Nurturing Program for Families with Children 5-19™

Learn & Share
Serving Families with Children 5-19 Years of Age

Nurturing Parenting Programs® are trauma-informed and evidence-based programs that have proven effectiveness in treating and preventing child abuse and neglect.

Stephen J. Bavolek, Ph.D.
Sonya M. Thorn, LCSW

Uniting the World’s Families through Nurturing Parenting

Family Development Resources, Inc.
Publishers of the Nurturing Parenting Programs
800.688.5822  435.649.5822
NurturingParenting.com
AssessingParenting.com

Code: NF-L&S
# Table of Contents

**Parent Handouts by Competency Area**

**Introduction** .......................................................................................................................................................... i

**Competency Area One: Getting Started and Assessment**
Handout 1.1 Program Description, Requirements & Agreement .................................................................................. 1

**Competency Area Two: Nurturing Parenting**
Handout 2.1 Nurturing as a Lifestyle ...................................................................................................................... 4

**Competency Area Three: Developing Empathy**
Handout 3.1 Empathy ................................................................................................................................................. 8
Handouts 3.4 and 3.5
   The Needs of Adults and Children -- The SPICES of Life .................................................................................. 14

**Competency Area Four: Understanding Behavior**
Handouts 4.2 and 4.3
   Building Self-Worth; Praising Children and Their Behavior ............................................................................... 17
Handout 4.5 Personal Power ....................................................................................................................................... 29

**Competency Area Five: Growth and Development of Children**
*No Learn & Share Handouts*

**Competency Area Six: Establishing Nurturing Parenting Routines**
Handout 6.1 Establishing Nurturing Parenting Routines ......................................................................................... 33
Handout 6.2 Spoiling Your Children .......................................................................................................................... 37

**Competency Area Seven: Managing and Communicating Feelings**
Handout 7.1 Recognizing and Understanding Feelings ............................................................................................ 40
Handout 7.2 Helping Children Learn to Handle Their Feelings .................................................................................. 45
Handout 7.3 Understanding and Handling Stress ...................................................................................................... 49
Handout 7.4 Understanding and Expressing Your Anger .......................................................................................... 53

**Competency Area Eight: Understanding Discipline**
Handout 8.2 Family Morals and Values .................................................................................................................... 65
Handout 8.3 Family Rules ......................................................................................................................................... 68
Handout 8.4 Helping Children Manage Their Behavior ............................................................................................. 72

**Competency Area Nine: Alternatives to Spanking**
*No Learn & Share Handouts*

**Competency Area Ten: Communication**
*No Learn & Share Handouts*

**Competency Area Eleven: The Importance of Touch**
Handout 11.1 Touching My Children and My Touch History .................................................................................... 89

**Competency Area Twelve: Making Good Choices**
*No Learn & Share Handouts*
Welcome and Introduction

Welcome to the Nurturing Program for Families with Children 5-19™. My colleague Sonya Thorn and I put together a program to meet the diverse needs of families with children 5-19. We want to give families an opportunity to learn about themselves as parents and to learn about their children of multiple ages and needs. Thank you for putting forth the trust and energy in making a commitment to improve your parenting skills. While it takes time and effort in attending the sessions, doing the exercises, and participating in the activities, the changes that you and your family will make will last a lifetime of lifetimes. The lives of your children, your grandchildren, your great grandchildren, your great, great grandchildren and all the other “great” people that will be born into your lineage will profit from the work you are putting in to improve your parenting skills. I’d say that’s a good investment of your time!

You might be wondering what Nurturing Parenting is all about and how it differs from all the other parenting approaches out there, or how it might differ from your own parenting practices. You might also be thinking, or actually hoping, that this is not one of those “new” approaches that promise “dramatic improvements” in your children, your marriage, your finances and love life in just seven sessions. But wait, that’s not all. If you attend now we guarantee you will lose 10 pounds, grow hair, find eternal bliss and get low refinancing rates.” You’ve heard those obnoxious commercials on TV that promise the world but deliver only let down. Hard work pays off. You know that. If it’s worth something and you want it bad enough, you have to work for it. The “it” in this instance is healthy, nurturing relationships with your partner and children.

The practices of “nurturing” are as old as life itself. That’s a fact. You see, all of life needs nurturing to survive and to grow. Without nurturing, there is no life. Nurturing comes from the Latin word “nu tritura” which means to nurse, to nourish, and to promote growth. Now do you see why life can’t exist without nurturing? If life doesn’t receive nourishment, it can’t survive and will eventually die.

But, growing and surviving is one thing. Bacteria and viruses can do that. No big deal. Growing in a positive, healthy and compassionate way and appreciating life itself is all together something different. This is where Nurturing Parenting comes in. Nurturing Parenting is first and foremost a philosophy. A philosophy is a way of thinking and behaving. Whether you know it or not, you have a philosophy of parenting. Chances are that most it came from the way you were raised. Like it or dislike it, you are probably cloning your kid in the image of the parenting practices of your parents, which were handed down to them from your grandparents, which were sent special delivery from your great grandparents all the way down to your great, great, great, grandparents of generations long ago.

Nurturing Parenting is a philosophy that supports children being raised in a caring home that nourishes their self worth, promotes their sense of personal empowerment and cooperation, makes appropriate developmental expectations of them, teaches children that compassion is a family moral and value and generally treats children, and everyone else for that matter, in respectful, non-violent, dignified ways. Ok, here’s the best part – we can make it happen without violence. No hitting, yelling, biting, pushing, shoving, pinching, spanking, whooping, thrashing, beating, locking kids in closets or trunks of cars or locking them out of the house because you can’t stand them anymore or they were late for curfew. No violence because you love them or because it’s for their own good, or because you have this fantasy that one day they will actually thank you for all the good beatings. Just good old fashion nurturing: promoting their positive growth.

The Basics of Nurturing Parenting

1. Nurturing parenting is a philosophy. A philosophy is a set of beliefs that provides the basis for specific behaviors. Techniques and strategies for parenting need to be founded on a philosophy for them to be meaningful and effective. In the program, parents and children will learn the basic philosophy and practices of nurturing parenting.

2. Parent education is a family experience. When all members of the family learn, accept and operate on the same philosophy, there is a much higher chance that children will feel trust, predictability and
consistency. To this end, the most critical aspect of nurturing is empathy. Empathy is the ability to “tune in to” the thoughts and feelings of another person. Empathy allows one person an opportunity to “walk a mile in the shoes” of another. An empathic family is one that cares, respects and promotes the well being of each other. In a nurturing family, one member is as valued as all members. In the program, parents will learn the art, science, strategies and techniques that promote empathy in children and form the basis of the day-to-day family interactions.

3. Nurtured adults make nurturing parents. Nurturing parenting is not only about raising children. It is also about the ability of adults to find ways to get their daily needs met. There is no denying that when men and women take care of themselves and get their needs met they are likely to nurture their children as Dads and Moms. It’s the natural law of nurturing. In the program parents will learn the importance of taking care of themselves.

4. Quality “time-in” is the basis for discipline. Discipline comes from a Latin word that means, “to teach and guide.” In the program families will learn the importance of developing family morals, values, and rules; the use of rewards and punishments to reinforce positive behaviors; and alternatives to spanking, hitting and yelling at children.

5. Parenting can be fun! Generally the words “fun” and “parenting” are not used in the same sentence. That’s too bad. Childhood is a magic time of watching a young life grow, explore and find excitement in many of the things in life adults take for granted. In the program family members will experience fun, closeness and enjoyment in growing together.

Families who learn nurturing parenting realize that raising children doesn’t have to be a series of confrontations where parents have to “pick their battles.” Nor does it have to be “the most difficult and challenging job you will ever have” as many parent educators suggest. Make the commitment to treat your children as you would like to be treated and experience the magic of nurturing parenting.

Make a commitment as a family to attend the sessions, complete the Home Practice Exercises ask your facilitator for the “Learn and Share” handouts so you can share what you learn with others, participate in the role plays, share your feelings and thoughts and above all, give it your utmost best. Many parents have experienced both personal and family growth. I’m confident so will your family.

Best wishes for a fun and nurturing experience.

Stephen J. Bavolek, Ph.D.
Principal Author, Nurturing Parenting Programs®
Executive Director, Family Nurturing Centers, Int.™

Sonya M. Thorn, LCSW
Co-Author, Nurturing Program for Families with Children 5-19™
Executive Director, Family Nurturing Center of Texas
PARENT HANDOUT 1.1

Welcome to the Nurturing Program (5 years – 19 years) Children and their Families. The time and energy you are making to increase your nurturing skills will positively affect your children and your family for all time. You are clearly making a pledge that life for your children will be full of love, caring, fun, happiness and guidance.

Program Description
Fill in the following information regarding the schedule of your program:

Group-Based Program
If you are participating in parenting classes with other parents in a group setting, complete the following information:

1. Number of classes: ____________.
2. Day(s) class meets: ____________________________________________________.
3. Time class meets: Starts at ____________________ and ends at ____________________.
4. Where is class being held? ________________________________________________.
5. Participation of children: ________________________________________________.
6. Instructors’ names, phone numbers and email addresses: ________________________
   ____________________________________________________.
7. Materials needed for class: ________________________________________________.
8. Other information: ____________________________________________________________________________________.

Home-Based Program
If you are participating in a home/center-based parenting program, complete the following information:

1. Instructor’s name, phone number and email address: ________________________
   ____________________________________________________.
2. Number of visits committed: ____________.
3. Day visit is scheduled: ________________________________________________.
4. Time of visit: Starts at ____________________ and ends at ____________________.
5. Location of visit (if different from your home): ________________________
   ____________________________________________________.
6. Participation of children: ________________________________________________.
7. Participation of other family members: ______________________________________.
8. Materials needed: ________________________________________________________.
9. Other information: ____________________________________________________________________________________.
Program Requirements and Agreement for Parents

1. Parents are required to attend all sessions. Parents must make up sessions they miss. Children are asked and expected to participate in the program when appropriate and defined by your facilitator.

2. Parents need to bring everything that is needed (as discussed with the parent) to each session.

3. Home Practice Assignments will be required for each session. These assignments are primarily designed to provide parents with opportunities to practice the new parenting skills and attitudes being taught in the program.

4. Parents are encouraged to think about their Journal question weekly and come prepared to share and discuss.

5. Parents are encouraged to share with others what they learn each week during “Learn and Share”.

6. Other requirements or things to discuss confidentially: __________________________

Nurturing Program Parent Enrollment Agreement

I agree to:

- Attend all sessions of the program ( _____ sessions).
- Follow through with all appointments set, or group sessions, arrive on time and stay until the end of each session.
- Notify a member of the Nurturing Program staff at least 2 hours before a scheduled appointment or scheduled group if I am unable to attend or follow through due to illness or emergency.
- Spend some one-to-one or play time each day with each of my children.
- Complete all home practice assignments to the very best of my abilities.
- Promote and participate in nurturing interactions with all family members for at least the length of the program.
- Not use physical punishment (hitting, slapping, whipping or other physical force) in disciplining my children for at least the length of the program.
- Not use drugs and/or alcohol before group, home, or individual sessions.
- Keep confidential information shared among participating individuals.
- Participate in program activities to the best of my ability, including filling out questionnaires, surveys, inventories, journals, learn and share, family nurturing time, and home practice assignments before, during, and after the program.
- At the end of the program complete and turn-in a testimonial about the Nurturing Program.
- Try to be as honest as possible in my interactions with everyone.

I fully understand that all citizens, staff and volunteers are mandated by law to report any type of child abuse or neglect to the Texas Department of Family and Protective Services (DFPS).

Signed: ___________________________ Date: ________________

_________________________________________ Date: ________________

_________________________________________ Date: ________________

_________________________________________ Date: ________________
Program Requirements and Agreement for Children/Teens

1. Children and Teens are required to attend all sessions outlined by the Nurturing Program Facilitator. Teens must make up sessions they miss. Parents are requested to participate in the program when appropriate.

2. Children and Teens need to come prepared to each session. Prepared to discuss their Journal questions and Home Practice Assignments to each session.

3. Home Practice Assignments will be required for Children and Teens for each session. These assignments are primarily designed to provide opportunities to practice the new skills and attitudes being taught in the program.

4. Other requirements or things to discuss confidentially: _________________________________

Nurturing Program Teen Enrollment Agreement

I agree to:

- Attend all sessions of the program as outlined by their facilitator ( _____ sessions).
- Follow through with all appointments set, scheduled group sessions, arrive on time and stay until the end of each session.
- Notify a member of the Nurturing Program staff at least 2 hours before a scheduled appointment or scheduled group if I am unable to attend or follow through due to illness or emergency.
- If possible spend some one-to-one time each day with Parents or others that care for them.
- Complete all home practice assignments to the very best of my abilities.
- Promote and participate in nurturing interactions with all family members for at least the length of the program.
- Not use drugs and/or alcohol before sessions.
- Keep confidential information shared among participating individuals.
- Participate in program activities to the best of my ability, including filling out questionnaires, surveys, inventories, journals, family nurturing time, and home practice assignments before, during, and after the program.
- At the end of the program complete and turn-in a testimonial about the Nurturing Program.
- Try to be as honest as possible in your interactions with everyone.

I fully understand that all citizens, staff and volunteers are mandated by law to report any type of child abuse or neglect to the Texas Department of Family and Protective Services (DFPS).

Signed: _________________________________ Date: ________________

______________________________ Date: ________________

______________________________ Date: ________________

______________________________ Date: ________________

______________________________ Date: ________________
Nurturing as a Lifestyle

Nurturing is the most powerful force on earth.

It means to promote, nourish and support life.

All life needs to be nurtured to exist.

Without nurturing, there wouldn’t be any life.
Nurturing Parenting means ... to be respectful and helpful to your children by caring:

- How they are feeling
- What they are thinking
- Why they are behaving the way they are
- Responding in physically and emotionally HELPFUL ways

Abusive and Neglecting Parenting means ... to be disrespectful and hurtful to your children by:

- NOT caring how they are feeling
- NOT caring what they are thinking
- NOT caring why they are behaving the way they are, and
- Responding in physically and emotionally HURTFUL ways
There are **FOUR TRAITS** to our personality that develop by the way we were treated in our childhood. These traits affect the quality of our life and the way we raise our children.

**Our NURTURED Self ...**

the ability we have to take care of ourselves, trust others, feel good about ourselves, and expect others to treat us with respect and value.

**Our NURTURING Self ...**

the ability we have to care about others and treat them with respect and value.

**Our VICTIM Self ...**

the ability we have to abuse and neglect ourselves, mistrust others, feel bad about ourselves, and expect others to mistreat us.
Our **PERPETRATOR/BULLY** Self ...

the ability we have to mistreat others by disrespecting them, hurting them and not valuing them.

<table>
<thead>
<tr>
<th>NURTURER</th>
<th>NURTURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The part that is capable of care.</td>
<td>The part that is capable of receiving care.</td>
</tr>
<tr>
<td>• Capable of concern</td>
<td>• Seeking closeness</td>
</tr>
<tr>
<td>• Capable of compassion</td>
<td>• Forming attachments</td>
</tr>
<tr>
<td>• The caregiver we are</td>
<td>• Accepting praise</td>
</tr>
<tr>
<td></td>
<td>• Receiving positive touch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERPETRATOR</th>
<th>VICTIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>The part that can be cruel.</td>
<td>The part that believes that hurt and pain given by others is ...</td>
</tr>
<tr>
<td>• Abusive to others (physically, emotionally, sexually)</td>
<td>• Justified</td>
</tr>
<tr>
<td>• General disregard for overall goodness</td>
<td>• Valid</td>
</tr>
<tr>
<td>• Disrespect for other living beings and objects</td>
<td>• Believes that hurt received is for own good</td>
</tr>
</tbody>
</table>
Empathy

Empathy is the ability of parents to care about their children.

Parents with Empathy ...
help their children get their needs met.

Parents with Empathy ...
try to figure out what their children are feeling.

Parents with Empathy ...
hold and rock their children when they need to be comforted.
Parents with Empathy ... try to understand what their children are thinking.

Parents with Empathy ... respond to their children in a caring way.

Try This ...

Children learn empathy from watching their parents and from the way their parents treat them. Develop a plan for building empathy by completing the following statements:

1. Things I can do to model empathy are: ____________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. One non-empathic behavior I do that I definitely want to stop is: ________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

and instead I will __________________________________________________________
________________________________________________________________________________________
HELPING CHILDREN DEVELOP EMPATHY

Use nurturing ways to discipline your children.

Teach children to share their feelings.

Honor your children’s feelings and desires.
Model empathy.

Teach children to take responsibility.

Develop morals ... teach children right from wrong.

Observe the good and bad behavior of others.
Develop Family Rules.

Teach children to notice non-verbal behavior.

Have children care for plants and pets.

Teach children to share.
Treat others how you would want others to treat others!

Treat others as you would like to be treated!

Try this ...

Things I can do to help my children develop empathy are: __________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
The Needs of Adults and Children

The SPICES of Life

Social ...
The need to be with others.

Physical ...
The need for food, exercise, sleep.

Intellectual ...
The need to learn; the need for new ideas.
Creative ...
The need for dance, art, poetry, self-expression.

Emotional ...
The need to love and be loved.
**Spiritual ...**
The need to find meaning in life.

**Try this ...**

1. Using a scale from 0 to 3, rate each need area:

   \[
   0 = \text{Not Met}; \ 1 = \text{Low}; \ 2 = \text{Average}; \ 3 = \text{High}
   \]

<table>
<thead>
<tr>
<th>Need</th>
<th>Rating (Circle one for each need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Physical</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Intellectual</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Creative</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Emotional</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Spiritual</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

2. What I can do to get my needs met: 

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
Building Self-Worth

Self-Worth is the value people have for themselves.

It combines our Self-Concept (our thoughts of our self).

and our Self-Esteem (our feelings about our self).

Self-worth plays an important role in the way people behave. Generally, people with a positive self-worth treat themselves and others with respect.

People with a negative self-worth generally don’t think and feel positively about themselves and find it very difficult to treat others respectfully.
HERE ARE SOME TIPS TO IMPROVE THE SELF-WORTH OF CHILDREN:

#1
Put children in situations where they can succeed.

#2
Expect children to succeed and not fail at tasks.

#3
When children don’t succeed at tasks, find out why.
#4
Use “Praise for Doing” statements to acknowledge accomplishments and efforts.

#5
Share your children’s accomplishments and efforts in the presence of others.

#6
Be a good role model and praise yourself for your accomplishments and efforts.
#7

Avoid Negative Labels for your children like “lazy” or “stupid” ...

... Use only Positive Labels that improve self-worth, NOT damage it.

“Nice” “Smart” “Kind”
#8
Show respect for your children’s feelings and opinions even though you don’t agree with them.

#9
Have a special plate or cup at dinner time that is awarded to a family member for their efforts or accomplishments.
#10
Lastly, use terms like “Thanks for cooperating!” or “I appreciate your help!” to let children know that you are pleased with their behavior.

Try this …
Use the ideas presented to improve your children’s self-worth. What did you try? What happened?
Praising Children and Their Behavior

Praise is a verbal or non-verbal way of letting children know how proud parents are of them or their efforts.

Praise can be ...

...a compliment,

You really cleaned your room so it sparkles
... a facial expression,

... or a form of gentle touch.
RESEARCH SHOWS THAT CHILDREN WHO ARE PraISED OFTEN ...

... have a positive self-worth,

... treat others in a positive way,

... are more popular in school,
... get better grades,

... and feel good because they pleased their parents!
THERE ARE TWO TYPES OF PRAISE …

Praise for **BEING** and Praise for **DOING**

Praise for “**BEING**”

lets children know
parents value them for
who they are!

Praise for “**DOING**”

lets children know parents value them for
what they do.

Use Praise for **BEING** and **DOING** separately.

Don’t put the two types together!

Saying, “I really love you because you try so hard”

lets children think you only love them when they try hard.
STEPS IN PRAISING:

1. Focus your attention on the child.

2. Move close to the child, if possible.

3. Try to get on the child’s level.

4. Gently touch your child.

5. Look pleasant.

6. Offer your praise.

7. Offer a hug.

Try this ...

Use Praise and Gentle Touch each day with each of your children.
PERSONAL POWER

PERSONAL POWER is the life force or energy all people have to get their needs met. We can use our personal power in positive or negative ways.

Negative use of our personal power means we do things to meet our needs in ways that are self-destructive or destructive to others.

Positive use of personal power means we do things to meet our needs that build our self-worth and the self-worth of others.
CONTROL is the use of our personal power to influence the behavior of others.

Positive Control means we do things for others that they can’t do for themselves, like parents taking care of babies.

Negative Control means we take over and do things for others that they could do for themselves, like parents constantly telling children how to dress, what to eat, how to behave.
**Power Struggles** between parents and children occur when children feel they have no control or influence in their own lives. When parents are over-controlling, power struggles are sure to occur.

By controlling their children’s lives, parents are taking power away from them. In turn, children are fighting to get their power back.

The goal is to help children use their power and control to make smart choices and lead healthy lives.
SOME SUGGESTIONS TO REDUCE POWER STRUGGLES ARE:

• Negotiate and compromise with your children.
• Problem solve and encourage children to come up with some solutions.
• Teach children to take responsibility for their behavior.
• Take ownership of your feelings and don't blame children for how you feel.
• Be fair, consistent and follow through on commitments.
• As parents, make sure to find time to nurture yourself.

Try this …
Practice ways to use your personal power in positive ways. What did you do? ___________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Practice ways to reduce power struggles with your children. What did you do? ___________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Establishing Nurturing Parenting Routines

Nurturing Parenting Routines provide children and parents with a consistent, predictable and caring way of family life.
NURTURING ROUTINES HAVE FOUR IMPORTANT FEATURES:

#1
Feelings of trust and security.

#2
Demonstrating caring for oneself and for others.
#3
A strong sense of “Personal Power.”

#4
Feelings of positive self-worth.
NURTURING PARENTING ROUTINES

There are several important practices that go into establishing Nurturing Parenting Routines:

• Gentle touch
• Praising your child
• Happy, pleasant facial expressions
• Having a sense of caring
• Having fun and a sense of humor

Try this …

Spend time each day playing, reading, talking to and massaging your children.
Spoiling Your Children

Babies depend on parents to get their needs met. We call these \textbf{BASIC DEPENDENCY NEEDS}. Being fed, held, comforted, changed, played with and talked to are just some of these needs.

As babies grow into toddlers, preschoolers and beyond, their skills and abilities increase along with their desire to do more things for themselves. We call this \textbf{AUTONOMY}.
When children aren’t encouraged to develop their autonomy, they continue to act like babies or young children, dependent on others for everything, even though they are older.

This behavior is called SPOILED.
TO PREVENT “SPOILING” YOUR CHILDREN, TRY THE FOLLOWING:

#1 Take time to nurture yourself alone, or with other adults.

#2 Encourage children to do things for themselves. Don’t rescue them from challenges and learning opportunities.

#3 Set appropriate guidelines and limits.

#4 Be consistent.

#5 Teach children to use words to express feelings, needs and wants.

#6 Ignore whining and temper tantrums.

#7 Hold and nurture children when they need comforting, but also hold them when they don’t.

#7 Leave your children with other trusted adults for brief periods of time.

Try this …

Do things to promote your child’s autonomy. What did you try? What was the result?
Recognizing and Understanding Feelings

Being able to recognize, express and understand emotions is one of the greatest traits of being a human being. Yet, we are taught throughout life that expressing emotions is not always a good thing.

As parents we want to raise our children to be emotionally healthy and to be able to express how they feel.
HERE ARE SOME GUIDELINES TO FOLLOW:

#1
All feelings have energy. The goal is to express our feeling energy appropriately.

#2
Learning not to express our feelings means learning to keep all our feeling energy inside.
#3
Keeping our feeling energy inside will sooner or later lead to problems.

#4
All emotions are good. It is the way the feeling energy is expressed that make feelings either good or bad.
#5
Avoid calling feelings “good” or “bad.” Instead, use words like “comfort” and “discomfort” to describe feelings.

#6
Model appropriate ways to express your feelings.
As adults, our goal is to appropriately manage and express our feelings so our children can learn to appropriately manage and express their feelings.

Try this ...

When you have a feeling, give it a name. Make friends with all your feelings especially the ones that “get you in trouble and you can’t control.” By making friends, you can allow the feeling to be expressed safely and stay in control.
Helping Children Handle Their Feelings

Here are some tips for helping your children handle their feelings ...

#1
Let children know that feelings are okay.

#2
Label the feeling you see or think you see.
#3
Encourage your children to talk about how they are feeling.

#4
Ask questions but don’t tell children not to feel that way.

#5
Brainstorm what, if anything can be done.
#6
Honor children's desires.

#7
Teach children appropriate ways to express their feelings energy.
Try this …

Use the steps listed in the chapter to help your children be able to express and manage their feelings.
Understanding and Handling Stress

**Bad Stress** (or Distress) ...
When the demands of life cause great suffering and pain.

**Good Stress** ...
The emotional response to the normal demands of life.
HOW TO HANDLE STRESS ...

Exercise.

Take hot baths.

Eat healthy foods.

Learn to relax.
Have a positive attitude and outlook.

Set realistic expectations for yourself.

Feel good about yourself.

Get organized.
Have friends!

Have a sense of humor!

Try this …
1. Identify five stressors (things that cause stress) in your life: ______________________

2. Make a plan for how you can reduce or prevent these stressors from affecting the quality of your life.

3. Develop a plan to cope with the stressors you can’t change.

4. Identify five stressors in your children’s lives: ______________________

5. What can you do to help your children reduce their stress? ______________________
Understanding and Expressing Your Anger

Anger, like all feelings and thoughts, has ENERGY! It is the way we express the energy that is either ...

**Appropriate**

"You came home late. We need to discuss this"

**or Inappropriate**

"You're late!"
Anger is a Feeling of Discomfort.

Anger develops when we have been emotionally hurt, keep the hurt feelings inside and don’t express them.

Keeping the hurt feelings inside is like stepping on a spring and trying to hold it down.

It’s difficult to hold in hurt feelings and when they’re finally expressed, (stepping off the spring) they usually come out as anger.
The more we keep our feelings of hurt inside, the greater our anger grows.

Anger can grow and become uncontrollable.
When this happens, anger becomes RAGE!
People who feel rage generally get violent, hurt themselves and others, and destroy things.

Sometimes when people hide their feelings of hurt and anger, they become depressed.

In rage, people blame others for their anger when it really belongs to them.

Feeling depressed is often the result of not expressing our anger.
When we appropriately express our anger, we feel better!

Getting drunk is NOT an appropriate way to handle anger.

Hitting children is NOT an appropriate way to handle anger.
APPROPRIATE WAYS TO HANDLE ANGER ...

Find non-violent ways to express anger energy.

To prevent feelings of anger, express your hurt when you feel it - don’t keep it inside!

Make a pledge to yourself, your family, and others that you will find appropriate ways to express your anger.
Finally, make friends with your anger …

... by taking responsibility for your angry feelings!

Try this...

1. Identify people, situations or events that create feelings of anger in you: 

2. How do you handle your feelings of anger? 

3. Are there better ways to express your anger? 

4. What can you do to prevent feeling angry? 

Teaching Children to Express Their Anger

There are three rules to follow in expressing anger:

* **Rule #1**
  Do Respect Yourself - Don’t Hurt Yourself

* **Rule #2**
  Do Respect Others - Don’t Hurt Others

* **Rule #3**
  Do Respect the Environment - Don’t Destroy the Environment
**DON’T** teach children to hit a pillow or punching bag ...

**DO** role model appropriate ways to release anger energy ...

... hitting **something** can easily turn into hitting **someone**.

... children learn by watching parents behave!
DON'T tell children to keep their anger inside ...

... their anger will grow so big they won't be able to handle it.

DO help children find appropriate ways to express their anger.
**DON'T** tell children they can't express their anger...

**DO** brainstorm with children appropriate ways they can express their anger...

**DO** talk to them and ask them what is troubling them.

**DO** tell children that crying can be a very good thing to do when they are feeling hurt.

**DON'T** ignore children when they are feeling anger...

**DON'T** tell children not to cry...
NEVER, EVER HURT ANIMALS!

Hurting animals is NOT a phase kids go through ...

... Hurting animals is a sign of a child in TROUBLE!

Children and adults who hurt animals need HELP!

Try this...

Help your children handle their anger in appropriate ways.
Morals ... are beliefs we have about right and wrong and good and bad.

Without morals, people of all ages wouldn’t know what to do and what not to do.
There are lots of ways children learn right from wrong, but the most powerful is from their PARENTS.

Children learn their morals from their parents, brothers and sisters, other family members, their friends, from the lessons taught in school and church, and from TV and movies.
Values are the morals that family members practice on a regular basis. When something has worth, it has value.

Values are **Morals** that have **Worth**!

What values does your family have?

Try this ...
Make a list of the morals and values you have in your family.
FAMILY RULES

Family Rules ... help everyone know what is expected of them to live in harmony as a family.

Family Rules ... involve EVERYONE!

EVERYONE gets to have a say in making Family Rules!

Family Rules ... are the guidelines that children and family members need to help them practice their morals and values.
MAKING FAMILY RULES

Family Rules have Do’s and Don’ts.

#1
Get EVERYONE to participate.

#2
Get a large sheet of paper and a marker.

#3
Draw a line down the center of the paper.

#4
Label one side Do’s. Label the other side Don’ts.

(Do’s help family members learn what TO do. Don’ts help family members learn what NOT to do.)
#5  
Share problem behaviors.

#6  
Make a list of rules – for every DON'T, make sure you have a DO rule.

#7  
Keep rules simple and clear.

#8  
Limit rules to about 2-5.

#9  
End Family Meetings with a Family Activity
#10
Hold family meetings to review the rules.

Try this...
1. Bring your family together and make a list of Family Rules. Follow the steps learned in session and the ones in your parent handouts.
2. Make sure you have DO rules for all of your DON'T rules.
Helping Children Manage Their Behavior

As children get older, they become more capable!

Helping children manage their own behavior teaches them responsibility and builds their own self-worth.
THE FOLLOWING ARE GOOD WAYS TO HELP CHILDREN MANAGE THEIR BEHAVIOR:

#1

Give children choices.

You can clean your room now or later, however...

#2

Give children consequences for their choices.

(Example:)

Cleaned room = Play outside later.
Room not cleaned = Stay in until room is cleaned.
#3
Offer transition time between activities.
(Example:)
"Karen, you can read for five more minutes and then it's time to come in for supper."

#4
Problem solve solutions to problems together.

#5
At times, negotiate and compromise.
Try this …

Use the techniques to help children manage their behavior. What techniques did you use? Were they successful?

#6
Ask “What can you do instead”?

#7
Ask, “What have you learned”? 
Consequences Rewards & Punishments

A Reward is a consequence that helps teach and guide children to behave properly.

Rewards are a necessary part of discipline to guide and teach children right from wrong.

A Reward lets children know they have pleased their parents.
THERE ARE FIVE MAJOR TECHNIQUES THAT WORK WELL AS REWARDS ...

#1 PRAISE
Telling children they are special is Praise for “BEING!”

~ or ~

Telling children you like their behavior is Praise for “DOING!”
#2 NURTURING TOUCH
Gentle hugs, back rubs, holding and gently rocking your child are all nurturing touches!

#3 PRIVILEGES
Staying up a little later, extra time watching TV or playing video games, or an extra story before bed time are all privileges.
#4 OBJECTS
Almost anything ranging from stickers to toys can be object rewards.

#5 ALLOWANCE
Use allowance with older children for the purpose of teaching them how to manage money.

Try this …
1. Use praise and touch as daily rewards for your children.
2. On special occasions, use privileges and objects as rewards for your children.
3. Where appropriate, use allowance as a reward for older children.
Using Punishments to Guide Children

Punishment ...

is a negative consequence that helps teach and guide children to behave appropriately.
NEVER ... hit a child!

NEVER ... yell at a child!

NEVER ... punish babies!
HERE ARE FIVE TYPES OF PUNISHMENT THAT HAVE LOGICAL CONSEQUENCES THAT WORK WELL …

TIME-OUT/TIME TO YOURSELF…
   is being alone for a brief period of time.

BEING GROUNDED …
   is being confined to the yard or home for a brief period of time.
DISAPPOINTMENT FROM PARENTS … is a statement or look of concern.

PAY BACK … If you make a mess, you clean it up.
Loss of a Privilege ...
If you misuse a privilege, you lose it and need to earn it back.

Try this...
Use the punishments presented in this chapter as a way of guiding children and teaching them right from wrong.
Time Out or Time to Yourself

Time Out or Time to Yourself Technique lets children know that when they choose to behave inappropriately, they need to be alone for a while, sitting quietly.

HOW TO USE TIME OUT

#1
Give the child one warning.
Tell the child if he continues to misbehave, he’ll have to go to Time Out.
#2
If the child refuses to go, gently guide the child to the Time Out area.

#3
Ignore all comments from the child that he'll never misbehave again.
#4
Tell the child how long Time Out will last and what behavior is expected.

#5
Remind the child that Time Out begins when the child is quiet.
#6

After the Time Out is over, redirect the child to appropriate behavior.

Try this …

1. Discuss with your child Time Out as a punishment for behavior.

2. Explain to your child the rules of Time Out.

3. Have your child practice taking a Time Out.

4. Mention that Time Out will only be used to help children learn right from wrong.
Touching My Children and My Touch History

Touch is the most powerful of all interactions between a parent and a child.
THERE ARE THREE KINDS OF TOUCH:

**Nurturing Touch**
Rubs, pats, massages, hugs.

**Hurting Touch**
Spankings, scrapes, cuts, operations, rapes, attacks, broken bones, etc.

**Scary Touch**
Unwanted sexual touch, threats of hurting touch ("I'm gonna break your neck!").
Nurturing Touch has immediate positive and comforting effects.

Babies who regularly receive nurturing touch show increased weight gain, improved body tone, alertness and consolability.

The Nurturing Parent uses nurturing touch only. Research tells us that Nurturing touch decreases stress and depression. It is one of the greatest gifts we can give our children.

Try this...
Practice giving nurturing touch to your children every day. Hug them, hold them, play with them, cuddle with them. A strong parent-child attachment lasts a lifetime!