



**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 # 1 Communication, Active Listening, Acknowledging feelings**

**New Material**

**Lesson # 2 Family Meetings / Effective Praise /Conflict Resolution**

**Homework Assignment**

Write a paragraph:  
1) What I learned  
2) What I tried

**Facilitators:**  
**Horacio Garcia / Myles Williams / Elvia Casas**  
**Program Director: Dr. Janice Woods**

## **Lesson Two**

### **EFFECTIVE PRAISE**

The Praise Method is one of the most effective behavior modification tools and parenting techniques we can use. Praise is an extremely positive approach to bringing out the desired behaviors we want to see in our children. Behavior modification tools can help to change the mood, attitudes, perceptions and most of all behaviors of everyone in the household. When we behave in an acceptable manner, appropriate for the situation, we more likely avoid anger, disappointment and ruining a beautiful day!

First, we must change our old perceptions of supervising children. Instead of being the “Behavior Police, always on the lookout for violations or misbehaving children; we should be on the lookout for good behaviors...

### **CATCH THEM DOING SOMETHING RIGHT!**

#### **Why is Praise So Powerful?**

Praise is a very powerful method because it lets children know exactly what it is that parents expect. It lets them know exactly what acceptable behavior is and motivates children to repeat the desired behavior.

Praise is also a way of expressing the unique affectionate bond that parents have with their children. When using Praise, parents are expressing their special love and affection for their children. This is typically a personal communication directed towards the child, indicating approval of the child’s behavior, words or actions at that time. Praise works best when used often and when used for even the smallest indication of acceptable, desired behavior.

#### **When is Praise Not Effective?**

Praise is not as effective when used infrequently or when reserved for only the biggest or fullest display of the desired behavior.

For example, if the behaviors we want to increase are the behaviors of the child dressing him or herself, we want to use the Praise method whenever the child completes any part of the dressing. If he or she gets one leg into the trousers but not the other leg, we Praise the child for getting one leg in. We don’t want to hold back our Praise until the child learns everything.

Praising the smallest sign of the desired behavior will encourage children to move in the right direction. Praise is not as effective when it is used infrequently or inconsistently.

## **The Steps of Effective Praise**

Use Praise as soon as we hear or see the child engage in a respectful /desired behavior. It involves catching the children doing the proper thing and letting them know how much we appreciate it.

The Praise method has seven specific steps. All 7 steps are to be executed in sequence, but perceived, as 1 message.

1. **LOOK AT THE CHILD.** Stop what you are doing while making eye-to-eye contact with the child. This gets the child's attention and lets the child know that you are interested in what he is doing.
2. **MOVE CLOSE TO THE CHILD.** This action more effectively maintains the child's attention and further demonstrates that you're interested in what he is doing.
3. **SMILE.** This shows your positive feelings towards what the child is doing.
4. **MAKE A POSITIVE STATEMENT TO CHILD.** Make short statements that show your approval.
5. **PRAISE THE BEHAVIOR, NOT THE CHILD.** Let the child know that what he is doing (behavior) is what you are praising. We love our children but some of their behavior we do not like.
6. **SHOW AFFECTION.** Touching the child gently and positively, stroking an arm, giving a big hug, etc.
7. **DO IMMEDIATELY.** Within five seconds of the child's respectful behavior, move into action.

### ***When Praising Your Child***

Be Natural! Be Sincere! Place the Praise on the behavior, not the Child!

7:1 Praises to Criticism

**Suggestion List**  
**What to Say When You Praise Your Child**

1. **Good for you!**
2. **Superb!**
3. **You did that very well!**
4. **You've got it made.**
5. **I couldn't have done it better myself.**
6. **Marvelous!**
7. **You're doing fine!**
8. **You're really improving.**
9. **You're on the right tract now!**
10. **Now you've figured it out!**
11. **I knew you could do it.**
12. **Good work!**
13. **You figured that out fast.**
14. **I think you've got it now.**
15. **I'm proud of the way you worked today.**
16. **Oh Wow!**

**List some phrases of your own that may sound more sincere.  
The previous list may not come natural!**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

## **FAMILY MEETINGS**

There are certain times when it is extremely important to sit down with children to discuss what is expected of them. One of the most important times is when there has been a family change that also requires a change in what is expected of children. For example, when a baby is about to be born, or when a parent's work schedule changes from days to evenings, a discussion with all the members of the family is needed. These kinds of changes influence the everyday routines of a family and have a direct impact on the expectations that parents have of their children.

An example of how a family change would influence expectations of children is when relatives from another state or country come to visit to live with the family. This requires that more people have to be fed and more preparation is needed for meals. The children involved in these activities will have more expected of them and may have less time for other activities.

The change may also require children to have different sleeping arrangements. The children may have to give up a room or sleep in the same bed. The additional people in the house may also change a parent's expectations about how much arguing is tolerated. A parent's expectations about social and personal habits may change. If the relatives have children themselves, there may be changes in expectations about possessions. The parents may expect a high degree of toy sharing, for example.

Thus a family change like this brings about a wide range of changes in expectations that need to be discussed if children are to cooperate and follow new changed expectations. These are good times for Family Meetings!

## The Four Parts of the Family Discussions

1. **Describe what the family change will be**, and explain that because of this change, there will be some changes in what is expected of the children.
2. **Explain some of the specific expectations** that will be different.
3. **Give the children a chance to express their feelings about the changes.** Changes are always difficult for people and sometimes especially for children. Thus, by giving the children an opportunity to express their feelings about family changes, the Family Expectation Meeting also serves important emotional needs.
4. **Decide how to proceed with carrying out the new or changed expectations.** Both the parents and the children should contribute to these decisions.

### An Exercise

Suppose that a family change involves a new work schedule for the father of the family. Papa has a new job which requires him to go to work late at night and come home in the morning. He will have to sleep in the afternoon. What issues would you discuss if you were to have a Family Meeting over this family change?

Try and think about how the change will influence (a) what the children can do, (b) what the children can't do, and (c) what new behaviors will the children be expected to complete. Some of these might include that the children will not be able to play with Papa after school or use the bedroom as a play area. They may also be expected to play elsewhere or as quietly as possible.

How might you talk to your children about their feelings regarding these changes in routines and in parental expectations?

The main thing to do is to *listen* to your children's feelings about the changes. To encourage your children to share their feelings, you might ask such questions as, "What are your feelings about the changes? How do you feel about Papa having to work nights? How do you feel about the changes that have to happen in the afternoon?"





# An Example of a Family Meeting

How do family meetings work? What do they sound like? To give you an idea, we've included the following example involving a mother, a father, and two teenagers, fourteen-year-old Paul and sixteen-year-old Brenda. Brenda is the chairperson for this meeting. As you read, note the use of specific communication and leadership skills.

**Brenda:** Dad, You're first in the agenda book—something about “messy bathroom.” (*Structuring*)

**Dad:** Yes, I'm concerned about the condition of the bathroom after you two use it. I find towels thrown around, hair in the sink, and clothes, combs, and the hairdryer left lying around.

**Paul:** Talk to Brenda — she's the one who never cleans up!

**Dad:** I guess I'm not concerned about who leaves the mess. Mom and I've been cleaning it up, and I don't think that's fair to us, what with all the other things we have to do. (*Providing feedback through an I-message*)

**Paul:** I still say it's Brenda who's leaving the mess.

**Brenda:** I am *not*. You're not the neatest person the world!

**Mom:** Sounds to me like you two are pretty touchy about this. I wonder if the problem will get solved if everyone's just interested in blaming? (*Reflective listening to help clarify feelings; feedback to identify the real issue*)

**Brenda:** Well, I'm tired of being called the resident slob!

**Dad:** I can see you feel picked on, Brenda, but that's not what I'm doing. I don't want to play detective — I just want this problem solved. (*Structuring by clarifying both positions through reflective listening and I-message*)

**Paul:** But *she's* the one who makes most of the mess!

**Mom:** Paul, I don't think blaming is going to help us solve this problem. (*Structuring by focusing on the topic through an I-message*)

**Paul:** And I don't see why I should have to share this problem when she leaves the mess!

**Brenda:** I told you —

**Mom:** Whoa! Just a minute, please. Brenda, let me answer Paul. (*Structuring the meeting*) Paul, you don't think this is your problem and so you feel it's unfair to involve you in it, is that right? (*Clarifying through reflective listening*)

**Paul:** Right!

**Dad:** Well, what do you suggest we do about it then? (*Structuring by bringing the focus back on the topic*)

**Paul:** Make her clean it up!

**Brenda:** But I don't make *all* the mess. You do your share!

**Paul:** Yeah, but you make most of it!

**Dad:** You both seem to have a problem deciding who makes what mess. (*Universalizing and clarifying*) (Jokingly) Should we label each sock, comb, towel, and strand of hair?

**Paul:** (Smiling) That might not be a bad idea. (Silence)

**Mom:** Well, what can we do about this? Brenda, you're the chairperson. Want to call for some ideas? (*Structuring*)

**Brenda:** Oh, all right — who has an idea? Dad? (*Redirecting*)

**Dad:** How about you and Paul working together on cleaning up?

**Paul:** I will if she will.

**Mom:** How about it, Brenda?

**Brenda:** Well, okay, but how do we make it fair?

**Dad:** I'm not sure yet, but I think if the four of us put our heads together, we can figure it out.

**Paul:** What if whoever uses the bathroom cleans it up and calls you or Mom to check it before the next person uses it? That way, whoever makes the mess cleans it up.

**Dad:** That's one idea. I have another. Suppose Mom or I inspect the bathroom when you're both finished and then, if it's messy, the two of you will have to take care of it.

**Paul:** Why do that? Then you can't tell who made the mess.

**Mom:** Brenda, are we finished brainstorming, or are we discussing the ideas? (*Reminding the chairperson of the structure of the meeting*)

**Brenda:** Oh, yeah. Any more ideas? (Silence) Okay, let's discuss them. How does everyone feel about Paul's idea?

**Dad:** I'm uncomfortable with it because it makes Mom and me "bathroom police." That's why I suggested the second idea. I'm willing to inspect the bathroom once, but twice is too much for me. I don't know how Mom feels about it.

**Mom:** I agree.

**Paul:** But how will you know who made what mess?

**Mom:** I really feel the two of you can work together to take care of the problem. I don't think Dad and I need to get involved. (*Encouraging by showing faith in teens' ability*) Brenda, how do you feel about Dad's idea?

**Brenda:** I'll go along with it.

**Paul:** Well, I don't like it!

**Dad:** What shall we do? (Silence)

**Mom:** I'd like to suggest we try out Dad's idea until the next meeting just to see how it works. We can always change it. Paul, I know you don't like the idea, but would you be willing to us it this week? (*Obtaining a commitment*)

**Paul:** All right...I guess so.

**Dad:** I'm glad we came to at least a temporary agreement on this. (*Encouraging*) Are we ready to go on with something else? (*Structuring*)

This was a difficult issue. Obviously, each teenager wanted to shift the responsibility (and the blame) to the other, putting their parents in the middle. Mom and Dad stood firm, stating their own beliefs and feelings and showing understanding of how Paul and Brenda felt. Paul probably sees himself as the "good" teenager in the family—the one who always does the right thing.

Brenda, then, takes the role of the "bad" one, or at least the messy one in this instance. The two may not sound very cooperative, but they are cooperating in this situation to get their parents to place blame. Paul worked very hard to shine his own halo and polish Brenda's horns. But it didn't work. Brenda was quick to agree with her father's solution because she saw that it wouldn't single her out as the messy one. Paul was reluctant because it would be more difficult for him to blame Brenda for the mess.

What will happen over the coming week? Brenda may try to get even with Paul by continuing to leave a mess that Paul will have to help clean up. And Paul may try to get even with his parents by continuing to complain about how unfair he thinks the arrangement is. But if the parents are willing to let the two teens own the problem, Brenda and Paul have a good chance of working it out.

## Conflict Resolution

**Handouts:** 'Essential Skills for Handling Conflict' & 'Teaching Children to Resolve Conflicts Respectfully'.

### Homework:

**Use the Praise Method** on someone you have never praised before; a child, friend, stranger, neighbor, co-worker or boss, and note the response. Describe the response at next class. **Or have a family meeting.** Gather anyone in the household using the structure demonstrated and hold a family meeting to discuss household issue/issues. Describe how it went in class. **Or write about a recent conflict** that was resolved effectively using techniques discussed in class and on handouts