

Session Seven

LIST OF RESOURCES

1. Session Seven Trainer's Guide

2. Handouts Folder

- Causes of Stress Worksheet
- Self-Care Plan
- Parenting Program Final Assessment
- End of Program Evaluation
- End of Program Scenario — This is not used in the class session but is included in case there is extra time or participants would like an opportunity to practice all of the strategies learned throughout the course.

RECOMMENDED READING

"Keeping Your Cool." *NSPCC*. November 2012.

Reiser, Shirley and Lisa Butler. "My Maintenance Self-Care Worksheet."

Session Seven: Parent Support

OBJECTIVES

Participants will be able to

- Define and explain the importance of parent support
- Identify two ways to find parent support in their community
- Develop a self-care plan

OVERVIEW

Parents are exposed to many stressors on a daily basis. If parents are stressed, they are more likely to act in ways and say things that provoke a child to misbehave. By providing parents with concrete strategies for recognizing causes of stress and ways to reduce it, they will be able to have a healthy and happy relationship with their child.

KEY CONCEPTS

- Stress in parents is a normal experience and there are many strategies to manage it.
- Stress can cause children to misbehave causing parents to feel more stressed.

SESSION OUTLINE

This session should last approximately two hours in a group setting or one hour in an individual setting. Topics to cover with the parents include:

1. Stress
2. Ways to deal with stress
3. Finding support
4. Self-care practices for parents

MATERIALS NEEDED

- Parents Need Support Too PowerPoint
- Projector
- Flipchart paper
- Markers

TO BE HANDED OUT:

- Causes of Stress Worksheet
- Self-Care Plan
- Parenting Program Final Assessment
- End of Program Evaluation

ACTIVITIES TO ENGAGE PARENTS

- **Support Exercise**—Participants will be placed in larger groups. Each participant will have an opportunity to state a problem he/she is having. Other participants will practice problem-solving and using reflective listening.
- **Self-Care Plan**—Participants will reflect on the causes of their stress, how they react, and ways they can decrease or prevent this stress from occurring.

FREQUENTLY ASKED QUESTIONS

1. What if my child is the cause of my stress?
 - Stress related to parenting is often the result of lack of behavior management strategies or ineffective communication. In past sessions we have covered different strategies and techniques to help work on both of these areas. Using this consistently will help decrease any problems and therefore decrease levels of stress associated with them.
2. How can I ask for help or support without others thinking I'm a bad parent?
 - You are your own harshest critic. Remember that other parents are also experiencing similar things with their children. Talking about it with others is one of the easiest ways to solve a problem and manage stress and behavior.

ADDITIONAL READING FOR FACILITATORS

ARTICLES

"Keeping Your Cool." *NSPCC*. November 2012.

Reiser, Shirley and Lisa Butler. "My Maintenance Self-Care Worksheet."

WEBSITES

Emotional Self-Help Toolkit. HelpGuide. http://www.helpguide.org/toolkit/emotional_health.htm#toolkit_overview

"Stress Relief in the Moment." HelpGuide. http://www.helpguide.org/mental/quick_stress_relief.htm



WARM-UP (5 MINUTES)

“Answer the following questions:

What local words or phrases you use to describe someone who is stressed? How do you act when you feel this way? Have you ever said anything or acted a certain way to your child or others because you were stressed and later regretted it? Take two minutes to think about this statement and come up with one to two reasons why you think this. You may write down your response if you want. After two minutes are up, I will call on volunteers to share their responses with us.” (Responses will vary)

“This week we will discuss how to determine causes of stress and ways for parents to release this stress in positive ways. Before we get started, let’s take a few minutes to review our home assignment from last session.”

REVIEW OF HOME ASSIGNMENT (5 MINUTES)



“For this assignment, you were asked to determine one to two of your child’s behaviors that you wanted to change or improve. You were asked to implement any of the behavior management strategies we covered in last session and then document any changes in behavior.”

1. *Would anyone like to share the type of behavior you wanted to focus on? Why did you choose this particular behavior? Did anyone else select this same behavior?*
 - **(Responses will vary)**
2. *Did anyone find it challenging to manage this behavior? What did you do?*
 - **(Responses will vary)**
3. *Who felt successful in changing their child’s behavior? Do you have any tips or suggestions you would like to share with the rest of the class?*
 - **(Responses will vary)**

PARENTS NEED SUPPORT TOO (50 MINUTES)



Unless otherwise noted, read information from the slide out loud to participants before reading the prompts provided in the sidebar and below. For this session, each slide presented corresponds to **Parents Need Support Too PowerPoint**.



“For our last session we will focus not on children, but on you! Being a parent can be a wonderful experience, but it can also be stressful. Having stress is a normal part of life, but that doesn’t mean you can’t learn things to reduce the amount you have. Having less stress or finding effective ways to manage it, mean that you have more time to develop a meaningful and positive relationship with your child and others.”

Trainer Action: Ask participants how they can get additional support to help them.



How does it make you feel to ask someone else for help?

(Responses will vary-if parents, say they struggle, ask them to explain why. Ask others if they also feel this way.)

Parent Support

- Children are a lot of work, and parents are often tired
- How can parents get additional support to assist them?
- Normalize stress for parents—let them know this is completely normal!



CRS faith. action. results.



Normalize stress for parents—let them know this is completely normal!



When you are not at your best, it can be difficult to expect the same from your child. If you are stressed every little thing he or she does can aggravate you more. Knowing what causes you to feel stressed and ways to manage it will help you maintain a positive relationship with your child.

Stress in Parents

- Parents of children with behavior problems often experience a great amount of stress.
- When parents feel stressed, children sometimes respond to this stress with more misbehavior.
- It is important to deal with stress so that you can help yourself and your child to have a better relationship with each other and with others.

CRS faith. action. results.



“Here we mention stress. For our purpose in this session, stress means anything that causes us mental tension or makes us worried or anxious. “

Trainer Action: Give participants five minutes to reflect independently on what causes them to feel stressed. After five minutes, have them share their stressors with a partner for an additional two minutes. Have volunteers share some of their stressors. Copy these down in a location visible to the class. If possible, group stressors according to cause—particularly if they related to parenting or participants say they are caused by their children.



“Although there are _____ individuals in this class with different backgrounds and different family structures, based on what several of you just shared, we have many of the same stressors. It is s important to remember that even though things may seem challenging, especially when one is a parent, other people are going through the same thing.”

“Now that we know what causes stress, let’s discuss how to make our lives less stressful. With your previous partner, spend the next five minutes discussing what you do to alleviate stress. If possible think about specific things you do to decrease stress associated with the stressors we have listed on the board.”

Trainer Action: Allow pairs approximately five minutes to come up with activities or ways to alleviate stress. Ask for several pairs to explain what they came up with and write these down in a visible location, preferably next to the list of common stressors from earlier. Use the following slide for additional activities.



Emphasize the importance of being able to identify the root of the cause of stress.

Trying to change the cause of stress may prevent stress from occurring in the first place.

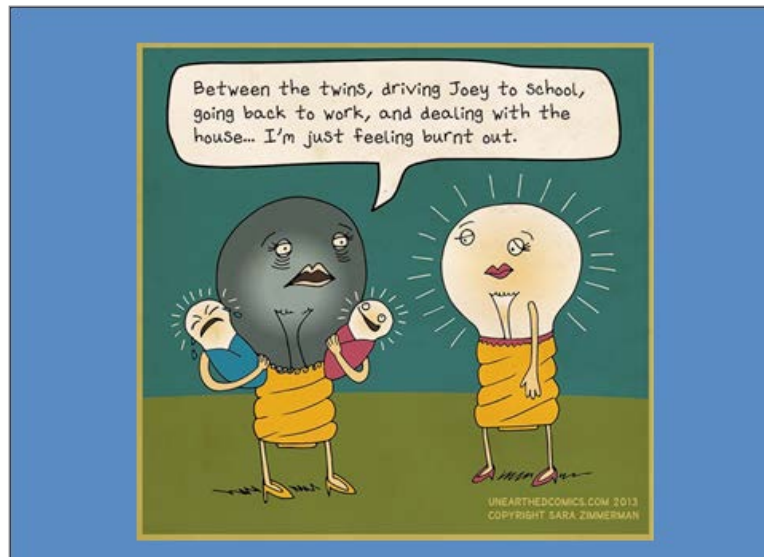
Managing Stress

- Important to encourage parents to find ways to deal with stress:
 - One way to deal with stress is by getting support from other people.
 - *Support groups!!*
 - Exercise
 - Address the root problem of the stress.
 - Other ways?





Consider sharing this slide with participants. Remind that finding the humor in everyday situations can go a long way to reducing stress levels.



Trainer Action: Read this slide to participants.

Parents with Children who Misbehave

- Sometimes parents who are dealing with children who misbehave feel alone with their problems.
- They may think that other parents do not deal with similar problems and do not understand.
- They may think that others are not interested in such problems.
- Many times, parents feel too embarrassed to talk about the problems they have with their children because they feel that these problems reflect badly on their parenting abilities.

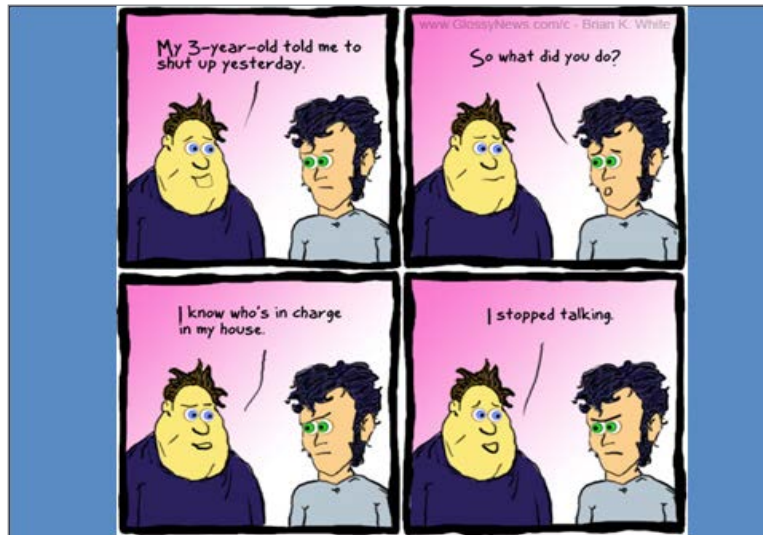




“How many of you have ever felt this? Probably, many of us. This doesn’t even have to be related to parenting. We usually tend to be reluctant to share information or ask for help if it makes us look incompetent. Or we make think that others will judge us for it. If most of us feel this way, how will we ever improve or learn? You don’t get help or advice unless you ask! If you feel like you are having trouble and are too embarrassed to ask for help, remember that others are probably feeling the same way. It’s ok!”



Consider sharing this with participants and asking how many of them have felt like the parent in this cartoon.



“One of the most effective ways to reduce stress is to talk with other parents and share what you are going through. In a minute we will practice sharing problems we recently faced whether real or made up in groups. When sharing consider thinking about how the problem made you feel and how you reacted at the time. If you are not the person sharing, consider how you would want someone to respond to you and offer support or advice as you see appropriate. Each person will have approximately three minutes total to explain the problem and to receive support.”



It is recommended that you call on a few volunteer to talk about a problem while you model appropriate ways to be supportive.

Consider having participants practice using their reflective listening from Session 5.

Activity

- Form small groups of 5 people.
- One volunteer should share a problem you've faced recently (real or made up!)
 - Doesn't have to be personal with your children; it could be your job or your house!
- Others in the group should be part of the support group.
- Respond in a supportive way.



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Allow enough time for each participant in the group to have a chance to talk about a problem. Approximately three minutes per participant (15 min total)



“Would any groups like to share what you discussed?”

- *How did it feel to be the person sharing the problem?*
- *How did it feel when you were offering support or advice?*
- *Is this something that you would participate in outside of this class?*

(Responses will vary)



“Parent support groups can be an easy and effective way to discuss common problems and develop solutions to them. These don't have to be official support groups through an organization. Find other parents who live near you, set up a time when you can meet, if possible have an activity for the children to do so they will not distract you, and share parenting stories-both successes and failures. You each have something to offer every other person in this class and to other parents in your community.”

Trainer Action: Read this slide to participants.

Asking for Support

- There is no shame in admitting that you are having a hard time managing your child's behavior, or that you and your child are having problems getting along.
- Most parents have felt frustrated and unhappy with their children, or unfit as parents.
- Chances are, when you share your parenting experiences with someone else, they will understand and want to help.
- Talking with others about your difficulties helps to relieve stress because it provides you with needed support.



 **OCRS** faith. action. results.

Trainer Action: Read this slide to participants.

How to Get Support

- There are several ways to get support from people you know and, sometimes, from other sources.
 - Talking to your friends and other people you know.
 - Just having someone to confide in will help give you a boost in your parenting efforts.
 - You will also find that other parents experience similar feelings, and that you are not alone.
 - Other parents often have good ideas that you may not have considered before.



 **OCRS** faith. action. results.



“Support does not mean solely talking to other individuals. Support can be finding activities or things you enjoy doing that are not necessarily child-focused such as volunteering or getting involved in a local organization.”

“When we are stressed, we tend to say and do things we may not mean. As a parent, this means we may not always act as a role model for our child. They are always watching what you do whether good or bad. It’s a great idea to know what causes you to feel stressed and what you can do to make yourself feel less stressed.”

“In a few minutes you will create a self-care plan, a list of things that cause you to feel stressed in different aspects of your life and activities you can do to reduce this stress.”

“Before we begin, I want each of you to individually reflect and answer the following questions:”

Trainer Action: Hand out **Causes of Stress, Pre Self-Care Plan Worksheet**. Read each of the following questions out loud and allow participants time to jot down notes before moving to the next question. Depending on literacy levels of individuals/class it may be necessary to do this as a group discussion rather than an individual reflection activity.



1. *How do I know that I am feeling stressed (I feel tired, I am cranky, I forget to do things)?*
2. *What things make me feel stressed?*
3. *How do these things make me feel stressed?*

“Now we will think about things that make you feel better when you are stressed.”

4. *What things make me feel happy?*
5. *Which of these things make me feel less stressed?*
6. *Which of these things can I do on a regular basis?*



Trainer Action: Hand out **Self-Care Plan**.

Give participants 15-20 minutes to fill out the self-care plan. Monitor participants as they fill out the plan and offer feedback as needed. Have participants partner up when finished and review their self-care plans. Give pairs approximately five minutes to review before calling the class together. Ask for volunteers to share some of their self-care plans.



- *How did it feel to think about what causes you stress and brainstorm ways to decrease that stress? **(Responses will vary)***
- *How will this self-care plan help you improve your parenting skills? **(Responses will vary)***
- *Is this self-care plan something you think you can continue to do once this class is completed? What will you do to maintain it? **(Responses will vary)***



“Before we get ready to leave, I would like to hand out a final assessment to see how much you have learned from this course.”

Trainer Action: Hand out **Parenting Program Final Assessment**.



“I will read each statement. Please note whether you think the statement is true or false and whether your response to that statement has changed from the first day of class.”

Trainer Action: Give participants 10-15 minutes to complete the sheet. Collect the sheets and place to the side. These can be used later to determine participant growth.

Read through each statement out loud and provide the correct response. You may wish to ask participants to raise their hands if they had the same answer. Take time to go over any participants had difficulty with.

EXPLANATION OF HOME ASSIGNMENT (5 MINUTES)

Trainer Action: Hand out the home assignment. This can either be as a packet or week by week.



“Even though this is our last session, it is important that you take time to think about yourself and what you can do to reduce your levels of stress and find other types of support. For this reason, you have one last home assignment. On this sheet, you are asked to determine one to two causes of stress, how this stress causes you to act, an activity or activities you can do to alleviate this stress and how you feel after doing this activity or activities. This assignment is important because it’s about you! Remember, if you are not operating at your best, it is hard to expect the same from your child. Take a few minutes at home to seriously think about these questions and you should begin to feel less stressed in no time!”

CLOSING: SUMMARIZATION OF KEY POINTS AND CLOSING (10 MINUTES)

Trainer Action: Ask participants the following questions. Try to ask a variety of participants to share their responses. If any responses are not correct, ask other participants to offer support, or ask probing questions to help participant answer the question correctly.



“Take the next five minutes to think about the following question:”

1. Why is parent support important to positive parent-child interactions?

Trainer Action: Spend the next five minutes selecting participants at random to respond to this question before leading into review.

Model Response: Helping parents determine and alleviate causes of stress as well as finding people or activities to support them as parents will ensure their health and well-being. If parents feel happy and healthy they can have a better and more positive relationship with their child leading to better communication and fewer behavior problems.



“Now we will review what we have discussed today.”

1. *What is one way parents can get support in your community?*
 - Parents can spend time with other parents and problem-solve any issues. They can also look for any parenting activities or other types of groups that may support them as well. (Depending on resources within the community, other responses may also be acceptable.)
2. *What are three things you can do to alleviate stress?*
 - Go for a walk, visit friends, play a game with my child, sit by myself quietly for a few minutes, etc.
3. *What will you do now if your child causes you to feel stressed?*
 - I will silently count to myself to calm myself down immediately. I will look for a way to diffuse the situation or find a way to sit quietly by myself and reflect for a few minutes. If this is not possible, I will remind myself that I love my child and that I am the parent and need to exhibit model behavior. Later I can think about how I should have approached the situation or talk with other parents to see if they have any suggestions.



“Does anyone have any questions about what we covered today or about any of the other topics covered in previous sessions?”

“Remember, good parenting comes from using and practicing effective strategies. Good parents are not just born that way! Now that you have completed this course, you have a wide variety of tools and strategies to help strengthen your relationship with child, fun activities to help your child learn and grow, and proven ways to help alleviate the daily stresses of parenting. With these tips and tools and a little bit of practice to figure out what works best in your home, you will be confident and effective parents.”

Trainer Action: Thank parents for attending this program. Provide a number, address, or website they can use if they have any other questions or need more support in any of the strategies or topics discussed throughout the program. Answer any lingering questions not answered in class.

END OF PROGRAM EVALUATION (20 MINUTES)



“For the next 20 minutes, I would like for each of you to fill out our end of program evaluation form. This sheet will help us determine things that went well and things that we should improve before we offer this parenting course again. It is important that you try to answer each question as truthfully as possible; we will not know who wrote down which responses since we will not ask for you to write your name. Please let me know if you have any questions. Thank you. “

Trainer Action: Give individuals approximately 20 minutes to complete the survey. They may need more or less time than this. Collect surveys and place them on the side.



Depending of the literacy level of the class, it may be necessary to do individual interviews where the trainer marks down responses. This may be done either after the session or scheduled at a later date. However, this may make some individuals less comfortable answering truthfully as it is no longer anonymous.



Session Seven Handouts

- Causes of Stress Worksheet
- Self-Care Plan
- Parenting Program Final Assessment
- End of Program Evaluation
- End of Program Scenario — This is not used in the class session but is included in case there is extra time or participants would like an opportunity to practice all of the strategies learned throughout the course.

Causes of Stress, Pre Self-Care Plan Worksheet

Many things in our lives can cause us to feel strain or tension. This stress is a normal part of life. However, too much stress can affect how we feel about ourselves and how we interact with others. The purpose of this sheet is to think about what causes us to feel stress and what we can do to make our lives less stressful.

Causes of Stress

- 1) How do I know that I am feeling stressed (I feel tired, I am cranky, I forget to do things)?

- 2) What things make me feel stressed?

- 3) How do these things make me feel stressed?

Activities/Things That Make Me Feel Better

- 1) What things make me feel happy?

- 2) Which of these things make me feel less stressed?

- 3) Which of these things can I do on a regular basis?

Self-Care Plan

I Feel Stressed When ... <i>My child constantly pulls on me/my clothes to get my attention.</i>	So I React By ... <i>Pushing him/her away or yelling.</i>	Now I Will ... <i>Count to three silently and tell him/her calmly that pulling does not get my attention. I will demonstrate how to appropriately get my attention. Later, I will ask other parents what they do in this situation.</i>

Parenting Program Final Assessment

Now that you have attended all eight sessions of the parenting program, answer the following questions. Did your response change from the first day? Why or why not?

#	Statement	True	False	Response Change Yes/No
1	Parents with high responsiveness and high demandedness have children who are better adjusted and have fewer behavior management concerns.			
	Reason:			
2	Parents cannot change their parenting style.			
	Reason:			
3	During infancy a negative experience or the absence of appropriate stimulation can have serious and sustained effects on the child.			
	Reason:			
4	Physical discipline is usually ineffective and has been shown to be harmful.			
	Reason:			
5	While early childhood education is nice for socialization of children, it does not contribute to educational outcomes later in primary school.			
	Reason:			
6	There are only small differences in the way boys and girls develop.			
	Reason:			
7	Culture is not important to the development of a child.			
	Reason:			
8	Mothers are more important than fathers to the development of a child.			
	Reason:			
9	It is not important to monitor child development regularly unless there is a problem with the child.			
	Reason:			
10	Early childhood development is most important for children who are of preschool age, but not as important for children under age 3.			
	Reason:			

11	What parents say to their children is more important than what parents actually do.			
	Reason:			
12	Reading to an infant is of little value since they do not understand what is being read to them.			
	Reason:			
13	Interactions with adults is an important part of play.			
	Reason:			
14	Singing and playing with young children aids their development.			
	Reason:			
15	Play and hands on experiences are especially important during the first few years of life.			
	Reason:			
16	It is important for parents to lead all interaction with their children, as parents are the authority and should always demonstrate that they are in charge.			
	Reason:			
17	Interactions between parents and children should be guided by both the parents and the children.			
	Reason:			
18	Parents should ignore most unwanted behaviors instead of disciplining a child when she acts out.			
	Reason:			
17	It is the parent's responsibility to help his/her child learn rules, limits, and values.			
	Reason:			
18	Parents should not interact with their infants too frequently, as it may spoil them.			
	Reason:			
19	It's effective to shout at a child when issuing a command.			
	Reason:			
20	It is ok to spank children if they misbehave as long as the children are not physically injured.			
	Reason:			
21	It is better to give a consequence directly without giving a warning.			
	Reason:			

22	Rewards are not effective for behavior management.			
	Reason:			
23	It's better to deal with parenting problems by yourself rather than tell others.			
	Reason:			
24	It is normal to feel frustrated or unfit as a parent at one point or another.			
	Reason:			

End of Program Evaluation

Date		Location	
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Directions: Please take a few minutes to think about what you have learned throughout this parenting program as well as the presentation of material and complete this evaluation form. Evaluations are confidential and will us improve this program for future use.

Content

1) How would you rate the parenting program overall?

Poor Ok Good Excellent

2) Please rate the program on the following items:

	Poor	Ok	Good	Excellent
Content	1	2	3	4
Organization	1	2	3	4
Use of instructional aids	1	2	3	4
Involvement of Participants	1	2	3	4
Engagement in Topic	1	2	3	4

3) Overall, how this program useful to you?

4) Do you plan on using any of the techniques we learned during session?

5) What three things do you feel like you can confidently do at home?

-
-
-

6) Has your opinion about parenting changed since you first started this program?

If yes, how?

7) What did you gain from participating in this program?

8) Do you plan on doing anything differently because of this program?

9) Is there anything you would like more assistance with/additional information on?

Comments:

Logistics

1) The amount of time dedicated to the following activities was:

	N/A	Not Enough	Just Right	Too Much
Duration of Program	0	1	2	3
Length of Sessions	0	1	2	3

2) The amount of time dedicated to the following activities was:

	N/A	Not Enough	Just Right	Too Much
Group/Partner Work	0	1	2	3
Independent Practice	0	1	2	3
Handouts	0	1	2	3
Case Studies	0	1	2	3

3) Where there any problems with the location of parenting program? Too far/unreliable transportation?

Comments:

Trainer

How well did the trainer:

	Not at All	Not Much	Some-what	Quite a Bit	A Great Deal
Know the subject	1	2	3	4	5
Encourage participation	1	2	3	4	5
Answer questions	1	2	3	4	5
Use appropriate examples	1	2	3	4	5
Respect your opinions and ideas	1	2	3	4	5
Provide clear instruction	1	2	3	4	5

Comments for Your Trainer:

Presentation

1) How helpful were the following to learning/understanding parenting strategies?

	N/A	Not at All	Not Much	Some-what	Quite a Bit	A Great Deal
Group/Partner Work	0	1	2	3	4	5
Independent Practice	0	1	2	3	4	5
Handouts	0	1	2	3	4	5
Case Studies	0	1	2	3	4	5

	Never	Sometimes	Mostly	Always
2) The lesson began/ended on time.	1	2	3	4
3) The trainer followed the agenda as closely as possible.	1	2	3	4
4) Every part of the session was important. I did not feel like my time was being wasted.	1	2	3	4

Comments:

Suggestions/Improvements

- 1) Please recommend any topics you think should be added/removed from the program.

- 2) How can we get more people to attend?

- 3) What aspects of the program could be changed or improved? Why?

- 4) Suggestions for additional topics

End of Program Scenario

Tying It All Together

The purpose of this exercise is to put together everything you have learned over the past 8 sessions. Pick one of the following scenarios and answer the questions below.

Scenario 1:

Your son/daughter is the most stubborn child you know. Once he/she has decided to do something, nothing can persuade him/her otherwise. Every time you ask him/her to do something, he/she refuses to do it. Your son/daughter can also be very helpful and enjoys spending time in the kitchen. What should you do?

Scenario 2:

Every time you bring your child to the market to go shopping, he/she begins to cry hysterically and throws a temper tantrum. It is embarrassing as other people shopping can see your child misbehaving. Unfortunately, no one can watch your child on days when you need to go to the market. What should you do?

Scenario 3:

Think about your own child's difficult/challenging behavior. If you select this one, please provide a brief description of the behavior.

Behavior:

Scenario Selected: _____

- 1) What is the main behavior problem in this scenario?

2) How would you react to your child in this scenario?

3) Why do you think the child acts this way in this scenario?

4) Develop a reward system for this child. Consider things your child likes to do.

5) What consequences would you issue if your child did not comply?

