



Parent Education & Encouragement Group
"Represents Parental Protection, Mercy and Nurturing"

Presented at: **Good News Church**
239 W Washington Blvd Pasadena 91103
English and Spanish classes on Thursday 6:30pm- 8:30pm

- 1. Communication, Active Listening, Acknowledging Feelings**
Comunicación, Escuchando con oído activo, Reconociendo sentimientos
- 2. Family Meetings, Effective Praise and Rewards /Conflict resolution**
Reuniones familiares, Elogio y recompensas
- 3. Parental Function, Defining My Parenting Style**
Función de padres, Definiendo mi estilo de crianza
- 4. Five-Step Problem Solving / Children's Court /Parent's Rights**
Cinco pasos para resolución de problemas, Corte de menores
- 5. Single Parent and Multiple Parent Families**
Padres solteros y de ambos padres
- 6. Domestic Violence, Self Control, Anger Management**
Violencia domestica, Autocontrol, Control de Ira
- 7. Teens and Gangs**
Adolescentes y Pandillas
- 8. Teaching Principles, Values / Family Rules / History of my Family**
Ensenando principios, Valores, reglas familiares y la historia de mi familia
- 9. Education Guidance / Show & Tell**
Orientación educacional, Enseñar y demostrar
- 10. Natural & Logical Consequences / Structure**
- 11. Mild Social Disapproval, Ignoring / Point System, Contracts and Bargaining**
- 12. Structure, Establishing Limits & Boundaries**
- 13. Human Sexuality and Teens**
Sexualidad Humana, El desarrollo sexual en los adolescentes
- 14. Family Health Nutrition and Child Safety**
Salud familiar, Nutrición, Seguridad de niños
- 15. Teens, Drugs and Alcohol**
Adolescentes, Drogas, Alcohol y Tabaco
- 16. Family Group Support, Skills Evaluation, Potluck**
Grupo de apoyo familiar, Habilidades de evaluación, Platillo para compartir

Daily Homework

Active Listening and acknowledging feelings
Five Step Problem Solving
Hug and Kiss your child

Homework Review

Lesson # 4 Five-Step Problem Solving / Children's Court /Parent's Rights

New Material

Lesson # 5 Single Parent and Multiple Parent Families

Homework Assignment

Write a paragraph:

- 1) Your Parenting Situation
- 2) Your Support System
- 3) Is Your Child Ready To Be Home Alone?

Facilitators:

Horacio Garcia / Myles Williams / Elvia Casas

Program Director: Dr. Janice Woods

TYPES OF SINGLE PARENTING

NEVER MARRIED, WIDOWED, DIVORCED, MILITARY, PRISON, DEPORTED

FEELINGS

SAD ~ LONELY ~ DIFFERENT ~ FRUSTRATED ~ FREE ~ALONE ~ SCARED
UNSUPPORTED ~ TIRED ~ INCOMPLETE ~ EMBARRASSED ~ ASHAMED
REJECTED ~ ABANDONED ~ UNLOVED ~ DEFICIENT ~ FRAGMENTED
ANXIOUS ~ RESENTFUL ~ DEFENSIVE ~ WOUNDED ~ WARY ~ DISTRUSTFUL
UNUSUAL ~UNFORGIVING

COMMON PROBLEMS

*Lack of time, money, resources, support system
Plenty of worry, anxiety, depression, guilt, work*

Egocentric children

*Who's going to take care of me....Where will I get the best
deal?....Why did my parent leave ME?....What did I do wrong?....Will
Mom get mad if I love Dad?....Is my other parent going to leave
too?....Do I have to change schools?*

Step-Parent / Step-child / Foster child adjustments

Custody and visitation issues ~ Child protection issues

Loyalty dilemma ~ Understandable Explanations

Child development regressions ~ Teen rebellion/withdrawal

Providing opposite sex role models/mentors

Idealized absent parent v.s. demonized present parent

Manipulating parents and adults; power plays and struggles

All or nothing attitudes (children and parents)

SINGLE PARENT SURVIVAL SUGGESTIONS

- 1) Develop a Support System
- 2) Work on your anger and resentment
- 3) Develop coping mechanisms
- 4) Focus on the future
- 5) Develop new family rules, rituals
- 6) Give children and adults opportunities to talk, vent
- 7) Use Family Councils (meetings) for problem solving
- 8) Work out visitation arrangements
- 9) Give yourself and your children time to adjust
- 10) Give yourself time to be a single adult as well as a parent

When are kids ready to stay alone?

There are times when it will make sense for your child to stay home alone. How can you tell when she is ready? “The answer depends on the maturity and common sense of the child,” says *Parents* contributing editor James P. Comer, M.D., professor of child psychiatry at the Yale University Child Study Center. This kind of maturity usually occurs between 11 and 14 years of age, but each child develops differently.

Here are some of the questions to ask yourself:

- Does my child exercise good judgment (for example, in her television viewing, use of time, choice of friends)?
- Is my child emotionally ready? Is she likely to be afraid if left alone?
- Is my child able to express herself? Can she talk with others, such as police, if the need arises? Can she use the telephone to summon help?
- Can my child talk with me about what has occurred during the day?
- Can she do her homework with little assistance from an adult?
- Can she make something for herself to eat?
- Is my child able to solve small problems, and does she know whom to call to get help for problems that she cannot solve?
- Can my child act in an emergency?

Finally, be sure to consider these other factors. Are your home and neighborhood safe? Is there someone available if your child needs help? Will your child be caring for younger siblings? How many hours a day will your child be alone?

Once you have decided that your child is ready, ease into it. Start with self-care on a trial basis in small increments of time.

Last year the U.S. Department of Education released the “First National Study of Before and After School Care.” The survey concluded that of 49,000 U.S. programs, the vast majority serve kindergarten to fourth grade.

What’s more, many existing programs are only extensions of those for younger children. Consequently, teens often refuse to attend. “These older kids don’t want to be associated with formal child-care programs,” says Gannett. “They have a totally different vision of how they want to spend their afternoon.”

Programs that work are in short supply.

Gannett and others believe that traditional youth-serving groups—the YMCA, YWCA, the Boys and Girls Clubs of America, Camp Fire—offer the best hope for organized programs. These agencies work with thousands of children in this age group. But there simply aren't enough good programs to go around.

Lois Ellison, a mother in a suburb of Boulder, Colorado, knows the problem firsthand. She searched all summer for an after-school program for her 12-year-old son. Frustrated, she gave up the hunt and hired a baby-sitter. "Everyone says he's old enough to stay alone," she complains. "Sure, he's probably big enough to skip a couple of meals a day, too. But that's not optimal."

It is distressing that this child-care gap occurs during a critical period in adolescent development. "We abandon our kids at the most troublesome time," says *Parents* contributing editor James P. Comer, M.D., who is professor of child psychiatry at the Yale University Child Study Center and co-chairperson of the Carnegie Council's Task Force on Youth Development and Community Programs. "The period between 10 and 15 is a time when young people re-examine their attitudes and values. They're being pressured by peers. They need to be protected by responsible adults who will help them examine and counter some of those attitudes."

This isn't to imply that young teens need adults every minute. "Older children don't need to be closely supervised all the time," says Deborah Lowe Vandell, Ph.D., professor of educational psychology at the University of Wisconsin at Madison, and author of numerous studies on self-care. "There are some benefits to self-care, especially if children are not under-supervised for long periods of time. It can actually promote independence and self-esteem for teens—if they're ready to handle it." The problems occur when kids have too much time after school or on holidays and have virtually no supervised activities.

To be sure, many parents patch together a system that works while school is in session. Soccer and Scouts once a week, basketball and ballet another day. "The system works all right for some families. But what happens on shortened school days and during summer? What happens when children resist formal programs?" asks Vandell. And even when programs are available, they may not provide necessary transportation. Correcting the problem requires that parents, schools, and the community—both private and public sector—work together.



- **Reminder**

It's important for parents to be in touch by phone and to let their child know whom to call in case of an emergency.

AFTER-SCHOOL PROGRAM

“Good programs are places where kids want to be,” says Jim Conway, director of training at the Center for Early Adolescence at the University of North Carolina at Chapel Hill. “The more effectively programs meet developmental needs, the more kids will want to attend.” Here are some important features to look for.

- **Physical activity:** Young adolescents can’t spend a lot of time sitting. They need to move. A program must offer a variety of activities because kids mature physically at such different rates.
- **Experience of competence and achievement:** Kids this age are self-conscious and hard on themselves. They need the experience of doing something well. Helping out in a community program and reading to younger children are ways to give them this experience.
- **Self-definition:** It’s helpful if activities allow teens to explore who they are becoming. Some groups work with mentoring and job-shadowing programs that involve spending time with an adult.
- **Creative expression:** Creative activities should include not only art but also other modes of expression such as gymnastics, gardening, and cooking.
- **Positive social interaction:** This is a crucial component. Parents must look at how kids spend time together and how staff members relate to them. Are they people who really like being with children this age?
- **Safety:** Young adolescents need an environment that is emotionally and physically safe—one that protects them from teasing and harassment as well as crime. Programs should have rules for appropriate behavior.
- **Meaningful participation:** Good programs involve teens in program development and policy making, sometimes in the form of teen councils. They also create opportunities for kids to make a difference in the community. —C.M.S.

Homework:

- 1) Write a paragraph on your parenting situation. For example, are you a single parent? Do you live in a blended family? Do several generations in your household? What are some of the problems/advantages?
- 2) Describe your support system.
- 3) In one paragraph answer the following questions. Is your child ready to be home alone? Why or why not?