behaviour: The father said he would like her to get the personal satisfaction and acclaim that would come from doing well in her studies. He wanted her, therefore, to begin her homework within 1½ hours of getting home from school each day and to keep at it until she had completed everything well. If she did not have enough homework to occupy her time, she should review work already done in school.

Practising what was required: The father asked her to describe what she would be expected to do as of that moment, and she said: “Do my homework now and, from tomorrow, come right home from school...and settle down to do my homework”.

Participants were then divided into 3 groups and each group was asked to prepare to illustrate the use of the *Corrective Teaching* steps through role play. The assigned situation outlines were:

- i) Your 16-year old son came in 2 hours late and was drunk.
- ii) Your 6-year old son gets into a temper because you did not buy him a chocolate at the grocery store.
- iii) Your 7-year old daughter gets into a temper and starts to shout because she was not allowed to wear the dress of her choice to church.

Each group was told to select 2 persons to do its 3-minute presentation. Post-performance evaluation by the Presenter and onlookers indicated that participants were on the right track overall but needed more practice in keeping all aspects of their intervention relevant and focused.

Just before the session ended, participants were given an Assignment Sheet (*See Appendix XIV*, pg. 53) which they were asked to discuss and complete during the lunch break.

9. TEACHING SELF-CONTROL

Presenter: *Mrs. C. Richardson Pious, Children First*

To dispel any after-lunch lethargy being experienced, Mrs. Pious invited everyone to take part in a warm-up exercise, "Do As I Say, Not As I Do". Under her leadership, the group performed various actions (e.g., Stand. Hands on your head, hands on your shoulders, hands on your knees...shake your shoulders, stop!...lift knees up, stop! ...Sit.)."

Next, Mrs. Drummond and participant Mr. Lester Biggs (*WSUC*) acted out a scene between a mother and son, through which it was shown that sometimes parents also needed to exhibit self-control. If the son had not ignored his mother's verbal abuse, the interaction might have become physically violent. Mrs. Pious said it was important for adults to display self-control so that they could be good role models for the children under their care. Parent education was essential, therefore, and if staff in a particular NGO felt they could not deliver this type of training adequately, they should arrange to get help from competent persons.

Participants agreed that, as far as children were concerned, their lack of self-control could be due to inability to deal with their emotions, poor communication skills, the lack of respect with which they were treated, or patterning how their parents or other adults usually behaved. This lack of self-control is often displayed through foul language, raised voices, 'back talk', 'kiss teeth', door slamming, walking away, humming or otherwise ignoring an adult's efforts to communicate. The time to teach self-control was as soon as it was clear that such behaviour was not an isolated incident.

Mrs. Pious said that both adults and children could be taught how to act with self-restraint when they were upset. The process involved describing the problem behaviour, helping the person to calm down, showing how to respond differently in the future, and giving a consequence for the unacceptable behaviour.

Tips for Teaching Self-Control

Steps for Teaching Self-Control

Calming Down

- 1. Describe the problem behaviour.**
- 2. Give clear instructions.**
- 3. Allow time to calm down.**

Follow-up Teaching

- 1. Describe what the child (or adult) can do differently next time.**
- 2. Practise what the child (or adult) can do next time.**
- 3. Give an (appropriate) consequence.**

Mrs. Pious cautioned participants that, in teaching self-control, the “teacher”, whether parent or classroom teacher, should be understanding but not overly sympathetic and watch his/her body language especially when dealing with ‘special’ children. It was important to deal only with the issue of self-control, and to set rules for future behaviour.

A clear explanation should be given of what went wrong and specific instructions also given for what was immediately required, e.g., “Stop shouting now”. Some options could be offered for calming down, e.g., “Would you like some water? Would you like to go outside?”

In deciding what should be done on the next occasion a similar situation occurs, it could be advantageous to give the child a chance to come up with the solution; e.g., “What should you do the next time I ask you to wash the dishes?” Consequences given should fit the problem behaviour.

Mrs. Pious again stressed the importance of both adult and child taking time to calm down before doing anything else. This was not easily done but it could be done if a real effort was made. Copies of a handout, “Ways to Stay Calm” (See *Appendix XV*, pg. 54), were distributed. This was a list of 30 strategies compiled overseas and Mrs. Pious noted that some might not be realistic for Jamaican conditions.

Participants were asked, therefore, to rearrange themselves into their usual three groupings, so that each group could formulate 5 Jamaican ways of regaining self-control. In doing so,

they should keep in mind the appropriateness for parents and children with whom they related through their agencies. The following recommendations came out of that exercise:

- Take a walk...go somewhere where you can be by yourself
- Count backwards
- Do a household chore
- Do something nice for yourself
- Work on a jigsaw or cross-word puzzle
- Scream into a pillow
- Ignore the situation for a while
- Sit still and close eyes
- Pray
- Express feelings on paper
- Call someone you can trust and who will listen (e.g., family counsellor, nurse, teacher, minister of religion)
- Go to a dance (e.g., *Stone Love*) and enjoy yourself
- Listen to soothing music
- Sing/hum
- Pause to figure out why the other person is behaving as they are
- Take deep breaths for 5 minutes without trying to speak during that time.

Before closing, Mrs. Pious summarised the main points of her presentation and distributed copies of an Assignment Sheet (See Appendix XVI, pg. 55) which could be used to document action taken in a situation involving Teaching Self-Control, and evaluate its outcome.

10. PUTTING IT ALL TOGETHER

Panel Chairman: *Mr. Conroy Wilson*

The main points which arose out of the review of Workshop presentations and related discussion, questions and answers, were as follows:

- Use of any of the 4 *Common Sense Parenting* techniques was not exclusive of use of the others. Particular problem behaviour could require use of one or more than one technique.
- To be effective, praise should not be watered-down.
- It was essential for participants to make use of the parent education training they had received during the Workshop. They should:
 - ⇒ think up situations that could be used to demonstrate the principles learned;
 - ⇒ keep on practising the techniques to which they had been exposed;
 - ⇒ practise how they would deliver this training content to parent groups confidently, accurately and effectively.
- Increased attendance at parent-training sessions and increased parental involvement in NGO activity could be achieved through:
 - ⇒ getting to know parents...developing good relationships with them

- ⇒ establishing “parent partners” (one parent linked up with another to keep each other informed of what’s happening at the NGO, to accompany each other to events, etc.)
- ⇒ scheduling training sessions for Sunday afternoons
- ⇒ arranging for parent’s orientation when children were being enrolled in NGO programmes
- ⇒ developing programme package with their input if possible, that would attract parents’ interest, e.g., recreational activities in which both parents and children could participate: concerts, drama groups, Fun Days, Games Evenings; Open Days; “reasonings”; personal and vocational skills training to augment/create income; information sessions with guest speakers on useful topics (MIDA programme, etc.)
- ⇒ creating opportunities for parents’ to pool resources; e.g., for back-to-school time
- ⇒ offering incentives for consistent parental involvement; e.g., prize for attending a certain number of meetings; develop criteria and award Certificate to “Parent of the Year” at a formal function
- ⇒ offering incentives to children to get parents out to meetings.

Mrs. Pious gave her summary of the Workshop’s highlights in an original poem she had written. It ended with the words:

...Make use of what you learn
Show and tell
Walk Good!

Dr. Robinson was thanked for her efforts in arranging the Workshop and in guiding its implementation. In turn, she thanked Mr. Fabian Brown and the other presenters, as well as the NGO representatives, for their attendance and enthusiastic participation.

Dr. Robinson then introduced Mr. Gamil Coke, UAP’s Management Information Systems (MIS) Specialist, who had joined the assembly after lunch. He had been instrumental in helping to design and implement the MIS to be used by NGOs. This would help the smooth functioning of UAP operations. Mr. Coke was leaving UAP soon to further his studies.

Mr. Coke was thanked and wished success in his future endeavours. He replied suitably, and introduced his successor, Mr. Curtis Campbell.

In closing, Mr. Fabian Brown also thanked participants for their attention, interest, and interaction and urged them to begin sharing their learning immediately, because seeds sown would have a multiplier effect.

11. WORKSHOP EVALUATION

Before they departed, each participant was asked to complete and hand in a Workshop Evaluation form (*Appendix XVII*). Twenty six participants completed the questionnaire for a participant 100% completion rate. The questionnaire sounded out participants' views on workshop content and presentation, as well as comments on positive and negative features of the workshop, and desirable follow-up actions. A complete analysis and report of the participants' evaluation is included at *Appendix XVIII*.

Participants rated this workshop highly, with an average score of 4.46 in the six factors on Workshop content. The items scoring highest in this section were that the workshop materials were relevant to the program (4.62) and that the objectives of the workshop were met (4.54). Both evaluation factors were rated "Strongly Agree" by 69% (18/26) of the respondents, while most of the other respondents "Agreed" with these two factors.

In summary, the evaluation showed the following :

- a. The general consensus of the participants who completed the forms seemed to be that the workshop met all its objectives, utilized effective teaching methodologies, and was relevant to their work. Measuring on a scale of 1 to 5, the average rating of the Workshop Content was 4.46. On average, participants either "Strongly Agreed" or "Agreed" with the six evaluation factors under workshop content 94.2% of the time.
- b. A disappointing outcome was that participants were not confident about whether they felt in a better position to undertake Parent Trainer responsibilities in their NGOs. This factor scored lowest (4.31), with only 11 of the 26 participants "Strongly Agreeing".
- c. Of the eighteen different positive features of the workshop identified, 9 received multiple endorsements, and 50% of these positive features concerned the content of the workshop. 39% more of the comments related to the style and method of presentation. "Effective Praise" and "Teaching Self-Control" were the positive features most commonly identified.
- d. Only three negative comments were made, each by one participant. The overwhelmingly predominant response was "None" (85%).
- e. Under desirable follow-up activities, further training of NGO staff and parents was the main response. Some comments were:
 - "Follow-up workshops/practical sessions on common sense parenting"
 - "More networking - pool ideas and skills to train and develop training materials"
- f. The overall views of participants may be summed up in the composite comment that:
"I enjoyed every ounce of it. Well done. Very well presented. Team worked well together, their input was enjoyable. Very well organized, inspiring to see presenters sharing what they learnt. Mrs. Pious brought great humor to her presentation".

UAP PARENT TRAINERS' WORKSHOP — September 15-16, 1998

LIST OF PARTICIPANTS

NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	ATTENDANCE	
					15/9/98	16/9/98
Ashé	1.	Mr. Conroy Wilson	143 Mountain View Av. Kingston 3	Phone: 928-4064	✓	✓
	2.	Mr. Denver Smith		Fax: 967-0721	✓	✓
	3.	Mr. Kirk Patterson			✓	✓
Children First	4.	Mrs. Claudette Pious	9 Monk Street Spanish Town	Phone: 984-0367	✓	✓
	5.	Mrs. Anita Jones		Fax: "	✓	✓
Hope for Children	6.	Ms. Joyce Prendergast	74 Spanish Town Rd Kingston 13	Phone: 923-3549	✓	✓
	7.	Miss Venesse Morrison		Fax: "	✓	✓
Jamaica Association for the Deaf	8.	Mrs. Grace Christian March	9 Marescaux Road Kingston 5	Phone: 977-1082	✓	✓
	9.	Miss Sharon Andrews		926-7001	✓	✓
	10.	Mr. Troy Irons		Fax: 972-2224	✓	✓
Jamaica Family Planning Association	11.	Ms. Naska Litts	14 King St. Box 92, St. Ann's Bay	Phone: 972-0260	✓	✓
	12.	Mrs. Flo George		Fax: 972-2224	✓	✓
Jamaica Red Cross	13.	Ms. Daisy Lilly	Central Village Spanish Town P.O.	Phone: 984-7860	✓	✓
	14.	Mr. John Sayers		Fax: 984-8272	-	✓
Kingston Restoration Company	15.	Ms. Sheron Lawson	3 Duke Street Higholborn St..	Phone: 967-5871	✓	-
	16.	Mr. Donovan Dumetz		922-3126	✓	✓
				Fax: 922-0054		
Kingston YMCA	17.	Mrs. Sarah Newland Martin	21 Hope Road Kingston 10 Amy Bailey Centre	Phone: 926-8081	✓	✓
	18.	Mrs. Diane Ridley		Fax: 929-9387	✓	✓
	19.	Mr. Noel White			✓	✓
Mel Nathan Institute for Social Research	20.	Miss Maureen Burke	31 Mannings Hill Rd Kingston 8	Phone: 931-4989 Fax: 931-5004	✓	✓
Sam Sharpe Teachers' College	21.	Mrs. Jean Anderson	Granville P.O. St. James	Phone: 952-4000	✓	✓
	22.	Miss Carolyn Brown		Fax:	✓	✓
	23.	Miss Alma Williams			✓	✓
St. Patrick's Foundation	24.	Mr. Fabian Brown	78 Slipe Road Kingston 5	Phone: 937-4113	✓	✓
	25.	Mr. Gary Bailey		Fax: 968-3736	✓	✓
	26.	Mr. John Ganley			-	✓

NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	ATTENDANCE	
					15/9/98	16/9/98
Western Society for the Upliftment of Children	27.	Mrs. Glenda Drummond	4 Kerr Crescent Montego Bay P.O.	Phone: 952-3377 Fax: 952-6187	✓	✓
	28.	Mr. Lester Biggs			✓	✓
Women's Centre of Jamaica Foundation	29.	Mrs. Anderson-Robinson	Trafalgar Road, Kingston Montego Bay	Phone: 929-7608 Fax: 926-5768	✓	✓
	30.	Mrs. Marjorie Daley			✓	✓
Youth Opportunities Unlimited	31.	Ms. Marsha McIntosh	2b Camp Road Kingston 5	Phone: 968-0979 Fax: "	✓	✓
YWCA National	32.	Dr. Heloise Lewis	51 Arnold Road Kingston	Phone: 928-3023 Fax: "	✓	✓
UAP STAFF:		Mr. Sam Dowding Dr. Joyce Robinson	1 Holborn Road Kingston 10	Phone: 929-4779 Fax: 926-1813	✓	✓
Youth Unit, Ministry of Local Govt., Youth & Community Development		Mrs. Gladys McDowell	85 Hagley Park Road Kingston 10	Phone: 754-1039 Fax: "	✓	-
WORKSHOP RAPPORTEUR (Contract Services)		Mrs. B.P. Butler			✓	✓

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UAP PARENT TRAINERS' WORKSHOP, Sept. 15 - 16, 1998

AGENDA

TUESDAY, 15/9/98		WEDNESDAY, 15/9/98	
8.30 - 9.00	REGISTRATION Dr. Joyce Robinson <i>Training Co-ordinator, UAP</i>	8.30 - 9.00	REGISTRATION
9.00 - 9.15	INTRODUCTION & GREETINGS Mr. Samuel Dowding <i>Acting Chief of Party, UAP</i> Mr. Daniel Gordon <i>Project Officer, USAID</i> Mrs. Gloria Nelson <i>Director, Youth Division, Ministry of Local Government, Youth & Community Development</i>	9.00 - 10.00	Preventive Teaching (Presentation, Group Work, Discussion) - Mrs. S. Newland Martin
9.15 - 10.30	Observational Study Tour Report (Overview, Places Visited, Lessons Learnt, Networking & Commonalities: Open Discussion) - Panel (Tour Group Members): Mr Fabian Brown (<i>St. Patrick's Fdn.</i>) - Chairman Mrs. Glenda Drummond (<i>WSUC</i>) Mrs. Gladys McDowell (<i>Ministry Consultant</i>) Mrs. Sarah Newland Martin (<i>YMCA</i>) Mrs. Claudette Richardson Pious (<i>Children First</i>) Mr. Conroy B. Wilson (<i>Ashé</i>)		
		10.00 - 10.15	COFFEE BREAK
10.30 - 10.45	COFFEE BREAK	10.15 - 11.15	Corrective Teaching (Presentation, Group Work, Discussion) - Mrs. G. Drummond
10.45 - 11.15	Introduction to Common Sense Parenting®¹ (Presentation and Discussion) - Mr. C. Wilson		
11.15 - 12.30	Parents as Teachers (Presentation, Role Play, Discussion) - Mr. F. Brown	11.15 - 12.30	Teaching Self-Control (Presentation, Role Play, Discussion) - Mrs. C. Richardson Pious
12.30 - 1.30	LUNCH		
1.30 - 3.00	Effective Praise (Presentation, Group Work, Discussion) - Mr. C. Wilson	1.30 - 3.00	Putting It All Together (Presentation, Group Work, Questions & Panel Answers) - Mr. C. Wilson, <i>Chairman</i>
3.00 - 3.30	WRAP-UP/EVALUATION Mrs. G. Drummond	3.00 - 3.30	REVIEW/EVALUATION Mrs. C. Richardson Pious

¹"Common Sense Parenting" is the registered name of a copyrighted training program developed by Father Flanagan's Boys' Home, Boys Town, NE 68010, USA.

**Observational Tour
Places Visited**

RHEEDLIN CENTER FOR CHILDREN AND FAMILIES

2442 W. 144th Street,
New York, New York
Telephone: (212) 234-4500
Fax: (212) 234-4694
Key Contact(s): Mr. Shawn Dove

DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT

156 William Street
New York, New York 10038
Telephone: (212) 676-8251
Fax (212) 4424771
Key Contact: Ms. Violet Mitchell, Deputy Commissioner for Youth Services

MEDGAR EVERS UNIVERSITY

Caribbean Research Center
1650 Bedford Avenue
Brooklyn, New York 11225
Telephone: (718) 270-6421
Fax: (718) 771-0425
Key Contact(s): Dr. Debra Shamley
Dr. George Irish
Ms. Lyda Clifton

FLATBUSH YMCA

1401 Flatbush Avenue
Brooklyn, New York 11210
Telephone: (718) 469-8100
Fax: (718) 284-5537
Key Contact(s): Paul Mohabir, Executive Director
Ludlow Fisher, Board Member

CARIBBEAN HEALTH ASSOCIATION

123 Linden Blvd.,
Brooklyn, New York 11226
Telephone: (718) 826-2942
Fax: (718) 940-8394
Key Contact(s) : Ms. Yvonne Graham, Executive Director
Ms. Lorna Fairweather, Director of Social Services

YOUTH FORCE

Bronx, New York

Telephone: (718) 665-4268

Fax: (718) 665-4279

Key Contact: Ms. Kim McGilludy, Lead Organizer

PARENTS AS TEACHERS

C. Parents as Teachers

1. *The goal of parenting, then, is to teach children, among other things, self-discipline.*
2. *Discipline helps children learn to function as part of a family and society.*

V. CLEAR COMMUNICATION

A. Describing Behaviors

1. *In order to be effective teachers of our children, we need to be able to communicate clearly with them.*
2. *In this class we are going to focus on communicating clearly by specifically describing our children's behaviors - that is, we want to describe what our children do and say.*

B. Definition of Behavior

1. ***Behavior is defined as anything a person says or does that can be seen, heard, or measured.***
2. *Let's take a look at some examples of behavior on page 14 in our Common Sense Parenting book. (Read some of the following examples.)*
 - a. *My daughter talks on the phone for an hour at a time.*
 - b. *When I ask my son to do something, he rolls his eyes and walks away.*
 - c. *When my kids come home from school, they put their books away and ask if there's anything that needs to be done around the house.*
 - d. *When I tell my daughter her jeans are too tight, she whines and screams and asks me why I'm always on her back.*
 - e. *My son helped me put away the dishes, then he rinsed the sink and swept the kitchen floor.*

MODELING
(Approximately 10 minutes)

VI. OBSERVING AND DESCRIBING BEHAVIOR

A. *Now you'll have a chance to describe some of my behaviors.*

B. Demonstration

1. Prompt parents to watch closely so they can specifically describe what happens.
2. Ask one of the parents to ask you to open the window, get a cup of coffee, or something like that.
3. Trainer responds in an uncooperative way (e.g., sigh, roll eyes, mumble, make negative statements, etc.).
4. Ask parents what behaviors they were able to identify.
5. Help parents to describe behaviors specifically.
6. Behaviors are not thoughts, feelings, or labels (e.g., angry, disrespectful, lazy).

C. *Remember, describing behaviors specifically is the first step to effective teaching. Now, let's look at some examples of parents describing their kid's behavior.*

D. Start Video of Observing and Describing Behavior: Modeling

Scene 1: Model of mother using a specific description of child who ignores her.

What is the problem behavior? (Ignoring)

Scene 12: Example of brother teaching sister how to make a paper airplane.

E. Exercise

1. Ask parents to turn to the NOTES on page 18 and have them write two positive and two negative behaviors that their children do.
2. As time allows, review parents' answers and help them provide specific descriptions of their child's behavior.

BREAK
(Approximately 10 minutes)

INSTRUCTION
(Approximately 10 minutes)

VIII. POSITIVE AND NEGATIVE CONSEQUENCES

- A. *We've discussed describing behavior - now let's discuss how to change behaviors. We're going to encourage you to use positive and negative consequences to change children's behavior.*
- B. *Consequences are anything that follows a behavior and affects whether the behavior occurs again.*
 1. *Consequences help children learn that their actions lead to results - both positive and negative.*
 2. *They learn that life is full of choices and the choices they make greatly influence what happens to them.*
 3. *Now, we will talk about two types of consequences: positive and negative.*

C. Positive Consequences

1. **Positive consequences are things that we like and are generally willing to work for.**
2. **When positive consequences follow a behavior, that behavior will generally happen more often in the future.**
3. **Example: A paycheck - the positive consequence - tends to increase showing up for work and working.**

D. Negative Consequences

1. **Negative consequences are things that we generally do not like and we will work to avoid.**
2. **When negative consequences follow a behavior, that behavior will generally decrease in the future.**
3. **Example: A speeding ticket - the negative consequence - tends to decrease the number of times we go faster than the speed limit.**

E. **There are two kinds of negative consequences that we suggest:**

1. **Taking away a privilege.**
 - a. **For older kids, loss of a privilege can mean losing time to watch TV, talk on the phone, or go out with friends.**
 - b. **For younger kids, Time-Out is an effective way to have them lose privileges. On page 40 in the Common Sense Parenting book, we explain how to use Time-Out. If any of you with young children have questions about how to use Time-Out, please see me after class.**

Name

<p>CONSEQUENCES WORKSHEET</p>
--

- **Activities** - What everyday or special activities does your child like to do? (For example, playing video games, watching television, playing with friends, going to zoo, etc.)
- **Possessions** - What kinds of material articles does your child like? (For example, books, clothes, baseball cards, money, toys, music cassettes, etc.)
- **Food** - What are your child's favorite foods and beverages? (For example, popcorn, popsicles, pizza, cola, candy, waffles, granola bars, fruit juice, etc.)
- **People** - Who does your child like to spend time with? (For example, parents, grandparents, friends, etc.)
- **Attention** - What specific kinds of verbal and physical attention from you and others does your child like? (For example, hugs, smiles, compliments, high fives, thumbs up, praise, etc.)

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PARENTS AS TEACHERS QUESTIONS COMMONLY ASKED BY PARENTS

1. If my kid is lazy, what's wrong with telling him he is?

Not clear enough and it doesn't tell him what he is doing wrong or how to change his behavior.

2. I don't have enough money to keep giving my kid some of these consequences. What am I supposed to do?

Consequences can be things other than money and don't have to cost anything. Activities, attention, and privileges are types of consequences that do not cost money.

3. My child already knows how to clean his room - why should I have to specifically describe it to him?

If he already knows, you may not have to. Specifically describing things lets kids know exactly what you want or exactly what things they're doing well so they can continue these behaviors.

4. I've tried every type of consequence I can think of and none of them work. What now?

There may be consequences you haven't tried - see #2. Sometimes it may be how you use a consequence. You may need to look at immediacy, size, contingency, importance, or how long you tried to use it.

5. You talk about using "special snacks" as a consequence, but I don't agree with my kids having anything other than fruit for snacks, and they get fruit anytime they want. What am I supposed to do?

That's fine, you can use other types of consequences - see #2.

6. Shouldn't kids do some things just because they're supposed to? My parents never rewarded me for doing chores - they just tanned by hide if I didn't!

Maybe kids should, but sometimes they don't. Consequences can encourage kids to start doing these things. Once kids learn and can continue these behaviors, consequences can be decreased or eliminated.

7. I can't afford to buy anything for the consequences, and my child just wants new gym shoes.

I understand. We don't need to purchase things for our kids every time they do something well. We can praise them for what they do well and for those occasions when we want to provide additional incentives for our kids, we can have them earn something. For example, your child could earn money that he could put toward new gym shoes.

8. What consequences work best for little kids?

Little kids like attention (hugs and time with us) and activities (reading books, playing blocks). Be sure to give a consequence immediately after the behavior because it helps little kids make the connection between their behavior and what they get to do.

9. What consequences work best for 17 - 18 year olds?

Older kids and teens like attention plus time with friends and free time to use a variety of privileges such as talking on the telephone, going places, and getting rides or using the car. They can also work to earn privileges in the future, like earning money for new clothing or special activities.

Name _____

PARENTS AS TEACHERS

**PARENTS AS TEACHERS
HOME ASSIGNMENT**

Please write specific behavioral descriptions of two positive and two negative behaviors your child did. Then write the consequence you gave for each behavior.

Behavior

Consequence

1.

2.

3.

4.

FI

Doing as asked immediately:

1. Do what you want later
2. Do what you want sooner
 - Shows responsibility
3. Saves you time
4. Keeps you out of trouble
 - Less work later
5. More likely to remember exactly what you were asked to do

Accepting Consequences:

1. Keeps you from getting into more trouble
2. Shows maturity
 - Helps you improve because you are listening
3. Might get more privileges in the long run

Accepting "No" for an Answer:

1. Keep you from having problems
2. Shows maturity
 - People view you as cooperative and want to say yes later
3. You have to accept no your entire life, easier if you can learn how now

Staying Calm:

1. Won't make matters worse
2. Keeps you from getting into trouble
 - Shows maturity
3. Other people will depend on you more often
4. People will respect you

Asking Permission:

1. Shows you are trustworthy
2. More likely to get what you want
3. When you respect others belongings, they are more likely to lend them to you

Getting Along with Others:

1. More friends
2. Keep out of trouble
 - People want to be with you
3. Friends will be willing to share with you
4. Feel good about yourself
 - Shows sensitivity and respect
5. Others will behave the same way

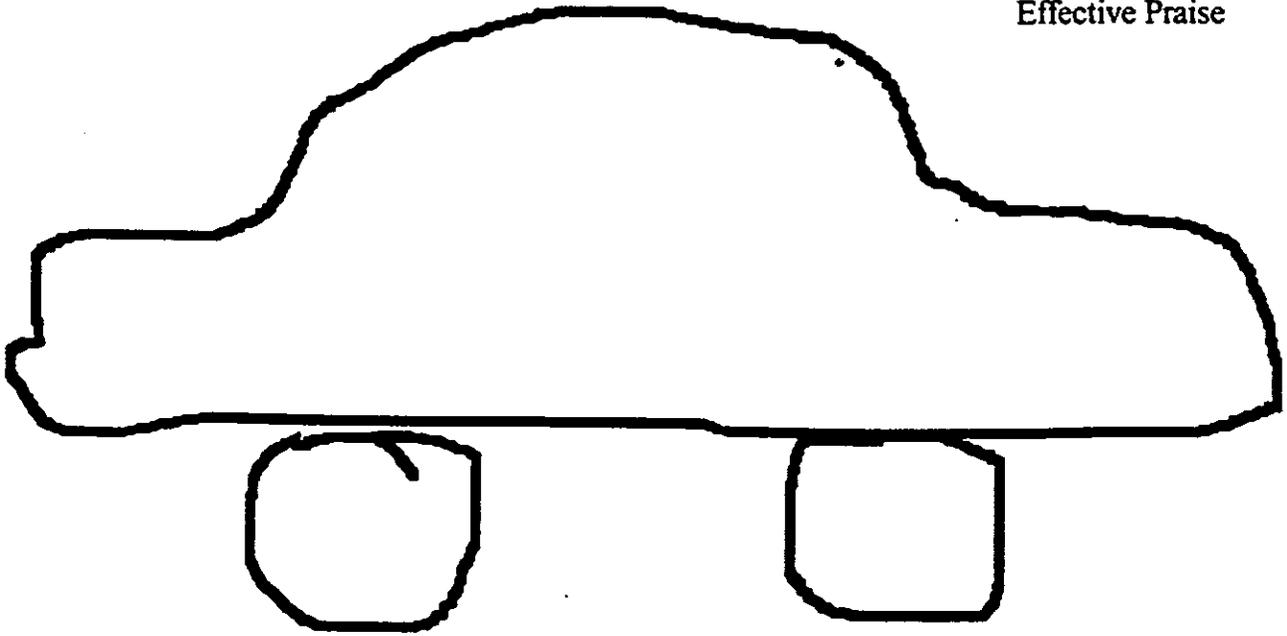
Tell the Truth:

1. People will trust you
2. Might get a second chance
3. Keeps you from getting into more trouble
4. Feel good about yourself

Reporting Whereabouts:

1. Shows you are trustworthy
2. Know where to find you if we are going some place fun
3. Know where to find you if it is time to eat dinner

Effective Praise



Please make five comments about this car:

1.

2.

3.

4.

5.

101 WAYS TO PRAISE

WOW • WAY TO GO • SUPER • YOU'RE SPECIAL •
 OUTSTANDING • EXCELLENT • GREAT • GOOD • NEAT •
 WELL DONE • REMARKABLE • I KNEW YOU COULD DO IT • I'M
 PROUD OF YOU • FANTASTIC • SUPER STAR • NICE WORK •
 LOOKING GOOD • YOU'RE ON TOP OF IT • BEAUTIFUL • NOW
 YOU'RE FLYING • YOU'RE CATCHING ON • NOW YOU'VE GOT IT
 • YOU'RE INCREDIBLE • BRAVO • YOU'RE FANTASTIC •
 HURRAY FOR YOU • YOU'RE ON TARGET • YOU'RE ON YOUR
 WAY • HOW NICE • HOW SMART • GOOD JOB • THAT'S
 INCREDIBLE • HOT DOG • DYNAMITE • YOU'RE BEAUTIFUL •
 YOU'RE UNIQUE • NOTHING CAN STOP YOU NOW • GOOD FOR
 YOU • I LIKE YOU • YOU'RE A WINNER • REMARKABLE JOB •
 BEAUTIFUL WORK • SPECTACULAR • YOU'RE SPECTACULAR •
 YOU'RE DARLING • YOU'RE PRECIOUS • GREAT DISCOVERY •
 YOU'VE DISCOVERED THE SECRET • YOU FIGURED IT OUT •
 FANTASTIC JOB • HIP, HIP, HURRAY • BINGO • MAGNIFICENT
 • MARVELOUS • TERRIFIC • YOU'RE IMPORTANT •
 PHENOMENAL • YOU'RE SENSATIONAL • SUPER WORK •
 CREATIVE JOB • SUPER JOB • FANTASTIC JOB •
 EXCEPTIONAL PERFORMANCE • YOU'RE A REAL TROOPER •
 YOU ARE RESPONSIBLE • YOU ARE EXCITING • YOU LEARNED
 IT RIGHT • WHAT AN IMAGINATION • WHAT A GOOD LISTENER •
 YOU ARE FUN • YOU'RE GROWING UP • YOU TRIED HARD •
 YOU CARE • BEAUTIFUL SHARING • OUTSTANDING
 PERFORMANCE • YOU'RE A GOOD FRIEND • I TRUST YOU •
 YOU'RE IMPORTANT • YOU MEAN A LOT TO ME • YOU MAKE ME
 HAPPY • YOU BELONG • YOU'VE GOT A FRIEND • YOU MAKE
 ME LAUGH • YOU BRIGHTEN MY DAY • I RESPECT YOU • YOU
 MEAN THE WORLD TO ME • THAT'S CORRECT • YOU'RE A JOY •
 YOU'RE A TREASURE • YOU'RE WONDERFUL • YOU'RE
 PERFECT • AWESOME • A+ JOB • YOU'RE A-OK MY BUDDY •
 YOU MADE MY DAY • THAT'S THE BEST • A BIG HUG • A BIG
 KISS • SAY I LOVE YOU! •

P.S. Remember, A Smile is Worth 1000 Words!

Effective Praise Workshop

Effective Praise

Praise is powerful. Praising your child is one of the most important things you can do as a parent.

Praise is nourishment. It helps your child grow emotionally, just as food helps your child grow physically.

Focus on the Positive

Praise is not a new concept; we're all familiar with it. But many of us don't use it as often as we should. Why? One of the reasons is that we have been trained to see negatives. It is easy to see what people do wrong. Some companies have a philosophy they call the "3:11" rule. For example, if you go to a restaurant and have a good meal, you'll probably tell three other people about it. On the other hand, if you get a lousy meal, you'll probably tell 11 other people! Think about it: Isn't that focusing on the negative?

Parents often focus on the negative, too. It's easy for them to see the mistakes and shortcomings of their children. In fact, one parent we worked with told us, "When I was growing up, the only time I knew I was doing something right was when I didn't hear anything from my parents. But I always heard from them when I did something wrong!"

Focusing on the negative is easy. And it takes some effort to refocus so we see the good things our kids do. We have found one thing to be true time and time again - praise works wonders. If you consistently use praise, you will notice dramatic

improvements over time. When you zero in on as many positive things as you can, your kids will feel better about themselves. The positive attention that comes along with praise also makes them feel cared for and loved.

When to Use Praise

It helps to focus on the following general areas when looking for opportunities to praise your kids.

1. Things your kids already do well (and maybe you take for granted)
2. Improvements
3. Positive attempts at new skills

For example, your kids may already get up on time, or clean their rooms, or turn off their lights. Praise them for the things they already do well if you haven't mentioned your appreciation recently. Most likely, they will continue to do these things since you took the time to notice.

Make sure you recognize when your kids are making improvements, no matter how small. No one learns how to do something well right away. When your child was learning to walk, you probably praised each and every improvement – from first standing alone, to taking that first awkward step, to finally putting a series of steps together. You praised improvements.

Likewise, when your kids are learning new skills, they may be more likely to suck with the process if you praise them for their positive attempts at learning the new skill. Your enthusiasm and attention to your children's attempts at success can carry over to many areas of their lives, regardless of age – accepting criticism without arguing, admitting mistakes, offering to help, talking with guests, making friends, and so on. Seize every opportunity to recognize positive attempts to learn new skills. Praise the fact that your kids are trying.

How to Use Effective Praise®

The easiest way to praise someone is to say things like, "Fantastic," "Great," or "Keep up the good work." This is what

we call general praise. It's a quick and easy way to focus on the positive things your kids do. These words show your affection and approval and really encourage your kids to do well. It takes so little time and effort but the benefits are so great!

But you can make general praise even better. By adding a couple of steps, you can increase the number of good things your kids do. That's why we make a distinction between general praise and what we call "Effective Praise."

The Steps of Effective Praise

Consistently using Effective Praise will result in more positive behaviors from your children. Consistently "catching 'em being good" results in kids who like themselves and grow in self-confidence.

Let's look at the steps of Effective Praise and examine the importance of each step.

- ◆ *Show your approval*
- ◆ *Describe the positive*
- ◆ *Give a reason*

Show Your Approval

Kids like to hear nice things said about them (who doesn't?) and they'll work hard to get more praise in the future. When you combine a sign of your approval with specific praise, your praise is that much more meaningful.

There are numerous words that show your satisfaction with your child's behavior. And, for goodness sakes, show a little excitement!

Awesomel... Terrificl... Wowl... You're right on targetl... I love you... I'm Impressedl... Superl... Amazingl... That's greatl... Wonderfull... Magnificentl... Excellentl... (Doesn't it make you feel better just saying these words?)

There also are numerous actions that convey your approval: Hugging them... Kissing them... Picking them up... Winking or smiling at them... Giving them a "thumbs up" or an A-Okay sign... Ruffling their hair... Giving them "five"... Nodding your head... Clapping for them....

Showing your approval lets kids know that you're excited about what they're doing. In turn, they will be more satisfied with themselves.

Describe the Positive

After you have given a praise statement, describe the specific behaviors you liked. Make sure your kids understand what they did so that they can repeat the behavior in the future. Give them clear messages. Praise what you just saw or heard your child do well. For example, "Sue, thanks for cleaning the dishes and helping me put the leftovers away." Or, "Eddie, I'm glad you washed your hands after you went to the bathroom."

Remember to use words your kids understand. Make it brief and to the point. Just let your child know what was done well.

Give a Reason

Children benefit from knowing why a behavior is helpful to them or others. It helps them understand the relationship between their behavior and what happens to them.

For example, if your teenager volunteers to clean up the family room before guests come over (and then does it), explain why that behavior is helpful. For example, "Cleaning the family room really saved us a lot of time. We have time to get everything finished before guests come over."

You could give your teen lots of other reasons why helping out is important: "Helping others is a real plus. If you do that on the job, your boss is more likely to give you a raise."

Or you could say, "Since you helped out, I'll have time to take you over to your friend's house when you want to go. I don't know if I would have had time if you hadn't helped."

Giving your child a reason links the relationship between his or her behavior and the consequences or outcomes. Reasons are particularly valuable when they can demonstrate the benefits your child may receive, either immediately or in the future. The reasons should be brief, believable, age-appropriate, and kid-related.

Here are some descriptions of kids' behaviors and corresponding kid-related reasons that other parents have given:

Examples of Effective Praise

Let's look at a brief example of Effective Praise: Your teenage son just called to tell you where he was.

Show your approval

"Thanks for calling me."

Describe the positive

"I'm really glad that you let me know where you were and why you'll be a little late."

Give a reason

"Calling me shows a lot of sensitivity and shows that I can trust you."

In this brief scenario, your child learned specifically what he did right and why it was so important. You increased the likelihood that he will call the next time he's out.

Let's take a look at some more examples of Effective Praise:

Show your approval

"Michael, that's great!"

Describe the positive

"You tied your tennis shoes all by yourself!"

Give a reason

"Now, you won't have to wait for me to do it for you."

Show your approval

"Way to go, Ricky!"

Describe the positive

"You did your homework before watching TV."

Give a reason

"Now, you won't have to do it late at night."

Optional reward

"Would you like some popcorn while you watch the movie?"

Show your approval

"Kathy, what a nice job!"

Describe the positive

"The people you baby-sat for called and said they were so pleased with way you played with their kids and got them to bed on time."

Give a reason

"They told me that because you were so responsible, they wanted you to baby-sit next Saturday night, too."

Does Praise Always Work?

Some parents tell us that they praise their children, but it just doesn't seem to make any difference in their kids' behavior. Usually, we find that these parents only praise outstanding achievements or momentous occasions. They are missing many opportunities to focus on the positive. We ask them to look for little things to praise, also. After parents begin looking closely for small improvements, they notice many positive changes in their kids' behavior. In addition, the parents feel they get along better with their kids. This is not coincidence. Praise works.

Other parents have asked us, "Why should I praise my kids for something that they're supposed to do?" Good question. We answer them with another question. "Do you like being recognized for the things you do well, regardless of whether you're supposed to do them? Do you like to hear your boss tell you what a good job you're doing?" Most parents say "Of course." And then add, "And, I wouldn't mind hearing it a little more often." Enough said. We all like to hear about things we do well.

Additionally, we have had parents tell us that they praise their children often yet it doesn't seem to mean much. These parents tend to praise their kids for everything! Their praise is not contingent on their kids' positive behavior. It's no different than giving kids ice cream every time they turn around. Sooner or later, no matter how much a child likes ice cream, it's going to lose its attractiveness. Praise also loses its impact if it is dished up noncontingently.

Effective Praise, on the other hand, is both frequent and contingent. That's why it works! Parents provide praise and encouragement for very specific things their kids have done. This attention to specific behavior increases the likelihood that these same behaviors will occur again.

Summary

Each of your children gives you something to be happy about. Every kid does something that deserves praise. Make sure you recognize it, and most of all, tell them.

One final note. In interviews with some of the thousands of parents who have completed our parenting classes, they have consistently told us that Effective Praise has had a lasting impact on their families. Parents find themselves being more positive about their kids, and kids, in turn, are more positive about their parents. With Effective Praise, everyone wins.

Name _____

**EFFECTIVE PRAISE
HOME ASSIGNMENT**

Use Effective Praise frequently with your child. Record how you used the steps of Effective Praise in three situations.

Behavior:

1. Show your approval
2. Describe the positive
3. Give a reason

Behavior:

1. Show your approval
2. Describe the positive
3. Give a reason

Behavior:

1. Show your approval
2. Describe the positive
3. Give a reason

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E3

Preventive Teaching

Ben Franklin once said, "An ounce of prevention is worth a pound of cure." Old Ben was right; society's reliance on preventive measures is proof of that. We have fire drills; we have our cars tuned up; we go to the doctor for a physical exam. We do all of these precautionary things to prevent problems. While practicing a fire drill may not keep a fire from starting, it could prevent a catastrophe such as the loss of life in a fire. Prevention is both necessary and important.

An Ounce of Prevention

We've taken Ben's wisdom and applied it to parenting. We call our method Preventive Teaching®. Preventive Teaching is our "ounce of prevention." We, as parents, should spend time teaching important skills to our kids before they need to use them. We can help our kids prevent problems from occurring. It stands to reason that when children know what is expected of them, and have the opportunity to prepare, they will be more successful.

You've probably used Preventive Teaching already – teaching your child how to safely cross the street, what number to dial in case of emergency, what clothes to wear when it's cold, and so on. You tried to anticipate and prevent problems your children might face and increase their chances for success. Preventive Teaching is teaching your child what he or she will need to know for a future situation and practicing it in advance.

When to Use Preventive Teaching

There are two types of situations in which you can use Preventive Teaching:

1. When your child is learning something new.
2. When your child has had difficulty in a past situation.

In each case, use Preventive Teaching before your child faces the new situation or before your child faces situations in which there was a problem. For example, if this is the first time your son is going to ask his teacher for an extra credit assignment, you may use Preventive Teaching to demonstrate how he might ask and how the teacher might respond. Or, if your daughter frequently argues when you ask her to hang up the phone, you can use Preventive Teaching before she makes a call so she can practice how to respond appropriately to your request. In both these examples, Preventive Teaching occurred before the child faced the actual situation. It's best to use Preventive Teaching when your child is calm and attentive, not after a misbehavior or when he or she is upset.

Of course, the Preventive Teaching areas you focus on will vary with each child, but all kids can learn something new or improve behaviors that have caused problems in the past. You may want your young son to learn how to make his own breakfast or how to make his bed. Or you may want your young daughter to improve in areas where she has had difficulties before, like playing nicely with others or getting to bed on time. For a young teen, you may want to teach how to ask for (or refuse) a date or how to drive a car. Or, you may want him to improve in situations where he loses his temper or doesn't know how to respond to a teacher.

Preventive Teaching is a simple concept, but parents usually don't use it as often or in as many situations as they could. Here are some examples of situations in which other parents have used Preventive Teaching. Before their children faced a certain situation, they taught their children how to:

- Come in from playing when called (a prior problem).
- Ask for make-up work in school (something new).

- Apologize for getting in a fight (something new).
- Say "No" if someone offers alcohol (a prior problem).
- Make a presentation to classmates (something new).
- Sit quietly and not ask for candy in the store (a prior problem).
- Accept a "No" answer (a prior problem).
- Answer a police officer's questions (something new).

Chapter 16, "Social Skills," outlines other basic skills that you can teach your children. All of these can be taught using Preventive Teaching.

The Steps of Preventive Teaching

The steps of Preventive Teaching combine clear messages and kid-related reasons with a new step – practice. Practice gives your child an opportunity to see how they would use the skill before they get in the actual situation.

Let's look at the steps of Preventive Teaching:

- ◆ *Describe what you would like*
- ◆ *Give a reason*
- ◆ *Practice*

Let's look at an example of Preventive Teaching. Your son is about to go outside to play and, on prior occasions, has had difficulty coming in when he's called. Before he goes outside, you:

Describe what you would like

"Robbie, when I call you to come in for dinner, let me know that you heard me by saying 'Okay' and then come in right away."

Give a reason

"If you come in right away, you'll have a better chance of having time to play after dinner."

Practice

"Let's pretend I've just called you in. What are you going to say and do? (Robbie says 'Okay' and that he will come inside) ...Great! Now run and have fun. Remember to come home right away when I call."

Let's look at the steps and see why each is important.

Describe what you would like

Before your children can do what you want, they must first know what it is that you expect. Be specific when you describe your expectations. Make sure your children understand. For example, your daughter argued with the referee at her last soccer game. Before her next game, you would teach her how to respond when she doesn't agree with the call. You might say, "Sharon, tonight at the soccer game, you need to remain calm if the referee makes a call against you or your team. Try to keep your mouth closed, take a deep breath, and walk toward your coach when you get upset."

Give a Reason

Children, like adults, benefit from knowing why they should act a certain way. Reasons explain to a child how new skills and appropriate behaviors are helpful and important. They also teach how inappropriate behaviors are harmful. The best reasons, of course, are those that relate directly to the person's life. Simply saying to your kids, "Do it because I said so," is a command, not a reason. It does not give your kids any relationship between their actions and future benefits to them.

Sometimes it is difficult to come up with reasons that mean a lot to your kids at that time. Even if they don't immediately agree with what you are saying, at least they will know why you think it is important. That means a great deal since reasons indicate fairness and logic. Kids are much more likely to comply with what you say when you give reasons. If reasons are personal to the youth, they are more likely to accept what you are teaching. For example, "When you yell or get upset with the referee, it takes your mind off of the game and you don't play as well." Or, "When you stay calm after the ref makes a call, you'll get to stay in the game longer."

Practice

Knowing what to do and knowing how to do it are two different things. Any new skill needs to be practiced. You can tell your son how to ride a bicycle, but that hardly will ensure that he could hop right on and take off. Likewise, you can tell your daughter how to get away from the class bully, but she'll be more likely to be successful the next time the bully tries to get her lunch if she's had a chance to practice what she should do and say in that situation. It takes practice to become good at almost anything. Practice also increases the chances that your child will be successful.

Children occasionally are reluctant to practice – especially when being taught a new skill. They may feel embarrassed, or lack the self-confidence, or think that practicing is a waste of time. The fact of the matter is that practice actually eases embarrassment and raises kids' self-confidence in their abilities when they are faced with the real situation. Encourage them as they practice and use a lot of praise for trying.

When practicing with younger children, try to make practice fun, yet realistic. Parents report that their young children, in particular, enjoy practicing in many situations. The young children like to pretend and play different roles in the practices. This is a time for you to have fun with them and teach them some skills at the same time.

Older children and adolescents can be more of a challenge when it comes to practicing. With older kids, set up the practice step with words like, "Show me how you would handle..." or "Okay, in the same type of situation, what would you say to..." This gives older children an opportunity to demonstrate their ability without feeling like you are talking down to them.

After finishing the practice, praise areas that your child did well in and encourage your child to improve in areas that need improvement. Don't expect perfection the first time you practice. You can practice again if you need to. Or, you can practice later in the day.

If you are practicing a complex skill or a difficult situation, such as how to say "No" to peer pressure or using drugs, never promise that the actual situation will work out perfectly. Emphasize to your child that he or she is practicing possible

ways to handle a situation and the outcome won't always be the same as the one you practice. You cannot ensure your children's success in every situation; you can only improve the odds.

Also, the more types of situations you can practice with your children, the more likely they are to succeed in the actual situations. You will be helping them learn more and more ways to solve problems.

In the previous example, you were teaching your daughter how to stay calm after a referee's call. When it's time for practice, you might say, "Okay, Sharon, here's the situation. I'm the referee and I've just called a foul on you. Show me what you'll do to stay calm. Okay?"

Preventive Prompts

After using Preventive Teaching several times to teach a skill, you may only need to provide a reminder – a preventive prompt. For example, let's say that you have practiced with your daughter on how to stay calm when she gets upset with her friends. Before she goes out to play, you could say, "Remember, Sharon, stay calm just like we practiced for your soccer games. Don't say anything and take a few deep breaths. Then walk away from them if you have to." The purpose of a preventive prompt is to get your child focused on what you have practiced.

Examples of Preventive Teaching

Let's look at some more examples of Preventive Teaching:

A teenage girl is going to a party with some friends and her mother wants to help her to be prepared to say "No" if anyone offers her an alcoholic beverage.

Describe what you would like

Mom – "We've talked about this before, Lori, but it's real important so I just want to go over it again before you go out tonight. Do you remember what you can say if someone offers you something to drink?"

Lori – "Yeah, mom. I should say, 'I won't drink because my parents would ground me. I wouldn't get to go out next week.'"

Mom – "Great! And if they kept pestering you?"

Lori – "I could say, 'I like you guys but if you keep bugging me about drinking, I'm just going to leave – I'm not going to drink, okay?'"

Give a reason

Mom – "Lori, I know that sometimes it's tough, but letting your friends know that you won't drink will help you stay out of trouble. Not only is drinking illegal, it's also dangerous. So as long as you stay away from drinking and drugs, I'll be more likely to let you go out with friends, okay?"

Practice

(In this situation Lori has already practiced saying what she would say to her friends so another practice here would not be necessary.)

A four-year-old boy argues frequently with his mom whenever she tells him that he can't do something. She knows he will want to play outside today so she uses Preventive Teaching before he asks.

Describe what you would like

Mom – "Michael, sometimes when I tell you 'No,' you argue and have a tantrum. Instead of fighting with me when you're upset, I want you to play a game with me. I want you to pretend like you're blowing out candles and breathe like this." (Mom then shows him how to take deep breaths and pretend like he's blowing out candles.)

Give a reason

Mom – “By blowing out the pretend candles, you’ll be letting me know that you’re upset but you won’t get into trouble like you do when you have a tantrum. Then when you’re finished blowing out all the candles, we can talk about why you’re upset, okay?”

Practice

Mom – “Now, pretend that you’re upset because I told you that you can’t have a cookie. Show me how you’d blow out the candles to let me know that you’re upset.”
(Michael takes a deep breath and pretends to blow out the candles three times.)

Mom – “That’s great! Blow out those candles whenever you feel like you’re getting upset. Then we can talk about why you’re upset.”

A 14-year-old boy is going to the movie with a girl for the first time. His dad wants to teach him how to be a gentleman and hold the door open for the girl.

Describe what you would like

Dad – “Okay, Eddie, there are a few things that I want to talk to you about before you go to the movies with Michelle. First, you’ve gotta get to her house on time and that means taking the 5:20 bus. Next, I want you to introduce yourself to her mom. Shake hands with her and say something like, ‘Hi, I’m Eddie. It’s nice to meet you Mrs. Johnson.’ Finally, I want you to be sure to hold the door open for Michelle and let her go first through the door. Okay?”

Eddie – “Yeah, dad. I’ll be fine. I don’t know why you’re making such a big deal about this.”

Give a reason

Dad – “Well, if you make a good impression on her mom, she might let you go to the show with Michelle again. And if you treat Michelle with respect, she might actually agree to go to another movie with you.”

Practice

Dad – “Now, let’s say that I’m Mrs. Johnson. Show me how you’d introduce yourself when she comes to the door. And remember to look at me and shake my hand.”

(Eddie shakes his dad’s hand and introduces himself.)

Dad – “Okay, now pretend I’m Michelle and show me how you’d hold the door open for me.”

(Eddie gets the door for his dad.)

Dad – “Very good, Eddie. I’m sure Michelle’s mom will be impressed. Have a great time.”

Summary

Preventive Teaching is a valuable tool for both parents and children. You can promote gradual behavior changes in areas where your children may be having problems and help them prepare for unfamiliar situations. Preventive Teaching can increase your children’s self-confidence by showing them that they can learn how to change their behaviors and be successful. And, perhaps most importantly, Preventive Teaching allows you and your child to work toward goals together. Taking the time to be with your children and showing them that you care helps improve relationships, and that benefits the whole family.

It will be helpful to make two lists: one for the areas where your child can learn something new, and one for the areas where your child has had problems before. Then use Preventive Teaching in these situations over the next week. After using Preventive Teaching, look carefully for any improvements and praise your kids when they do improve.

Name

**PREVENTIVE TEACHING
HOME ASSIGNMENT**

Write a Social Skill you would like to teach your child and the specific behavior steps of that skill.

Social Skill

Steps

Use Preventive Teaching frequently to teach Social Skills to your child. Record how you used the steps of Preventive Teaching in two situations.

Situation:

1. Describe what you would like
2. Give a reason
3. Practice

Situation:

1. Describe what you would like
2. Give a reason
3. Practice

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E4

CORRECTIVE TEACHING

Sample Dialogue

STEP 1: STOP THE PROBLEM BEHAVIOUR

Parent: Darlene, you came home 30 minutes late and didn't let me know that you weren't going to be on time.

STEP 2: GIVE A CONSEQUENCE

Parent: Tomorrow night you have to be home an hour earlier.

STEP 3: DESCRIBE WHAT YOU WANT

Parent: When you're going to be late, call and let me know. Depending on the situation, you can either stay later if your ride is leaving late, or I'll come and get you. But you have to all and let me what when you'll be late.".

STEP 4: PRACTICE WHAT YOU WANT

Parent: Now, how will you handle the situation next time?

Darlene: I'll call and ask you if I can stay later..

Parent: Okay. I will probably ask you, "Why?" What would you say then?

Darlene: Well, I'd tell you that Molly isn't leaving for another half hour and that she was going to give me a ride.

Parent: And I'd probably say you could stay and that when you get home, we'd talk about arranging rides that will get you home on time. See, if you call, we know that you're safe. You stay out of trouble. And sometimes it works out where you can stay later.

NOTE: Things might not go this smoothly for you every time you use *Corrective Teaching*, but this example gives you a picture of how the Steps are to be used.

Name _____

***CORRECTIVE TEACHING
HOME ASSIGNMENT***

Please write three misbehaviors your child did. Record how you responded using the steps of Corrective Teaching.

Behavior:

1. *Stop the problem behavior*
2. *Give a consequence*
3. *Describe what you want*
4. *Practice what you want*

Behavior:

1. *Stop the problem behavior*
2. *Give a consequence*
3. *Describe what you want*
4. *Practice what you want*

Behavior:

1. *Stop the problem behavior*
2. *Give a consequence*
3. *Describe what you want*
4. *Practice what you want*

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WAYS TO STAY CALM

1. Recite Steps to Teaching Self-Control.
2. Stop, take deep breaths through your nose, and blow them out slowly through your mouth.
3. Crumble up newspaper and throw it into a trash can.
4. Call the weather and try to listen to the message.
5. Call your mother/father.
6. Count to 20 or more to yourself.
7. Call a friend who will listen.
8. Take a hot shower or bath.
9. Go wash your hands and face with cool water.
10. Call your sister/brother.
11. Write your feelings down.
12. Whisper to yourself "I can do this".
13. Listen to some music.
14. Go in a room by yourself and sit down.
15. Call your minister.
16. If someone can watch your child, take a short walk.
17. Take a break, go somewhere by yourself and try to imagine hearing what you would say to your child.
18. Exercise for 20 minutes.
19. Hug your pillow tightly for 10 seconds then relax, repeat if needed.
20. Wash the car.
21. Write a letter to your child, but don't send it.
22. Practice relaxing when you're not upset.
23. In 20 seconds write down as many words you know that rhyme.
24. Stop in your tracks and say aloud "I am an ADULT."
25. Call the Boys Town Hotline (1-800-448-3000).
26. Read from your favorite book or comic strip.
27. Look in the mirror and practice giving clear instructions.
28. Fix yourself (and your child if they want) some iced tea.
29. Offer your child some time to relax.
30. Vacuum the carpet.

Name _____

**TEACHING SELF-CONTROL
HOME ASSIGNMENT**

Please write one situation involving Teaching Self-Control that occurred with your child. Write down what you did for each step of Teaching Self-Control.

Situation: _____

1. Describe
2. Give Instructions
3. Allow Time to Calm Down
4. Describe
5. Practice
6. Consequence

What was the result?

Is there anything you would do differently if this situation was to occur again?

Ek

UPLIFTING ADOLESCENTS PROJECT

WORKSHOP ON
 UAP "PARENT TRAINERS"
 September 15-16, 1998
 Medallion Hall Hotel, Kingston 10

PARTICIPANTS' EVALUATION

The workshop's primary objectives were:

- i. *To share the experiences of participants who attended the Second Observational Study Tour ;*
- ii. *To utilise the experience related to the training of parents and adapt relevant elements for use in the UAP/NGO programs to improve intra-family communications and relations; and*
- iii. *To sensitize UAP/NGO administrators and trainers on the value of including in their programs training for parents/guardians of youths.*

A. Workshop Content

Please review the statements given below and give your opinion on each by ticking the box which represents your views most closely. The following key should be used for the boxes:

- a. Strongly Agree
- b. Agree
- c. No Opinion
- d. Dis-agree
- e. Strongly Dis-agree

1. The objectives of the workshop were met.

- a. b. c. d. e.

2. Workshop materials distributed were relevant to the program.

- a. b. c. d. e.

3. The teaching methodologies used in this workshop were effective.

- a. b. c. d. e.

4. The workshop's content is relevant to my work with youth through the NGO.

- a. b. c. d. e.

5 I feel that I am now in a better position to successfully undertake responsibilities in my NGO relating to the use and management of the Training of Parents.

- a. b. c. d. e.

6 My overall evaluation of the workshop is positive.

- a. b. c. d. e.

Participant's Comments

Please take a few moments to provide below some written comments on the workshop.

1. What two positive features or aspects of the training received at this workshop stand out in your mind most?

Was there anything negative, in your opinion, about the workshop?

What kind of follow-up activity would you like to see in this area?

Any other overall comments:

UPLIFTING ADOLESCENTS PROJECT
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PARTICIPANTS' COURSE EVALUATION

Evaluation Completion Rate

There was a 100% completion rate of the evaluation form by participants at this workshop. 31 NGO representatives were present on the second day, including the five presenters, thus completion of twenty six (26) forms results for the first time in a 100% evaluation completion rate.

General Evaluation Results

The average rating of 4.46 on Workshop content put this workshop among the top UAP average scores, since most workshops have averaged between 4.45 and 4.55. As is now usual, most participants either "Agreed" or "Strongly Agreed" with each of the six evaluation factors in this section. Either 24/26 (three factors) or 25/26 (three factors) of the participants responded in the two categories.

There was wide disparity in the number of separate comments made under positive, negative, follow-up and overall. Eighteen separate positive comments were defined, while only three negative ones, and nine (9) and (8) respectively were made under "Follow Up" and "Overall". There was significant congruity in the comments. Approximately 38% (10/26) of respondents agreed on one **Positive Feature**, while 85% (23/26) identified no **Negative Features**. Similarly, while 65% (16/26) responded with comments under **Follow Up Activities**, most (12/16) concerned follow up training sessions for parents and trainers.

Further details on the assessments in each section are provided below.

Section A: Workshop Content

The overall score in this section was 4.46 out of a 5.00 maximum. The high scoring factors in this section were:

- ▶ "The workshop materials were relevant to the program" (4.62)
- ▶ "The objectives of the workshop were met" (4.54) and
- ▶ " My overall evaluation of the workshop is positive" (4.46).

It was again disappointing to note that the factor "I feel that I am now in a better position to successfully undertake Parent Trainers responsibilities in my NGO" was lowest rated, with a 4.31 score. Additional research may have to be done by the UAP to identify why this factor has consistently been rated lowest by participants.

One participant consistently “Disagreed” with all factors except “The teaching methodologies used were effective”, which factor was rated “No Comment”. It is not possible to identify that participant, but if it were, the reasons for such a negative rating overall would likely be interesting for future workshops on this subject. This participant supported his/her rating on workshop content by providing the comment under **Negative Features** that “most of the situations were not relevant to the NGOs’ situations”.

Section B: Participants’ Comments

This section had four areas, and “None or None Stated” was the prevalent response under **Negative Features** (23/26), **Desirable Follow Up Activity** (9/26), and **Other Overall Comments** (6/26). Only one respondent did not comment under “**Positive Features of the Workshop**”. Interestingly, this was not the participant who disagreed with most rating factors in *Section A* (see above). That participant found positive features of the workshop in “Corrective teaching” and “Teaching Self-Control”.

Ninety six percent (96%) of respondents identified **positive features**, and the majority of views had to do with the content of the workshop, while a significant proportion had to do with the presentation methods or style. The prevalent positive features identified were:

- ◆ “Effective praise” (10)
- ◆ “Teaching Self-control” (7)
- ◆ “Role play, and practice teaching helped to reinforce the knowledge gained” (5), and
- ◆ “Corrective Teaching (5).

Contradicting the negative comment made by our “disagree-ing” participant were three endorsements for the positive comment that the “training was well tailored to Jamaica’s situation”.

Other supportive, useful **positive features** identified included:

- ◆ “Down to earth, practical delivery by presenters” (4), and
- ◆ “Interactive, cooperative workshop - everyone got a chance to participate” (3).

The three **negative features** identified, each by a single participant, were perhaps contradictory even among themselves. This clearly illustrates the old adage that individual tastes vary:

- “The workshop could have been stretched over three days”,
- “Some speakers spent too much time”, and
- “Most of the situations were not relevant to the NGOs’ situations”.

As indicated before, the **Desirable Follow-Up Activity** defined by participants fell mainly into the follow-up training area. Comments made included:

- “Follow-up workshops/practical sessions on common sense parenting” (4)
- “More networking - pool ideas and skills to train and develop training materials” (3)
- “More training sessions involving parents, to learn how to deal with problems” (3) and
- “Young people need parent training too” (1).

From the **Other Overall Comments** category emerged the comment that "Should have been over one day...very informative nevertheless" which was endorsed twice. This comment may be seen as contradictory to the view (expressed as a negative comment) by one participant that the "workshop could have been stretched over three days". It was also interesting to note that while the UAP has been getting frequent complaints from some NGOs that the number of workshops is causing some strain on the organizations, one participant felt that "Although costly, workshops like these should be more frequent.."

The following composite comments summarize the general feeling of the participants:

- ◆ "Workshop was inspirational, educational, innovative, exciting, very helpful, very interesting and informative" (7), and
- ◆ "I enjoyed every ounce of it. Well done. Very well presented. Team worked well together, their input was enjoyable. Very well organized, inspiring to see presenters sharing what they learnt. Mrs. Pious brought great humor to her presentation" (7).

Prepared by: Sam Dowding, NGO Coordinator, UAP (October 6, 1998)

UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 TRAINING OF "PARENT TRAINERS"
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 PARTICIPANTS' EVALUATION TALLY SHEET

Section A: Views on Workshop Content								
Evaluation Factor & Weights	Strongly		Agree	No	Disagree	Strongly	AVERAGE SCORES	
	Agree	5	4	Comment	3	2		Disagree
1 The objectives of the workshop were met.	18		6			2		4.54
2 Workshop materials distributed were relevant to the program.	18		7			1		4.62
3 The teaching methodologies used in this workshop were effective..	12		13	1				4.42
4 The workshop's content is relevant to my work with youth through the NGO.	13		12			1		4.42
5 I am now better positioned to successfully undertake Parent Trainers responsibilities in my NGO	11		13	1		1		4.31
6 My overall evaluation of the workshop is positive.	15		9	1		1		4.46
Overall Rating on Workshop Content								4.46

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UPLIFTING ADOLESCENTS PROJECT
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Section B: Participants' Written Comments			
Frequency	B1: Positive Features of the Workshop	B2: Negative Features of the Workshop	Frequency
10	Effective Praise	Nothing or None Stated	22
7	Teaching Self-Control	The workshop could have been stretched over three days	1
5	Role Play, practice helped to reinforce knowledge gained	Most of the situations were not relevant to the NGOs' situations	1
5	Corrective Teaching	Some speakers spent too much time	1
4	Down to earth, practical delivery by presenters		
3	Training was well tailored to Jamaica		
3	Preventive Teaching		
3	Interactive, cooperative Workshop - everyone got a chance to participate		
2	Presentations were good; Presenters were dynamic and practical		
1	Being calm in dealing with problems		
1	Use the designated steps in counseling		
1	Presenters gave personal overviews of the NYC trip		
1	Presenters provided useful methods for dealing with parents		
1	Good use of humor		
1	Closing speech by the dramatic Mrs. Pious		
1	Camaraderie		
1	Common sense ways of parenting		
1	"Our children come through us, but do not belong to us"		
1	None Stated		

