

# Partners in Parenting



A DATAR/FIRST CHOICE Treatment Manual

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# Partners in Parenting

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# Introduction

The *Partners in Parenting* module was designed to address the needs and concerns of parents in substance abuse treatment programs. The manual provides materials and instructions for leading a workshop that focuses on concepts important for parenting effectiveness such as communication skills, guidance techniques, and positive discipline strategies. The emphasis is on building skills, providing support, and helping parents understand the needs and abilities of children during different stages of development.

The manual contains materials for eight structured workshop sessions that can be implemented according to program and participant needs. Each session includes instructions for leading the session, along with handouts, discussion questions, and ideas for presenting information on the topics covered. Homework assignments are included to encourage practice of parenting skills between sessions. Articles of interest, resources for obtaining teaching materials, and a bibliography of additional reading also are included in this manual.

The structured workshop sessions are designed for eight weekly meetings of about two hours each. However, some flexibility is recommended. In practice, discussions of parenting issues have been known to become lively and individual participants have been found to need extra support and processing time when painful memories are triggered. Therefore, longer sessions or extra sessions may be warranted. (See discussion of Extra Meetings in the *Ideas for Using This Manual* section.) The following topics are covered in the workshop:

- **Session One: *Building a Partnership***

The first meeting centers on group building and introducing the philosophy and tone of the workshop. Participants are encouraged to think about current parenting concerns and challenges, their goals and expectations for the workshop, and the strengths and skills they contribute to the group.

- **Session Two: *Child Development***

Effective parenting requires a clear understanding of the developmental limitations and abilities of children at different ages. This session focuses on child development, common parenting issues at different developmental stages, and parental expectations. Guidance strategies for children of different ages are introduced and discussed.

■ **Session Three: *Family Communication: Active Listening***

This session introduces participants to the skill of listening as a foundation for effective family communication. Techniques for conveying acceptance and emotional support through active listening skills are highlighted and participants are invited to explore their current listening style. How effective listening can be used in various parenting situations is discussed.

■ **Session Four: *Family Communication: Building Understanding***

Continuing with the theme of family communication, this session introduces participants to speaking skills that help increase understanding and cooperation. The impact of nonverbal communication is emphasized, and parents are introduced to "I-Messages" as a strategy for communicating clearly about feelings and for setting limits and making requests.

■ **Session Five: *Helping Children Behave***

This session is designed to help participants master strategies for increasing desired behaviors in their children through the use of praise, reinforcement, setting limits, redirection, and modeling. Ineffective methods of handling children's misbehavior are discussed and communication skills that work well for providing child guidance are reinforced.

■ **Session Six: *Sensible Discipline***

Discipline strategies are aimed at decreasing unwanted behaviors in children. This session focuses on techniques for effective and fair discipline, including ignoring, time out, and natural and logical consequences. The reasons for children's misbehavior are explored, along with common discipline problems and recommended solutions.

■ **Session Seven: *Self-Care for Parents***

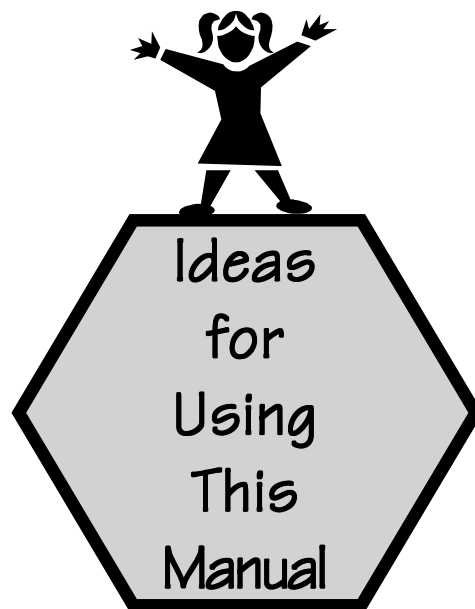
This session acknowledges the stress, insecurity, and low sense of self-esteem experienced by many parents who feel overwhelmed by parenting responsibilities. Participants are encouraged to focus on self-care and to pay attention to the potential negative impacts of not caring for themselves. Assertiveness, affirmations, time management, and strategies for dealing with the stress that results from negative "self-talk" are addressed.

■ **Session Eight: *Tomorrow and Beyond***

The final structured session emphasizes problem-solving, planning, and encouraging resilience in children. Parents are introduced to a problem-solving model

for working through future parenting challenges. The session also provides closure for the workshop by asking participants to review their parenting goals from the first session, to assess progress, and to set goals for the future. Time is allowed for a recognition activity (e. g., distributing completion certificates or awards).

In conclusion, the *Partners in Parenting* workshop has been designed to guide and support parents as they improve their communication, problem solving, and guidance skills with their children. It is hoped that by offering a forum where recovering parents with similar concerns can discuss options and solutions for better parenting, the result will be stronger, happier, and more supportive families.



The ***Partners in Parenting*** manual contains materials for eight structured workshop sessions. This section has been included to help counselors prepare for leading workshop sessions. It includes tips, techniques, and ideas to refresh and strengthen group leadership skills.

## Preparation

Workshop leaders will benefit from allowing adequate preparation time for review and self-study. The *Resources* and *References* sections of this manual contain listings for books, articles, web sites, and videos that may be helpful. The following selections provide a good overview of parenting approaches discussed in the workshop:

Crary, E. (1993). *Without Spanking or Spoiling*. Seattle: Parenting Press.

Crary, E. (1990). *Pick Up Your Socks and Other Skills Growing Children Need*. Seattle: Parenting Press.

Gordon, T. (1991). *Discipline That Works: Promoting Self-Discipline in Children*. New York: Plume Books.

Gordon, T. (1970). *P.E.T.: Parenting Effectiveness Training*. New York: Peter H. Wyden.

Nelsen, J. (1996). *Positive Discipline*. New York: Ballantine Books.



## Logistics

Each structured session of *Partners in Parenting* covers about two hours of material. Consider the following logistics issues in your planning and preparation:

- **Group selection** – The groups are designed for women and men who are actively involved in parenting children. Potential members should be emotionally stable, possess adequate social skills for group interaction, and not be in serious crisis. In addition, exercises, activities, and handouts used in the workshop require basic literacy in English.
- **Group size** – The ideal group size is likely to vary by treatment setting. In residential programs where clients live in close quarters and daily issues find their way into group discussions, smaller groups may work better. We found that a core group of 6 – 8 participants worked well in a small, residential women’s program, whereas groups with 10 – 12 participants were suitable for outpatient programs. An active, highly participatory group may benefit from having the session material split and presented over two meetings (see section on Extra Meetings).
- **Meeting room** – Tables or desks should be part of the seating arrangements, since many of the workshop exercises and activities include writing on worksheets. Other activities call for participants to move around the room or to work in pairs/small groups, so the meeting area should be large enough to hold everyone comfortably. In addition, the room should offer participants a sense of privacy.
- **Equipment** – Group leaders will need a flip chart or an eraser board for writing down key points during discussions and brainstorming activities.
- **Breaks/refreshments** – Offer participants a short break (10 minutes) at a logical stopping place mid-session. Coffee and other refreshments can add a nice touch and are generally appreciated by group members.
- **Child care** – Make child care available for participants during the meetings if at all possible. In this way, parents can attend without

the stress of arranging for a sitter and will be better able to concentrate on the workshop material. The child care room should be separate from the workshop room to help avoid distractions.

## Extra Meetings

In addition to the eight structured sessions contained in the manual, extra sessions may be added to extend discussion and processing or to practice specific parenting skills. For example, we have found that clients often desire to discuss and process family-of-origin issues that arise quite spontaneously as a result of the topics addressed in the workshop. In the women's residential program where this workshop was piloted, counselors found it productive to help participants process these issues when they arose. In order to allow the time needed, the structured workshop material in each session was divided and presented over two meetings. In this program, the *Partners in Parenting* materials were spread out over 15 meetings.

Ideally, extra meetings should continue or expand the topics covered in the structured sessions. Beyond allowing time for processing issues and personal experiences, some other ideas for extra meetings might include:

- Use the meeting to show “trigger” films (short vignettes about parenting situations and responses) and discuss them vis-à-vis parenting skills and issues raised in the workshop material. Popular TV programs or sit-coms can provide excellent springboards for such discussions. In addition, parenting or mental health agencies in your area may have educational videos for loan or rent. To purchase parenting videos, check the Resources section of this manual for available catalogs.
- Extra meetings can be used to provide “hands-on” directions for specific parenting tips and techniques. This may include using the meeting to give parents time to actually construct incentive charts or other homemade “games” for encouraging children's positive behaviors. For example, leaders can provide poster board, paints, and other materials and show parents how to make an

incentive chart, a grid with behaviors like “brushing teeth” or “taking out the trash” listed in a column, with spaces next to each behavior where stars or checks can be placed each time the behavior is done. Parents can brainstorm how many stars are needed for a small reward, as well as what types of personal, inexpensive rewards might be appropriate for their child. For example, a week’s worth of brushing teeth equals staying up an extra hour on Friday night. Likewise, group leaders can teach parents how to use these types of games and activities to encourage and reinforce children’s cooperation.

- Use extra meetings to teach parents how to organize and hold family meetings. Once family meetings have been initiated in their families, parents can use the time to discuss progress and get pointers from other parents. Role play can be used to help parents practice problem solving and communication skills.
- Dedicate the extra meetings to allowing parents to discuss their experiences in actually using the parenting skills and techniques suggested in the structured sessions. Group leaders can provide further guidance in choosing and using appropriate reward and discipline strategies and participants can offer each other support and encouragement.

## Modeling and Role Play

The *Partners in Parenting* material encourages group leaders to model (demonstrate) appropriate communication skills (listening, I-Messages, nonverbal congruence) and guidance techniques (time out, setting limits, redirection, enforcing consequences). As part of the preparation process, leaders may find it helpful to practice with peers and get feedback on the most useful ways of modeling the recommended strategies.

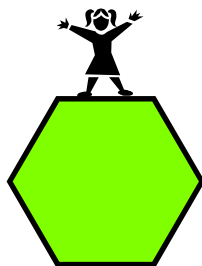
Role play is used extensively in the structured sessions to help participants practice new skills and become comfortable using them. Here are some things to keep in mind when leading role plays. You may find it helpful to use some of this information to prepare your opening discussion of role play with group members:

- Role play is not drama. Encourage participants to be natural and focus on helping each other create realistic situations for practicing parenting and communication skills.
- Stop and start the role play, as needed. It is sometimes helpful to role play just a few lines and responses, stop and process the interaction, then allow role players to repeat the scenario incorporating the feedback generated during the processing discussion.
- When processing a role play, encourage participants to talk about their feelings as well as the skills being practiced.
- Teach participants how to give each other helpful and constructive feedback. For example, “I think your child might listen better if you lowered your voice a little,” is more constructive feedback than “You’re yelling! No wonder your child ignores you!”
- Don’t force anyone to participate in role playing. Some people may be too uncomfortable. Remember that some people learn more from observing than from participating.
- Stop the role play if you sense that a participant is becoming distressed or uncomfortable. Let participants know they can stop or “bow out” of a role play at any time.
- When appropriate, you may want to take part in a role play activity, either by modeling effective communication or parenting techniques or by modeling a “difficult” child so that a member can practice.
- Encourage the group to discuss both verbal and nonverbal communication in the role play scenario. Help stress the importance appropriate nonverbal communication for effective parenting.
- If the parenting or communication techniques used by a member during role play are ineffective or inappropriate, ask the participant or other group members for alternatives. For example, “Based on what we discussed today in the group, can you think of another way to discipline the child that might work better?” Once an effective suggestion is generated, use role play to rehearse how it would look and sound.

- Thank members for participating in the role plays. Find opportunities to offer praise and compliment their willingness to try.

## Evaluation

- There is an individual evaluation form for each session of *Partners in Parenting* (located at the end of the session). This simple evaluation is designed to give group leaders' some general feedback about the clients' reactions to the material, what they found most useful, and a global rating of the session.
- Programs interested in a more formal evaluation of the material can use the *Partners in Parenting Pre & Post Questionnaire* (pp. 193-195). In addition to measuring increases in knowledge based on the workshop content, the instrument is designed to capture changes in attitudes about parenting strategies, as well as changes in parents' sense of self-efficacy.
- To administer the pretest and posttest questionnaires, time should be allowed before the first session and following the last session. In some cases, group leaders may want to schedule a special meeting before the workshop starts (and again after the workshop is over) to administer the questionnaires. The same questionnaire is used for both pre and post administration. In the "gray box" area of the form, the person who administers it can circle whether it's being given as "Pre" or "Post." The gray box also features an area for collecting client identification, dates, and other information to help match pretests with posttests.





# Building a Partnership

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Session Length: 2 hours

## Objectives

Participants will:

- Understand the purpose and philosophy of the group
- Identify current parenting issues and problems
- Identify personal goals for improved parenting
- Explore current strengths and resources

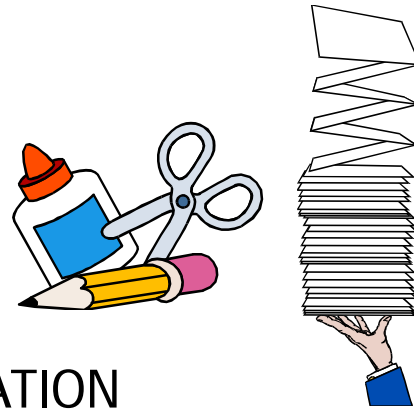
## Synopsis

The first group is designed to help reinforce the title of the workshop *Partners in Parenting*. Group leaders present themselves as guides, not gurus, and participants are recognized as the primary authorities about their relationships with their children. Time is allowed for group building. The structure and philosophy of the group is explained and participants are asked to think about current parenting concerns, their strengths and coping skills to date, and their personal goals and expectations for the group.

## Session Outline



Procedure	Time
Welcome	05 minutes
Workshop introduction	15 minutes
Member introductions	30 minutes
Group contract	15 minutes
Concerns and goals	40 minutes
Concluding ideas	10 minutes
Homework	05 minutes
<b>Total Time for Session 1</b>	<b>120 minutes</b>



## MATERIALS AND PREPARATION

- ▶ Here's what you will need to have ready for the group:
  - **POCKET FOLDERS** - Provide inexpensive cardboard pocket folders for participants to store handouts and exercises.
  - **COPIES OF MATERIALS** - Make copies of the following handouts, located at the end of the session:
    - *Workshop Schedule* (p. 13) [**Note:** Fill in dates before photocopying]
    - *Tower of Strengths* worksheet (p. 14) & word list (p. 15) (*optional*)
    - *Principles for a Productive Group* (p. 16)
    - *Goal Talk* (p. 17)
    - *My Goals for Better Parenting* (p. 18)
    - *Four Assumptions for Group* (p. 20)
    - *Session One Evaluation* (p. 20)
  - **SUPPORT MATERIALS** - Equip meeting room with a flipchart and easel, eraser board, or chalkboard. If you are using a flipchart, have masking tape or push pins available to hang completed pages for easy reference. Have extra pens, pencils, and paper available in case participants need them.

# PROCEDURE



20 Minutes

## *WELCOME / WORKSHOP INTRODUCTION*

- 1 Welcome participants as they arrive.
  
- 2 Distribute pocket folders and *Workshop Schedule* handout. Fill in meeting dates ahead of time or allow time for participants to add dates.
  - To get us started, each of you is being given a folder and an outline of what to expect in this parenting workshop.
  - The folders are yours to keep, so you might want to put your names on them. During the workshop you'll be given a lot of handouts and information. We've found from other groups that participants like to keep these materials and that the folders help keep things organized.
  - You've also been provided an outline that gives you an idea of the general topic areas we'll cover.
  
- 3 Introduce the purpose, philosophy, and structure of the Partners in Parenting workshop. Include the following points:
  - This workshop is for sharing and learning, and for giving and getting support for the most challenging job in the world - being a parent.
  - This workshop recognizes and respects your courage as a recovering person and your concerns about the impact of your past addiction on your family. We will work to make this group a safe place where these issues can be brought forth and discussed without fear of judgment or blame.
  - As group leaders, we will function as "partners" and "guides," not as "experts" or "gurus." We'll keep things on track and share what we've learned about parenting with you. And we recognize that each of you brings valuable experiences and strengths to the group, as well, to share.



Handout,  
p. 13



- If there were a “magic bullet” for raising perfect children who were always polite, helpful, well behaved, resourceful, and respectful, someone would have uncovered it by now. For most of us, parenting involves a lot of trial and error. An open mind and a willingness to experiment with new techniques are what help many parents muddle through.
- This workshop will cover basic parenting issues and introduce you to some tips and techniques recommended by experts for managing common family problems. As with almost everything in life, practice is the key, so you will be asked to “experiment” at home with some of the ideas suggested and you’ll have a chance to rehearse with fellow group members.
- Our working focus in this group will be on identifying personal strengths and resources and on finding workable solutions to parenting problems. Solutions are not “one-size-fits-all.” But sometimes we can tailor things that have worked for others to meet our own unique needs.
- We’ll use today to identify some of the parenting concerns and problems that are weighing most heavily on your mind and to talk about what you want to get from this workshop. We’ll also establish some group goals to help guide us in our work.
- Before we do any of that, however, we’re going to spend some time getting to know each other.



30 Minutes

## **MEMBER INTRODUCTIONS**

- 4** Go around the room and ask participants to introduce themselves, and to tell a little about their children - ages, names, and each child’s favorite game, toy, or pastime.
- 5** Welcome everyone again, and comment on the good mix of parenting experience represented and how the group will benefit from that experience.



## 6 Establish a focus for the group building activity:

- For some of the work we'll be doing, you'll be asked to put your parenting "hat" to one side, and focus on the other hats you wear. In other words, although being a parent is a very important part of who you are, there are other parts as well.
- For the activities we'll be doing today to get to know each other better, focus on you and who you are - not just who you are as a parent. You'll have plenty of opportunity to focus on the parenting part as this workshop continues. For today, we want to get to know each other as people.

## 7 Use the allotted time to begin building group cohesion and trust. One or more of the following "icebreaker" activities may be used:

### ◆ Round-Robin Name Toss

- Have the group stand facing each other in a circle.
- Ask members to think of an adjective that describes them in a positive way that begins with the same letter as their first name (e.g., Nice Nancy, Rugged Ralph, Caring Carla, Magic Maria.)
- Go around the circle and have people introduce themselves with their adjective (e.g., Hi, I'm Energetic Elena). After each introduction, instruct the group to repeat the name back in unison (e.g., Hello, Energetic Elena).
- Then ask each person to go around the circle and say everyone's name (e.g., I'm Nice Nancy, next to me is Rugged Ralph, then Caring Carla, then Magic Maria, etc.)
- Introduce a bean-bag or soft sponge ball, and tell the group you want to see how fast the group can toss the ball around while remembering to say everyone's name.
- The "rules" for the toss are: (1) call out the name of the person who you are tossing to (e.g., I'm throwing it to you, Rugged Ralph), and (2) after you've caught the ball, use the thrower's name before throwing it yourself (e.g., Got it, Calm Carl. Here you go Magic Maria).

→ Instruct them to toss the ball randomly, and not around the circle. Allow the group to practice slowly to get the “rules” down. Then ask them to see how fast they can get the ball going in 1 or 2 minutes.

→ **Discuss the activity:**

? *How did it feel to have to pick a positive adjective for yourself?*

? *How will this exercise help you remember group member's names?*

### ◆ My Favorite Things About Me

→ Make sure participants have paper and pens to write with. If group size is 8 or more, divide them into smaller groups.

→ Ask participants to think of the 5 things they like best about themselves. These could be attitudes, feelings, values, accomplishments, or things they do well. These things need not be “lofty” or complicated.

→ In addition, ask them to think about times or situations in which they have demonstrated or put into action each of the things they like best about themselves. Ask them to make notes if needed.

→ Allow some time to introspect and make notes.

→ When participants finish the task, ask everyone to take turns in their group describing the things they like best about themselves and give examples.

→ Instruct those who are not speaking to listen carefully without making comments. Allow everyone to have a turn.

→ **Discuss the activity:**

? *How did you feel about doing this exercise?*

? *What did you learn about yourself?*

? *What did you learn from others?*

? *How come we are usually shy about revealing our good points?*



Worksheet  
& Handout,  
pp. 14-15

## ◆ Tower of Strengths

- Distribute *Tower of Strengths* worksheet and **Strengths Word List** handout.
- Ask participants to look through the **Strengths Word List** and to circle 10 words that describe strengths they believe they possess.
- Next, ask them to select 5 more words that describe strengths they would like to develop or that they are working on developing.
- Instruct them to write their current strengths and desired strengths in the appropriate spaces on the worksheet.
- Ask participants to share their worksheets, first by describing their current strengths and giving examples, and then by sharing their desired strengths and why they are important.
- **Discuss the activity:**
  - ? *Was it easier to identify current strengths or desired strengths? Why?*
  - ? *How can we learn to focus on our personal strengths?*
  - ? *How do we develop strengths? What steps do we take?*

**8** Thank group members for their participation and for their willingness to self-disclose.



15 Minutes

## GROUP CONTRACT

**9** Introduce the purpose for having a “group contract:”

- Groups work best if participants have a sense of their rights and responsibilities and can develop a sense of safety and trust. By establishing some principles for how the group will operate, members can relax and be productive. Let’s review some guidelines for our group that we have found to be helpful with other groups.



Handout,  
p. 16

**10** Distribute copies of the *Principles for a Productive Group* handout, review each point, and discuss why it is important. Encourage questions.

- 11 Ask group members to sign their copy to show that they agree with principles suggested for the group and that they intend to remain a member of the group. Collect the signed copies.



40 Minutes

## PARENTING CONCERNS AND GOALS

- 12 Set the tone for participants to discuss current concerns and challenges about parenting:
- Parents who are in recovery have a lot in common. Parenting, even in the best of circumstances, is a challenge. Parenting in the midst of an ongoing substance abuse problem probably felt like an impossibility to many of you.
  - The most important thing to remember at this point is that you survived those days, and your children survived. Now is the time for healing and rebuilding relationships. Both are slow processes.
  - None of us has the ability to “fix” unhappy things that happened in the past. This reality leaves most of us with feelings of remorse and regret.
  - We can get hope from realizing that it is possible to make positive changes now, today and into the future. The purpose of this group is to help in that process.
  - Before we move on to establishing our group goals, let’s discuss some of the parenting concerns and challenges that helped motivate you to join this group.
- 13 Encourage a discussion of parenting concerns using some of the following questions. Keep discussion focused on concerns about the parent-child relationship (e.g., move participants away from using time to ventilate about financial problems, child custody issues, ex-spouses, etc.). Use a flip chart or erasable board to list participants’ ideas. Model supportive listening and validation of feelings and concerns.
- ? *What concerns you most about your relationship with your child right now?*
  - ? *Is there anything you are particularly worried about?*

- ? *Are there any feelings you have, or feelings you sense your child may have, that concern you?*
- ? *Are there any recurring problems you'd like to see resolved?*
- ? *In spite of all the concerns and challenges we've been talking about, what is one thing you would not want to change about your relationship with your child.?*

**14** Summarize the concerns raised by the group. Highlight the positive aspects of their parent-child relationships as volunteered in the last question. Briefly underscore how the topics that will be addressed in group and the group interaction itself will help members further address their concerns.



Handout,  
p. 17

**15** Lead participants in establishing group goals. Distribute *Goal Talk* handout and help create a working definition of "goals" before proceeding.

- As mentioned earlier, taking a few minutes to think seriously about goals and to establish group goals will help keep us on track.
- Goals can be thought of as action plans for creating solutions to current parenting concerns and problems.
- Your handout highlights the differences between "long range plans" and "goals." Let's examine some of those.

**16** Read handout points aloud and discuss the following points:

- Both long-range plans and goals are important. Goals are the "workhorse," while the long-range plan is the "vision."
- Goals are accomplished and reached "one day at a time."



Worksheet,  
p. 18

**17** Distribute *My Goals for Better Parenting* worksheet and ask participants to write down a few goals they are interested in working toward as part of the workshop.

**18** Prompt with some of the following questions:

- ? *What do you most want to get out of this workshop?*
- ? *What do you want to learn about most?*
- ? *What issues or concerns do you want help with?*
- ? *What might this workshop provide that will help you most in your job as a parent?*
- ? *What do you hope to gain from other members?*

**19** Ask participants to contribute one of their goals to a list of “group goals.” Use flip chart paper or a piece of poster board to record group goals as members offer them. With participants’ help, frame goals in language that is specific, yet general enough to apply to most families (e.g., learn better ways to control my child’s tantrums, learn to control my own temper when child misbehaves).

- Based on everything we’ve discussed today, let’s generate a list of group goals. Goals that relate to learning and to developing new skills are especially helpful.
- Let’s begin by having each person state a goal for this workshop based on your needs and concerns as a parent. We’ll add to the list as needed.

**20** Review completed list of goals. Thank participants for their input. Briefly reassure them that most of the issues reflected in their goals will be addressed within the topics to be covered during the workshop.

**21** Let participants know you will keep the goals list, and that reviewing it will be part of the business of the final meeting. In addition, the group may want to refer back to specific goals during the workshop.



10 Minutes

## CONCLUDING DISCUSSION

**22** Provide wrap-up and closure for the session. Highlight the following points:

- We will begin covering the topics described in the outline at our next meeting. The dates and times for each group meeting are included on the outline.
- As we cover each topic, you'll have a chance to explore the issues you've identified in the group goals. You may want to keep a list of questions or ideas that occur to you between sessions.
- As we explore issues related to developing a more effective parenting style and learning new skills, we will keep four assumptions in mind:

### Four Assumptions

1. You are the expert on your child and on your relationship with your child.
  2. There are many things you are doing well, so, if it ain't broke, don't fix it.
  3. If it works, keep doing more of it.
  4. If it doesn't work, do something different.
- In the weeks ahead, we'll be exploring how to use your resourcefulness and good intelligence to figure out how to do things that work in your relationship with your children.

Handout,  
p. 19

**23** Distribute *Four Assumptions* handout.



5 Minutes

## HOMEWORK

**24** Introduce the purpose and guidelines for homework suggestions that will be a feature of each group.

- At the end of each meeting, there will be a suggestion for a "homework" activity or experiment. These will not be difficult or too time-consuming, however, they will require some thought and effort.



- We'll discuss the previous week's suggested homework at the beginning of each session. This will allow us to share with each other the successes or difficulties we encounter with the new skills we'll be learning.
- These take-home assignments will help you stay focused on your goals and accomplishments. In previous groups, participants have found the assignments to be fun, interesting, and helpful.

## 25 Give the following homework suggestion:

- Here's the assignment for next week:
  - Between now and the time we meet again, I'd like for you to pay attention to all the things that happen in your relationship with your child(ren) that you want to continue to have happen.
  - It may help you to keep some notes, but it's not necessary if you don't want to.
  - The important thing is to pay attention to things that happen between you and your child that you want to continue to have happen. In other words, "what works," "what's good."
- We'll talk about this assignment as well as many other things next time. See you then.

## 26 Thank participants for coming and for their participation. Invite them to return to the next session.

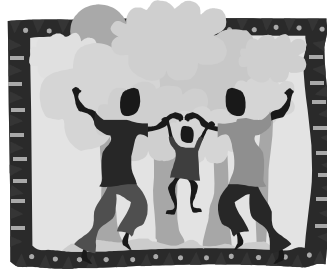
## 27 Ask participants to complete a *Session Evaluation* form before leaving.



Session  
Evaluation,  
p. 20

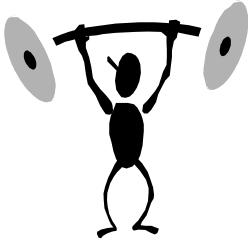


# Partners in Parenting Workshop Schedule



<u>Session</u>	<u>Topic</u>	<u>Date</u>
ONE	Introduction Discussion Group	_____ _____
TWO	Child Development Discussion Group	_____ _____
THREE	Family Communication Discussion Group	_____ _____
FOUR	Family Communication Discussion Group	_____ _____
FIVE	Promoting Good Behavior Discussion Group	_____ _____
SIX	Sensible Discipline Discussion Group	_____ _____
SEVEN	Self-Care for Parents Discussion Group	_____ _____
EIGHT	Problem-Solving Graduation	_____ _____

# TOWER OF STRENGTHS



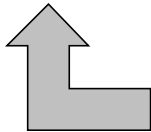
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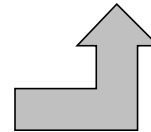
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**STRENGTHS I WOULD LIKE TO HAVE**



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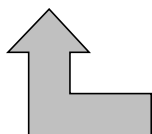
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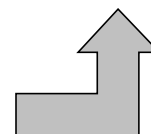
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**STRENGTHS I KNOW I HAVE**





## TOWER OF STRENGTHS WORD LIST

<b>Adaptable</b>	<b>Forgiving</b>	<b>Peacemaker</b>
<b>Adventurous</b>	<b>Friendly</b>	<b>People-person</b>
<b>Ambitious</b>	<b>Funny</b>	<b>Persistent</b>
<b>Artistic</b>	<b>Generous</b>	<b>Polite</b>
<b>Athletic</b>	<b>Good intentioned</b>	<b>Practical</b>
<b>Believes in self</b>	<b>Good memory</b>	<b>Principled</b>
<b>Brave</b>	<b>Happy</b>	<b>Problem-solver</b>
<b>Community-minded</b>	<b>Hard-working</b>	<b>Quick learner</b>
<b>Competitive</b>	<b>Healthy</b>	<b>Quick thinker</b>
<b>Contented</b>	<b>Honest</b>	<b>Relaxed</b>
<b>Cool-headed</b>	<b>Imaginative</b>	<b>Religious</b>
<b>Cooperative</b>	<b>Independent</b>	<b>Responsible</b>
<b>Curious</b>	<b>Kind</b>	<b>Self-starter</b>
<b>Dedicated</b>	<b>Learner</b>	<b>Sense of humor</b>
<b>Dependable</b>	<b>Likeable</b>	<b>Sensitive to others</b>
<b>Determined</b>	<b>Logical</b>	<b>Sincere</b>
<b>Endurance</b>	<b>Loving</b>	<b>Smart</b>
<b>Energetic</b>	<b>Loyal</b>	<b>Spiritual</b>
<b>Enthusiastic</b>	<b>Mechanical</b>	<b>Spontaneous</b>
<b>Ethical</b>	<b>Musical</b>	<b>Strong</b>
<b>Even-handed</b>	<b>Optimistic</b>	<b>True to self</b>
<b>Expressive</b>	<b>Open-minded</b>	<b>Trusting</b>
<b>Fair</b>	<b>Organized</b>	<b>Trustworthy</b>
<b>Flexible</b>	<b>Patient</b>	<b>Warm-hearted</b>

From: Sia, T. L., et al., (1999). *Tower of Strength/Weekly Planner*. Lighthouse Institute.

# Principles for a Productive Group

These guidelines are a set of rules to be applied during group meetings to insure healthy interactions. Please read them over carefully and apply them.

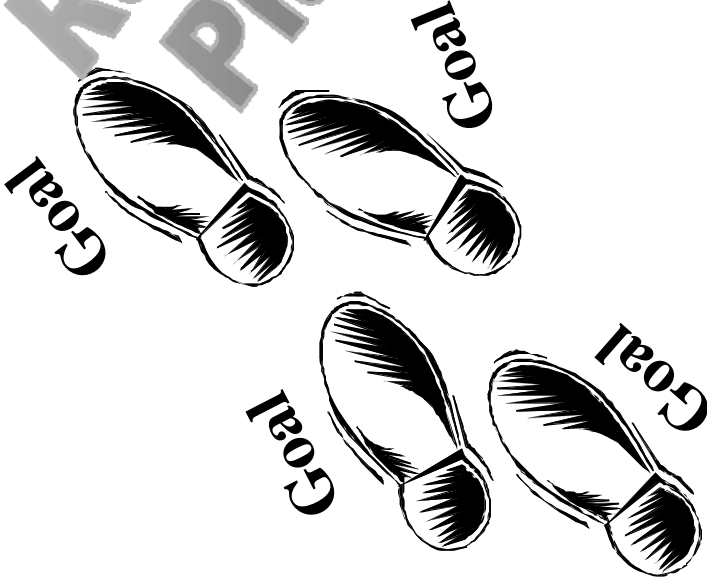
1. Attendance is very important to the group. Your presence and participation are valued and important. It is important that you attend not only for yourself, but for other members needing your support. If you must miss a session, please let the group know ahead of time. If this is not possible, please leave a message in the office.
2. Please be on time. If you are running late, please attend anyway, if possible.
3. Please honor the confidentiality of the group. Everyone must be able to feel comfortable that what they discuss in group will not be repeated outside of group.
4. Group members need to be supported when they talk about their feelings and concerns. There is no room in group for judging and blaming. Each person needs to be able to express feelings openly without fear of criticism.
5. Practice active listening. This means paying full attention to a group member who is talking instead of thinking about what you want to say next.
6. Parenting is a learning process. What works for one family may not always work for another. As group members we can offer support, hope, and encouragement, and at the same time respect that each person must find her/his own solutions.
7. Remember that each person in the group needs a chance to share. Since our meetings have a time limit, no one person should take over the conversation.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
*Group Member*

Signed \_\_\_\_\_ Date \_\_\_\_\_  
*Group Leader*

# GOAL TALK

Long  
Range  
Plan



## A LONG RANGE PLAN:

- Inspires hope & motivation
- May be broad & "fuzzy"
- Reflects values & dreams
- Is reached in steps (goals)

### Examples:

- Get along better with my kids.
  - Finish my education.
  - Quit drugs/alcohol.

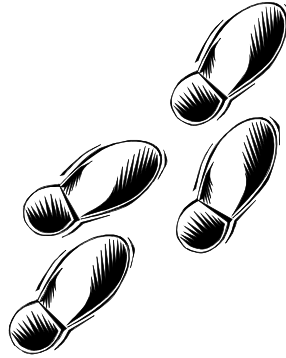
## GOALS ARE:

- Small
- Specific
- Realistic
- Important to you
- Require effort

### Examples:

- Read to my child 4 times per week.
- Make appointment with advisor at community college.
- Attend 2 recovery activities per week.

# MY GOALS FOR BETTER PARENTING



Some of my long-range plans for better parenting are:

---

---

---

---

Some of my goals for better parenting are:

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---

---

---

One thing I really want to learn from this class is:

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---

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## FOUR ASSUMPTIONS FOR GROUP



You are the expert on your child  
and on your relationship with  
your child.

You are already doing many things well,  
so...

If it ain't broke, don't fix it.

If it works, do more of it.

If it doesn't work,  
do something different.







## Session Evaluation Partners in Parenting Session 1

**INSTRUCTIONS:** Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class \_\_\_\_\_
2. What was the most important thing you learned today?
3. What is one thing you really like about your relationship with your child (children)?
4. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)  

01	02	03	04	05	06	07	08	09	10
Poor				Pretty Good					Excellent
5. Do you have any suggestions to help make this class better?